ROLE PERCEPTIONS OF PRINCIPALS AND TEACHERS OF SECONDARY GRAMMAR SCHOOLS IN KWARA STATE OF NIGERIA

BY

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DEDICATED

to

the memory of my late sister,

Abigail Abiodun Addy (1940-1974)

and

my children

who suffered in silence:

John,

Stella,

Stephen,

Anna, and

Dorcas.

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ABSTRACT

This study on "Role Perceptions of Principals and Teachers of Secondary Grammar Schools" was an attempt to evaluate the degree of agreement in intra-and inter-role perceptions between principals and teachers of secondary grammar schools in Kwara State of Nigeria, Evidences from the literature suggest that school administrators as well as teachers, on entering their jobs, do not have guidelines to describe their role expectations. With their previous experiences, training and observations, they gradually form conceptions of their roles. Hence, they are hardly agreeable on their roles in the school organization. This lack of agreement may contribute to observable administrative ineffectiveness.

Using a block sampling technique, the researcher selected for the study 22 secondary grammar schools out of 73 such schools in Kwara State (1978/79 academic session). All the principals of the selected schools and 340 teachers, about 30 percent of the total teacher population were selected as the subjects for the study.

Two instruments, derived from the literature and validated by experts were administered at two different times to the subjects. The reliabilities of the instruments were estimated at .86 for the TRPI and at .82 for the PRPI.

Six hypotheses in their null form were tested. These hypotheses were assessin: (a) principals' perceptions of their ideal role and their actual role performance, (b) teachers' perceptions of the principals' ideal role, (c) principals' perceptions of teachers' ideal role, (d) teachers' perceptions of their ideal role and their actual role performance, (e) the combined principals' and teachers' perceptions of principals' ideal role and, (f) the combined teachers' and principals' perceptions of teachers' ideal role.

Using the correlation statistics, Spearman's rho and Kendall's W, the researcher found that:

1. Major differences exist between the principals' perceptions of their ideal role and their actual role performance. This may be interpreted to be an indication that principals either have difficulties when faced with the reality of the prevailing situations; or that their perceptions of what their role ought to be are unrealistic when judged with practical circumstances surrounding their role and status.

2. The teachers' views of principals[1] ideal role indicated preference for the principals' role in school management rather than their professional teaching roles.

3. The "principals' opinions of the teachers' ideal role reveal priority in teachers[1] professional duty in the classroom.

4. Very little differences exist between teachers' views of their ideal role and their perceptions of their actual role performance. Their role preference was for their roles in relation to other teachers, and the Principal. This seems to suggest that they attach greater importance to the human relationship among the group of colleagues they work with than to their professional role.

6. Little differences exist between the opinions of teachers' as well as principals' in their preference for the teachers' role.

In conclusion, recommendations made on the basis of the findings can be summarised as follows:

(a) Further studies could be conducted to include the views of significant groups which may include, additionally, one or more of the following group: i) administrators in the state Ministry of Education and the Kwara State Schools[1] Board, ii) secondary School Students, iii) teacher educators in the universities and colleges of education, and iv) parents of students.

(b) Follow-up studies may be conducted to find out the factors responsible for the discrepancies which were found to exist between principals' and teachers' perceptions of principals' role in financial management, and between principals' perceptions of their ideal role and their actual role performance in the areas of school-plant administration, staff-personnel administration, and school-community relationship.

(c) Further studies could be conducted on the relationships between factors such as age, sex type, educational qualifications and professional experience, and the perceptions of principals and teachers with respect to their ideal role and their actual role performance.

(d) Replication of the study may be undertaken in other states of the federation in order to identify what similarities and dissimilarities exist in perceptions of teachers and principals with respect to their roles.

CHAPTER 1

THE PROBLEM

1.1 INTRODUCTION

Secondary school education in Nigeria has long been in existence since the days of the colonial administration. The first secondary school in the country was the C.M.S. Grammar School, Lagos (now known as Anglican Grammar School Bariga) which was founded in 1859.

Secondary education in some parts of Kwara State got impetus from the southern parts of the country. These areas were following the educational law and ordinances of the north while aspiring to pattern their educational progress on the tempo of the south. These were largely the Christian areas where people saw progress in western education as co-terminus with progress in Christian religion.

Within the past two decades, the development of secondary education in Kwara State has been very rapid. From having started at a very low base with only 30 secondary grammar schools in 1967 when states were created, Kwara State has 66 secondary grammar schools during the 1978/79 school year when the study was begun. It is expected that this figure would have tripled in a few years time when the products of the universal primary education scheme graduate into the secondary school level.

Secondary education is very important to the people of Kwara State, a majority of whom see education as a means of upward social mobility and a means to better future. In view of these facts, the public gives every encouragement to the establishment and progress of educational institutions in the area, and hold a high expectation of secondary schools particularly those of the grammar type.

For an organization to be able to meet the expectation of its role set, it must be effectently organized and effectively run. For the effectiveness of the organization, there are variety of functions to be performed and behaviours to be enacted by the members. The most

significant of these functions in the secondary grammar schools are those performed by the principals and the teachers. These functions consist of duties, obligations, and formal expectations of the behaviours of the position holders. To achieve the purpose for which the role was created, the role incumbent must behave in such a way that his duties are successfully done and his obligations discharged.

Usually behaviours are prescribed and formalized as job descriptions or position guides, so that the role incumbent knows what general activities make up his role. In a situation where job descriptions are not made available to the role incumbents, job performance may fall short of expectations. One of the causes of poor performance of principals and teachers may be due to lack of understanding of the roles they are expected to perform. Moreover, the duties and obligations of a position coupled with the role observers experiences with the role incumbents, generate expectations of role behaviours. It is very often over-looked that role behaviours are not determined solely by the role incumbent. The people with whom he comes into contact have their own conceptions of appropriate behaviours as he should enact them. In order to achieve better role performance, the principals and teachers, who are in continuous interaction in the school organization must have adequate intra-and inter-role understanding of the roles they perform. The extent to which this understanding of roles exists in secondary grammar schools in Kwara State is the main interest of the researcher in this study.

Adequate understanding of the role one performs leads to effective performance. If everyone concerned in the teaching-learning process is aware of his proper and necessary role, and if he performs such role adequately well, then principals and teachers may be exonerated from students' poor performance, an issue which is now a national concern. Therefore, it is all the more important to study role perceptions in the school system.

It should be noted that the environment within which the school conducts its mission is possibly the most complex of all social inventions. This justifies making the issue of accurate role perceptions and its relationship to adequate role performance which in effect result in effective school administration the central point of this research.

As in other formal organizations the school must deal with the tasks of structuring, managing and giving directions to a complex mix of human and material resources. And unlike most other formal organizations, the school has a human product that gives rise to unique problems of organisational control. Virtually everyone in the society is considered a shareholder in the school, hence, the processes of school governance became incredibly intricate. However,

within the school system, principals and teachers are in the closest relationships, and it is all the more very important to study their role perceptions.

Practising school administrators (principals) and teachers as well as academic researchers, need all the "conceptual eye-glasses" they can find in order to peer into the various black boxes in the school and sort out the mix of social, economic, political and psychological variables into meaningful patterns.

Empirical studies of school organization have revealed that schools at all levels are complex organizations (Hoyle, 1973; Greenfield 1975). Because of the nature of specialized academic oriented education which they provide, secondary grammar schools are particularly complex organizations. A complex organization being a social system established for the attainment of predetermined objectives, possesses a formal structure with clearly marked lines of communications and authority. In order to achieve the goals of the organization, people are usually brought in to perform specified roles. Concensus between and among the members of an organization about the purposes of their interactions promotes effective performance. (Etzioni, 1961). Conversely, it might be reasoned that misunderstanding of one's role and of other people's role may result in poor self-role interpretation. It is therefore necessary that there is an understanding of the roles of individuals

as well as an appreciation of the nature of human interactions and perceptions in an organization such as an educational institution. This need forms the rationale for studying the role perceptions of principals and teachers who are in closest working relationship with the learners in the drive to achieve the educational aims of the institutions and the society at large.

The goals of secondary grammar schools may be ascertained from the people in positions of authority such as the principals. To achieve these goals there are specified roles to be performed, and the main three groups of people inside the secondary grammar schools performing the prescribed roles are the principals, the teachers and the students. However, students are supposed to be receptive members of the school organization; while the principals and teachers are charged with the responsibilities of teaching the students. They are therefore assessed on their own performance as well as the students' achievement.

Within the school system, there are role-relationships which allow the individual to develop stable expectations about the behaviours of others. People learn the expectations contained in different social roles through the process of socialization, and they attempt to meet the expectations of others who are in close working relationship with them because society motivates its members (Parsons, 1951). This process enables others to

meet an individual's expectations and to carry out their role obligations in return for the rights which are inherent to their roles. Proper intra-organizational administration of a school has a lot to do with how a principal and a teacher interpret their roles and how they perceive each other's role. Failure to understand and appreciate each other's role may lead to poor performance and administrative ineffectiveness.

1.2 STATEMENT OF THE PROBLEM

The present study is designed to determine how the principals and teachers see their roles and each other's roles in performing their duties towards the fulfilment of the goals of secondary education. The study is based on the concept of intra-organizational relationship between principals and teachers in the school system. It seeks to examine principals' and teachers' intra - and inter-role perceptions. It attempts to assess the extent to which:

(a) teachers understand their own role;

(b) teachers understand the principals' role;

(c) principals understand their own role; and

(d) principals understand the teachers' role.

Specifically, the study attempted to answer the following questions:

1. What are the role expectations of the principals as perceived by the principals?
2. What are the role expectations of the principals as perceived by the teachers?
3. What are the role expectations of the teachers as perceived by the teachers?
4. What are the role expectations of the teachers as perceived by the principals?
5. Is there an agreement between the teachers' ideal role and their actual role performance as perceived by the teachers?
6. Is there an agreement between the principals ideal role and their actual role performance as perceived by the principals?

1.3 BASIC ASSUMPTIONS

The basic assumptions of this study are that:

1. There is lack of clarity in the principals' and teachers' role expectations.
2. Disagreement between an incumbent's role expectations and his role performance may lead to role conflict.
3. Role conflict leads to inter-personal tensions, dissatisfaction and poor role performance.

1.4 HYPOTHESES

The following null hypotheses were statistically tested:

1. There is no agreement among the principals in their perceptions of their ideal role and their perceptions of their actual role performance.
2. There is no agreement among the teachers in their perceptions of the ideal role of the principals.
3. There is no agreement among the principals in their perceptions of the ideal role of the teachers.
4. There is no agreement among the teachers in their perceptions of their ideal role and their perceptions of their actual role performance.
5. There is no agreement between the principal group and the teacher group in their perceptions of the principals' ideal role.
6. There is no agreement between the principal group and the teacher group in their perceptions of the teachers' ideal role.

1.5. PURPOSE OF THE STUDY

It was the purpose of this study to make a comparison of what teachers and principals think each other should do as such a comparison might point out sources and areas of possible misunderstanding.

Principals represent a group of individuals whose statements and opinions, individually and collectively, are of vital importance to teachers' welfare. What principals think the teacher should do serves as a guide for the unofficial policies, rules and regulations they propose for teachers. If teachers and principals have different ideas as to what the teachers should do, low morale, instructional inefficiency, dissatisfaction, teacher attrition and low turn over may result. Furthermore, many professional and personal concerns of teachers may be involved in the way teachers and principals reflect and interpret the role of the teacher.

Educators, sociologists, social psychologists and management scientists have emphasized the importance of well defined institutional role and have stressed the need for an agreement between the organizational goals and the personal goals of the individual members of the organization (Afolayan, 1978). An agreement between the institutional goals and personal goals of individual members may contribute to the overall success of the organization. In view of this, the way the individual perceives his role in relation to the organizational goal and the manner in which he performs such role is of a great importance. Thus the main purpose of this research using Kwara State as a case study was to make available information on:

1. Role expectations in terms of a theoretical concept of administration as a social system.
2. Role expectations of teachers and principals of secondary grammar schools regarding the roles they perform.
3. The discrepancies between these inter-role expectations.
4. The actual role performances of teachers and principals.
5. The discrepancies between teachers' perceived ideal role and their actual role performance.
6. The discrepancies between principals' perceived ideal role and their actual role performance.

Finally, the researchers' aim was to make recommendations as to how these discrepancies can be reduced and how the principals' and teachers' roles can be better understood and better discharged.

1.6 JUSTIFICATION FOR THE STUDY

People in organizations assign meanings to situations and to the reactions of others, and they react in terms of their interpretations of these situations and actions (Rose, 1962; Cicourel, 1964). A role incumbent may react to a given role from his past experiences and he may define his perception of the reaction of others to his action from such previous knowledge. Human behaviour is seldom a direct response to objective reality.

It is rather a response to the individual's perception of that reality (McGregor, 1966). It should be noted that both the reality of the situation within which a person performs his role and his

perception of the role are very significant to a person's role behaviour. However, reality does not necessarily accord with perception. When the two are in disaccord it is the perception that affects the person's actions rather than the reality of the situation (Parsons, 1964). These views are very important because they emphaize the need for explanations of human behaviour to take account of both the situation and of the orientations held towards it by the people concerned. It is therefore all the more important that within the school system, the principal and teacher must understand each other's role expectations so that role behaviours will not be misconstrued. If roles are misconstrued, there may be conflict. Moreover, inaccurate perceptions of one another's role may lead to the administrative ineffectiveness of the organization. It is pertinent to note here that in their role behaviours, the principal and teacher engage in a social interaction of superordinate-subordinate relationship. In order that the principals and teachers function properly, they need to understand each other's role and the expectations attached to such role.

The study of role in school organization has been receiving more and more attention in recent years. Role relates to the job one performs, and how one relates to other officers in the organizational hierarchy. In this wise, role determines to whom

one reports as well as the subordinate officers who report to a particular role incumbent. Role also deals with how one behaves and how not to behave.

However, there are no current handbooks and schedule of duties to guide practising pr ncipals and teachers of secondary grammar schools in Kwara State in respect of the roles they are expected to perform. It is often assumed that teachers and principals know what their roles entail. For instance, a newly employed graduate teacher knows that he will teach pupils certain basic knowledge in his field of specialisation. Beyond that, he may be a novice as to the barrage of duties that await him in the school. The school principal normally assigns functions and responsibilities to the teacher. Sometimes, a teacher may feel that he has been given too much to do, or that he has not been assigned duties in his area of specialization and interest. This kind of feeling may lead to suspicion, distrust and dislike of the principal by the teacher. These might result in adverse principal - teacher relationship. The success or failure of the teaching-learning process in the school system, depends, to an appreciable extent, on the nature of the relationship existing between the school principal and his teachers. If they both have different ideas as to what the teacher should do, conflict is bound to occur, and this may not augur well for the smooth

running of the school system. A cordial principal-teacher relationship is crucial to the smooth running of the school. In order to be effective in his administrative responsibility, the principal needs the full support of his teachers. He needs to understand fully what he should do for his teachers, what he is doing for them, the ways his feelings affect what he is doing, and what the full implications of his behaviour are. If one takes evaluation of staff as an example of one of the principal's functions in the schools, it is essential that the principal has clear ideas about teachers' role before he can successfully perform the task of staff evaluation. His evaluation and assessment on staff performance must be fair and unbiased. On their own part, the teachers must have clear ideas about their own role. If teachers know their role and perceive that it is a duty of the principal to assess their performance, they are not likely to resist work evaluation by the principal. Conversely, if teachers have different opinions concerning this role behaviour of the principal, they will tend to react negatively. The teachers may feel that the principal is going beyond the bounds of expected normal role behaviour.

The principal's behaviour can strongly influence the role behaviour of the teachers with whom he is associated. If the

teachers feel the need for the principal to perform a given task, they will respond by creating a readiness for such task performance. To the extent that there is congruence between the perceptions of the principal and the perceptions of the teacher on their different roles, the principal-teacher relationship will be enhanced. Conversely, disagreement in role perceptions by the role set may lead to conflict which does not augur well for an healthy school system. Since each role derives it meaning from other related roles in the organization, it is essential that principals and teachers have adequate clarity concerning each other's roles in order to respect each other's rights so as to avoid confusion.

It is pertinent to note that the teacher arrives at his proper or necessary role through his own experience while in school as a young pupil learning; his experience while in the teacher training institution; his experience at the job; his reading; exchange of views and reflection; and most important for many teachers is the staff-room; the group of colleagues he joins, with whom he must live and work, and whose respect he must earn. Each of these generates different sets of expectations. The observer's expectation of the teacher's role may or may not be in agreement with what the teacher perceives for his role and how he actually performs such role. Before a position holder can perform his role as expected, his perception of such role must be in

agreement with the expectations of his role set and observers. The importance of accurate role perception to satisfactory role enactment cannot be over-stressed. This is because accurate role perception is an essential part of adequate role performance. Inaccurate perception is very likely to result in behaviour which falls short of or misses the central core of the task to be accomplished, and which results in antagonism among influential reference groups, a situation to be avoided by the principal if possible.

Therefore, it is the hunch of this research that lack of proper role perceptions by the principals and teachers may be a cause of poor role performance and maladministration which might indirectly result in poor students' performance.

1.7. SIGNIFICANCE OF THE STUDY

There is an emergent interest by scholars in the area of organizations and role concept in organizations. This interest has led to empirical studies on role concept within the school system. Rapid changes are taking place in the society. These changes have important effects on the Nigerian education system. Some of the effects of the changes on Nigeria's education can be seen in the new National Policy on Education and the Universal Primary Education Scheme. These dynamic changes within Nigeria's educational system aim at improving the existing system of education. While a re-examination of the content and process of education is being carried out, it is only right to reexamine and redefine the roles of the principals and the teachers both of whom are so important in the school system as human agents in the teaching-learning situation.

Specifically, this research might be of value to the following categories of people:

1. The principals, who will need to do a rethinking and redefinition of their own role in the context of a rapidly changing society.

2. The teachers, who will need to be clear about the role they must perform in order to achieve the broad aims of education.

3. The officials of the Ministry of Education and State Schools' Board will need the available information of a research work as this in order to help them formulate policies and make decisions regarding teachers' and principals' roles.

4. Researchers will also need the information which may come out of this study to add to previous body of knowledge in the area of role concept in organization.

It is hoped that if the findings of the research are utilized, they will contribute to mutual understanding between principals and teachers. Also, a realistic programme of teacher recruitment, training, placement and retention must be based upon what can be learned about role perception, and the prevailing status of the teacher in the school and the society.

The findings of this study might be an avenue for a meaningful comparison with similar studies undertaken in other socio-cultural settings such as Britain, the United States of America and other parts of Nigeria. Finally, it is hoped that the study will fill an existing gap in the literature of educational administration in this country in general and Kwara State in particular.

1.8 LIMITATIONS OF THE STUDY

The scope of the study is limited to Kwara State secondary grammar schools. The subjects of the study are the principals and teachers in the grammar schools. These limitations arose due to distance, financial constraints and shortage of time which hinder the researcher from covering a much larger area.

1.9 DEFINITIONS OF TERMS

For the purpose of clarity in terminology, the following key terms used in this study are defined as follows:

(i) Role means the pattern of behaviour, rights and obligations associated with a position occupied by a person in a given social unit.

(ii) Role Incumbent refers to a position holder who is expected to fulfil certain obligations and performs certain duties.

iii) Perception refers to any act or process of knowing objectives, facts or truths, by sense experience or by thought.

iv) Role Perception means the way the role set or the role incumbent conceives a given role.

v) Role Expectation is the expectation held by people with regard to the pattern of behaviour and action by a position holder. It means the same thing as ideal role.

vi) Role Discrepancy refers to the situation in which there is difference between role expectation and role performance.

vii) Role Congruency means the same thing as role consensus, and it refers to a situation in which there is agreement between role expectation and role performance.

viii) Role Conflict refers to a situation when a position holder is expected to enact simultaneously two or more roles which are incompatible and he perceives that the fulfilment of one of those roles will make the meeting of the requirements of the other roles difficult or impossible.

ix) Personality refers to a dynamic organization within the individual, or those psychological systems that determine his unique adjustments to his environment.

x) Role Performance refers to the behaviour a role incumbent elicits in a given position.

xi) Client refers to anyone who benefits from a given rganization. It refers to people who are significantly related to the school. Here in this study it represents the parents, the pupils and the teachers.

xii) Institution is the agency established to carry out the imperative functions in a social system to a.complish the predetermined objectives in relatively routinized patterns. Here, it means educational institutions, specifically, secondary grammar schools.

xiii) Principal refers to the administrative head of a post-primary institution. He is a teacher appointed to be responsible for management, supervision and efficiency of a school and all the departments in a school.

The next chapter deals with the review of literature.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

The review of literature in this study centres on the concept of role, the conceptual model of administration as a social system, role theory in educational administration, teacher and principal role classification, and the concept of role conflict.

In the second place, it deals with the summary and analysis of related studies on the subject which include researches carried out in the United States of America, Great Britain, Germany, and in Nigeria - using Nigerian subjects.

Literature pertinent to this study in Nigeria is limited. Therefore, much of the literature reviewed consists of studies carried out in the United States of America and Britain. Although the studies were conducted in different socio-cultural settings from Nigeria, human beings the world over are basically the same in their diversity and in the behaviours they elicit.

2.1 THEORETICAL BACKGROUND

2.1.1. The Concept of Role

The concept of role is very complex and highly important for the behavioural sciences. A role is concerned with what a person does and how he behaves. Role expectations consist of

shared attitudes held by persons defining the role. These expectations might include attitudes about what an incumbent should or should not do (Levinson, 1959). It is not the formal system alone which sets down role expectations; individuals and groups within the informal system also play a considerable part.

Havighurst and Neugarten (1962) define the concept thus:

> A social role is defined as a coherent pattern of behaviour common to all persons who fill the same position or place in society and pattern of behaviour expected by other members of society.

With reference to the teacher the concept thus indicates:

(a) a position (or status); teacher is a specific occupational position;

(b) a pattern of behaviour associated with the position "teacher" which is independent of any particular person occupying that role;

(c) a pattern of expectations held of the occupant of a position; the expectations held of a teacher will imply how he ought to act, not merely how it is anticipated, he will act.

The role concept helps to explain one of the basic characteristics of social life. It also assists one to understand the functions which the teacher performs in the school, the community and in the society as a whole, and as such the following factors must be carefully considered:

(a) The teacher's 'public' is differentiated. Some members of the public will have only the most general expectations of the teacher, but other groups - school principals, inspectors, parents of pupils and others, have a much more direct relationship with the teacher and their expectations are therefore more specific.

(b) The teacher's role itself is differentiated according to such criteria as, function (subjects, grades, and ages taught), authority (over other teachers), attributes (qualifications, experiences) and so on. Different expectations are, therefore, held of different types of teachers.

(c) Individuals have many roles, thus, a teacher may also play the roles of father, husband, member of the NUT, club member and captain of a football team. Different sets of expectations would be held of each role and

these might be compatible.

(d) The expectations held of an individual occupying a given role may not always be in harmony. When an individual is confronted with different sets of expectations, he faces a potential role conflict.

(e) Finally, the extent to which the teacher's behaviour is determined by the expectations held of him and the extent to which he is free to perform his role according to his own desires are important factors to be considered. After all, a teacher is to some extent like 'all' other teachers, like 'some' teachers, and like 'no' other teacher. Every individual has his own unique characteristics which affect the way he performs his role. Role expectations prescribe a minimum pattern of behaviour for a teacher, and digression from which would eventually evoke sanctions, but beyond this, the teacher has a high degree of autonomy. According to Kob (1963), when an individual becomes a member of some organization such as a school, he must conform to certain expectations if he, and the school, are to function effectively; but at the same time he has the

opportunity to fulfil to some degree, his unique personality needs.

Thus, role is a two-way concept. Any role covers the set of values and expectations of a particular position in a social system from the point of view of both the occupant of the position and those with whom he interacts. Implicit in the idea of a role, therefore, is a self-image and a public image. The role of the teacher is organized around the functions that he fulfils and in the main around the transmission of knowledge and values. There is a close connection between the self-image and the public-image of any profession. Unlike some other professions like law, medicine, or banking, the teacher's self-image plays a far lesser significance than his public-image. A change in the self-image may affect the public-image and hence the prestige of the occupation.

Furthermore, how teachers are seen by the public will help to determine how many young people take up teaching. The possibility exists that there may be a difference between the public and self-image of any occupation. As a result of a survey, Kob (1963) has shown that this was the case for teachers in secondary schools in Hamburg. Here, the public rated teachers higher in respect of social prestige than teachers rated themselves.

The concept of role is further complicated because it has to be considered from three different points of view (Levinson, 1959). First of all, there is the "role demand" emanating from the role set which seeks to channel, guide, support, adjust and prescribe the behaviour of a position. Second, there is the individual's own inner definition of the role or 'role conception', what he personally and ideally thinks he ought to do. Third, there is the actual 'role performance' or observed behaviours resulting from the interaction of the role demands, the individual's role conceptions, and the characteristics of his personality.

From a study carried out by Burnham (1964) it was discovered that many deputy heads, after adjusting their role performance to meet the perceived role demands of their head teachers, found that their greatest source of conflict lay in the disparity between their actual role behaviour and their ideal conception of the role. From the above point of view, educational administrators realise how great is the propensity for conflict of any role, and particularly for those with a wide and varied role-set, such as faced by the administrator of a large institution.

For this study, a theoretical model of social behaviour developed by Getzels and Guba (1958) with some modifications was

used in clarifying role concept.

2.1.2 The Conceptual Framework

Several studies have been conceptualised in the Western Countries on social behaviour in educational administration notably among which is Getzels-Guba's model. Getzels and Guba (1957) postulate that a social system consists of two dimensions, the nomothetic which means the institutional aspects, and the idiographic which denotes the personal aspect. While Getzels and Guba consider these two dimensions to be "conceptually independent", they recognised that they must be "phenomenally interactive". In fact, it is the interaction of the two dimensions which, they argued is the most influential in determining observed social behaviour. The nomothetic dimension can refer to any institution but in this particular context, it describes the educational institution as being structured by the fusion of complementary roles in the hierarchy. For these roles there are specific expectations held for each position by its role set consisting of significant individuals or groups located both within and outside the hierarchy. Each role incumbent is expected to perform in certain kinds of

functions and to act in certain specific and differentiated ways in his relations with the persons with whom he interacts. For a teacher, these include, pupils, parents, principals, fellow teachers, ministry officials and others. In this sense, administration can be seen as "the process of defining, allocating and integrating roles and personnel to maximise the probability of achieving the goals of the organization" (Hills, 1960: 372). Surely, the role expectations must be oriented towards such ends.

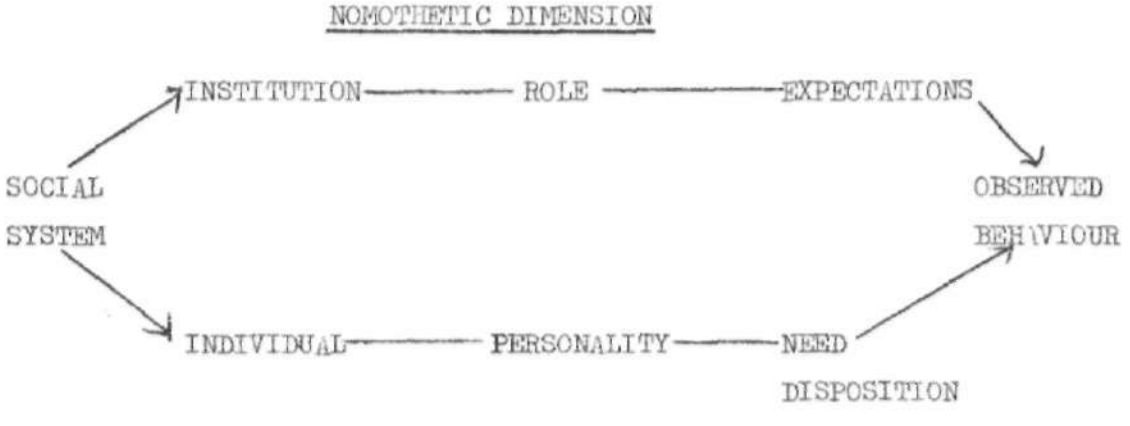


Figure 1 A General Model Showing the Nomothetic and Idiographic Dimensions of Social Behaviour.

Source: J. W. Getzels and E. G. Guba; "Social Behavior and the Administrative Process" in School Review, No. 65, 1957, p. 429.

The role depends largely upon the person who is only 'temporarily' occupying that position. However, as each person occupying a position brings his own individual personality to bear on the role, actual role performance may be thought of as a fusion of role expectations and 'self'. Sarbin (1954) has defined 'self' as the organization of qualities (traits, attitudes, habits, personal skills) and need-dispositions (sentiments and drives). In this way, as Getzels (1970: 153-155) points out, each individual stamps the particular role he plays with the unique style of his own personality. Social behaviour is thus not only a function of public mandate but of private necessity, which may or may not be congruent.

The idiographic dimension represents the other major component determining social behaviour. The individual will behave in a particular way taking into consideration his unique personality. Getzels and Guba (1957 : 428) define personality as the "dynamic organization within the individual of those need-dispositions that govern his unique reactions to his environment". Personality consists of the qualities that make up a person's character. Thus, no two people will react to similar situations in the same manner, and as such while what one is expected to do is prescribed, how one actually plays the role will be distinguished largely by

personal differences of opinion. The role may consciously, be responded to selectively, emphasized, or distorted, depending always to some extent, upon the particular idiosyncratic needs, perceptions and skills characterising the individual.

These needs cannot be seen, they must be inferred from overt behaviours. However, they do have powerful effects upon the individual role incumbent and this calls for greater understanding of this dimension of social interaction. Bruner and Tagiuri (1959: 650) emphasising upon his aspect pointed out that:

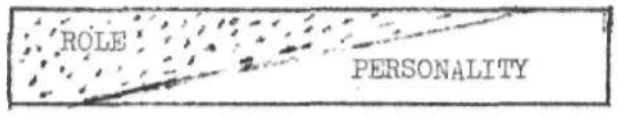
> ... if there is to be a science of interpersonal behaviour, it will rest upon the cornerstone of social perception. If for this reason only, far more effort must be expended on the task of discovering how people come to perceive other people as they do.

Therefore, an understanding of the concept that each person is motivated, in part, by his own unique need-dispositions will provide an administrator with certain insight into the behaviour of his associates.

In order to understand the behaviour of specific role-incumbents in specific institutions, one must know both the role expectations and

need-dispositions involved. Just as a role is an institutional element that may be conceived of as existing before anyone occupies it and is independent of any role incumbent's particular personality, so personality is an individual element that may be thought of as existing before any role is occupied by the individual, and is independent of role. As the model suggests, within a social

$$B = f(R \times P)$$



Military-Professionals-Artist

Figure 2 The Interplay Between Role and Personality in a Behavioural Act.

system, behaviour may be understood to be a function of the interaction between personality variables and the role variables (see figures 1 and 2). Getzels uses the equation in Figure 2 above, $B = f(R \times P)$, (Getzels; 1970:159) for the model, where B is observed behaviour, f is function, R is a given institutional role defined by the expectations attached to it, P is the personality of the particular role incumbent defined by his need-dispositions. This equation means that behaviour is the function or product of role and personality.

However, institutions and individuals do not exist in isolation or in vacuums, (see Figures 3 and 4). They exist in cultures with certain mores and values, and these are related and always interacting with each other. The character of institutional roles and individual personalities are related to the particular ethos of the culture and the specific expectations and the need-dispositions to its values. For example, a pupil cannot ordinarily be expected, nor will he want to learn for the sake of learning when such learning is not a cultural value. A person living in the Delta area has more reasons to learn swimming than one living in an oasis. So also, the educator cannot devote himself effectively to a classical education when that kind of education is no longer supported by the ethos of the society in which he operates.

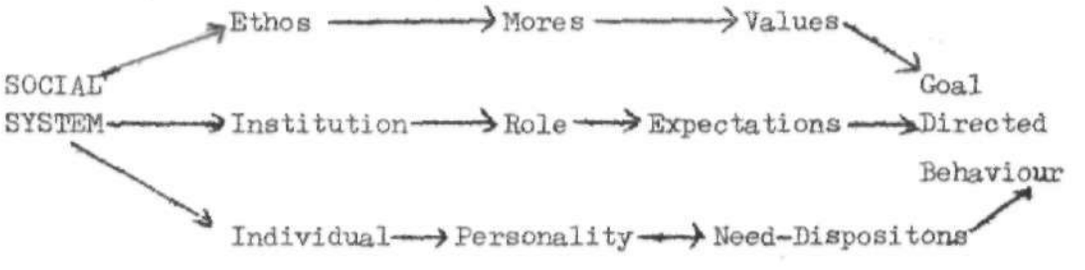


Figure 2 Extended Model Showing a Third Dimension of Social Behaviour (from Getzels and Thelen)

Source: J.W. Getzels and Herbert A. Thelen, "The Classroom Group as a Unique Social System" in The Dynamics of Instructional Groups, Chicago National Society for the study of Education, 1960.

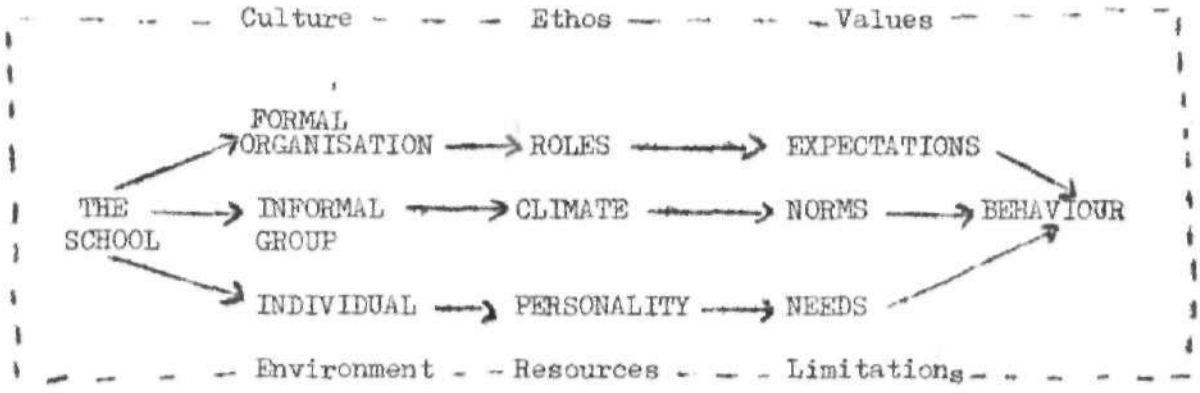


Figure 4 Getzels and Guba's Model of Administration As a Social System Modified to Apply to School Administration.

Source: L.W. Downey, "Who Shall Train our Administrators? in D.E. Top (ed.), A Forward Look: The Preparation of School Administrators, 1970. Eugene: Bureau of Education Research, University of Oregon, 1970 p.97.

The location of the institution is also very important. A school may be located in the rural, suburban or urban area. The immediate school environment may influence positively or negatively teacher role perception and the actual role performance. The attitude of members of the society in which the school is situated as well as that of members of the school community to education in particular may thwart the individual role incumbent's attitude and performance.

The teacher also needs various resources to enable him carry out his functions. These resources include materials and equipment, infrastructure and support services. The state government and parents of students provide the various materials needed. Sometimes, individual communities build classrooms, textbooks for students are provided for by both the state government (in grant-aided schools) and, parents of students pay school fees, they buy uniforms and contribute towards various school development projects. The recruitment and payment of staff salary are done by the state government or its approved agent - the State Schools' Board.

However, there are certain limitations which place constraints on the state government, the State Schools' Board, parents and teachers in their efforts to provide good quality education. These limitations include lack of money to provide for essential materials, shortage of trained and good quality manpower, and very often lack of a sense of commitment on the part of the manpower. These factors and many others contribute in no small measure to the teacher's role perception and consequently his role performance. If there is shortage of essential materials in the school and the government can afford to embark upon prestigeous projects in other areas of the state economy, teachers may feel that education is not

a priority of the government; teachers may feel let down and neglected, and this feeling may lead to negligence of duty and poor performance.

Thus, it has to be borne in mind that the role incumbent is all the time interacting with the sociological and psychological dimensions of his environment (see figures 3 and 4). It is therefore imperative that unless the cultural norms and values of any two societies are the same assuming even that the other variables are the same, expectations for the teacher's role in school and society are bound to differ.

A significant lesson learnt from Russell Francis' (1978) model on "Culture-change and Educational Administration in Melanesia" is that when models built in the advanced countries are applied to other countries such as Nigeria, the cultural milieu should be taken into consideration. Francis' model is reproduced below.

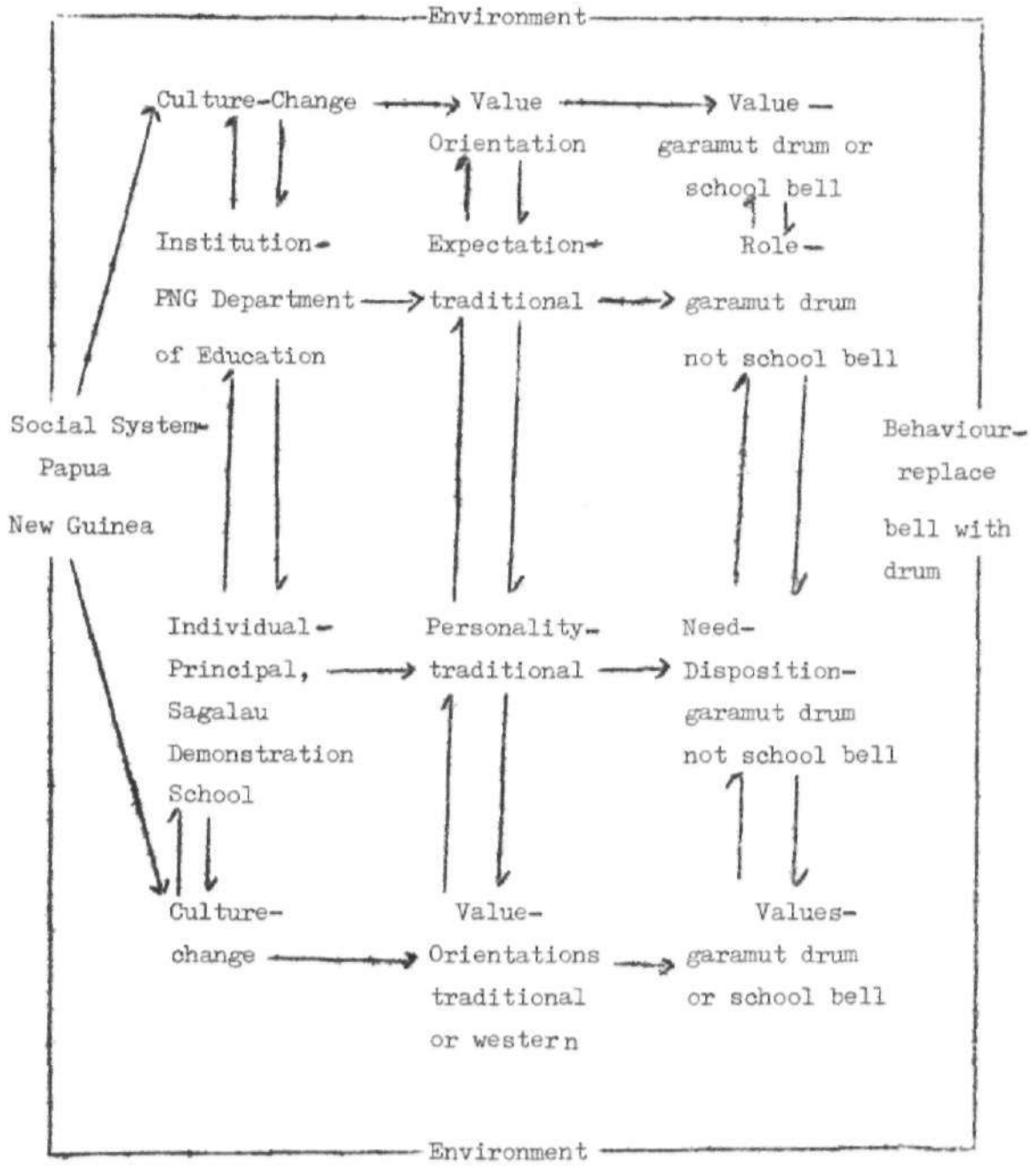


Figure 5 Articulation of Cultural Dimension with Getzels-Guba Model (Modified Form).

Source: The Journal of Educational Administration, Volume XVI, No. 1 May 1978. The University of New England, Australia Pg. 73

In the model, Francis conceptualised the relationship between culture-change and value-orientation which he articulated with the modified form of the Getzels-Guba model. The interplay between institution and individual is based within an enveloping cultural context. Francis' theory confirms Getzels and Guba's argument that the cultural dimension impinges on the institution of education, and the cultural context is viewed as influencing the individual in his administrative behaviour. Thus, culture was conceptualised by Getzels and Guba as influencing the interacting institution and individual aspects of administrative behaviour (see Figure 4). Francis made two modifications to the original Getzels-Guba model by replacing "culture" with "culture-change" and "ethos" with "value-orientation". He postulated that schools in Melanesia are involved in culture-change, and so their value-orientations have changed. The culture-change is the result of cultural renaissance - a move from the western (colonial) culture to the local (traditional) culture. This has caused the principal of Sagalau Demonstration School to replace the school bell (a colonial value) with garamut drum (a traditional value). His point about culture-change is valid because people's behaviour is affected by their cutural-orientation, but this model will not be suitable if applied to Nigeria due to cultural differences between Nigeria and Melanesia. Though

Francis' thesis does not invalidate Getzels' basic model, particularly his equation of the terms in the model, however his point about cultural-change is worthy to be given adequate consideration i one accepts that the cultural value of an individual influences his personality; and that moreover, all the roles which the individual fulfils are influencing his personality. At the same time, his own personality is influencing his concept of his role. The behaviour of an individual will be predisposed by his own concept or perception of his role, based in part upon his perception of the expectations held for his position by reference groups, and in part upon his desire to gratify his own pattern of need-disposition.

While it is true that there may be universal patterns in human behaviour, cultural diversity would cause significant differences in the way people behave. Benefitting from Francis' thesis, a researcher using Getzels and Guba's model should interpret it in the cultural context within which the model is being applied.

Therefore when Getzels' model is interpreted in the Nigerian context, it should take cognizance of cultural patterns of the area.

There is considerable need for a satisfying conceptual analysis of the cultural dimension of educational administration suitable for the Nigerian setting. The need for this conceptualisation is necessary if one accepts that cultural diversity is the essence of the educational enterprise (Lawson, 1975). Furthermore, given the contemporary significance of multi-cultural education, there is a need for administrative theory based on a cultural philosophy. Such a position reckons that administrative behaviour should not only be a matter of evaluation by criteria capable of universal application, but it must also be considered appropriate for a present and particular cultural context.

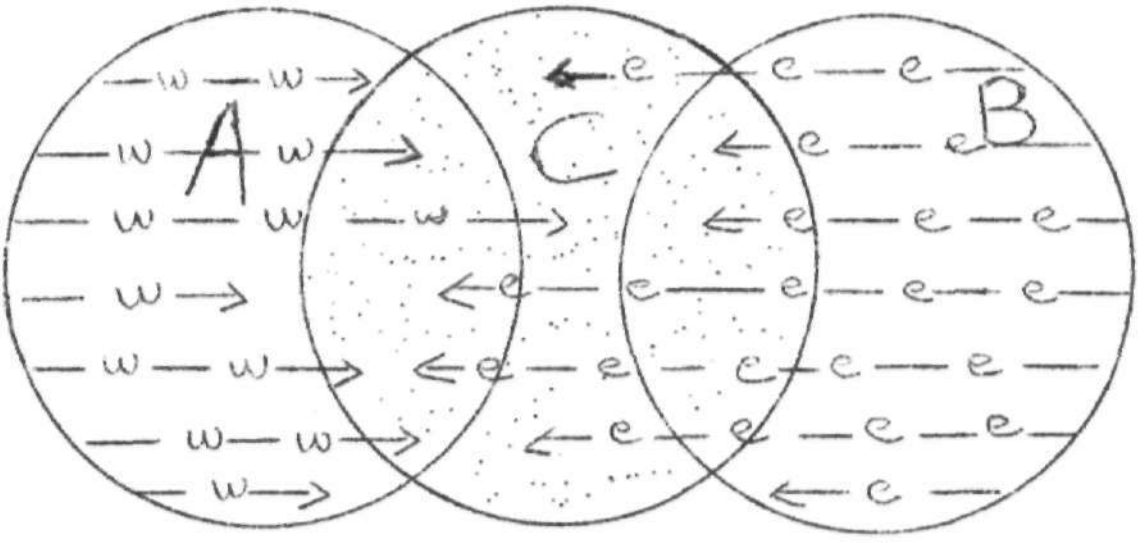
In view of this, Getzels' model of social behaviour in educational administration will be expatiated upon within the Nigerian cultural context. The American cultural environment in which the model was premised and the Nigerian society in which it is now being applied have numerous basic cultural differences. The western culture is a comparatively sophisticated and complex one, while the present Nigerian society is, technologically, a developing one.

In Nigeria today, there are the Christian and the Islamic influences as can be seen in cultural elements such as religion,

language and education. The Islamic influence came in from the north and spread southward, while the Christian influence came into the country from the south, spreading northward. What is now referred to as a Nigerian culture is a mixture in varying degrees of the elements in these two foreign cultures with the various elements in the traditional culture, as is seen in figure 6.

The traditional social system consists of the pre-colonial Nigerian states when ethnic cultural values determined the individual's moral standard so as to become an acceptable member of his community. Anything outside the norms and values of the particular society was considered bad for its members. The elders who were custodians of the traditional culture jealously guarded their cultural heritage from any form of outside influence and incursion. This pattern is still the case to some extent today. Infact, where the pattern is not visibly seen, it has been known to underlie the situation. In the traditional social system, the culture was based on ethnic philosophy. Each ethnic group has its own religion, language, system of education (which is an informal type) and forms of governance. However the coming of foreign cultures to Nigeria, first the oriental

(eastern culture (B) and later the occidental (western) culture (A) put an end to traditionalism in its pure form at the points of cultural incursion.

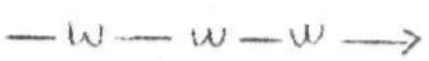


KEY

A represents the zone of western culture

B refers to the zone of eastern culture

C denotes zone of traditional culture



this indicates the direction of flow of western culture.



this indicates the direction of the flow of eastern culture.

Figure 6 The Interplay Between the Traditional (C) and Foreign (Western (A) and Eastern (B) Cultural Elements in Nigeria.

The influence of the eastern culture (B) is felt in Nigeria in the areas of : religion (Islam), system of education (Koranic education), language (Arabic), and political system. Certain elements of the eastern culture were so well grounded in the Yoruba speaking area of southern Nigeria, and most of the northern part of Nigeria that when the British colonialists and missionaries came into the area, they could not make a headway for some time in the spheres of religion and education.

From the British colonialists, the impact of the western culture (A) was felt in the areas of: a new political system and, a new language (English), while the missionaries, also of western origin, brought their own religion (Christianity), and a new form of education (formal school system). These two foreign cultures have impinged the traditional culture in Nigeria. The modern Nigerian society is a combination of three cultural elements through the processes of accommodation, and assimilation. The incursion by foreign cultures has brought about a relatively new value system in the modern Nigerian society. Usually when an alien culture meets a local one, the degrees at which the cultural elements mix would vary. Some of the cultural elements which had no roots died down, some were wholly adapted, others

were partially adapted, while some others mixed together without friction. However, anywhere two elements serving the same purpose are found to be inconsistent with neither swallowing up the other, there is usually tension.

As is depicted in Figure 6, the birth of modern Nigeria was the result of the combination of two alien cultures (A and B) with the local culture (C) at various times and points. At points where either one of the foreign cultures (A and B) meets with the traditional culture, the alien culture (A or B) has submerged partially or wholly certain elements in the local culture (C) by a gradual process of adaptation. At some other points, the alien and the local cultures (A, B and C) have moved and are still moving side by side without either one completely submerging the other. While still at certain other points, the impact of neither of the alien cultures is felt on the local culture. Before long, deep incursions of the foreign cultures into the local culture result in significant changes in many aspects of the local culture. In Nigeria today, there are spheres where significant aspects of the two foreign cultures and the traditional culture are intermingling without tension; at some other points, the impact of certain elements of only either one of the foreign cultures is being greatly felt while the influence of the other is negligible or none existence. In the case of certain

aspects where the alien culture has made deep incursions on the local culture, the individual is sometimes in confusion; his dilemma lies in his inability to meet up with the expectations of both the alien and the local cultures.

It is with this background that one should look at how the typical Nigerian in general and the typical school principal and teacher in particular would interpret the expectations for his role. In other words, while it is borne in mind that it is the interaction between the personality and the role that result in observed behaviour; it must be realised that the way a Nigerian would interpret expectations by others, his needs-disposition and role will be different due to cultural differences. In Nigeria the role incumbent would be deep-rooted in his traditional culture.

In order to make Getzels and Guba's paradigm valid in the Nigerian cultural context, expatiation would be made upon each of the term's in the model. Within the Nigerian context, the terms used in Getzels model will be valid because the school is now an internalised institution within the society. The institution prescribes the roles to be performed as well as the expectations which accrue from such role performance. The issue that may cause some significant difference would arise out of the way the incumbent interprets his role expectations and how

he perceives his personal needs-disposition.

In Getzels' model the institutional aspect refers to "institution" "role" and "expectations". For the present study "institution" refers to secondary school. Although the school has now been internalized into the modern Nigeria society, it is still suffering from role conflict as a result of contradicting expectations from a culturally mixed society. For example, as the school is certificate oriented, parents and students are anxious to pass various qualifying examinations at all costs. This has forced the school to concentrate on transmitting only a part of the culture, namely, reading and writing in a foreign language. The school now has less time and capability than it used to have in spreading other aspects of the society's culture. Yet, when cultural deviance by the young people is noticed, the school carries the blame for failure of duty. If the school system itself is faced with this contradiction between expectations and its performance, the problems faced by the individuals who as members of the larger society come into the school system to perform specified roles would be more complex.

For example, in a typical secondary school in Nigeria, if the principal is particularly more elderly than the teacher, the latter will perceive that the principal has two sets of expectations

from him. The first set is the official expectation because the principal is in authority and the second one is the traditional because in Nigeria the young pay deference to some one who is older. On the contrary, in the western world, the way the teacher perceives his relationship with his principal is only that of subordinate - super-ordinate, and he is not concerned in any way about the principal's age. In fact the Nigerian teacher may be confused at times because he does not know which of the two expectations to choose whether the age or the official authority. This reaction will affect the observed behaviour rather than the concept of role and personality as are presented in Getzels' model. Furthermore, a Nigerian woman who is the principal in a school where her husband works as a teacher will experience role conflict. This is due to the fact that in the traditional culture, the wife is supposed to be a subordinate to the husband, but in this situation she is officially the boss. This situation may cause tension for both the wife (the principal) and the husband (the teacher).

An incumbent in an attempt to behave in a rational way, tries to interpret what expectations are held of him. This interpretation will be done in the light of his personality, he may choose either to suppress his pattern of needs but meets the

role demand; or he may act according to his needs disposition, thereby failing to fulfil the expected role. For an illustration, let us suppose that three principals, A, B C in a given locality fully understand that they are expected to visit students' parents. If Principal A is disposed to visiting people, he will not find it difficult to meet the expectation. Principal B who dislikes visiting of any kind may decide against paying the required visits. In that case, he will fail to perform that expected role. And lastly, Principal C, like Principal B, hates visiting people, but he actually visits the parents regularly; he has lived up to expectation in that activity but has suppressed his need-disposition. To sum up therefore, the way a principal or a teacher perceives his role will be based on his personality. His reactions to the expectations attached to his role will be influenced by the cultural values of his society. Thus, in order to pass a valid judgement on a role incumbent's behaviour, consideration should be given to the individual's personality, needs-disposition and the cultural values of his society. These three factors greatly affect the way an individual interprets his expectations; and it is the interpretation he gives to the expectations that results in the behaviour he elicits.

The significance of the model of administration as a social system is that it spotlights administrative relations as a function of interaction between the nomothetic and idiographic dimensions. It suggests the possibility of role conflicts when a role incumbent is required to conform simultaneously to a number of expectations which are contradictory or inconsistent, and to personality conflicts when there is a discrepancy between the pattern of expectations attached to a role and the pattern of needs of the individual.

The social system models picture the school as an organization of human efforts and behaviour to promote the attainment of social goals. They concentrate on factors related to describing, analysing, or predicting human behaviour in a given system. They may identify individual needs as aided or inhibited by the demands of the organized insitution. The underlying assumption is that it is difficult, if not impossible, to comprehend what goes on in an organized society without looking at how human beings are related to each other, and how they behave in the face of given constraints.

In summary of this section, the role concept has served to emphasize cultural and socio-structural dimensions in analysing social behaviour. Human behaviour is influenced to some degree

by expectations that individuals hold for themselves or which others hold for them. The role concept has spotlighted the dualistic conflict between the individual's needs and the organization's demands. It has also emphasised the fact that people do not behave solely in a rational manner. They have attitudes and feelings which are conditioners of their behaviour. These attitudes and feelings may modify the cognitive orientations which help define their roles.

The model cited here has helped greatly in providing the theoretical basis for the study. Much of the studies reported in this chapter also leans heavily on the ideas enumerated in the model.

Thus, it could be seen that society is not composed of a number of institutions in complete isolation from one another. Equally, the school is not to be seen in isolation from the rest of the society. The school is an institution set up for the purpose of socialisation and cultural transmission. In the institution, the teacher and principal occupy important but not necessarily 'envious' positions. The teacher's job is made difficult simply because he deals with human personalities and human relationships, while the principal occupies an important position in the integration of the relationship between the job and the teacher. Thus, by virtue of

his position, the two hypotheses in the nomothetic and idiographic model of administration can be fused together in the personal traits and behavioural patterns of the principal.

2.1.3 ROLE THEORY IN EDUCATIONAL ADMINISTRATION

Role theory gives us a way of viewing the behaviour of individuals in groups and groups as they respond to and make demands upon individuals in the group. In recent years role theory which explains the behaviour of individuals in a social system in terms of the expectations associated with the positions which they occupy in that system, has come to hold an important place in the study of administration. This kind of a development is almost inevitable since the administration is concerned by and large with organizational behaviour, and formal organizations are included in the social systems to which role theory can be applied. In applying role concepts to the school, a position such as that of a teacher or principal is analysed by focusing on the duties and expectations which define appropriate behaviour for a person who occupies the particular position. Analysis of these roles would be concerned with prescribed, official duties and also with the expectations which members of the system hold for each other. For instance, an analysis of the role of the principal would include not only his official duties but the

expectations of the school's control board, teachers, parents and students as well because these also influence the behaviour of the principal.

It is fairly evident that the behaviour of an individual is influenced not only by the actual expectations held for him, but also by his own perception of these expectations. Thus, not all principals perform the role in the same way partly because they are subjected to differing expectations and partly because they perceive the expectations differently. Although it is not always included in the role analysis, it must be recognized that the individual also has his own conception of his role and that he will be guided to some extent by his self-expectations as well as by the expectations of others. This is one more reason why there are differences as well as similarities in the ways in which particular roles are enacted by different individuals.

Role theory is concerned only with analysing the determinants and consequences of behaviour in social systems and not with the question of whether individuals should or should not make a conscious effort to act in accord with the expectations held for them. When an individual in a formal organization decides to behave in accord with the expectations which other organizational participants hold for him, he is immediately faced by a number of problems. These

include identifying groups which hold expectations, determining the expectations which they hold, and distinguishing more crucial expectations from those which are less important.

While descriptive role studies which have been carried out in educational administration have served to clarify some of these considerations, they have also revealed that there are variations in the expectations associated with a particular role. These variations exist from situation to situation as well as within any one group of role-definers - as well as those which exist among groups.

Each society may be regarded as structured into a number of positions, statuses, or offices (Sarbin, 1954). Each of these positions is a collection of rights and duties designated by a term such as mother, teacher, pupil. The actions of individuals are organized around these positions and comprise the role. The role is linked with the position and not with the person who occupies the position.

If the role incumbent leaves a particular position, he leaves behind whatever rights and statuses such a position may hold. The role incumbent is expected to conform to the role expectations as long as he still occupies the position. He is constantly being watched by the role set; his actions are being evaluated from time to time.

He may be said to have succeeded or failed depending on the results of the observed behaviour. Sarbin (1954:27) asserts that:

> To the extent that the actions of a person in a particular position are perceived as conforming to the expectations (preferences) of the members of his society, he may be said to be successful in fulfilling that role. To the extent that he fails to behave in the prescribed manner, that he does not conform to role expectations, he is subject to censure.

One aspect of role to which the writer wishes to call particular attention here is the interaction of the individual and the group. An individual may be viewed as a group member responding both in terms of his unique individuality and of influences that the group brings to bear on him (Newcomb, Turner and Converse, 1965). His unique individuality accounts for his behaviour in the group in terms of the personal characteristics and attitudes he brings to the group situation. The other fact of this interactional relationship between individual and group is that each group member's behaviour is also to be understood in terms of the influences exerted or mediated by other persons with whom he is interacting.

Role theory shares a lot of the idea of the interaction theory formulated by George Mead (1934), who regarded role as the unit of socialization pattern, a pattern of attitudes and actions that a person takes in social situations. The 'self' internalizes these roles in ways that are consonant with that self's experiences. A person cannot enact a role for which he lacks the necessary role expectations. The role incumbent needs to understand adequately the role he is to perform, the societal expectation of the role and societal value for such a role. A person's perception of the role he performs is also a very important factor in determining the behaviour he exhibits.

2.1.4. THE PLACE OF PERCEPTION IN ROLE THEORY

The value an individual places on things is dependent upon what part such things play in satisfying his basic need and drives. The individual is motivated by these basic drives or needs to seek those things which satisfy them. What a man does is prompted both from within, and from outside; as such, the situation in which he finds himself is partially responsible for what he does.

Values are functions of time and the environment. They are also personal. Each individual has his own unique value system. His decisions are guided by a set of values which are different from those of other human beings. His values influence his perceptual responses. The values people hold are major

determinants of their perceptions of the realities of their environment.

No one really sees himself as others seen him. Every situation and every person in it will be seen differently by each person doing the looking. When dealing with perceptions, it must be recognized that each person sees through his own eyes and interprets what he sees in terms of his own experiences and his own source of meaning. Thus, if people are to see alike, they must see a situation from similar vantage points, with similar background for viewing it, and with a common source of meaning for its interpretation.

In an experiment, Kelley (1947) demonstrated that reality for each individual depends upon his own personal perception of that reality. Perception, like values, is highly personal. Tyler (1972), reporting recent studies, has noted that perceptions can be relearned. Although, an individual's perception of persons, events, and objects tends to be formulated during early contacts with them; and although these perceptions once formed have a tendency to remain stable, perception can be subsequently modified. If this is true, behaviours which often arise from perceptions can also be modified, a factor of great significance in this study. Since the individual reacts to his environment as he

perceives it, learning about perception has special significance for those responsible for educational leadership.

The behaviour of a person in a group is based on the underlying factor that is described here in this study as a role-perception. The role perception of an individual elicits the behaviour which he exhibits. Combs (1964:399) points out that:

> Perceptual psychology indicated that the behaviour of the individual at any moment is a function of how he sees the situation and himself ..... The behaviour of a teacher like that of every one else, is a function of his concepts of (him) self.

Certain factors determine and influence the way a person perceives; these determinants include needs, social values, attitudes, stress and cultural background.

Tagiuri, Bruner and Blake (1953:585 - 592) in their study found that the interpersonal perceptions of individuals in a small face-to-face group appears to be dependent to a large extent upon the operation of a congruency between how a member feels towards another and how the other is seen as feeling towards him. If two individuals have mutual feelings towards each other, their impressions

of each other are likely thereby, to be "accurate". If mutuality of feelings happens to be absent, they may be at cross-purposes with each other - a situation relieved by the practice of politeness and reserve designed to mask feelings whose recognition might prove disruptive.

It could be similarly assumed in the case of role. A person's perception of his role and the role of other people can be greatly influenced by his own needs, his values, his attitude to life and work in general, his cultural background and pressures around him. If he finds success in his work, his perception of his role would be positive; if he is motivated and adequately compensated at his job by his superior officers, he will perceive the role of his boss positively.

Halpin (1956:10) in his study of educational administrators, provides sufficient evidence to prove that morale is not enough; rather, the effective administrators are those whose behaviours reflect both initiation of structure and consideration. This is in support of the findings of Jenkins and Blackman (1956) in their investigation where they found that those administrators who could balance "relations building" and "administration-centred" actively were preferred by teachers and were more successful in promoting staff productivity. The purpose of the school must be achieved at

the same time that staff morale and co-operative efforts are maintained. The administrator should perceive his behaviour as measured by consideration and initiation structure.

Research in the field of perceptions, expectations, and climate of opinion indicates that there are bound to be defferences in points of view among those with whom the administrator works (Linton, 1952; Argyle, 1967; Houghton, 1975; Newell, 1978). An appropriate example here is that of the principal of a large grammar school, who for so many years, has enjoyed the goodwill and cooperation of his teachers. In his interaction with another school in his locality, he discovered an evaluation system of students' academic achievement, which to him was innovative and would be excellent for his own school's use. On the basis of the cordial relationship existing between the principal and his teachers, the former got the new assessment forms and merely ordered the immediate use of same in his school without prior notification to give the teachers ample time and opportunity to discuss the merits and demerits of the proposed evaluation forms. The teachers felt slighted. A few days later, and without so much as making any comments, they returned the forms to the principal, untouched. The principal later gathered from the school's "grapevine" that although the teachers considered the evaluation system to be good, but their reaction had stemmed out of the fact that they had been taken for granted by the principal who had neither given them opportunity to participate in the final decision-making process, nor discussed the issue with them openly.

An administrator cannot hope to have the unchallenged support of the teachers of his school throughout his tenure of office. It is more likely that during his tenure of office in the school, there are some teachers who will support him wholeheartedly, some others may be somewhat uninformed and apathetic about school matters and still there may be another small group of disgruntled and dissatisfied people. The composition of these people may change from time to time, or from issue to issue (Kob, 1963; Houghton, 1975). The implication is that the administrator who expects to have it smooth all the time is due to have a severe shock.

While it is true that an individual usually has a reasonably clear idea of how his role should be performed, it is apparent that no role exists in a social vacuum. Each role is articulated in a network of other roles representing positions with which

individuals interact. This network of role is referred to as role set and is defined by Merton (1957:369) as:

> the complement of role relationships which persons have by virtue of occupying a particular social status.

On that basis, a teacher may be seen as part of a network in which the roles of pupil, head teacher, colleagues, head of department, and parents are important positions in the role set. Each position in the role set may be regarded as having expectations for the role and these expectations may not agree, with the result that a potential role conflict situation is created for the person involved.

The way the administrator works with people is partially dependent upon his assessment of himself, but it is determined also in part by his faith in others. The following are factors that can contribute to accurate and positive intra - and inter - role perception and personal satisfaction of principals and teachers:

(a) the individual's beliefs and values about his role, the role of the school, and about authority, and responsibility;

(b) the individual's perception of himself as a person, as an administrator, as a teacher;

(c) his perception of others - his assessment of people; the administrator's concept of group interaction, his use of formal and informal relationships, and the role that he perceives for the reference groups with whom he works;

(d) the work patterns which he finds rewarding, including satisfying activities and satisfying situations in which he works;

(e) the individual's concept of work and success; (Halpin; 1956).

Most of these factors deal with the individual's "inner structure" of his personality. Therefore, it is not sufficient for either the principal or the teacher merely to know himself, he needs to acquire an adequate knowledge of the competence required for his own role and the role of the others with whom he works.

2.1.5 THE CONCEPT OF ROLE CONFLICT IN A SOCIAL SYSTEM

The concept of role conflict refers to the observation that there is never complete agreement within and among the groups which

may be considered to hold legitimate expectations for the incumbent of a particular position (Miklos, 1963:6). In any complex social system involving a large number of interrelation positional differentiations and with individuals occupying a variety of positions, some related, and some not, there is obviously a wide scope for confusion and conflict. Getzels (1970:161)defined conflict as "the mutual interference of parts, actions and reactions in a social system".

Actually, there are many conditions that can produce role conflict. Copious literature exists on the subject by notable authors. Parson (1951), Seaman (1953), Getzels and Guba (1954), Gross, Mason and McEachern (1958), Goode (1960), Charters (1963), Hunt (1965), Biddle and others (1966), Westwood (1967), and Hargreaves (1970) are few of those who have contributed in no small measure to our understanding of role and the conflicts which often occur as a result of role incompatibilities.

Occupants of social and occupational roles must meet with problem situations to a lesser or greater extent. These situations may arise from a variety of circumstances, the major determinants of which are: the nature of the role, the process of role performance, and the context in which the role is performed.

Role conflict occurs when there are incompatibilities in the role an individual performs, or he is expected to perform. These conflicts may arise from various sources such as: incompatibility between roles or within a specific role; incompatibility of expectation for a role or between the orientation of a role and a particular socio-cultural context and, incompatibility between role expectations and the personality dispositions of the individual.

Kahn and others (1964:19) point out that role conflict may be examined "as a fact in the environment of the person and his internal psychological life". In Kahn and others' view, role conflict may exist both from the social (external) and psychological (internal) environments of the individual role occupant. It should be noted that the perception of the role incumbent is important before one can conclude that a conflict situation exists. This is what Seaman (1953) argues about when he indicates that quite often a situation is seen to be charged with conflict only by the outside observer, while the role occupant may or may not perceive it so. In this situation one may conclude that there is no problem because the role incumbent does not perceive the problem situation.

Furthermore, it has been asserted that role conflict may also arise because the individual perceives that others hold different expectations for him as the incumbent of a single position, or because the expectations of one or more members of the role set conflict with the individual's own role conception (Gross, Mason and McEachern, 1966: 248).

An individual may also be faced with a self-role conflict, in which case, the emphasis is on the individual performing the role rather than on the context in which it is performed.

Studies in role perceptions and experiences have revealed that several factors give rise to role conflicts. Grace (1972) found that the longer a teacher serves the more likely he is to perceive high levels of role conflicts. Grace's study also confirms Musgrove's study (1967) of teachers in secondary modern schools who perceived significantly more conflict than did their colleagues in other schools. Male teachers were also found to have high levels of role conflicts than do female teachers. This collaborates with Getzels' and Guba's work (1955) reported earlier. Grace (1972:43) also found that female teachers, while recognising the existence of certain incompatibilities in the teaching situation, generally maintained a tolerant attitude towards them.

Another study (Henken, 1966) regarding job satisfaction conducted in Nigeria did not use Nigerian teachers as the study sample, but was about American Volunteer teachers in Northern Nigeria. The study examined the relationship of self-role conflict and conflict resulting from perceptual differences in role expectations to job

satisfaction and job effectiveness of the teachers. Some of the conclusion pointed to a higher degree of self-role conflict among unmarried teachers who were also found to be more effective and expressed greater satisfaction in teaching than younger, less experienced ones.

Ajayi's study (1979) on "Role Conflict and its Relationship to Job Satisfaction of Secondary Grammar School Teachers in Ogun State of Nigeria" is in agreement with this finding. It was found in the study that the more experienced the teachers, and the older they are, the lower the level of role conflict. This same group of people were found to be more tolerant and contented in their job. For the study, Ajayi used 22 Secondary Grammar Schools in Ogun State of Nigeria and about 320 teachers. He developed two different instruments containing about 40 items of teachers' role. He used a 5 - point rating scale, similar to the scale developed by Likert to obtain the teachers rating of his role perception. The second instrument contained 50 - items and it is called Teacher Job Satisfaction Instrument. Using a 4 - point rating scale, ne used the second instrument to find the teachers' rating of the degree of their job satisfaction. The study also revealed that the more positive the role perception, the lower the level of role conflict. The study found that age, sex, educational qualification,

socio-economic background, length of teaching experience are significantly related to the level of role conflict and job satisfaction of teachers.

Role occupants are often seen to be faced with potential conflict arising out of value choices which they have to make. Some major ones are: the extent to which role occupants become emotionally involved in role relationships; the extent to which they put their own interests before those of the group or their organization; and, the extent to which they employ universal standards in specific local situations (Parson, 1951 and, Wilson 1962). All these are contributory negative factors in job satisfaction and role conflict. An incumbent who understands these well enough will obviously try to moderate choices, actions, interests and personal involvement so as to balance or remain at equilibrum with job expectations vis a vis the institution.

Getzels and Guba (1954), Kahn and others (1964) and Sarbin (1954) have all worked further to progress beyond the simple perception of incompatibilities to consider the extent to which such situations actually trouble role incumbents.

Two major types of role conflicts were identified from the different empirical studies undertaken, viz, inter-role conflicts and intra-role conflicts. Inter-role conflicts occur when a person occupies two or more positions simultaneously and when the role expectations of one are incompatible with the role expectations of the other (Sarbin, 1954: 228).

A suitable example is the conflict which can arise for the typical modern career woman between meeting fully the expectations of her professional role and meeting fully the expectations for other social roles such as those of wife and mother. Burchard (1954) and, Getzels and Guba (1955) have also conducted studies of inter-role conflict of some problematic positions such as the military chaplain and the teacher in America respectively.

Intra-role or self-role conflict on the other hand is a conflict arising from a number of sources within a specific role (Grace, 1972:4). There are two types of self-role conflict: they involve the incompatibilities between the "expectations" and the "actual" perceptions which an occupant may have for a role. It is important to note that these perceptions may not be accurate. The conflict here then is essentially one between the "ideal" and the "actual".

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This is the type of conflict that is of particular interest to this research.

Incompatibilities between the role incumbent's own "expectations" for his role and his "actual" performance of the role will lead to low productivity especially if the incumbent's expectations fall short of the expectations prescribed by the role set. In order to solve this type of conflict situation, guidelines and schedule of duties might be drawn up to guide the role occupant's behaviour.

Furthermore, self-role conflict focuses on the congruence or incongruence between what the teacher perceives as the principal's expectations for the teacher's role and the teacher's own dispositions in the role, and vice versa. This form of role conflict, involving perceptions of self-roles, according to Hunt (1965) is authentically interpersonal whether the person's constructions are accurate or not, for, it refers explicitly to the matter of one's behaviour in relation to others.

Whatever the conflict, it seems clear that the proper functioning of certain role relationships in the educational setting depends on the degrees of overlap in the perception of expectations by the several complementary role incumbents in a given interaction. If members of the same organization who

are in close working relationship do not perceive each other's role expectations with a minimum acceptable degree of agreement, there is bound to be friction which does not augur well for the smooth running of the organization. Jenkins and Lippitt's (1951) study, articulated with socio-psychological theory, has this to say on this issue when they noted that:

> The importance of accurate interpersonal perceptions lies in the fact that people are dependent upon each other for the fulfilment of psychological as well as physical needs...
>
> Their working relationship is established most satisfactorily when each is willing to recognise the needs of the other and both work together to satisfy their respective needs...

It may be assumed that when the perceptions of expectations overlap, the role incumbents in the relationship feel satisfied with the work achieved. But when the perceptions of their expectations do not overlap, the participants feel dissatisfied. If role incumbents are dissatisfied ultimately role performance will be poor, and achievement of organizational goals will fall short.

It should be noted that role conflict is inevitable in an organizational set up consisting of human beings. Conflict is however destructive to the organization when it continues or increases social disorganization, or is damaging to individual personalities. Conflict in organization is not always deterimental to the organizational purposes. Conflict is constructive when it can serve as the impetus for growth in human relations and for bringing about desirable change. Conflict is necessary for the development of strong interpersonal relationships and, resolution of interpersonal tensions and differences. Conflict is necessary for establishing conditions which enables a group to modify its goals, values, norms, structures, programmes and procedures. Conflict aids the clarification and strengthening of identity and boundary lines with outside group. Conflict helps to bring out the needs of the administration as well as to bring about the re-examination of roles.

Therefore, administrators must cautiously analyse conflict so as to identify real issues. On the basis of analysis, administrators can then examine their own purposes to determine what they really want. Administrators should build models into the administrative structure models for solving conflicts.

2.1.6 THE CONNECTION BETWEEN STATUS AND ROLE

In defining status, Hoebel (1966) says that an individual's status is his social position as determined by a specific attribute,

a cluster of attributes or the generalized summation of all his attributes which are either ascribed or achieved.

Ascribed status devolves upon the individual by virtue of innate biological characteristics such as sex, age and by virtue of his pre-existing social affinities such as statuses of his parents and his kinsmen and the involuntary associations into which he is born. Personal variables such as social origin, age and sex are ascribed (Birenbaum, (1978:133). The caste systems in India and some parts of Africa are typical examples of ascribed status.

A teacher who was born into a family with a status lower than that offered by teaching will tend to see himself to have raised the status of the family and may therefore have a positive attitude to teaching. His students who are sons and daughters of traditional rulers such as, Emirs, Obas or kings will tend to look down on their teacher because their own family social background is much higher than that of the teaching profession.

Sex is one of the ascribed statuses. All societies prescribe different attitudes and activities to men and women, and most of them try to rationalize these prescriptions in terms of the physiological differences between the sexes, or their different roles in reproduction. It may, therefore, be right to expect that female teachers will exhibit positive

attitudes and perceptual values to their roles as teachers than their male counterparts.

Age is also an ascribed element of social status. The use of age as a reference point for establishing status is as universal as the use of sex, and all societies recognise three age groups as a yardstick, namely, childhood, adulthood and old age. However, usually in many societies youths and persons of middle age rarely enjoy favoured status by virtue of their age; and the aged almost universally enjoyed statuses of respect, reverence and privilege because of the attributes especially, experience that are ascribed to them by virtue of their being old. One can say that it is not just being old that brings prestige, it is the supposed accumulated wisdom, love, and tolerance of the old. For instance, old teachers are expected to show more positive attitudes to their roles as teachers than the younger teachers.

Achieved status is status that may be sought through striving and competitive mastery of the roles linked to the various statuses (Hoebel, 1966, Birenbaum, 1978). Hoebel (1966:11) gave technical skill, or artisanship, supernaturalism, the marital state, fecundity

and political leadership, as examples of achieved status criteria. As in most nations of the world today, attainment of western education is one of the most important achieved status criteria in Nigeria. This factor determines particularly in modern sector, one's social, occupational and economic position. Teachers with high educational attainment are the ones likely to hold administrative positions in the school hierarchy. They might also have the tendency to be versatile, since they have acquired skills that are needed in other occupations. In view of this, it could be assumed that the higher the educational attainment of teachers, the more positive their view on their conception of teaching and their role as teachers would be; teachers in administrative positions will have more positive attitude towards teaching than teachers in the classroom.

There are certain social factors which determine a person's position (Merton, 1957; Levinson, 1959; and Linton, 1960). Linton (1960) asserts that there are many societies in which purely social factors are also used as a basis for ascription. These will include variables such as the place where a teacher works (urban or rural location of school) and the grade of the school. Teachers who work in urban areas are likely to enjoy amenities like good water supply, electricity supply, shopping facilities, health care, higher salary and entertainment which

their counterparts in the rural areas do not benefit from. It may therefore be right to expect teachers in the urban area to generally have better job satisfaction and subsequently more positive perception and attitude to teaching and their role as teachers than the teachers in the rural areas.

When judged in terms of social participation, therefore, the social status of the teacher will vary to some extent, depending on a number of factors - his social origin, the community in which he teaches, the extent and type of his social interactions, his ascribed status in society (parentage), the extent to which he participates in community affairs, his entry qualification into the profession and his experience.

By and large, teachers in Nigeria, as a group, have been accorded somewhat lesser social status then many other professional groups. This seems to stem from historical perspectives. In the past, when majority of the populace was illiterate, it was only the teacher who understood the white man's language. A teacher was wisdom-personified. But with social advancement, many more people went to school and became engaged in other professions, such as law, medicine, which are more prestigious than teaching in the society. In Warner's (1960) ranking of occupations according to social prestige, the public ranked teaching lower than the other professions.

In a list of ninety occupations, North and Hatt (1947) reported that teaching in 1947 ranked thirty-sixth, not far above the average for all occupations. In a repeat study in 1963 by Hodge, Siegel and Rossi, it was indicated that no real change in prestige of teaching has occurred. When judged in terms of level of education required, or in terms of income earned, teaching does not compare favourably with other occupations. In these ways, the society may be said to hold an image of the teacher that is not commensurate with teachers' claims to full professional status and recognition.

One of the reasons for low status being accorded to teaching is the fact that the teacher's social role is less specialized than that of other professionals. The teacher acts as a surrogate of the society in socializing children, and in this sense teachers perform roles more similar to those of parents than to those of professionals. Their responsibility is to all children, not to the selected few who need a specialized service.

In Nigeria, the way of selection of trainees into the teacher training institution is not encouraging. It is after all other post primary institutions have made their choice that the teacher training colleges get a chance to select.

The best brains go into the secondary grammar schools and the second best enter into the commercial and technical institutions. In the end, when students of the grammar school type fail to make their certificates, they are allowed admission into the teacher training colleges for short term professional training.

It seems that those concerned at the policy making level of education, and the selection boards in the country hold a low rate opinion of recruits into the teacher training institutions. With this attitude on the part of the society, policy makers and the teacher trainees themselves, (who cannot make it elsewhere but feel that they can always make it in teaching) there will generally be a poor concept of the role to be performed in teaching, and consequently, status rating might be low.

2.2.1 TEACHER ROLE CLASSIFICATION

The teacher often arrives at a conception of his actual and necessary role through his own experience as a pupil, his experience at the job, his reading, exchange of views and reflection, and, of course, his professional training.

Before the 1950's, most attempts to discuss and describe patterns of teachers' behaviour were made in terms of "family"

limited selections of teachers' behaviour. For instance, as Wallen (1967:448) states, "an extensive literature was developed on permissive versus authoritarian behaviour in teachers". Literature also exists on the contrast between teaching according to a project method versus a subject-matter method of learning. However, writers in more recent years have attempted to develop more comprehensive and global forms of classification of teacher behaviour based on the concept of role (Wallen, 1967:449). Initially this was even limited to the teacher's role within the school environment. However, realising that before any social system could maintain itself in dynamic equilibrium it has to interact with the other systems; and since the teacher plays a prominent part in this interaction, this classification was extended to include roles in the community.

The following are some examples of the classification of teacher behaviour based on the concept of role, which have been offered by many contemporary writers on education.

Redl and Wattenberg (1951) in their study classified the teacher's role as follows, each role is accompanied by a brief indication of its function:

(a) Representative of society (inculcates morale precepts).

(b) Judge (gives marks and ratings).

(c) Resource (possesses knowledge and skills).

(d) Helper (provides guidance for pupil difficulties).

(e) Referee (settles disputes amongst pupils).

(f) Detective (discovers rule - breakers).

(g) Object of identification (possess traits which children imitate).

(h) Limiter of anxiety (helps children to control impulses).

(i) Ego-supporter (helps children to have confidence in themselves).

(j) Group leader (establishes the climate of the group).

(k) Parent surrogate (acts as object of bids for attention from younger children).

(l) Target for hostilities (acts as object of aggression arising from frustrations created by adults).

(m) Friend and confidant (establishes warm relationship with children and shares confidences).

(n) Object of affection (meets the psychological needs of children).

Redl and Wattenberg's classification of teacher's role is limited. It could be observed that the functions identified deal with the teacher's role in relation to his pupils only. Their classification does not consider the other areas of the teacher's role which are equally important if he would achieve success in the school system.

Another classification of the role of the teacher was developed by Kinney (1960) and was later used as the basis of an extended study by Fishburn (1965). In his classification the teacher is assumed to engage in activities organized with respect to six areas. Each organization of behaviour is considered to be a role. The six areas of activities are:

(a) director of learning;

(b) member of school community;

(c) guidance counsellor;

(d) mediator of culture;

(e) member of the profession;

(f) liaison officer between school and community.

Kinney assumes that the good teacher will operate with respect to all of these roles. However, as rightly concluded by Wallen (1967:450),

> there are probably few teachers who can be said to manifest consistency of behaviour with respect to all of these areas .

Finalyson and Cohen (1967:22-31), in their study used a role definition instrument (R.D.I.) with twenty-two statements categorised into four role sectors namely, organisation, general aims, influencing pupil motivation and classroom management.

Finalyson and Cohen's classification goes a step beyond Redl and Wattenberg's as it includes teacher's role in the classroom. However, the two areas of organization and general aims are too broad in scope as spelt out by Finalyson and his partner. These areas tend to make the teacher a generalist, whose main function in the school system leans heavily on the general school administration, an area in which he has little or no say.

Gage (1967:450) agrees with Nedelsky's classification of teachers' behaviour not only in terms of the way in which they are related to interactions with children, but also the concept of role which the teacher operates with respect to pupils. These include:

(a) influencing attitudes of the group;
(b) teaching basic skills;
(c) getting limits of group action;
(d) using and channelling pupils interest;
(e) providing a standard of conduct;
(f) determining group compositions;
(g) assisting children into peer groups.

Brembeck's (1971:477-481) classification is similar to that of Havighurst and Neugarten outlined below, but with the addition of the examining and professional duties of the teacher.

Sorenson (1973:287-294), used a different classification. His study utilised five role dimensions similar to those of Havighurst (1975) and Brembeck (1971) to classify teacher's role. These given role dimensions are:

(a) the teacher as an information giver, and advisor;

(b) the teacher as a disciplinarian;

(c) the teacher as a counsellor;

(d) the teacher as a motivator;

(e) the teacher as a referrer.

Havighurst and Neugarten (1975:425-447) provide a classification in which a separation is attempted between behaviour related to other adults in the school system, behaviour related to the community, and behaviour related to pupils, thus:

(a) Roles in relation to adults in the school system include those acting in relationship with other employees, subordinates to the principal, followers, advisers to superior colleagues and to other leaders.

(b) Roles in relation to pupils include those acting as mediator of learning, disciplinarian, parent substitute, confidant and surrogate of middle-class morality.

(c) Roles in relation to the community include those which the incumbent acts as a participant in community affairs, a community leader and political activist, a sociological stranger, surrogate of middle-class morality, person of culture, and expert in regard to children.

These various classifications have, in no small measure, greatly influenced the researcher's classification of roles for this study. The social activities of teachers can be classified into two major sets of inter-relationships:

(i) relations between teachers and adults; and

(ii) relations between teachers and pupils.

By 'relations' is meant the relationship of a teacher in his professional capacity. The professional relationship between a teacher and other adults fall into two classes: those between himself and the teaching hierarchy: colleagues, principal, inspector of education, officials of the ministry of education; and those between himself and the parents of his pupils. Relations between teachers and between the principal and staff are important to the pupils. No teacher faces his class as an isolated individual. He carries with him the attitudes he has formed elsewhere, and in his professional work particularly, his professional attitudes and habits. Consequently, if he wishes an attitude of co-operativeness to carry

conviction to his pupils, his attitude cannot be one of authoritarianism or of passive submissiveness in his relations with his own peers.

Moreover, his attitudes to parents should carry the same conviction. The most actively helpful attitude is one of quiet sympathetic listening, in an attempt to understand the conditions that are bearing on a child and on his family, before he undertakes to change matters through advice or counselling or giving orders.

To sum up, the researcher has observed that each of the various classifications identified on the teacher's role has been found to be either too precise or inadequate for use in their present forms for the present study. These classifications can be grouped in terms of teacher's relations to various reference groups with whom in inter-acts as stated below:

(a) in relation to his pupils, his roles include:

instructor and clarifier - expert; judge of achievements assessor; ethnical preceptor - moralist; legislator; judge; policeman; friend and counsellor;

(b) within the educational hierarchy, the teacher's role include - membership of the teaching hierarchy in the general educational system of the school;

(c) a representative of a particular sub-culture of society, and the whole sociological culture in general;

(d) the subject-matter expert, the acknowledged superior of his class in this specialized knowledge;

(e) the methodologist, the expert in procedures for study and learning;

(f) the counsellor, assessing, advising, and arranging situations to overcome tensions and facilitate development;

(g) a representative of adult society, to whom the children will react in different ways, as they do to other adults.

For the purpose of the present study, therefore, the researcher has classified the teacher's role in the school into five main sectors. The areas outlined include the necessary spheres of activity of the teacher in his day-to-day performance in the school. These are:

1. Teacher's role in the classroom
2. Teacher - pupil relationship
3. Teacher's relationship with other teachers
4. Teacher's relationship with the principal
5. Teacher - community relationship.

The range and complexity of the teacher's role in their interrelations make the teacher's task intrinsically one of the most interesting in the world and perhaps, one of the most difficult, satisfying, and sometimes, frustrating. It may be a salutary experience for the teacher to observe these ambivalent situations in his behaviour during a normal school day.

2.2.2 THE ROLE OF THE SCHOOL PRINCIPAL

The principal's role expectations, particularly as related to, and as pricoived by the staff, have attracted attention in several studies, each with its own focus.

The present concept of the principalship has been through a long evolvement process in the U.S.A., Britain and here in Nigeria. From having to appoint a "head teacher" from among the ranks of classroom teachers to perform the varied school activities, the position of the secondary school principalship eventually emerged (Anderson, 1972). The duties and responsibilities of the office have expanded tremendously in the course of time. Various studies and implications have come to view the principalship as being by and large a leadership position concerned mainly with promoting, improving and supervising the instructional programme (Idicula, 1965). The school principal is faced with many tasks of administering his school. He is both an administrator and an educational leader. His overall responsibility for the administration of his school has been defined according to Lewis and Williams (1931:6) as:

> the art and science of creatively integrating ideas, materials, and persons into an organic,

harmonious working unit for the achievement of a desired goal.

This definition calls for a type of leadership that will demand both administrative and educational abilities from the school principal. Sinclair (1968) opines that leadership behaviour operates on a continuum from authoritarian to permissive with a strong emphasis on a subordinate involvement. This idea obviously challenges the direct or authoritative leadership position. The school principal will vary in his emphases on different phases of school management. Some of the administrative functions common to the school principal include, leading staff personnel, providing instructional materials, and directing other educational operations. The design and purpose of public school organization seem to place a greater emphasis on the personnel factor; therefore, the principal too may consider this area one of the most significant function of his overall administration.

The principal ought to be a functional leader who is acknowledged and accepted by his staff, school and community. He does not acquire his leadership simply by virtue of his title; he gains his leadership status by positive achievement. His leadership abilities are recognized through what he has done

in the past, what he is doing for his school now, and how he plans and moves forward towards future educational goals. The most common approaches in defining the leadership role have been (a) to describe the personal qualities or traits possessed by the effective leader (trait approach); and (b) to consider personal qualities in the light of a particular situation (situational approach). Weber and Weber (1955) in their study found that there is an evidence to support the idea that personal qualities is an adequate explanation of leadership. Stogdill (1948: 35-71) found that traits, such as, physical, intellectual or personality, in combination with other dimensions of the followers could be attributed to successful leadership. Hemphill (1957) and Bass (1960) point out that where a group has a high degree of control over its members, the leader is expected to dominate, and he actually does so, while in groups where members participate to a high degree, these expectations and reports of domination do not occur. Personal qualities or traits of leadership are highly important, but leadership is a function requiring certain personal behaviours that have been found consistently successful in given situations. Personal qualities of leadership must be examined within the situation.

As soon as the trait approach gained widespread acceptance, it gradually led to disrepute, and the situational approach was being favoured as a more meaningful approach. The situational approach is based on the hypothesis that a

leader's behaviour may, and perhaps should, vary from one setting to another. A person who proves to be a leader in one group situation may be lacking as a good leader in another. Thus, different situations require different leadership behaviours, and effective leadership depends on a combination of leader and group characteristics (Stogdill, 1956).

Gouldner (1950: 32) further supports the situation theory of leadership, stating that little reliable evidence exists for believing that there are any universal leadership traits. There seems to be evidence that when several situations have characteristics in common, some similar traits of leader tend to be effective in each of these groups. In short, some traits or qualities of leadership can prove to be effective in certain similar situations (Gouldner, 1950: 38).

Many researchers (Davies, 1951; Thelen 1954; Neal and Gross 1958; Halpin, 1959; Lipham, 1966) in the field of leadership have generally concluded that certain minimal abilities may be required of all leaders, but these abilities will also be widely distributed among non-leaders. Effective principals are leaders who are sensitive to human problems and to changing conditions of their groups, and flexible in adapting their behaviour to new requirements.

As represented by the Getzels-Guba model, Katz and Kahn (1966) asserted that in order to define the administrative behaviour of the principal, it is essential to relate the personality of the incumbent to both the school's internal and external environment. There is therefore, more to the principal's leadership role than mere interpretation of school policies. In the exercise of leadership, the principal is expected not only to supplement existing policy but also to give it an imaginative interpretation.

Considering the various theoretical bases of organizations and concepts of leadership, perhaps it is to be expected that there is no consensus on the exact role of the principal. In a way, this reflects the growing complexity of the school and the resultant administrative problems, and it partly accounts for the multi-dimensional nature of the principal's role and the conflicting expectations held for him by the groups with which he is in contact, both inside and outside the school.

The role of the head in the present day is primarily administrative. This does not however, mean that he has to be solely administrator and to leave the pedagogic and pastoral responsibilities to others. Research studies conducted by Cohen (1970) and Conway (1970) revealed that the heads of most large

schools in Britain show the same degree of concern for the individual pupil, parent and teacher as they are shown by their small school colleagues.

The school principal is the head and leader of his team. As such, he must make pastoral work one of his main concerns, whether he undertakes this personally or he delegates it to one of his deputies. Moreover, in a fast changing world, one of the prime functions of the principal is to become innovative, for schools which do not change are not stable, they are stagnant. Therefore, the principal must be an innovator. Barry and Tyre (1972) suggest four factors which might help the principal in taking the lead in effecting positive changes in the school. These are:

(i) Analysing precisely, the situation in which he finds himself;

(ii) Identifying his aims and objectives and establishing an order of priority among them;

(iii) Devising and putting into operation the means of achieving his aims and objectives;

(iv) Devising and putting into operation the means of assessing the extent to which his aims and objectives are being fulfilled.

Apart from his leadership function, the principal has many other functions to perform within the school and in the community.

Shuster and Stewart (1973:3) have summarized the principal's tasks as follows:

1) To understand the theory and practice of school administration;

2) To utilize the staff in selecting prospective teachers;

3) To be competent in helping teachers to analyze their teaching, so they can improve on the job;

4) To generate a high level of school morale;

5) To be skilful in involving staff and citizens in decision making .

The principal gains leadership status by being able to make contribution to his school in these positive and definite ways, as the goals of the school are being met. The principal is an active member of his staff who works within the group to accomplish educational change. He may understand more than his staff about the mechanics of administering the school, and may have superior training in classroom supervision, but unless he

knows how to work with his staff and how to keep the educational programme moving forward, he is not a true leader.

Enochs (1950: 17-20) elaborates on Shuster and Stewart's idea by giving a list of what the behaviours and skills of an effective principal should be. The list defines what the successful principal actually does. The functions of the school principal are as follows:

1. The principal is a leader in curriculum.
2. The principal is a leader in personnel.
3. The principal is a leader in public relations.
4. The principal is a leader in the area of pupil-teacher relationships.
5. The principal is a leader for non-instructional personnel.
6. The principal is a leader in his relations with the central office.
7. The principal is a leader in guidance.
8. The principal is a leader in articulation with other secondary schools around him.

9. The principal is a leader in the areas of school supplies, plant, and equipment.
10. The principal is a leader and organizer.

These ten functions summarize the scope and duties of the principalship. They represent the thinking of many administrators who felt a need to define good administration in behavioural terms.

For the principal to be successful in accomplishing his tasks, he needs to have an adequate knowledge of his role, he should have an accurate perception of such role and he should be mindful of the expectations that other people in the role set hold for him. These factors enumerated above thus call for adequate training of principals in the area of educational administration, an area which is still in its infancy in Nigeria.

The training of school principals in the techniques of administration has been receiving a good deal of attention in the U.S.A. for the past two decades. Hughes (1967) recommended in his article on the subject of training in school management, that school administrators would need the study of administrative theory. Lonsdale (1964) suggests that by analysing and studying their own role, and the role structure of the organization, the administrator can reduce the amount of role conflict within the institution, and help staff to become more sensitive and responsive

to others' rights through a better understanding of the nature of their roles. This more rational view of one's job, and of the structure of the educational organization, is essential if our large schools and colleges are to be adaptive and responsive to the needs of a changing society.

There is the need for principals to have an accurate perception of what others hold for them because the perceptions of the principals' role often differ and may lead to conflicting expectations between the principal and his staff, on the one hand, as well as groups and bodies outside the school, on the other hand.

Elkins (1972) observed that:

> ....how the administrator operates within the limits of the role-set provided by the organization is determined by a complex pattern of influences from within the organization and the suprasystem as well as his own personality make-up.

As far back as the early 1950s, many studies were undertaken in the area of educational administration. Andrew Halpin (1957) conducted a study of fifty Superintendents in the Ohio Public Schools. The objective was (a) to measure the relationship between the superintendent's perception of how

he behaves and the Board of Education and staff's perceptions of his behaviour; and (b) to ascertain the corresponding relationship between the superintendent's perceptions and those of the board and staff concerning how he should behave as a leader. The study revealed that on each leader behaviour dimension, the staff and Board members tended to agree on the role of superintendents. But the two groups differed in their perceptions of each other's roles. This indicates that superintendents tend to adopt different behavioural roles in dealing with members of the staff and board members.

Austin and Collins in a study conducted in 1956 designed at determining attitudes toward the high school principalship, identified eleven areas of job performance which they further developed to compile a list of thirty-two activities considered essential to the success of high school principals. The results of the study show some agreement between the principals and the community as to the activities considered important, and helped in defining the role of the modern principal.

Within the role of the principal, his leadership in developing the instructional programme was ranked foremost, while his other responsibilities include counselling the students

and guiding the staff in the solution of their personal and professional problems. It was also considered proper for the principal to delegate some of his managerial duties.

In a study conducted in 1967, Foskett discovered conflicting views on the role of the principals as held by the principals themselves, on the one hand, and by groups both inside and outside the school system on the other. Also in 1967, the American Association of School Administrators expressed the view that the expectations of the principal's role as well as which responsibilities should receive emphasis vary, depending on the time and the referent groups.

Gross and Herriott (1965: 10) hypothesized in their study that:

> ... the degree to which a principal attempts to conform to a description of his role that stresses his obligation to provide leadership to his teachers will have important consequences upon the school.

The study reveal that principals who got the highest ratings were those considered high on providing for staff involvement in decision, maintaining interpersonal relationships that derive more from collegial than authority basis, and providing

social and managerial support for the staff.

Samas (1971) found some significant differences in the expectations for the role of the principal as perceived by principals and teachers of senior high schools in Puerto Rico. No differences were found in the areas of curriculum and instruction; but major differences occurred in supervision of teaching, the professional growth of the principal, organization, structure and management; while minor differences occurred in the area of staff personnel, pupil personnel, and school community relations.

Costanzo (1972) carried out a study to investigate the perceptions of the roles and functions of Philadelphia's Public High School principals by different segments of the school community in an attempt to clarify differences. His study was based on the assumption that ambiguity and conflicting expectations have been shown to be responsible for such problems as low morale and ineffectiveness of the staff members concerned. In the area of decision-making, Costanzo found that generally a significant number of school-based and non-school-based respondents felt that "the principal should be responsible for decision-making after having consulted representatives of the local school community". As far as delegating or assigning responsibilities is concerned,

the study shows that while an overwhelming percentage agree to the principal assigning some of his responsibilities to assistants, neither group would have the principal delegate the responsibilities completely nor retain complete authority in the areas examined.

Campbell (1958) conducted a study regarding the relation between self-role perceptions of teachers and a number of self-ratings and ratings by principals. Using a modified Q-sort techniques, the investigator asked teachers to rank 60 items of possible behaviour in two ways:

(i) according to what they thought the principal expected them to do, and

(ii) according to what they wanted to do.

In addition, they were asked to fill out a self-rating form on various aspects of their satisfaction in the teaching situation. A sample of 284 teachers and 15 elementary schools in Illinois and Wisconsin was used. The research hypothesis which states that "Teachers with a low degree of conflict between self and perceived role will rate themselves higher in teaching satisfaction than will those with a high degree of conflict" was substantiated. The strength of the effect was however not the same in all schools.

Moyer (1954) examined the relationship between the expectations of teachers and of administrators for leadership in educational setting and the effect of congruence or discrepancy in the perceptions upon teacher satisfaction. His findings revealed that the greater the agreement between the teacher and the principal in their respective expectations, the more favourable are the teacher's attitudes towards the actual work satisfaction.

Nosiri (1976) conducted a research in the area of "The Perception of Roles and responsibilities of Secondary School Principals in Owerri Division, East Central State of Nigeria". Her major concerns were:

1. Principals' perceptions of their roles and responsibilities.

2. Roles and Responsibilities of Principals as described in the Job Specification of the State School Board, Ministry of Education, East Central State of Nigeria.

3. Observed behaviours of the principals performing the tasks selected.

The task areas studied were:

- Student-Principal relations;

- Teacher-Principal relations;
- Community-Principal relations;
- Principal-Curriculum Planning;
- Principal-Finance.

The results of the study revealed that the principals were task oriented. The relationship between the principal and his subordinates was also found to be highly formal and bureaucratic in order to control the subordinates' behaviours to get things done and to achieve the organization's purpose. In the area of Student-Principal relationship, the principals were found to be authoritarian and their behaviours to the students were highly formal.

Another extensive study conducted in the area of the principals' role is Olugbemi's study (1977) on "The Principalship of the Advanced Teachers' Colleges in Nigeria", which among other things aimed at (a) determining the expectations of the functions and role of the Advanced Teachers' College principals as perceived by ATC teachers and principals, as well as university and Ministry of Education officials; and (b) determining the discrepancies between the expectations. The data collected from the respondents' perceptions of the principal's role were calculated and reported in

terms of:

(1) attitudes regarding the principal's professional leadership role; and

(2) principal's role priorities.

The instrument used contained 52 items which were formulated around the seven task categories established by McClearly and Hencley (1973: 10). The findings suggest that, compared to the attitudes expressed by the principals and officials, the teachers were less inclined to allow the principal to exercise strong professional leadership in most of the selected seven task areas. Moreover, major differences existed among the three groups of respondents: principals, A.T.C. teachers, and university and Ministry of Education officials in terms of their expectations of principals in the Advanced Teachers' Colleges. For instance, the major overall disagreement among respondent groups was that the teachers did not perceive the principals as devoting sufficient time to performing their duties. The study also revealed that the principalship in the Advanced Teachers' Colleges is perceived in much the same way that the principalship is perceived in other educational institutions. It was also found that the seven categories of principals' tasks, were considered the important

components of the A.T.C. principal's administrative responsibilities.

Awesu (1979) in a study on "The Role of the Principals of Selected Teacher Training Colleges in Instructional Leadership" revealed that:

(a) principals have a higher positive perception of instructional leadership duties;

(b) the higher the perception, the higher the performance, and vice versa;

(c) although principals have a high perception of their role as instructionalleaders, however, their actual performance of this role was not found to be very high;

(d) principals spend most of the time on school organization and structure which took 19.8% of time, followed by student personnel administration 14.3%; financial management and instructional leadership and curriculum development with 13.1% and 13% respectively.

However, with regard to the present study, Awesu's study has two main limitations, namely, the main concern for only one role sector, and his use of Teacher Training Colleges, which is

outside the scope of this study, as his population.

From the series of literature reviewed on the role of the school principal, it is evident that there is a wide range of tasks which he has to perform. Campbell, Corbally, and Ramseyer (1962); Shuster and Stewart (1963) and, McClearly and Henoley (1973) have classified the principal's tasks into the following seven categories:

1. Instructional Leadership and Curriculum Development;
2. Staff-Personnel Administration;
3. Student-Personnel Administration;
4. Financial Management;
5. School Plant Administration;
6. School-Community Relations;
7. Organization and Structure.

For the present study, the researcher has designed questionnaire to include items under each of these categories which correspond to the role task which the principal might be expected to perform. The researcher has remodified the items to suit the cultural, social and other environmental differences of the area of the present study.

CHAPTER III

RESEARCH DESIGN AND PROCEDURE

3.1 RATIONALE FOR CHOOSING KWARA STATE

Kwara State was created out of the then Northern Region in 1967 when the four regions were split into twelve states. Because of its position as the midway between the north and the south, Kwara State benefitted from the educational system and practises of both the north and the south. The result is that while the state belonged politically to the north in the past, people now do not agree among themselves whether Kwara is south or north. For many years after the introduction of Western education, many sections of what is now known as Kwara State looked to the south for their educational model because of the affinity of the Christian bodies in this areawith those of the south. Christianity came to that area through the south, and Christianity and Western education were inextricably interwoven. The headquarters of these missionary bodies operating in Kwara State were in the southern states and so were their educational headquarters, so much so that when the first community secondary institution in the area was founded in Offa in 1943, the people in the community adopted the nomenclature-grammar-school-which was the commonest name given to post-primary institutions in the south.

With constitutional changes in the country (in 1949 the Macpherson Constitution which split the country into three regions, North, East and West, came into effect) education became a regional affair. When regions were created, all parts of Kwara State adopted the Northern regional system of education. After the creation of states, Kwara State did not depart from the northern pattern even though the southern subterrean influence on some parts of the state was not completely eradicated. A state with such a mixture of influence would no doubt provide good materials for research study in the area of educational administration.

Another situation that makes Kwara State an interesting state for study is its central location in the country. Apart from sharing common boundary with the Republic of Benin, it is contiguous to seven states in the federation namely: Oyo, Ondo, Benue, Bendel, Plateau, Niger and Sokoto States with their own different educational polcies. It is possible at meeting places of Kwara State with any of these states that educational practises in Kwara State will have mutual effect on the educational thinking of any of these states and vice versa. As it is hoped that this study might cover the whole federation, a state so centrally located forms a good starting point.

3.2 RATIONALE FOR CHOOSING SECONDARY GRAMMAR SCHOOLS

The fact that secondary grammar school education has become very popular in Nigeria as a whole is indisputable. This can be seen from the efforts that the federal and state governments as well as voluntary agencies and local communities have directed and are still directing towards the expansion of old schools and the opening of new ones.

The secondary grammar school type of education is seen by Nigerians as a necessary qualification to white collar office jobs, and a passport to higher level education which will take them to middle and high management cadres of the employment market. These are the two main reasons why secondary grammar schools are being heavily patronised by the Nigerian parents and youths alike. Hardly can one visit any town without finding a secondary grammar school in operation. The popularity of secondary grammar school type of post-primary education stems from the colonial era when secondary grammar school education was seen as a passport to junior civil service jobs and the gateway to university education.

Secondary grammar school occupies a unique position in the country's education system. It is the gateway to third level education, especially academic-oriented education and

high level professional courses.

To the average parent and youth in Kwara State, secondary education is a "must". In Kwara State where the populace is mainly farmers and traders, secondary grammar school education is seen as a means of upward mobility in the society. The students in secondary grammar schools see themselves as a special class of people due to the above enumerated factors. Furthermore, the society accords the teachers in secondary grammar schools high status as compared with teachers in other educational institutions of similar grade. Likewise, most teachers themselves prefer working in the secondary grammar schools to working in other secondary institutions.

The educational qualifications of the teachers in secondary grammar school are also very high. The two categories of qualified teachers officially allowed to teach in the secondary grammar schools in Kwara State are the Nigeria Certificate in Education (N.C.E.) graduates and the university graduates, holders of a Bachelor's degree. The state Ministry of Education in its policy allows the N.C.E. graduates to teach the lower classes (Class 1 to Class III) in a secondary grammar school, while the university graduate holder of a Bachelor's degree teaches the two upper classes. Teachers with qualifications lower than

the above mentioned two are not normally expected to teach in the secondary grammar schools. All of these factors are sufficient to make a secondary grammar school teacher feel elated and more intelligent than he may actually be.

The secondary grammar school principal is a person who must have had the basic university educational qualification, professional experience and adequate knowledge of educational administration which qualifies him to be called a master teacher. As such, he is a source of inspiration to the teachers with whom he works. By virtue of his position, he has a lot of authority and power. He earns a lot of respect from his teachers and he sees himself as an overseer within the school set up, whose prime function it is to ensure excellence in teachers' role performance and, excellence in students' academic performance.

3.3 THE POPULATION AND SAMPLING TECHNIQUES

Kwara State of Nigeria is the geographical area of this study. There were seventy-three secondary grammar schools in the state in the 1978/79 school year. The principals and teachers of these schools formed the population of the study.

SAMPLE

The sample was chosen to represent the different sections of the population. From each local government area, one third of the

number of secondary grammar schools was chosen through the method of systematic block sampling. The systematic block sampling does not include samples from Asa and Moro local government areas. And since the number of subjects involved in the two areas are few, it was felt that the sampling error would not have any significant effect on the overall results. The total number of schools selected by this method was 22. In order that the study might represent all types of institutions, the schools were further divided into female, male and mixed in the ratio 2: 3: 17. From within each stratum, the appropriate sub-sample was selected through the method of randomization. The distribution of schools is shown in the Tables which follow.

Table 3.1 Number of Secondary Grammar Schools in each Local Government Areas and the Number Selected for the Study

Serial No.	Local Government Area	Number of Grammar Schools in each area	Number of Schools Selected
1	Asa	1	-
2	Borgu	4	1
3	Edu	3	1
4	Ifelodun	9	3
5	Ilorin	9	3
6	Irepodun	15	5
7	Kogi	3	1
8	Moro	1	-
9	Okehi	4	1
10	Okene	3	1
11	Oyi	14	4
12	Oyun	7	2
TOTAL		73	22

TABLE 3.2 TYPES OF SECONDARY GRAMMAR SCHOOLS IN THE STATE AND THE NUMBER OF THOSE SELECTED FOR THE STUDY.

Type of School	Number of Schools	Number Selected
Boys	9	3
Girls	7	2
Mixed	57	17
TOTAL	73	22

The study was designed to include all the principals in the twenty-two schools and three hundred and seventy-four teachers, on an average of seventeen teachers per school. Sample was used because the entire population was not accessible to the researcher. It was decided to include all local government areas because the needs and values of the various communities who are shareholders in the educational enterprise often influence the schools' board and Ministry of Education's decisions on choice of principals to the schools. Asa and Moro local government areas both of which did not meet the criterion for the sampling were omitted as much differences

were not expected in the opinions of respondents from these two areas. Ethical values of these areas are much the same as those of Ilorin Local Government Area.

3.4 METHODOLOGY

The technique used in data collection was written questionnaire, which was structured and systematically administered to all the subjects.

3.5 CONSTRUCTION AND DEVELOPMENT OF RESEARCH INSTRUMENT

Before designing the instrument for the study, the researcher reviewed relevant literature and discovered that many researchers on teachers' and principals' role expectations had to develop their own instruments.

The sources of the instrument used in the study included personal interviews held with practising teachers and principals of post-primary instutions who attended summer school courses and seminars at the Institute of Education, Ahmadu Bello University, Zaria, during the 1979 and 1980 summer terms.

Another source of the instrument for items on the teachers' role was "Teacher Role Definition Instrument" (TRDI) which was validated and used by Ajayi (1979) to study "Role Conflict and its Relationship to Job Satisfaction in Ogun State of Nigeria".

In constructing the instrument on the principals' role, the researcher adapted Olugbemi's (1977) instrument used to study: "The Principalship in Advanced Teachers' College in Nigeria."

The researcher had to modify and adapt the instruments used by Ajayi (1979) and Olugbemi (1977) for their studies for the following reasons: (i) Ajayi's work is mainly concerned with teachers in secondary grammar schools as its subjects, and his study measured the relationship between job satisfaction and role conflict. (ii) The areas covered in Ajayi's study are outside the scope of the present research work. (iii) Olugbemi's study focused mainly on the Advanced Teachers' College principalship. However, the present study has, as its subjects, principals and teachers' of secondary grammar school, and the study sought to measure the degree of agreement between the principals and teachers' role expectations and their role performance.

In the first stage of development, the instrument consisted of a number of items related to the functions of the teachers and the principals. These early versions were given to specialists in educational administration in the Ahmadu Bello University, Zaria,

for their comments. The suggestions made mainly concerned the design of the instruments, overlapping items and wording of the questions. Based on these suggestions, the instrument was refined and sent out for pilot study.

The instrument for the present study on the role of teachers is called Teacher Role Perception Instrument (TRPI) designed by the researcher. The role sectors covered in the instrument (TRPI) include:

(a) Teacher's role in the classroom

(b) Teacher-pupil relationship.

(c) Teacher's relationship with other teachers.

(d) Teacher's relationship with the principal.

(e) Teacher-community relationship.

The instrument on the principal's role is called Principal Role Perception Instrument (PRPI). The researcher has used the seven classifications of principal's tasks, namely:

(a) Instructional leadership and curriculum development.

(b) Staff-personnel administration.

(c) Student-personnel administration.

(d) Organization and structure.

(e) School-community relations.

(f) School-plant administration.

(g) Financial Management.

Modifications were made on Ajayi's (1979) and Olugbemi's (1977) instruments to meet the needs and scope of the present study; and items which were not relevant to the present study were deleted. For example, item 14 in Olugbemi's instrument, which says: "Writing professional research articles and papers" - was deleted because it was not an expected role of a secondary school principal in Kwara State.

The teacher Role Perception Instrument (TRPI) contains 48 items; and, The Principal Role Perception Instrument (PRPI) contains 54 items. The instruments were arranged into the following sections:

(a) Teacher Role Perception Instrument (TRPI)

Section I: Personal Information

Section II: 48 - item statements on the role of the teacher.

Section III: 54 - item statements on the role of the principal.

(b) Principal Role Perception Instrument (PRPI)

Section I: Personal Information

Section II: 54 - item statements on the role of the principal.

Section III: 48 - item statements on the role of the teacher.

In order to obtain data regarding the expectations of principals for their teachers' role and of teachers for their principals' role, a 5-point scale was used. The scale ranged from positive to negative according to Always Adequate (5); Adequate (4); Fairly Adequate (3); Inadequate (2); No Time At All (1). A high score (5) denotes high positive perception. Each respondent indicated his expectations and perception of the other party's role.

In order to obtain data regarding principal's role expectations as perceived by the principals themselves and data regarding teachers role expectations as perceived by the teachers, the same procedure was followed except that the words were changed to range from Always (5); Nearly Always (4); Occasionally (3); Almost Never (2) and Never (1). "Always" denotes a high positive perception and "Never" a high negative

perception of the role. For the principals the scale ranges from Always Adequate (5); Adequate (4); Fairly Adequate (3); Inadequate (2); No Time At All (1). These final instruments emerged after some modifications were made as a result of the responses got from the pilot study (see Appendix). The modifications affected arrangement of items in logical sequence.

3.6 ADMINISTRATION OF INSTRUMENT

The questionnaire was given to the principals of the various schools selected for the study and they in turn distributed to members of their staff the teachers' questionnaire (TRPI). The researcher personally administered the instrument to the subjects in some cases where she could make short trips. In other cases where the schools are far from the state headquarters, the Statistics Offices of the Kwara State Schools Board Ilorin, and the Ministry of Education, Ilorin were used as the distribution and collection centres of the questionnaire. The questionnaire was not ready on the day given in most cases since the teachers were often busy in their classes when the questionnaire was given to the principals. In some cases where the researcher could not make a return journey due to the long distance and time available, the researcher had to depend on the kindness and cooperation of the principals of schools involved.

The questionnaire was administered in two stages: In March 1981, the first batch of questionnaires seeking information on the teachers' perception of their role and their principals' role (marked TRPI - A in the appendix) were administered. At the same time the questionnaires seeking information on the principals' perception of their role and the teachers' role (marked PRPI-A in the appendix) were sent out. The questionnaire required information from the teachers on the extent to which they were actually able to perform their tasks. This instrument is marked TRPI-B in the appendix. The principals also had another set of questionnaires, marked PRPI -B in the appendix, to respond to. This instrument was set out to obtain information on principals' perception of their own role. The instruments TRPI -A and TRPI -B and, PRPI -A and PRPI -B were administered at different times in March 1981 and June 1981 respectively in order to avoid the interference of the responses of one set of instrument on the other.

3.7 RATE OF RESPONSE

The rate of response was high. All the twenty-two principals (representing 100% of principals) in the sample responded to the survey instrument distributed. However, only three hundred and forty (340) sets of questionnaire administered to teachers, out of the total number of 360 returned, were found usable. This represents 90.91 per cent of the total

number of questionnaire administered to teachers.

Table 3.3 ADMINISTRATION OF QUESTIONNAIRE FOR TEACHERS

Number Returned	360
Number not Returned	14
Number found Usable	340
Number found Unusable	20
Total Number of Questionnaire administered	374

A total of 20 questionnaire were found unusable because the responses on them were either very scanty or ambiguous and they did not elicit any useful information for the research. For example, there were cases where a respondent gave more than one response to an item on the questionnaire.

3.8 DELIMITATIONS

The study was limited to ten of the twelve local government areas of Kwara State. As seen in Table 1, Asa and Moro local government areas were eliminated. The study does not concern itself with any other type of post-primary institutions such as, commercial colleges, teacher training colleges, vocational and technical colleges. Federal Government colleges were also not included. Twenty-two secondary grammar schools were chosen as the

research zone because one can easily find there an array of all categories of teachers of different educational qualifications and social backgrounds.

3.9 VALIDATION OF INSTRUMENT

The two instruments for the study, TRPI containing 48 items and PRPI containing 54 items were validated. The trial test was to see whether the instruments would produce a high level of response. The pilot study was carried out in two secondary grammar schools in Zaria and environ, one secondary school in Gusau, Sokoto State and two secondary schools in Kano State.

Five principals and fifty teachers participated in responding to the questionnaires. The subjects were requested to indicate their response to each statement by ticking one of the categories which best describes their views on what they perceive their principals' role performance to be. The principals also did the same in respect of teachers' ideal role. To ensure that individual opinions were freely expressed, respondents were requested to work on the questionnaire individually.

Responses on the items for each set of instrument were scored and item analysis computed. Group mean scores on each item were found. These scores were ranked and used for comparisons.

The Spearman's rank correlation coefficient was computed using the calculated sum of variance of ranks between the perceptions of teacher group and principal group with respect to teacher ideal role. The calculated value of rho is 0.15 or 15 per cent of the maximum possible. The results reveal a weak relationship between the perceptions of teacher group and principal group with respect to teacher ideal role.

In order to find the relationship and degree of agreement between the perceptions of the principal group and teacher group with respect to principals ideal role, the Spearman's rank correlation coefficient was computed. The obtained value of rho was -0.008, which indicates that there is a negative relationship between the perceptions of the principal group and teacher group with respect to principals' ideal role.

The results of the pilot study further revealed that -

i) teachers' rating of principals' ideal role was low.

ii) principals rated teachers in a comparable way as teachers rated themselves, which indicates that principals and teachers agree in their perceptions of the teachers' role.

iii) principals and teachers disagree in their perceptions of principals' role.

3.10 RELIABILITY OF INSTRUMENTS

It was not difficult to measure the perceptions of the respondents since they only had to state according to their own views the degree of adequacy the position holder ought to perform his role. Using the test-retest method, the same instrument was administered to 2 principals and 40 teachers in the two secondary grammar schools in Asa and Moro Local Government Areas, which were not included in the main study, as they did not meet the criterion for final sample selection. The reliability value of TRPI was .86 and the reliability value of the PRPI was .82.

3.11 TREATMENT OF THE DATA FOR THE MAIN STUDY

The data of the study represent perceptions of the roles of the secondary school principals and teachers in Kwara State. The questionnaire on principals' role contained fifty-four task items each one related to one of the seven categories of principals' tasks, stated earlier (see p.101) and the responses to items were recorded on an intensity scale ranging from 5 to 1.

The questionnaire on teacher's role contained forty eight task items each related to one of the five role sectors of teachers' role discussed earlier and listed on page 82. The score recorded for each respondent under each task area was the respondent's single choice out of the five possible choices

for the task item. Choices selected by each respondent were tabulated in order to determine how professional principals and teachers were expected to be, and these responses were organized by respondent group in order to make comparisons.

A frequency distribution was also calculated on each of the 54 and 48 task items for principals' and teachers' roles respectively in order to obtain results that might indicate the perceived amount of time which the principals and teachers themselves actually devote and ideally should devote to each task item. Each item was responded to on a scale of 5 to 1, with a score of 5 indicating that no time was devoted or should be devoted to the task which were analysed individually by group and collectively. The results, therefore, included the responses on the 5-point scale for each item for each respondent, responding group, and for all respondents collectively. The mean scores for each item were calculated. These mean scores were ranked and the variance in ranks were summed up.

In analysing the data obtained from the fifty-four items in the principals' role areas and the forty-eight items in the teachers' role areas, for differences in expectations among the respondent groups, the Kendall's coefficient of concordance (W)

was performed on the summed data obtained in order to determine where significant relationship existed. A chi-square test was then performed on the obtained value of W in order to test the null hypothesis.

Responses made by the two respondent groups to each other's role were calculated in numbers and mean scores. The mean scores for each item were ranked and the Spearman's Rank-Order correlations (rho) were computed between the rankings for ideal role and actual performance to determine relationships between the groups. A t-test was then performed to test the null hypothesis in order to determine where significant differences exist in respondents' perceptions at the 0.05 level.

3.12 LEVEL OF SIGNIFICANCE AND STATISTICAL TEST

The .05 level of significance was chosen by the researcher for rejecting or not rejecting the null hypothesis in terms of overall positive or negative statistical findings.

In order to test the degree of agreement between the comparison of the two respondent groups (principal group and teacher group) the Spearman rank correlation of coefficient (rs) was used. Spearman's rs is commonly used where there are ties among the ranks. The formula for rs is given as:

$$rs = 1 - \frac{6\sum D^2}{N(N^2 - 1)}$$

Where D is differences between the ranks of corresponding groups x and y

N is the number of pairs of values (x y) in the data.

So as to test the statistical significance of the value of rs when N is greater than or equal to 10 the t - test was computed. The formula for t is given by:

$$t- = \frac{rs\sqrt{N-2}}{\sqrt{1-rs^2}}$$

where rs is the calculated value of Spearman's rank.

Correlation of coefficient N refers to number of items ranked and refer the obtained t - to the t-table with N-2 degree of freedom. Ho is rejected if the absolute value of the computed t- exceeds or equals the tabled value.[1]

Furthermore, in order to test the degree of agreement within the group of respondents, Kendall's coefficient of concordance (W) was used. The coefficient of concordance is used to measure the

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[1] Source: Joan Welkowitz, Robert B. Ewen, and Jacob Cohen. Introductory Statistics for the Behavioural Sciences. New York: Academic Press Inc., 1973. pp.175-178.

extent to which members of a set of a distinct group rank orderings of a number of items which tend to be similar (Kendall, 1955). The formula for Kendall's coefficient of concordance is given by the formula:

$$W = \frac{(12 \leq T_j^2)}{(m^2 N (N^2 - 1))} - \frac{3 (N + 1)}{N - 1}$$

Where W is the coefficient of concordance

m is judges

N is number of items ranked

T is column totals of ranks of judges

T_j^2 is column totals of ranks of judges per item squared.

By its definition, W cannot be negative and its maximum value is 1. Kendall's idea is similar to Friedman's test for matched groups. In Friedman's procedure a matched group takes the place of a judge and the rank order of scores for different treatments within a group is like an ordering of objects of judgement. Then, if the scores for different treatments tended to show up in substantially the same order for the various groups, a true difference in treatments is inferred.

In order to test the statistical significance of W the chi-square (x^2) test is applied. The appropriate chi-square test is given as:

$$X^2 = m(N-1)W$$

Where X^2 is chi-square

M is judges or group

N is objects ranked

W is the calculated value of coefficient of concordance and refer the obtained X^2 value to the X^2 table distribution with N-1 degrees of freedom[2].

The next chapter presents the analysis of data and results of findings.

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[2] William L. Hays. Statistics for the Social Sciences. New York: Holt, Rhinehart and Winston Inc., 1973.p.801-803.

CHAPTER IV

ANALYSIS OF DATA

The main purpose of the study was to examine the role perceptions of principals and teachers in secondary grammar schools in Kwara State. To this end, the study sets out to do the following:

(a) identify the relative priority given to each role sector and item;

(b) identify and describe the degree of agreement among each group of respondents, and, between the two groups, and

(c) evaluate the degree of agreement obtained.

As the study did not seek to discover the reasons for the subjects' responses, the data analysis is basicaly descriptive in nature.

This chapter presents the analysis of data on the perceptions of principals and teachers with regard to their ideal role as well as the actual role performance. It is presented in details, in the order stated below:

($_a$) the analysis of the relationships between the principals' perceptions of their ideal role and their perceptions of

their actual role performance;

(b) the analysis of the relationships between the teachers' perceptions of their ideal role and their perceptions of their actual role performances;

(c) the analysis of the relationships between the perceptions of the principals' group and the perceptions of the teacher group with regard to principals' ideal role; and

(d) the analysis of the relationships between the perceptions of the principal group and the perceptions of the teacher group with regard to teachers' ideal role.

Furthermore, the analysis is presented as schemetically shown below:

Table 4.1 A summary of the problems being investigated

PERCEPTIONS	
OF	ON
1) Principals	Principals' ideal role and actual role.
2) Teachers	Principals' ideal role.
3) Principals	Teachers' ideal role
4) Teachers	Teachers' ideal role and actual role.
5) Principals and Teachers (Compared)	Principals' Ideal role
6) Principals and Teachers (compared)	Teachers' Ideal role

The unit of analysis is the group, the principals are treated as a group; the teachers are similarly treated as a group. The treatment of data follows identical patterns for all the analysis: the data on role ranking were analysed, using the group mean scores for each item according to the respondents' perceived ideal role and their actual role performance.

The analysis seeks to compare and describe the relationships between the respondents' perceptions after the group mean scores for each item have been ranked. The lower the number of difference in ranks between the perceptions, the closer the relationship in perceptions, and, the higher the agreement between the respondents' perceptions. The higher the number of difference in ranks between the perceptions, the lower the level of agreement, and, the wider the relationship between the perceptions.

As it was felt that it would be unnecessarily tedious to examine the difference on all items, a limit of ten items with highest difference in ranks, and, another limit of ten items with lowest difference in ranks were chosen as the basis for comparison of the perceptions. These were used as cut-off points so as to get the upper one-fifth, and, the lower one-fifth of all the items. The researcher decided to use one-fifth as the

basis for comparison because the scale used ranges from 5 to 1.

STATISTICAL ANALYSIS

The study had six main hypotheses and these were tested statistically. The hypotheses are as stated below:

HYPTHESIS 1

There is no significant agreement between the principals' perceptions of their ideal role, and their perceptions of their actual role performance.

HYPOTHESIS 2

There is no significant agreement among the teachers in their perceptions of the ideal role of the principals.

HYPOTHESIS 3

There is no significant agreement among the principals in their perceptions of the ideal role of the teachers.

HYPOTHESIS 4

There is no significant agreement among the teachers in their perceptions of their ideal role, and their perceptions of their actual role performance.

HYPOTHESIS 5

There is no significant agreement between the principal group and the teacher group in their perceptions of principals' ideal role.

HYPOTHESIS 6

There is no significant agreement between the principal group and the teacher group in their perceptions of teachers' ideal role.

The results of the statistical tests of the hypotheses follow the descriptive analysis of each corresponding comparison.

4.1 COMPARISON AND DESCRIPTION OF THE RELATIONSHIPS BETWEEN THE PRINCIPALS' PERCEPTIONS OF THEIR IDEAL ROLE AND THEIR PERCEPTIONS OF THEIR ACTUAL ROLE PERFORMANCE

This section of the chapter treats the analysis of the relationships between the principals' perceptions of their ideal role and, their perceptions of their actual role performance. Hypothesis one which relates to the above analysis assumes that the principals were expected to differ significantly in their perceptions between their ideal role and their actual role performance. In order to test this, the mean scores of principals' perceptions of the ideal role and actual role performance for all

the fifty-four (54) items of the principals' role were obtained. These scores were ranked in order of perceived importance. The rankings were examined according to role sectors. Furthermore, the differences in rankings between the ideal role and the actual role performance in each of the 54 items were examined. The obtained differences were then used to calculate the statistics of significance.

The principals' rankings showed preference for their responsibility in organization and structure and, financial management over their role in instructional leadership and curriculum development. They ranked organization and structure role sector in the second place in their ideal role and, in the first position in their actual role performance.

Many years ago, this would have been a startling result because teaching was the main function of the school and the principals being master teachers, were expected to give professional expertise and leadership to the teachers in the school. So, with this result , the commonly held notion that principals are essentially instructional leaders should be seriously examined. One may have to accept this as an evidence in the changing role of the principal. It may be that this instructional leadership role is being taken over by professional bodies, or it may be that by the time the principals

spend their time in structuring and restructuring the organization, they have no more time for instructional and curriculum development, or it may be a result of both.

Table 4.2 PRINCIPALS' RANKINGS OF THEIR ROLE IN ORDER OF PERCEIVED IMPORTANCE IN THE SEVEN ROLE SECTORS

	PRINCIPALS' RANKING		
	Perceived Ideal Role	Actual Role Performance	Value of rho
1. Financial Management	1st	2nd	0.95
2. Organization and Structure	2nd	1st	0.95
3. School-Plant Administration	2nd	5th	-1.00
4. Staff-Personnel Administration	4th	6th	0.99
5. Student-Personnel Administration	5th	4th	0.98
6. School-Community Relationship	5th	3rd	0.6
7. Instructional Leadership and Curriculum Development	7th	7th	1.00

Similarly, financial management was ranked in the first position in the ideal role, and in the second place in their actual role performance. It is noteworthy however, that their role in

instructional leadership and curriculum development was rated in the seventh and least position both in the ideal role and the actual role performance. The ranking of their role in financial management is an indication that the principals have a great tendency towards management than professional leadership. This fact is further emphasised by the low rankings they assigned their role in instructional leadership and curriculum development. By placing it in the least priority, the principals are indicating that they do not consider this role to be of much significance. This is probably not surprising in view of the current trend of events in the society.

A lot of changes is taking place in the society. There is an unprecedented rise in student population especially at the secondary school level. This has placed a heavier administrative burden on the principals. This means that the principals are left with little or no time to supervise classroom teaching, or engage in curriculum development workshops. A part of this burden is trying to relate to people in the community. Even though the principals ranked their role in school-community relationship in the fifth place in their ideal role ranking, they discovered that they have to be more in contact with the community because their actual role performance ranking was in the third place.

TABLE 4.3 - TEN ITEMS OF PRINCIPALS' ROLE WITH THE HIGHEST DIFFERENCE IN RANKS BETWEEN PRINCIPALS' PERCEPTIONS OF THEIR IDEAL ROLE AND THEIR PERCEPTIONS OF THEIR ACTUAL ROLE PERFORMANCE

ITEMS	STATEMENTS	PRINCIPALS' RANKING OF THEIR ROLE		
		Ideal Role Ranking	Actual Role Ranking	Difference between Rankings of Ideal Role and Actual Role Performance
10	Stimulating classroom experiments, projects, etc.	48	1	47
14	Keeping accurate and up-to-date staff personnel records	51	21	30
49	Attending to the proper use and maintenance of the school	35	8	27
53	Ordering and purchasing supplies and equipment	43	8	35
13	Working with teachers in revising textbooks lists and other materials	14	53	39
15	Participating in providing and organizing on the job training for staff	14	44	30
40	Holding consultations with higher authorities in order to clarify policy matters relating to the school	14	48	34
16	Representing the individual interest of staff to the appropriate higher authorities	2	48	46
21	Delegating authority to staff according to ability and potentiality.	2	28	26
31	Seeing to it that accurate and up-to-date records on all students are kept in the school	2	28	26

The ten items listed in Table 4.3 are the items of the principals' role on which the highest differences were found between the principals' rankings of their ideal role and their actual role performance. This means that high levels of disagreements and weak relationships were found to exist in the principals' perceptions and rankings of these tasks.

The highest difference between the principals' rankings of their ideal role and their actual role performance was found in the area of stimulating classroom experiment (item 10). There is a difference of 47 between the principals' rankings. This reveals a wide disagreement between what they felt they ought to do and what they were actually able to do. This task was ranked in the forty-eighth position in the ideal role, indicating that they do not consider the role of much significance. However, it occupied the first place on a list of 54 items, in the principals' actual role performance rating.

The principals' perceptions with respect to their role in representing the individual interest of staff to the appropriate higher authorities (item 16); delegating authority to staff according to ability and potentiality (item 21), and, seeing to it that accurate and up-to-date records on all students are kept in the school (item 31), showed that great importance were attached to these role items. The principals' ideal role rankings for the

three items was second place in the rating order. Unexpectedly, their actual role performance rankings for these role items were very low. Item 16 was rated forty-sixth, while both items 21 and 31 occupied the twenty-eightth position. The discrepancy in item 16 shows that in a lot of discussions that principals hold with higher authorities, staff matters, grievances and aspirations do not feature prominently. It is necessary for the higher authorities to know the needs of the school staff. If principals do not discuss teachers' problems and cannot alleviate them, it means that teachers' problems may remain unsolved. This may lead to lowering of morale.

The high ranking in the ideal role situation (2nd place) may be a reaction of what the principals feel their role should be. The principals must have had a high opinion on the importance of their role in staff matters and the extent to which they are able to perform their function in personnel area must be a source of constant frustration for them. Their actual role performance ranking of this role is the 48th position.

In terms of delegating authority to staff according to ability and potentiality (item 21) the principals may often find that social and political considerations supersede the individual's ability. Whether a teacher is an indigene of the area may sometimes be a necessary pre-condition to be assigned to a position of authority in the school so as to encourage and develop the professional growth of indigenous officers.

With regard to item 31 the principal might not be in a position to keep accurate records on students due to current school population explosion and he might have delegated this function to the vice-principal, the heads of departments and the class teachers. Moreover, the teachers know the students better as they are both in close contacts. The records to be kept on each student are also so many that the principal would not have the time to co-ordinate their storage.

The discrepancies which exist between the principals' rankings of their role: representing staff interest to higher authorities (item 16), delegating authority to staff (item 21), and ensuring that accurate and up-to-date records on students are kept (item 31), may also be due to the fact that principals have difficulties with the role they feel they should perform very well, or that their feelings on these items are unrelated to the circumstances in which the roles are performed.

For further comparison of principals' perceptions of their role in the ideal role and their actual role performance, ten items with the lowest difference in ranks were identified. These items and their respective rankings, and, the corresponding difference between the rankings are shown in Table 4.4.

The principals are almost in complete agreement in their perceptions in the following items: attending professional meetings at the state level (item 4), allocating staff teaching and administrative responsibilities (item 17), motivating teachers to work hard (item 19),

keeping staff informed about school policies (item 20), participating in community activities (item 43), and , submitting reports on school finances to the appropriate authorities (item 50).

With respect to the six items listed above, there is a marginal 1-level discrepancy between the principals' rankings (items 17, 19, 20 and 50, all ranked second place) were also given upper ranks in actual performance. These four items ranked in the first position in actual performance.

With respect to item 14 the principals' response reveal that-attendance at state level meetings is very important. It is at such meetings that important problems facing school administration would be discussed with a view to arriving at long lasting solutions. Many of the issues pertaining to the progress and welfare of the principals are usually discussed at such meetings. As secondary education is the concern of the state government (the employer of the principals and teachers), the principals may see that negligence in attending such state meetings could evoke the wrath of their boss. Moreover, policy decisions formulated at these meetings would eventually serve to guide the principals' actions.

In respect of items 17, 19 and 20 the principal has to delegate some of the administrative tasks which he finds could be easily performed by his teachers; and as the teachers perform their

Table 4.4 - TEN ITEMS OF PRINCIPALS' ROLE WITH THE LOWEST DIFFERENCE IN RANKS BETWEEN THE PRINCIPALS' PERCEPTIONS OF THEIR IDEAL ROLE AND THEIR PERCEPTIONS OF THEIR ACTUAL ROLE PERFORMANCE

ITEMS	STATEMENTS	Principals' Ranking of their Role		
		Ideal Role Ranking	Actual Role Performance Ranking	Difference between Rankings of Ideal Role and Actual Role Performance
4	Attending professional meeting at the state level	22	21	1
7	Introducing challenging ideas relative to the improvement of teaching methods	46	44	2
43	Participating in community activities	45	44	1
22	Supervising staff constantly on the job	35	32	3
23	Evaluating teachers' professional progress constantly	35	32	3
17	Allocating staff teaching and administrative responsibilities	2	1	1
19	Motivating teachers to work hard	2	1	1
20	Keeping staff informed about school policies	2	1	1
50	Submitting reports on the state of the school finances to the appropriate authorities	2	1	1
32	Showing keen interest in various students' activities	26	28	2

duties, the principal as the administrative leader must give the necessary encouragement so that they may work harder. Such encouragement may be in various forms such as, according praises for work well done, attending to the personal and professional needs of the teachers. Furthermore, when policies are formulated staff must be informed so that the implementation is promptly and accurately carried out.

In the area of submitting reports on school finances to the appropriate authorities (item 50) the principals' ideal role and actual role rankings indicate that the role is given the highest priority. Proper financial management is very crucial to the principal's continued stay in office. Any form of mismanagement and misappropriation of funds may result in the principal losing his job and consequently, scandal.

Moreover, the two other items (items 4 and 43 which were given middle ranks and lower ranks respectively in the ideal role item 4 ranked twenty-second and item 43 ranked forty-fifth) were similarly rated in the actual role performance (item 4 rated twenty-first, and, item 43 was place in the forty-fourth position). These rankings indicate that the tasks are not considered to be of much significance.

With respect to the principals' role in introducing challenging ideas relative to the improvement of teaching methods

(item 7, with an ideal role rating of 46 and an actual role performance ranking of 44) and, showing keen interest in various students' activities (item 32) with an ideal role ranking of twenty-six and actual role performance rank of twenty-eight), the principals' views reveal a 2-level difference. The gap between their opinions with respect to these items is also minimal.

Finally, a 3-level disagreement was found to exist between the principals' perceptions in the area of supervising staff constantly on the job (item 22) and, evaluating teachers' professional progress constantly (item 23). The two items had identical rankings in the ideal role and in the actual role performance. The principals' ideal role rating for items 22 and 23 is thirty-five, while in the actual role performance they were both ranked in the thirty-second position.

For the ten items mentioned, the levels of discrepancies are very minimal, and as such, it could be concluded that very strong relationships existed between the principals' perceptions for these items.

Statistical Test

In order to test the hypothesis relating to principals' perceptions of their ideal role and their perceptions of their actual role performance, the researcher calculated the difference between the ranks of the ideal role and the actual role performance

on each of the 54 items (see Appendix G). The Spearman's rank correlation of coefficient (rho) was computed using the obtained summary sum of variance of ranks. The obtained value of rho is 0.321 or 32 per cent of the maximum possible and the critical value of rho obtained from the table at the 0.05 level of significance was 0.306.

The results show a weak relationship among the principals between their perceptions of the ideal role and their perceptions of their actual performance.

To further test the statistical value of the obtained value of rho, the researcher conducted the t-test. The obtained t-value is 2.44 and the critical value of t- obtained from the table with 52 degrees of freedom is 1.671 at the 0.05 level. Table 4.5 below shows details of results.

Table 4.5 Summary of Results

Summary sum of variance of ranks	17800
Computed value of rho	0.321
Table value of rho at 0.05	0.306
Degrees of freedom	52
Computed value of t-	2.44
Table value of t- at 0.05	1.671
Degrees of freedom	52

The results in Table 4.5 above indicate that the null hypothesis was rejected. As the principals do not perceive significant difference between the way they actually perform their role and what they conceived their role should ideally be, one would expect that they do not experience substantial role conflict.

How do the teachers with whom they work with perceive the principals' ideal role? This is the analysis to be dealt with in the next section.

4.2 COMPARISON AND DESCRIPTION OF THE TEACHERS' PERCEPTIONS AND RANKINGS OF PRINCIPALS' IDEAL ROLE

Hypothesis two states that there would be no significant agreement among the teachers in their perceptions of the ideal role of the principals. This means that it was expected that teachers would differ significantly among themselves in the way they perceive the principals' ideal role.

So as to find the order of perceived importance that teachers assign to the principals' ideal role, the mean scores of the teachers' perceptions for the 54 items of the principals' role were obtained, These scores were ranked. The rankings represent the order of priority teachers viewed the principals' ideal role. (See Appendix H for details).

For the purpose of comparison and detailed examination of the teachers' perceptions of the principals' ideal role, teachers' rankings of the principals' role according to the seven role sectors of principals' task areas were first considered.

The teachers' perceptions and rankings of the principals' ideal role reveal that they regarded school-plant administration task area as the most important responsibility of the principal. The role sector was ranked in the firstplace. This is however closely followed by organization and structure role sector, which was ranked second. There is only a very marginal difference in the perceptions of the teachers between these two role sectors. The mean score for school-plant administration role sector is 4.12, while the mean score for the organization and structure role sector is 4.00. The third factor is the principals' task in staff-personnel administration, with a mean score of 3.95. The teachers furthermore, opined that the role sector which relates to the principals' role in student-personnel administration should occupy the fourth position, with a mean score of 3.92.

Table 4.6 - TEACHERS' RANKING OF THE PRINCIPALS' IDEAL ROLE IN ORDER OF PERCEIVED IMPORTANCE ACCORDING TO THE SEVEN ROLE SECTORS

Role Sectors	Mean Scores	Teachers' Rankings
School-Plant Administration	4.12	1st
Organization and Structure	4.00	2nd
Staff-Personnel Administration	3.95	3rd
Student-Personnel Administration	3.92	4th
School-Community Relationship	3.71	5th
Instructional leadership and Curriculum Development	3.54	6th
Financial Management	3.44	7th

The principals' role area which relates to school-community relationship stood in the fifth position, with a mean score of 3.71. This is closely followed by the principals' duty in instructional leadership and curriculum development, which was placed in the sixth position. Surprisingly, the teachers viewed the principals' responsibility in financial management as of least importance and, it was ranked in the seventh place. The teachers might have

ranked principals' role in instructional leadership and curriculum development very low because a large majority of teachers in the grammar schools now are professionally trained with either the N.C.E. certificate or the Bachelor's degree in Education or both. This fact may make the teachers feel competent enough to be able to handle their instructional duties without much problems such that would warrant the principals' constant attention. Furthermore, a lot of the teachers are conversant with new and current development in their subject areas, whereas the principals who are more managerial in their functions in the school might not have the time to up-date themselves in curriculum and instructional areas. This last reason might not make the principal feel comfortable enough to offer the needed guidance and leadership in instruction and curriculum development.

Teachers' low ranking of the principals' role in financial management may be due to the teachers' lack of understanding of the implication of the role particularly with the issue of accountability, since it is not customary of principals to introduce the teachers into the intricacies of the role they perform.

It would be noticed that there is very little difference between the teachers' perceptions of the principals ideal role as is evidenced in the mean scores for all the role sectors. The difference between the mean score of the role sector placed

in the first position and that of the one ranked in the seventh position is only 0.68. Moreover, teachers' ranking of the principals' role sectors is only moderately high.

Ten items of the principals' role which were considered should command greater attention, in the teachers' opinions, were identified and listed as shown in table 4.7 below.

The teachers' rating of the principals' ideal role shows that they held the principals' role in planning and holding staff meetings (item 38) in very high esteem, thus the role attracted a rank of the first position. This might be an indication that teachers feel the principals ought to include them in the decision-making process of the school. The staff meeting is a meeting point for all the members of staff to interact with the principal on mutual and cordial bases. A lot of problems facing the teachers in their interaction with students and their colleagues could also be solved at such meetings. The meetings could be used by the principal to make important announcements on government policies relating to teachers welfare and professional growth. Moreover, as the principals are often usually busy with other administrative duties and may not always find it convenient to meet with teachers on individual basis hence, staff meeting could be a useful forum for the principals and teachers to meet and solve their many problems.

Table 4.7 - COMPARISON OF TEACHERS' PERCEPTIONS OF PRINCIPALS' IDEAL ROLE: TEN ITEMS OF PRINCIPALS' ROLE CONSIDERED OF HIGHEST PRIORITY BY TEACHERS

ITEMS	STATEMENTS	TEACHERS' RANKING
38	Planning and holding staff meetings	1st
14	Keeping accurate and up-to-date staff personnel records	2nd
18	Involving teachers actively in decision-making concerning the curriculum	3rd
20	Keeping staff informed about school policies	4th
17	Allocating staff teaching and administrative responsibilities	5th
49	Attending to the proper use and maintenance of the school	6th
19	Motivating teachers to work hard	7th
21	Delegating authority to staff according to ability and potentiality	7th
35	Promoting students' health and welfare	7th
39	Spending time during official working hours on office based administrative duties	10th

Following closely to this role in the rating order is the principals' role in keeping accurate and up-to-date staff-personnel records (items 14), which occupied the second position.

Surprisingly, the teachers' estimation of the principals' ideal role reveals that from among the top ten items of the principals' role which were identified, six of them deal with the principals' role in staff-personnel administration. The items are: 14, 18, 20, 17, 19 and 21. These six items were all rated among the top seven in the order of priority from among the fifty-four (54) items of the principals' role. This indicates that teachers felt that the principals ought to give greater attention to functions which relate to their (staff) affairs.

For further comparison, ten items of the principals' role that the teachers regarded ought to be given the least consideration were identified and listed as shown in Table 4.8. The teachers opined that the principals' role in conducting demonstration lessons for teachers (item 11), ought to be given the least attention. This role attracted a rank of the fifty-fourth and thus the least position in the rating order. The teachers further rated the principals' role in financial management very low. The items are: assuming responsibility for the proper management of school finances (item 52, which was ranked in the forty-fourth position); preparing and administering school's annual budget

Table 4.8 - COMPARISON OF TEACHERS' PERCEPTIONS OF PRINCIPALS' IDEAL ROLE: TEN ITEMS OF PRINCIPALS' ROLE CONSIDERED OF LEAST IMPORTANCE BY THE TEACHERS

Items	Statements	Teachers' Ranking
52	Assuming responsibility for the proper management of school finances	44th
12	Supervising classroom teaching for improvement of instruction	46th
13	Working with teachers in revising textbook lists and other materials	46th
15	Participating in providing and organizing on the job training for staff	48th
43	Participating in community activities	49th
51	Preparing and administering school's annual budget	49th
53	Ordering and purchasing supplies and equipment according to stipulated rules and regulations	51st
8	Teaching one or more classes in the school on regular basis	52nd
5	Attending professional meetings at national level	53rd
11	Conducting demonstration lessons for teachers	54th

(item 51, which attracted a rank of forty-nine); and, ordering and purchasing supplies and equipment according to stipulated rules and regulations (item 53, which occupied the fifty-first place). The principals' perception of their role with respect to this particular item will be discussed in section 4.5 of this analysis.

Similarly given a very low ranking is the principals' role in participating in community activities (item 43). The teachers' ranking of the role shows a rank of the forty-ninth position.

Statistical Test

In order to test the hypothesis relating to the teachers' perceptions on the principals' ideal role, the researcher obtained the rank scores. The sum of variance of ranks were calculated, and Kendall's coefficient of concordance, W, was computed using the obtained rank scores. The value of W obtained was 0.938 which is approximately 0.94. This indicates that a very high degree and strong agreement exists among teachers with regard to their perceptions of the principals' ideal role, since the variance of the rank sums is 94 per cent of the maximum possible. In order to test the statistical significance of the value of W, the chi-square test was carried out. The computed value of chi-square test was 49.714 and the table value of chi-square at 0.05 level with 52 degrees of freedom is 43.773. The table below shows the details of results.

Table 4.9 SUMMARY OF RESULTS

Summary sum of variance of ranks	=	53143
Obtained value of W	=	0.938
Obtained value of Chi-square	=	49.714
Degrees of Freedom	=	53
Table value of Chi-square at 0.05 level	=	43.773

As is evidenced from the results of the statistical tests of significance, the null hypothesis was rejected. The difference among the teachers in their opinions of the principals' ideal role is not statistically significant. The teachers agreed on the priority which the principals should give to the various items of their functions, and which of these functions should be emphasised, and which ones should not.

In the section which follows, it is the principals who examine the teachers' ideal role.

4.3 COMPARISON AND DESCRIPTION OF PRINCIPALS' PERCEPTIONS OF TEACHERS' IDEAL ROLE

Hypothesis three states that there would be no significant agreement among the principals in their perceptions of the ideal role of the teachers. This means that it was expected that principals would hold different views among themselves with respect to the ideal role of the teachers.

Using the calculated group mean scores, the principals ranking of each item of the 48 tasks of the teachers' role were obtained. The ranking represents principals' opinion on the order of priority they felt teachers ought to perform each role.

For the purpose of comparison and detailed examinations the principals' perceptions of the teachers' ideal role, according to the classified role sectors were considered. The rankings are shown in Table 4.10 which follows.

Table 4.10 - PRINCIPALS' RANKINGS OF THE TEACHERS' IDEAL ROLE ACCORDING TO ROLE SECTORS

Teachers' Role Sectors	Mean Scores	Principals' Rankings
Teachers' role in the Classroom	4.32	1st
Teacher's relationship with other teachers	4.	2nd
Teacher-Pupil Relationship	4.2	3rd
Teacher's relationship with the Principal	4.14	4th
Teacher-Community Relationship	3.81	5th

The principals' perceptions showed that teachers' responsibility with regard to their role in the classroom received higher preference over the other role sectors.

It was ranked in the first position. The principals considered teacher-pupil relationship task area as deserving the third position. The least consideration, in the principals' opinions, was given to teacher-community role sector, and, it occupied the fifth position. The principals' rankings of the teachers' role were quite comparable.

The principals' rankings of the teachers' ideal role were further considered on item basis. There are forty-eight (48) item statements of teachers' role identified for this study. Ten of these items, which in the principals' perceptions, ought to command the greatest consideration were identified and listed as presented in Table 4.11.

The principals' rankings of the teachers' ideal role show that the highest preference was given to teachers' role in preparing pupils towards passing their examinations, (item 4), and, attending staff meetings (item 33). These two role items were ranked in the first position. These items are closely followed by the teacher's role in teaching his major subject (item 1), which the principals rated in the third place. The opinions expressed by the principals reveal that they are more interested in results, rather than in the process because the teaching of major subjects, is ranked in the third position,

Table 4.11 - PERCEIVED RANKINGS OF THE TEACHERS' IDEAL ROLE: TEN ITEMS CONSIDERED MOST IMPORTANT BY THE PRINCIPALS

Items	Statements	Principals' Ranking of Teachers' Ideal Role
4	Preparing pupils towards passing their examinations	1st
33	Attending staff meetings	1st
1	Teaching your major subject	3rd
2	Marking class registers and diaries	4th
12	Maintaining order and routine discipline in the class	4th
47	Participating in the Parents-Teachers' Association of your school	4th
7	Preparing and submitting scheme of work on subject to be taught	7th
14	Giving tests and examinations	7th
18	Filling in required records on students' achievement and conduct	7th
48	Taking community opinion into consideration in matters of personal behaviour	7th

which is lower than teachers' role in preparing the students towards passing examinations.

Equally given a high rank of first position is teachers' role in attending staff meeting (item 33). Staff meetings are very important to the school administration. It is at these meetings that major decisions affecting the school are taken, issues which are not clear enough would be better explained and clarified, and, teachers have the opportunity to meet the principal at the same time to discuss common problems.

For further comparison of the principals' perceptions of teachers' ideal role, ten items of teachers' role considered by the respondents to be given the least attention were identified and listed as shown in Table 4.12.

The principals' estimation shows that little attention was to be given to teachers' role in participating in community activities (item 46). The item occupied the thirty-eighth position in the principals' ranking order. This may be an indication that not all community activities are in consonant with the positive aims and objectives of the school.

Furthermore, the principals regarded teachers' role in requesting students to help in his house after school hours (item 31), as of very low importance. The principals' view may

Table 4.12 - COMPARISON OF PRINCIPALS' PERCEPTIONS OF TEACHERS' IDEAL ROLE: TEN ITEMS OF TEACHERS' ROLE THAT THE PRINCIPALS CONSIDERED OF LEAST IMPORTANCE

Items	Statements	Principals' Ranking of Teachers' Ideal Role
29	Being able to conduct conferences concerning students in appropriate place	38th
46	Participating in community activities	38th
27	Withholding confidential information about a student in all circumstances	40th
34	Taking an active part in N.U.T.	40th
23	Using other people's teaching aid for instruction	42nd
24	Declaring "I do not know" when you are faced with an unfamiliar problem	42nd
30	Refraining from making favourable comments about a student or his home when he is not there	42nd
31	Requesting students to help in your house after school hours	46th
45	Visiting the homes of problem children to discuss their problems with their parents	46th
41	Getting involved in partisan politics	48th

be a sign of changes within the society. In the past, it was considered quite normal for teachers to use students to help in their homes; now such a practice will be regarded as exploitation or, at least, an uncivilized action.

Statistical Test

After the mean scores of the 48 items of the teachers' role have been calculated, the researcher obtained the rank scores. Using the obtained ranked scores, Kendall's coefficient of concordance, W, was computed to test the statistical significance of the hypothesis. The value of W obtained was 0.596, which is approximately 0.60. Thus, there is a moderately high degree of agreement among the principals in their perceptions of teachers' ideal role, since the variance of the rank sums is 60 per cent of the maximum possible.

The chi-square test was also carried out in order to test the statistical significance of the obtained value of W. The computed value of chi-square was 28.012 and the table value of chi-square at 0.05 level with 47 degrees of freedom was 20.706. The details of the results are presented in table 4.13 which follows.

Table 4.13 - SUMMARY OF RESULTS

Summary sum of variance of ranks	=	34933
Obtained value of W	=	0.596
Obtained value of Chi-square	=	28.012
Table value of chi-square at 0.05 level	=	20.706
Degrees of Freedom	=	47

The analysis above indicates that the null hypothesis was rejected. The difference among the principals in their opinions of the teachers' ideal role is not statistically significant. The principals agreed among themselves on the priority which the teachers should give to the various items of their functions, which of these functions should be emphasized and which should not.

How do the teachers perceive themselves? This is the analysis reported in the next section.

4.4 COMPARISON AND DESCRIPTION OF THE TEACHERS' PERCEPTIONS AND RANKINGS OF THEIR IDEAL ROLE AND THEIR PERCEPTIONS OF THEIR ACTUAL ROLE PERFORMANCE

It was hypothesized that there would be no significant agreement between teachers' perceptions of teachers' ideal role and their perceptions of their actual role performance. This means that it was expected that teachers would differ in the way they perceive their ideal role and how they actually perform such role.

Using the calculated group mean socres, the teachers' rankings of their ideal role and their actual role performance in the 48 task areas of the teachers' role were obtained. The rankings represent teachers' opinions on the order of priority they felt they ought to perform their role and the orier of priority they actually perform their role. The teachers' rankings of their ideal role and actual role performance are

presented in Appendix I. For the purpose of comparison and detailed examinations of the teachers' perceptions of their ideal role and their actual role performance, the teachers' rankings of their role according to the five classified role sectors of the teachers' role were considered.

Table 4.14 - COMPARISON OF TEACHERS' PERCEPTIONS OF THEIR IDEAL ROLE AND THEIR PERCEPTIONS OF THEIR ACTUAL ROLE PERFORMANCE ACCORDING TO ROLE SECTORS

Role Sectors	Summary Mean Scores and Teachers' Rankings				
	Ideal Role		Actual Role Performance		Value of rho
	Mean Scores	Teachers' Ranking	Mean Scores	Teachers' Ranking	
Teacher's relationship with other teachers	4.6	1st	4.46	2nd	0.99
Teacher's relationship with the principal	4.52	2nd	4.55	1st	0.97
Teacher's role in the classroom	4.46	3rd	4.38	4th	0.99
Teacher-pupil relationship	4.36	4th	4.39	3rd	0.98
Teacher-community relationship	3.78	5th	3.8	5th	1

As seen from the table presented above, the teachers agree in their perceptions of their ideal role and their perceptions of their actual role performance with respect to their role sector which relates to teacher-community relationship. The role sector occupied the fifth and least position in the ranking order for both the ideal situation and teachers' actual role performance.

With regard to the four other role sectors, it was noticed that only a one-level difference existed between the teachers' perceptions of their ideal role and their perceptions of their actual role performance. The teachers' estimations for the role sectors in teacher's role in the classroom, and, teacher's relationship with other teachers, were greater for their ideal role than for the actual performance. The ideal role ranking for the teacher's role in the classroom was the third place, but it was rated in the fourth place in actual performance. With respect to teacher's relationship with other teachers, their rankings reveal an ideal role ranking of the first position and an actual role performance rating of the second place. In the teachers' view, teacher's relationship with other teachers should receive the greatest attention, as it was ranked first in the ideal role rating. However, in the actual role performance, the role sector which deals with the teacher's

relationship with the principal received the greatest attention, as it was rated in the first position.

By giving preference to their roles which deal with their relationships with other teachers on the one hand, and, with the principal on the other, the teachers are indicating that acceptance by the group among whom one works leads to individual worker's happiness. A happy worker is a productive one. The teachers are, therefore, saying that in order that they might be able to put in their best, there must be cordial working relationship between them and their professional colleagues, on the one hand, and between them and the principal, on the other hand.

From the comparison of teachers' perceptions of their ideal role and their perceptions of their actual role performance, by item, it was observed that the respondents were in agreement among themselves in their opinions in five role items as shown in Table 4.15. This is indicating that no differences exist between the teachers' views in respect of the role items identified between what they see as their role expectations and what they actually do. It was noticed that item 41 which relates to politics rated least in the teachers' order of priority for both their ideal role and their actual role performance. This is not surprising because as civil servants, teachers are not allowed by the general orders to participate in partisan politics; and, they adhere strictly to this rule.

Table 4.15 - ITEMS ON WHICH TEACHERS AGREE AMONG THEMSELVES BETWEEN THEIR PERCEPTIONS OF TEACHERS' IDEAL ROLE AND THEIR PERCEPTIONS OF THEIR ACTUAL ROLE PERFORMANCE

Items	Statements	Ideal Role Ranking	Actual Role Performance Ranking
12	Maintaining order and routine discipline in the class	1st	1st
22	Preparing yourself teaching aids for instructions	27th	27th
44	Supervising students in local activities	37th	37th
15	Being reminded by the principal to submit marks of tests and examinations you conduct	46th	46th
41	Getting involved in partisan politics	48th	48th

Further comparison and examinations of the remaining items were made. Five more items of the teachers' role with the lowest difference in ranks between the perceptions of teachers' ideal role and actual role performance were identified and listed as shown in Table 4.16.

Table 4.16 - A COMPARISON OF THE RANKINGS OF TEACHERS' PERCEIVED IDEAL ROLE AND THEIR PERCEIVED ACTUAL ROLE PERFORMANCE: FIVE ITEMS WITH THE LOWEST DIFFERENCE IN RANKS

Items	Statements	TEACHERS' RANKING OF THEIR ROLE		
		Ideal Role Ranking	Actual Role Performance Ranking	Difference between the Rankings of Ideal Role and Actual Role Performance
4	Preparing the pupils towards passing their examinations	5	4	1
5	Giving extra lessons to students after school hours	34	33	1
9	Supervising students' extra-curricula activities	26	27	1
10	Pardoning first offenders	33	34	1
11	Referring students causing disciplinary problems in the school to the higher authorities	31	30	1

It was observed that in all of the five items identified in table 4.16 there is only a one-level difference between the respondents' rankings of their ideal role and their actual role performance. The teachers do not consider giving extra lessons to students after school hours of any importance.

This might be because there is no financial remuneration accruing from such venture. Items 10 and 11 which deal with students' disciplinary problems in the school were also rated low. Students' disciplinary problems are on the increase in schools at present as there are many more students entering the secondary schools today. Teachers have to keep within the bounds of the state government's rules and regulations on discipline in dealing with students' disciplinary problems. This reason might have led to teachers' rating the role items low.

Further comparison of the teachers' self-role perceptions was made using the ten items on which the highest differences exist between the teachers' rankings for the ideal role and the actual role performance. This comparison is presented in Table 4.17. It was discovered that teachers attached greater importance to the actual performance of their role in marking class registers and diaries (item 2), and giving tests and examinations (item 14) than the attention they considered ought to be given these role items in the ideal role situation.

The actual role performance for both role items showed a ranking of the ninth position, compared to the ideal role rating of the eighteenth position for both role items. By giving the items a higher rank in the actual role performance, the teachers are indicating their awareness of the importance of these role items. They are conscious of the importance of students' need

Table 4.17 - A COMPARISON OF THE RANKINGS OF TEACHERS' PERCEPTIONS OF THEIR IDEAL ROLE AND THEIR ACTUAL ROLE PERFORMANCE: TEN ITEMS WITH THE HIGHEST DIFFERENCE IN RANKS

Items	Statements	TEACHERS' RANKING OF THEIR ROLE		
		Ideal Role Ranking	Actual Role Performance Ranking	Difference between Rankings of Ideal Role and Actual Role Performance
2	Marking class registers and diaries	18	9	9
14	Giving tests and examinations	18	9	9
27	Withholding confidential information about a student in all circumstances	27	18	9
31	Requesting students to help in your house after school hours	46	16	30
47	Participating in the Parents'-Teachers' Association of your school	27	8	19
34	Taking an active part in N.U.T.	43	32	11
37	Remaining in school until closing time whether you have lesson to teach or not	12	22	10
23	Using other people's teaching aids for instruction	14	44	30
24	Declaring "I do not know" when you are faced with an unfamiliar problem	21	45	24
48	Taking community opinion into consideration in matters of personal behaviour	31	47	16

to attend class regularly and promptly, if they are to get the fullest benefits from school instructions.

With respect to teachers' role in giving tests and examinations, much attention was given to the performance of the role since tests and examinations are the easiest, cheapest and most commonly used means of evaluating the teachers' teaching, and, students' academic achievement in schools in the country.

The teachers' perceptions of their role in requesting students to help in their homes after school hours (Item 31), reveal a thirty-level difference between their ideal role ranking and their actual role performance rating. The actual role performance rating was sixteen. The respondents' ideal role ranking of the forty-sixth position is an indication of the current changes in the society. Using students to help in teachers' homes would be seen as child labour and exploitation, a practice which is not accepted by well-meaning members of the society.

The importance the teachers attached to their actual role performance in particpating in the parents'-teachers' association of their schools (item 47) was greater than the one attached to their ideal role in this role area. The actual role performance ranking was eight, compared to the ideal role ranking of twenty-seven. This indicates that ideally teachers would not want to be burdened with the issue of meeting with the parents of their students, but that in actual fact the teachers placed much emphasis on the role. This might be because most students' homes are often far from the school. Even when students' homes are near the school, the teachers may be saddled with other duties which may make it impracticable

for them to visit their students' parents. The teachers may therefore find it more convenient to meet students' parents when the P.T.A. convenes to discuss some of the problems they have concerning the students.

Statistical Test

So as to test the hypothesis relating to teachers' perceptions of their ideal role and their perceptions of their actual role performance, the researcher calculated the difference between the rankings of the ideal role and their actual role performance. (See Appendix I for details). Spearman's rank correlation of coefficient (rho) was computed using the obtained summary sum of variance of ranks. The obtained value of rho is 0.866 or 87 per cent of the maximum possible, and the critical value of rho obtained from the table is 0.306 at 0.05 level. The results show a very highly significant correlation among teachers between their perceptions of their ideal role and their perceptions of their actual role performance.

To further test the obtained value of rho statistically, the researcher carried out the t-test. The obtained t- value is 11.75 and the critical value of t- obtained from the table with 46 degree of freedom is 1.645 at the 0.05 level. The table below shows details of results.

Table 4.18 - SUMMARY OF RESULTS

Summary sum of variance of ranks	=	2,477
Computed value of rho	=	0.8665
Table value of rho at 0.05 level	=	0.306
Degrees of freedom	=	46
Computed value of t-	=	11.75
Table value of t- at 0.05 level	=	1.645
Degrees of freedom	=	46

The results above indicate that the null hypothesis was rejected. As the teachers do not perceive significant difference between the way they actually perform their role and what they conceive their role should ideally be, one would expect that they do not experience substantial role conflict. Frustration in an organization may occur as a result of employee perceiving that what they are made to do is not congruent with what they felt they ought to do. As the results above show, one can reasonably expect that this is not thecase with secondary grammar school teachers.

In the next section which follows, the perceptions and rankings of the principal group and the teacher group with regard to principals' ideal role are analysed and a detailed comparison is made.

4.5 COMPARISON AND DESCRIPTION OF THE PERCEPTIONS OF THE PRINCIPAL GROUP AND THE PERCEPTIONS OF THE TEACHER GROUP WITH RESPECT TO THE PRINCIPALS' IDEAL ROLE

Hypothesis five states that there would be no significant agreement between the perceptions of the principal group and the perceptions of the teacher group with respect to the ideal role of the principals. This means that, it was expected that principals and teachers, as two distinct groups, would differ significantly in their opinions of the principals' ideal role.

For finding out the difference between the respondents' perceptions of principals' ideal role, the mean scores of the principal group and those of the teacher group for all the 54 items

of the principals' role were obtained. These scores were ranked in order of perceived importance. The rankings were first examined by role sectors as shown in table 4.19 which follows.

Table 4.19 - COMPARISON BETWEEN THE PERCEPTIONS OF THE PRINCIPAL GROUP AND THE PERCEPTIONS OF THE TEACHER GROUP WITH RESPECT TO THE PRINCIPALS' IDEAL ROLE IN THE SEVEN ROLE SECTORS

PRINCIPALS' ROLE SECTORS	PRINCIPAL GROUP		TEACHER GROUP		
	Mean Score	Ranking	Mean Score	Ranking	Value of rho
Instructional leadership and Curriculum Development	4.36	7th	3.54	6th	0.99
Staff-Personnel Administration	4.75	4th	3.95	3rd	0.99
Student-Personnel Administration	4.67	5th	3.92	4th	0.98
Organization and Structure	4.76	2nd	4.00	2nd	1
School-Community Relationship	4.67	5th	3.71	5th	1
School-Plant Administration	4.76	2nd	4.12	1st	0.75
Financial Management	4.94	1st	3.44	7th	-0.8

The principals and teachers agreed in their rankings of the principals' ideal role which deal with organization and structure, and, school-community relationship. These role sectors were ranked second and fifth respectively by both groups of respondents. With respect to the principals' role in financial management, the respondents held opposing views. The teachers rated the role in the seventh and least position, indicating that the teachers do not consider it an important role; however, the principals gave the role the highest preference.

With respect to the other four role sectors, there is a one-level difference between the principals' and teachers' rankings. The teachers' ratings of the four role sectors were a level each higher than the principals' rankings.

Further comparisons were made on the respondents' rankings on item basis. It was discovered that the principals and teachers were in complete agreement in their perceptions and rankings of the principals' role in evaluating teachers' professional progress constantly (item 23). The two respondent groups ranked the role in the thirty-fifth position. This is a low rank which indicates that the respondents do not consider the role a responsibility of the principals.

Moreover, the ten items of principals' role having the least difference between the respondents' perceptions were identified and listed as shown in Table 4.20. The principals' role in attending professional meetings at national level (item 5) was considered of least importance in the respondents' views. The principal group rated the role in the fifty-fourth place, while the teacher group ranked it in the fifty-third position. This may be due to the reason that secondary education is the state government's concern. Official policies affecting secondary schools are handed down by the respective state Ministry of Education. The respondents may therefore feel that it is the state government's duty to design ways of improving its principals' professional growth rather than the federal government.

The respondents rated the principals' role in allocating staff teaching and administrative responsibilities (item 17) and keeping staff informed about school policies (item 20) very high.

The principals placed the two role items in the second position, while the teachers ranked them fifth and fourth respectively. These high ranks given to the role items show the importance the respondents attached to the role.

Middle ranks were given to the principals' role in keeping the public regularly informed about want goes on in the school (item 44). The teacher group rated it in the thirty-ninth position

Table 4.20 - COMPARISON OF THE RANKINGS OF PRINCIPALS' IDEAL ROLE BY PRINCIPAL GROUP AND TEACHER GROUP: TEN ITEMS WITH THE LOWEST DIFFERENCE IN RANKS BETWEEN THEIR PERCEPTIONS

Items	Statements	PRINCIPALS' AND TEACHERS' RANKINGS OF PRINCIPALS' IDEAL ROLE		
		Principals' Ranking	Teachers' Ranking	Difference between Principals' and Teachers' Rankings
37	Showing keen interest in various students' activities such as games, sports and club activities	23	22	1
22	Supervising staff constantly on the job	35	36	1
5	Attending professional meetings at national level	54	53	1
20	Keeping staff informed about school policies	2	4	2
17	Allocating staff teaching and administrative responsiblities	2	5	3
47	Actively supervising the maintenance of school grounds and plants	26	23	3
25	Attending to staff welfare and personal problems	14	17	3
32	Showing keen interest in various students' activities	26	23	3
44	Keeping the public regularly informed about what goes on in the school	35	39	4
43	Participating in community activities	45	49	4

and the principal group ranked it in the thirty-fifth place. There is thus a four-level difference between their rankings.

The principals' role in participating in community activities (item 43) was rated very low by the respondents. The principals ranked it in the forty-fifth position, while the teachers' rating showed a rank of the forty-ninth position. It could be said therefore that close and strong relationships exist between the principals and the teachers in their perceptions of the principals' ideal role with respect to the ten items identified and compared in the preceding analysis, as very minimal differences were found to exist between the respondents' perceptions.

Furthermore, ten items of the principals' role on which the highest difference exists between the rankings of the principal group and the teacher group, were identified and listed in Table 4.21.

It could be observed that the teachers' rankings of the principals' role in the items identified in Table 4.21 were very low, compared to principals' rating of the same role items. Four of such items deal with the principals' role in financial management. For all the ten items identified, the levels of discrepancies between the teachers' and principals' perceptions and rankings

Table 4.21 - COMPARISON BETWEEN PRINCIPAL GROUP AND TEACHER GROUP IN THEIR PERCEPTIONS OF PRINCIPALS' IDEAL ROLE: TEN ITEMS WITH THE HIGHEST DIFFERENCE IN RANKS BETWEEN THEIR PERCEPTIONS

Items	Statement	PRINCIPALS' AND TEACHERS' RANKINGS OF PRINCIPALS' IDEAL ROLE		
		Principals' Ranking	Teachers' Ranking	Difference between Principals' and Teachers' Rankings
41	Reporting to higher authorities on the progress of school programme and activities	2	29	27
54	Allocating resources wisely to promote successful programme implementation and growth	2	40	38
50	Submitting reports on the state of the school finances to the appropriate authorities	2	43	41
52	Assuming responsibilities for the proper management of school finances	14	44	30
13	Working with teachers in revising textbooks lists and other materials	14	46	32
15	Participating in providing and organizing on the job training for staff	14	48	34
51	Preparing and administering the school's budget	14	49	35
49	Attending to proper use and maintenance of the school	35	6	29
1	Working with the teachers to improve instructional methods	46	16	30
14	Keeping accurate and up-to-date staff personnel records	51	2	49

are very wide. It could therefore be concluded that very weak relationships exist between the respondents' perceptions with respect to the items.

Statistical Test

In order to test the hypothesis relating to the perceptions of the principal group and the perceptions of the teacher group in their rankings of the principals' ideal role, the difference between the rankings of the two groups of respondents were calculated on each of the 54 items of the principals' role, (see Appendix H for details).

The differences were squared and Spearman's rank correlation of coefficient (rho) was computed using the obtained summary sum of variance of ranks. The obtained value of rho is 0.234 or 23 per cent of the maximum possible, and the critical value of rho obtained from the table is 0.306 at the 0.05 level.

In order to further test the hypothesis, the t-test was carried out on the obtained value of rho. The obtained value of t- was 1.619 and the critical value of t-from the table for 52 degrees of freedom is 1.671 at 0.05 level. The table below shows details of results.

Table 4.22 - SUMMARY OF RESULTS

Summary sum of variance of ranks between groups	= 20,164
Computed value of rho	= 0.234
Table value of rho at 0.05 level	= 0.306
Degrees of freedom	= 52
Computed value of t-	= 1.619
Table value of t- at 0.05 level	= 1.671
Degrees of freedom	= 52

Therefore, the null hypothesis was not rejected. Significant difference exists between theperceptions of the teacher group and the perceptions of the principal group in respect of the principals' ideal role. It was not thought necessary to do any further test on the disagreement found to exist. But from the results of the test earlier carried out, significant differences were found to exist in principals' ideal role in financial management and school - plant administration. The section following this treats the comparison and description of the analysis of the relationships between the perceptions of the principal group and the perceptions of the teacher's ideal role.

4.6 COMPARISON AND DESCRIPTION OF THE PERCEPTIONS OF THE PRINCIPAL GROUP AND THE TEACHER GROUP WITH RESPECT TO THE TEACHERS' IDEAL ROLE

Hypothesis six states that there would be no significant agreement between the principals group and the teacher group in their perceptions of teachers' ideal role.

This means that it was expected that principals and teachers, as two distinct groups, would differ significantly in their perceptions of teachers' ideal role.

So as to find the order of perceived importance that principals and teachers assign to the teachers' ideal role, the mean scores of the respondent groups, with respect to their perceptions of the 48 items of the teachers' role were obtained. The rankings represent the order of priority the respondents viewed the teachers' role. (See Appendix J for details).

For the purpose of comparison and detailed examinations of the respondents' perceptions, the principals' and teachers' rankings of the teachers' ideal role according to the role sectors of the teachers' role were first considered, as shown in Table 4.23 below.

The principals and teachers are in agreement in their rankings of role sector five which relates to teacher-community relationship. The role sector was ranked in the fifth and lowest position by the two groups of respondents. With respect to the role sectors which deal with teachers' role in the classroom and, teachers' relationship with the principal, it was found that a two level difference exists between the respondents' rankings. The principals ranked the teachers' role in the classroom in the first position, however, the teachers rated the role in the

third place. Teachers' role in relationship with other teachers was considered by the teachers to be their top-most priority as is evidenced in the first place rank they gave the role. The principals also rated the same role in the second place, thus indicating the high esteem with which the two groups of respondents regard the role.

Table 4.23 - COMPARISON BETWEEN TEACHER GROUP AND PRINCIPAL GROUP IN THEIR PERCEPTIONS OF TEACHERS' IDEAL ROLE ACCORDING TO ROLE SECTORS

TEACHERS' ROLE SECTORS	Principal Group		Teacher Group		
	Mean Score	Ranking	Mean Score	Ranking	Value of rho
Teachers' role in the classroom	4.32	1st	4.46	3rd	0.98
Teacher-Pupil relationship	4.2	3rd	4.36	4th	0.99
Teachers' relationship with other teachers	4.26	2nd	4.6	1st	0.97
Teachers' relationship with the principal	4.14	4th	4.52	2nd	0.92
Teacher-Community relationship	3.81	5th	3.78	5th	1

Further comparisons were made using the 48 items of teachers' role. It was found that both the principal group and the teacher group are in agreement in their perceptions and rating of the teachers' role in three items as indicated in Table 4.24.

Table 4.24 - ITEMS OF TEACHERS' ROLE ON WHICH THE PRINCIPAL GROUP AND THE TEACHER GROUP ARE IN PERFECT AGREEMENT IN THEIR RANKINGS

Items	Statements	Teachers' Ranking	Principals' Ranking
46	Participating in community activities	38	38
31	Requesting students to help in your house after school hours	46	46
41	Getting involved in partisan politics	48	48

Further examinations of the items of teachers' role were made. Seven items of the teachers' role in which the lowest difference exists between the rankings of the principal group and the teacher group were identified as shown in Table 4.25.

Table 4.25 - SEVEN ITEMS ON WHICH THE LOWEST DIFFERENCE EXISTS IN THE RANKINGS OF THE TEACHER GROUP AND THE PRINCIPAL GROUP BETWEEN THEIR PERCEPTIONS OF THE TEACHERS' IDEAL ROLE

Items	Statements	Teachers' Ranking	Principals' Ranking	Difference between their Rankings
1	Teaching your major subjects	1	3	2
4	Preparing students towards passing their examinations	3	1	2
14	Giving tests and examinations	9	7	2
13	Maintaining order and routine discipline in the school in general	9	11	2
21	Administering corrective punishments on pupils	9	11	2
32	Sharing the responsibility for improving the educational opportunities for all	11	9	2
9	Supervising students' extra curricula activities	24	25	1

The respondents' rankings of the seven items are comparable. There is a one-level difference between the respondents' perceptions with respect to item 9, and, with respect to the six other items, there is a two-level difference between respondents' perceptions. It was noticed that teachers gave preference to specific teaching as they rated teaching major subjects (item 1) in the first position among the 48 items of their role. However, the principals considered general teaching to be the most important role of the teachers; for this reason, they ranked teachers' role in preparing students towards passing their examinations (item 4) in the first position. As a matter of fact, parents, students and the general public are certificate-oriented, as such principals would give reference to teachers' role in this area.

Further comparisons were made using the ten items of teachers' ideal role in which highest difference exists in rankings of the teacher group and principal group. Table 4.28 shows details of the rankings.

Teachers' preference was found in role items 25 and 27 which deal with teacher-pupil relationship, and, item 35 which relates to teachers' relationship with other teachers. These three role items were ranked in the sixteenth place by the teacher group. However, principals' high estimation in respect of teachers' ideal role was found in role item 48 which rated seventh, and, deals with

Table 4.26 - TEN ITEMS ON WHICH HIGHEST DIFFERENCE EXISTS IN THE RANKINGS OF THE TEACHER GROUP AND THE PRINCIPAL GROUP BETWEEN THEIR PERCEPTIONS OF TEACHERS' IDEAL ROLE

Items	Statements	Teachers' Ranking	Principals' Ranking	Difference between their Rankings
25	Encouraging students to study varying points of view	16	29	13
27	Withholding confidential information about a student in all circumstances	16	40	24
35	Taking an active part in your subject area association	16	31	15
37	Remaining in the school until closing time whether you have lesson to teach or not	21	35	14
38	Accepting to work in any place to where you are posted by your employer	21	34	13
19	Adhering strictly to previously determined syllabus when teaching	28	11	17
48	Taking community opinion into consideration in matters of personal behaviour	32	7	25
20	Adhering strictly to prescribed textbooks when teaching	36	11	25
5	Giving extra lessons to students after school hours	32	11	21
15	Being reminded by the Principal to submit marks of tests and examinations you conduct	46	33	13

teacher-community relationship. Moreover, principals felt that teachers' role in respect of items 5, 19, and 20 should be given high consideration. All the three role items attracted a rank of the eleventh position, and, they deal with the teacher's role in relation to his pupils, and, in the classroom respectively.

On the whole, the levels of differences existing between the respondents' rankings were moderately low. This indicates that the principal group and teacher group are not too far apart in their perceptions of teachers' ideal role.

Statistical Test

In order to test the hypothesis relating to the perceptions of the principal group and the teacher group in their rankings of teachers' ideal role, the difference between the rankings of the two groups of respondents was calculated on each of the 48-items of the teachers' role (See Appendix J for details). The differences were squared and Spearman's rank correlation of coefficient (rho) was computed using the obtained summary sum of variance of ranks. The obtained value of rho is 0.324 or 32 per cent of the maximum possible, and the critical value of rho obtained from the table is 0.306 at the 0.05 level. The results show that a weak relationship exists between the perceptions of the principal group and the perceptions of the teacher group with respect to the teachers' ideal role.

In order to further test the hypothesis, the t-test of significance was carried out. The obtained value of t- is 2.33 and the critical value of t- obtained from the table for 46 degrees of freedom is 1.645 at the 0.05 level. The table below shows details of results.

Table 4.27 - SUMMARY OF RESULTS

Summary sum of variance of ranks between groups	= 5,986
Computed value of rho	= 0.324
Table value of rho at 0.05 level	= 0.306
Degrees of freedom	= 46
Computed value of t-	= 2.33
Table value of t- at 0.05 level	= 1.645
Degrees of freedom	= 46

The preceding analysis indicates that the null hypothesis was rejected. There is a statistically significant relationship between the perceptions of the principal group and the perceptions of the teacher group with regard to teachers' ideal role. The relationship is however a weak one.

SUMMARY OF CHAPTER IV

The research aimed at studying the perceptions of the principals and the teachers in secondary grammar schools in Kwara State of Nigeria.

The basic statistics used was the means. The mean scores were ranked, and further statistical procedures were used for the necessary tests. The four main statistical tests used for the analysis of data, and, for testing the statistical significance of the six hypotheses were:

(1) the Spearman's rank correlation of coefficient (rho);

(2) Kendall's correlation of concordance (W);

(3) the chi-square test, and,

(4) the t-test. The level of significance is 0.95. The results obtained are as described in Table 4.28.

Hypotheses one, two, three, four and six were rejected, while hypothesis five was not rejected. The results can be interpreted as follows:

1) There is no discrepancy between the principals' perceptions of their ideal role, and, their perceptions for their actual role performance.

2. There is no discrepancy among the teachers in their perceptions of principals' ideal role.
3. There is no disagreement among the principals in their perceptions of teachers' ideal role.
4. There is no disagreement between the teachers' perceptions of their ideal role, and, their perceptions of their actual role performance.
5. There is no discrepancy between the perceptions of the principal group, and, the perceptions of the teacher group with respect to teachers' ideal role.
6. However, disagreement was found to exist between the perceptions of the principal group, and, the perceptions of the teacher group with respect to principals' ideal role.

The table which follows shows the summary of the statistical tests and results of the six hypotheses of the study.

Table 4.28 - SUMMARY OF STATISTICAL TESTS AND RESULTS OF THE SIX HYPOTHESES OF THE STUDY

Hypothesis	Statements	Test Statistic	Result	Significant (at 0.05 level)	Conclusions
1	There would be no significant agreement between the principals' perceptions of their ideal role and their perceptions of their actual role performance	Spearman's rho t-test	Computed value of rho= 0.321 or 32% Computed value of t-= 2.44	Table value of rho = 0.306 Table value of t-=1.671	The hypothesis was rejected
2	There would be no significant agreement among the teachers in their perceptions of the principals' ideal role	Kendall's W Chi-square test	Computed value of W=0.938 or 94% Computed value of chi-square =49.714	Table value of chi-square =43.773	The hypothesis was rejected
3	There would be no significant agreement among the principals in their perceptions of the teachers' ideal role	Kendall's W Chi-square test	Computed value of W=0.596 or 60% Computed value of chi - square= 28.012	Table value of chi - square= 20.706	The hypothesis was rejected
4	There would be no significant agreement between the teachers' perceptions of their ideal role and their perceptions of their actual role performance	Spearman's rho t-test	Computed value of rho= 0.8665 or 87% Computed of t-= 11.75	Table of rho =0.306 Table value of t-= 1.645	The hypothesis was rejected

Table 4.28 (Contd.)

Hypothesis	Statements	Test Statistic	Result	Significant (at 0.05 level)	Conclusions
5	There would be no significant agreement between the principal group and the teacher group in their perceptions of principals' ideal role	Spearman's rho t-test	Computed value of rho = 0.234 or 23% Computed value of t=1.619	Table value of rho = 0.306 Table value t=1.671	The hypothesis was not rejected
6	There would be no significant agreement between the perceptions of the principal group and the perceptions of the teacher group with respect to teachers' ideal role	Spearman's rho t-test	Computed value of rho= 0.324 or 32% Computed value of t= 2.33	Table value of rho = 0.306 Table value of t= 1.645	The hypothesis was rejected

The next chapter presents a summary of the study, summary of findings, conclusion and, recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 RESTATEMENT OF THE PROBLEM, PURPOSE AND IMPORTANCE OF THE STUDY

5.1.1 The Problem

This study was designed to identify, describe and analyse the role perceptions of secondary grammar school teachers and principals in Kwara State of Nigeria.

The study attempted to evaluate the degree of agreement in perceptions between the groups and within each group with regard to:

(a) the ranking of each other's ideal role

(b) the discrepancies between group perceptions in respect of ideal role; and

(c) the discrepancies between self ideal role and actual performance.

More specifically, the study sought to answer the following questions:

1) What were the role expectations of the principals as perceived by the teachers and principals?

2. What were the role expectations of the teachers as perceived by the teachers and principals?

3. Was there agreement between the teachers' perceptions of their ideal role and their perceptions of their actual role performance?

4. Was there agreement in perceptions between the teacher group and the principal group in respect of principals' ideal role?

5. Was there agreement in perceptions between the teacher group and the principal group in respect of teachers' ideal role?

To this end, six hypotheses were generated as stated below:

1. There is no significant agreement between the principals' perceptions of their ideal role and their perceptions of their actual role performance.

2. There is no significant agreement among the teachers in their perceptions of principals' ideal role.

3. There is no significant agreement among the principals in their perceptions of teachers' ideal role.

4. There is no significant agreement between the teachers' perceptions of their ideal role and their perceptions of their actual role performance.

5. There is no significant agreement between the perceptions of the principal group and the perceptions of the teacher group with respect to the principals' ideal role.

6. There is no significant agreement between the perceptions of the principal group and the perceptions of the teacher group with respect to the teachers' ideal role.

The hypotheses were tested using appropriate statistics. The level of significance for rejecting or not rejecting each of the hypotheses was the 0.05 level.

5.1.2 Purpose of the Study

The purpose of the study was to provide information on role perceptions of teachers and principals - two groups of people who are very much involved in accomplishing the goals and role of education.

The information could be used for clarification and redefinition of the roles teachers and principals perform, and to enhance mutual understanding between principals and teachers. The information

could also be used by officials of the Ministry of Education and the State Schools' Board in better policy formulation with respect to teachers' and principals' roles.

5.1.3 Significance of the Study

The importance of the study lay in its effort to fill an existing gap in the literature of educational administration in Kwara State. The study was considered important becuase it was undertaken at a time that education became a Federal Government concern. Primary education became free and universal in September, 1976. The new National Policy on Education (1977) came into effect in September, 1982. These two education innovations have increased the number of pupils entering the second level of education, thereby placing more responsibilities on the secondary school teachers and principals.

Moreover, there has been a lot of controversy on the issue of falling standards in education, and, teachers and principals have often been blamed as central factors responsible for this phenomenon. It was expected, therefore, that the findings would help to clarify the roles of teachers and principals, and, enhance mutual understanding between the two groups.

5.1.4 Procedure

As a preliminary step, pertinent literature was reviewed with particular emphasis on the facts that:

(a) the role-set prescribes the behaviour of a position;

(b) the individuals inner definition of the role determines what he personally andideally thinks he ought to do;

(c) there is the actual role performance or observed behaviours resulting from the interactions of the role demands, the individual's role conception, and the characteristics of his personality.

A conceptual model of social behaviour developed by Getzels and Guba (1958) was used in clarifying role concept. This model suggests that human behaviour is influenced to some degree by expectations that individuals hold for themselves or which others hold for them. These attitudes and feelings which individuals have are conditioners of their behaviour. Based on this model, it was hypothesized that:

(a) an individual's own values were expected to influence his perceptions of the values held by others;

(b) an individual's values and his value-perceptions were expected to influence his relationships with others (Kob, 1963).

For the empirical part of the study, the researcher made use of twenty-two secondary grammar schools in Kwara State, out of the seventy-three secondary grammar schools in the state during the 1978/79 school year. The selection of twenty-two schools, which represented over thirty percent of the existing secondary grammar schools in the state at the time of study, was based on purposive block sampling techniques which included typical areas and groups in the sample. The schools were chosen to reflect, as much as possible, all local government areas, and, single sex, and, co-educational institutions in the right proportions.

Along with the principals were selected an average of seventeen teachers from each school to complete the questionnaire. The number of returned usuable questionnnaire were as follows: principal: 22, (100 per cent); teachers: 340, (91 per cent).

The questionnaire on principals' role contained 54 item statements of tasks principals were expected to perform in the seven task categories identified by McClearly and Hencley (1973). The questionnaire on teachers' role contained 48 item statements of tasks teachers were expected to perform in relation to their pupils

and teaching, in relation to their colleagues, and in relation to the school community. The instruments were pilot tested using 5 principals and 50 teachers in 5 randomly selected secondary grammar schools in Zaria, Gusau and Kano. Modifications were made as found necessary on some of the items after the pilot study was carried out. The modifications included deletion of some task items which were no longer the role of the principals, such as, staff selection, appointment and promotion, as well as logical ordering of items.

For determining the difference between the respondents' role, the respondents were asked to indicate on a 5-point scale perceived relative importance of the task items. The scale was evaluated as follows:

Very high priority	=	5 points
High priority	=	4 points
Moderate priority	=	3 points
Low priority	=	2 points
Very low priority	=	1 point

If in the opinion of a respondent, a task was not worth considering at all by therole incumbent, no points were to be awarded to that task item. The respondents were considered as groups: principal group and teacher group, rather than as separate individuals.

5.1.5 Analysis of Data

A large part of the computation was performed by the computer. The mean scores and rankings of each item by each group of respondents were the basic statistics used for analysis. The mean scores by item were ranked for the purpose of determining the relative importance which the various groups attached to the task items. The Spearman correlation rank order (rho) statistic was calculated to determine the degree of relationship between the rank orders of the two groups of respondents. The t-test was used to test the statistical significance of rho. The Kendall's co-efficient of concordance, W, was computed to determine the degree of agreement within the group in the respondents' rankings of the items; the chi-square test was used to test the statistical significance of W.

5.1.6 Delimitations of the Study

1) In the data analysis, consideration was not given to the effects of variables such as sex type, age, educational qualifications, and professional experience of subjects on their self-role and inter-role perceptions. Moreover, variables such as school type, grade, and location were not considered in the final analysis. It is important to note that these variables are factors that may influence the attitudes of the subjects to the way they

perceive their role and the way they go about performing such role.

2) The study is delimited to Kwara State. As such, care should be taken in generalizing the findings of the study for the country as a whole.

3) The study sought to evaluate the degree of agreement which exist between and among teachers and principals in respect of their inter-and intra-role perceptions. The evaluation did not include the reasons for the respondents' perceptions. Therefore, the analysis of data was descriptive in nature.

5.2 SUMMARY OF FINDINGS

In the preceding chapter, perceptions regarding the ideal role and the actual role performances of principals and teachers in secondary grammar schools in Kwara State as measured, using a 5-point rating scale, were reported and analysed. In the data collected from the respondents, perceptions of the principals' role and the perceptions of the teachers' role were calculated and reported in terms of:

1) principals' perceptions regarding their ideal role and their actual role performance;

2) teachers' perceptions of principals' ideal role;

3) principals' perceptions regarding teachers' ideal role;

4) teachers' perceptions of their ideal role and their perceptions of their actual role performance;

5) the perceptions of the principal group and the perceptions of the teacher group with respect to principals' ideal role;

6) the perceptions of the principal group and the perceptions of the teacher group with respect to teachers' ideal role.

The analysis which has been made showed:

(a) the respondents' attitudes regarding their own role and others' role;

(b) the respondents' order of priorities for their role as well as others' role; and,

(c) areas of agreement and/or disagreement among, and, between the teacher group and the principal group.

The remainder of this section summarizes the findings of the study under the six headings mentioned earlier.

Hypothesis One

The purpose in this section was to detect whether or not there was any significant difference between what the principals thought their role should be and their perceptions of their actual performance. At the 0.05 level of significance, it was found that the discrepancies between the two perceptions were not significant.

More detailed analysis, however, revealed that there was substantial difference between what the principals perceived as their ideal role and the evaluation of their performance. They indicated that their role in financial management deserved a higher priority than they actually gave to it in their performance. Such indication was also given in school plant administration and in staff personnel administration. A discrepancy of this type may occur as a result of either one of two situations: one, the ideal standard set may be either too high to be met, or completely out of tune with the reality of the prevailing situation; two, the expectation may be realistic but the performers may be constrained either by factors relating to themselves or conditions over which they have no control. For instance before getting to the post, the principals must have conceived principalship as a powerful position having a high degree of control over staff. Their actual experience of the bureaucratisation and centralisation

of the educational system must have been perceived as two of the factors eroding the principals' power.

Moving in the other direction, the principals rated their actual performance in organization and structure higher than the priority they accorded to their ideal role in this area. Thus, while the principals felt that they should be more professional than they are at present, they saw themselves in actuality becoming more managerial in their performance of the role.. Similarly, they perceived that they actually have to spend more time and energy on student-personnel administration and school-community relationship. In view of the rapid and unpredictable changes taking place in the society, which are affecting students, and in view of rapid social, mental and physical developments affecting Nigerian students of today, it is not surprising that principals have to spend a lot of time on resolving issues in the areas of school-community relationship and student-personnel services; and it will augur well for good administration of secondary schools if these two items can be conceived as deserving high priority.

It is significant to note that the principals place instructional leadership and curriculum development low in the priority though there was no discrepancy in their perceptions between the ideal role and the actual role

performance. One should not hastily jump into concluding that the low status accorded the role meant that the principals thought that instructional leadership and curriculum development was becoming less important. The probable explanation is that they perceived the principals' former role in this area as being taken over by specialists in curriculum organizations at the Federal, State and local levels. If such roles are taken away from them, it means that the principals can devote more time to managerial duties. Thus, it could be concluded that principalship is tending to be more managerial than professional in scope. In the section which follows, discussion centres around teachers' role priority of the principals' ideal role.

Hypothesis Two

The comments on the detailed analysis in this section are on priority ranking. The researcher expected that the teachers' role priority for the principals' ideal role would be for staff-personnel administration, an area which deals with their welfare. However, teachers' highest priority of the principals' role was for school-plant administration. This feeling on the teachers' part may be due to the rise in student population and the corresponding slow pace at which necessary infrastructure, equipment and materials are being supplied by the schools' controlling bodies. The teachers might feel that the principals must be

concerned with the proper up-keep of whatever is available for use in the school.

The other significant role area to which the teachers attached great importance is organization and structure. In view of the fact that the school organizational environment is growing more and more turbulent, the high priority accorded this role area can be regarded as well placed.

Conversely, the teachers rating of the principals' role in financial management is unexpectedly low. The teachers must have felt that there is not much that the principals have to do in this task area other than settling bills and dealing with other minor financial transactions. If teachers had conceived the principals' role in this area as one of an overall responsibility for school finances and one of the most important reasons for the principals' existence in the school, they might have given the role a higher priority.

The principals' role in instructional leadership and curriculum development was similarly given a low status in the teachers' rating. This may be because teachers in the secondary grammar schools are now sufficiently qualified and professionally well-equiped that the principals' direct help in this area may no longer be required. Moreover, many schools now have heads of departments, and subject area specialists who are current in their areas of specialisation. The function of

cirriculum development might have been delegated to such personnel in the school. In this way, these specialists relieve the principals of the burden of the role. This attitude of the teachers towards principals role in instructional leadership and curriculum development was very similar to that of the principals as was mentioned earlier.

In the next section, a summary of principals' rating of teachers' ideal role is made.

Hypothesis Three

The main concern in this section was to assess principals rating of teachers' ideal role. It was discovered that the principals' preference was for teachers' role in the classroom. This is not surprising as the views of the principals are in conformity with the expected norms. The prime purpose of the teachers in the school system is to impart specified knowledge and skills to students. All the other functions the teachers perform in the school are secondary though complementary to this role.

Similarly, the principals accorded teacher's relationship to other teachers a high priority. This level of priority is in accordance with the emphasis being placed upon the need for cordial relationship among colleagues and on conducive organizational climate in the school.

In terms of the principal-teacher relationship, the principals felt that little emphasis ought to be given to the role, hence it was accorded a low status. The reason for this might be because most of the functions relating to teachers' affairs have been removed from the hands of the principals. The principals might thus feel that they have little to do to satisfy the personal and professional needs of the teachers. Moreover, since heads of departments are now common sights in most of the secondary schools and with the vice-principals in schools having little academic and administrative duties to perform, they serve as buffer between the principal and the teachers. The principals may therefore have very little to do with the teachers. The views of principals towards teacher-principal relationship was in consonant with what they felt for their own role in staff-personnel services as was mentioned in hypothesis one.

In the principals' estimation of the teachers' ideal role, the teacher-community relationship was to be given the least consideration. The principals' feeling in this regard may be because it is not all community activities that are in consonant with the positive aims of the school. Teachers may need to be cautious in their relationship with members of the school community.

The next section discusses how the teachers perceive themselves.

Hypothesis Four

In this section, the main thrust was to find out whether or not there was any significant difference between what the teachers thought their ideal role ought to be and their perceptions of their actual role performance. At the 0.05 level, it was found that the disagreement between the two perceptions was not significant.

In the detailed analysis which followed, it was discovered that substantial difference exists between what the teachers perceived as their ideal role and the evaluation of their actual role performance. They indicated that their role in relation to other teachers deserves a higher priority than they actually gave to the role. By this kind of reaction, the teachers are indicating that they require the cooperation and good-will of their colleagues if they are to stay happy at work. However, they could not meet up with their estimation in the actual performance of the role.

Roles such as teacher-principal relationship and teacher-pupil relationship received more emphasis in the actual role performance than the teachers had conceived for the roles. One possible explanation for the emphasis on teacher-principal relationship is that, as it has been mentioned earlier on, while much of the affairs relating to teachers' welfare might have been delegated to other personnel in the school system, one should bear in mind that the principal is the head of the school organization.

He is the representative of the school's control board. The teachers may perceive that their progress lies in the hands of the principal as he reports constantly, both officially and unofficially on the performance of the teachers to the higher authorities. Some of these reports may be in form of oral comments passed during discussions or written comments the principal makes on teachers, by way of evaluation.

Another role that received more emphasis in the teachers' actual role performance is teacher-pupil relationship. This is not surprising because the pupils are the cause of the teachers existence in the school, without the pupils, there would be no teachers. The teachers' primary purpose in the school is to teach these pupils, so, they are in close relationship day-in-day-out. The more cordial the relationship which exists between the teacher and his pupils, the more effective the teaching-learning process would be. The more positive the pupils' attitude to their teacher, the more responsive they would be at receiving instructions under him.

The teachers did not exhibit much concern about their relationship with the school-community as evidenced in the low status accorded to how they should relate to the community as well as the way they actually get along with the people in the school neighbourhood. They probably thought that was the function of the school administration. This attitude of the teachers towards their role in teacher-community relationship was very similar to

that of the principals as will be seen later.

The section which follows this summarises the perceptions of the principal group and the perceptions of the teacher group with regard to principals' ideal role.

Hypothesis Five

The purpose in this section was to detect whether or not there was any significant difference between what the principal group and the teacher group conceived as the principals' ideal role. At the 0.05 level, significant difference was found to exist between the perceptions of the two respondent groups.

The teachers gave higher consideration to the principals' role in school-plant administration, staff-personnel administration and student-personnel services than the principals felt they ought to give to the roles. On the other hand, the principals' view of their role in financial management indicated a much higher priority than the teachers felt the role deserved. While the principals felt that the role deserved the top most attention, the teachers thought that it should attract the least attention. The teachers' response might come out of their lack of adequate understanding of what the principals' role in this particular area entails. The teachers may not appreciate the significance of many of the financial responsibilities of the principals and

the possible consequences of principals' failure to accomplish these tasks efficiently.

With regard to the principals' role in school-community relationship, the respondents' expectations of the principals' role correlate in the low status they accorded the role. The probable explanation for this is that the importance of school-community relationship has not been realised because the need has not been felt. In the past, these institutions were completely boarding and many of them were built far away from the community. It is expected that this level of perception would change and greater importance would be attached to school-community relationship in view of two factors. First, as the government is not able to provide all the resources that a school needs, educational institutions are turning to the community for assistance. This assistance can only be got through effective school-community relationship. Secondly, all new secondary grammar schools in Kwara State are starting as day institutions and the existing boarding schools are partially deboarding. The implication for the school is that many students will be living in the town and a school that desires to be efficient can not afford not to relate properly with the people among whom its students are living.

The teachers' and principals' preference was for principals' role in organization and structure. This tend to indicate that principals are administration-centred.

The next part deals with a summary of the conceptions of the principal group and the teacher group of teachers' ideal role.

Hypothesis Six

The central concern in this part of the analysis was to find out whether or not any significant difference exists between the perceptions of the principal group and the perceptions of the teacher group with respect to teachers' ideal role. At the 0.05 level, it was found that the discrepancy between the respondents' perceptions was not significant.

More detailed analysis however revealed that there was substantial difference between what the principals and the teachers perceived as teachers' ideal role. The teachers' expectations in their role in teacher's relationship to other teachers and, teacher-principal relationship are much higher than the principals thought was necessary for the roles. The teachers' emphasis for these roles might be borne out of their awareness that the existence of mutual relationship among the group of colleagues they work with, and between them and their boss is essential to their happiness; for a happy teacher is productive one.

Similarly, there is disagreement in the respondents' opinions of the teachers role in the classroom and teacher-pupil relationship. However, it is the principals who felt that higher attention should be given to these roles, while the teachers on their part accorded the roles low status. The teachers' conceptions of these roles might not be because they do not appreciate the importance of the tasks. Rather, they might have felt that the tasks are too obviously significant to them to require any further emphasis, while the principals' emphasis may be due to the fact that the prime objective of the teachers' presence in the school is to teach pupils assigned to them. Also, if if the pupils would be responsive to the teachers, the relationship between them both must be cordial. The principals' feeling might be a way of re-emphasising the fact that teachers are primarily professionals in the school set up. This also suggests that the principals are more concerned with the overall academic success of the students. However, the teachers felt that to be accepted by the group of colleagues among whom they work is a most important step towards their ability to perform their essential task, that is, classroom teaching in an effective manner.

CONCLUSION

To sum up, a recurring theme which is evident from the analysis of the research is that, both the principals and the teachers ideal role conceptions as well as the principals' role performance indicate that principalship is becoming more and more of a professional administrative than of professional teaching position.

With regard to the teachers, it is significant that they placed a high premium on colleagueship as a variable in assisting them to perform their duties.

The findings of this study also reveal that role may change; and that role is interpreted and performed within the context of the situation in which the role performance is taking place. Therefore, role incumbents should be well informed to take note of the reality of their changing role environment as well as the expectations held of them by their role set. More recommendations emanating from the study were made as follows.

5.3 Recommendations for Further Study

Further studies are recommended in the following areas:

1. Using the present study as bases, investigations similar to this should be conducted to include the views of significant groups which may include, additionally, one or more of the following groups:

   (i) administrators in the state Ministry of Education;

   (ii) administrators in the Kwara State Schools' Board;

   (iii) secondary school students;

   (iv) teacher educators in the universities and colleges of education, and,

   (v) parents of students.

2. Further studies could be conducted to find out the factors responsible for the following opinions expressed by teachers and principals:

   (i) Teachers' low ranking of principals' role in financial management;

(ii) Principals' and teachers' low rankings of principals' role instructional leadership and curriculum development;

(iii) Teachers' low rankings of their roles in the classroom, teacher-pupil relationship and teacher-community relationship;

(iv) Principals' low rankings of their roles in school-community relationship, student-personnel administration, and staff-personnel administration.

(v) The discrepancies which exist between principals' perceptions of their ideal role and their actual role performance in the areas of school-plant administration, staff-personnel administration and school-community relationship.

(vi) The discrepancy between principals' and teachers' perceptions of principals' role in financial management.

3. The present study could be replicated in some other states of the federation in order to identify what similarities and dissimilarities exist in the perceptions of teachers and principals in the different states.

4. Studies could be conducted on the relationships between factors such as age, sex type, educational qualifications, professional experience, school type, grade and location and, the perceptions of the principals and teachers with respect to their ideal roles and their actual role performances.

The findings of such investigations might throw light on the impact of personality, social, cultural and environmental factors in shaping an individual's perspectives of his work world.

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APPENDICES

APPENDIX A[1]

KWARA STATE POST-PRIMARY INSTITUTIONS 1978/79 (ACCORDING TO LOCAL GOVERNMENT AREAS)

ASA LOCAL GOVERNMENT AREA

1. Government Secondary School, Afon.

BORGU LOCAL GOVERNMENT AREA

1. Borgu Secondary School, New Bussa
2. Batonu Baptist Grammar School, Okuta
3. Government Secondary School, Yashikira
4. +Federal Government College, New Bussa
5. Government Secondary School, Kaiama.

EDU LOCAL GOVERNMENT AREA

1. Lafiagi Secondary School, Lafiagi
2. Pategi Secondary School, Pategi
3. Government Secondary School, Bacita

IFELODUN LOCAL GOVERNMENT AREA

1. Omupo Secondary School, Omupo
2. Playfair Memorial College, Oro-Ago
3. Baptist Secondary School, Igbaja
4. Oke-Ode Grammar School, Oke-Ode
5. Idofian Grammar School, Idofian

6. Okeya High School, Okeya
7. ECWA Secondary School, Igbaja
8. Moslem Council College, Babanloma
9. Government Secondary School, Share

ILORIN LOCAL GOVERNMENT AREA

1. Queen Elizabeth School, Ilorin
2. Government Secondary School, Ilorin
3. Government High School, Ilorin
4. Ilorin Grammar School, Ilorin
5. St. Anthony Secondary School, Ilorin
6. Cherubim and Seraphim College, Ilorin
7. Ansarul Islam College, Ilorin
8. Mount Carmel College, Ilorin
9. Bishop Smith Memorial College, Ilorin
10. +Federal Government College, Ilorin.

IREPODUN LOCAL GOVERNMENT AREA

1. Government Secondary School, Omu-Aran
2. Igbomina Baptist Secondary School, Isanlu-Isin
3. Oro Grammar School, Oro
4. Notre Dame Secondary School, Oro
5. *Fatima Commercial Collge, Ekanmeje
6. Esie/Iludun Grammar School, Esie

7. Ajase-Ipo Secondary Grammar School, Ajase-Ipo
8. Ansarul-Islam Secondary School, Ijomu-Oro
9. Osi Central High School, Osi
10. Babalola Memorial Grammar School, Odo-Owa
11. Ilofa Grammar School, Ilofa
12. ECWA Secondary School, Omu-Aran
13. Oyelagbawo Grammar School, Ilala
14. Government Secondary School, Agbamu
15. *Eruku Secondary Commercial School, Eruku
16. *Victory College of Commerce, Edidi
17. Omu-Aran High School, Omu-Aran
18. Government Secondary School, Idofin-Igbana

KOGI LOCAL GOVERNMENT AREA

1. Government Secondary School, Koton-Karfe
2. Crowther Memorial Collge, Lokoja
3. Government Secondary School, Agbaja

MORO LOCAL GOVERNMENT AREA

1. Government Secondary School, Malete

OKEHI LOCAL GOVERNMENT AREA

1. Igbira Secondary School, Gaminana
2. Government Girls' School, Obangede
3. Ihima Community Secondary School, Ihima
4. Government Secondary School, Gaminana

OKENE LOCAL GOVERNMENT AREA

1. Abdul-Azeez Atta Memorial College, Okene
2. Lenon Memorial College, Okene
3. Okene Secondary School, Okene

OYI LOCAL GOVERNMENT AREA

1. Government Secondary School, Iyamoye
2. Titcombe College, Egbe
3. St. Kizito's Secondary School, Isanlu
4. St. Augustine Secondary School, Kabba
5. St. Barnabas' Secondary School, Kabba
6. St. Monica's Secondary School, Kabba
7. ECWA Secondary School, Mopa
8. Egbe Girls' College, Egbe
9. Ijumu Anglican Secondary School, Iyara
10. Amuro Community School, Amuro
11. Gbedde Baptist Grammar School, Iya-Gbedde
12. Baptist Secondary School, Ekinrin-Adde
13. Oke-Oyi Secondary School, Ponyan
14. *United Secondary Commerical School, Odo-Ere
15. Government Secondary School, Iluke

OYUN LOCAL GOVERNMENT AREA

1. Offa Grammar School, Offa
2. Government Secondary School, Ipee
3. St. Clare's Grammar School, Offa
4. Erin-Ile Secondary School, Erin-Ile
5. Oyun Baptist High School, Ijagbo
6. Ojoku Grammar School, Ojoku
7. Ansar-Ud-Deen College, Offa
8. *Anglican College of Commerce, Offa

KEY

*Commercial College

APPENDIX A2

List of Selected Secondary Grammar Schools According to Local Government Areas and Type of School (i.e. Sex Served)

Serial No.	Local Government Area	Name of School	Type of School
1	Borgu	Government Secondary School, Yashikira.	MF
2	Edu	Government Secondary School, Bacita.	MF
3	Ifelodun	Baptist Secondary School, Igbaja.	MF
4	"	Omupo Secondary School, Omupo.	MF
5	"	Government Secondary School, Share.	M
6	Ilorin	Queen Elizabeth School, Ilorin.	F
7	"	Government High School, Ilorin.	MF

Serial No.	Local Government Area	Name of School	Type of School
8	Ilorin	Cherubim & Seraphim College, Ilorin.	MF
9	Irepodun	Oro Grammar School, Oro	M
10	"	Ajase-Ipo Secondary School, Ajase-Ipo.	MF
11	"	Babalola Grammar School, Odo-Owa.	MF
12.	"	ECWA Secondary School, Omu-Aran.	F
13.	"	Omu-Aran High School, Omu-Aran.	MF
14.	Okehi	Ihima Community Secondary School, Ihima.	MF
15.	Kogi	Government Secondary School, Agbaja.	MF
16.	Okene	Okene Secondary School, Okene.	M

Serial No.	Local Government Area	Name of School	Type of School
17	Oyi	St. Kizito's Secondary School, Isanlu.	MF
18	"	St. Barnabas Secondary School, Kabba.	MF
19	"	Ijumu Anglican Secondary School, Iyara.	MF
20	"	Baptist Secondary School, Ekinrin-Adde..	MF
21	Oyun	Offa Grammar School, Offa.	MF
22	"	Ojoku Grammar School, Ojoku.	MF

K E Y:

MF = Male and Female

M = Male only.

F = Female only.

APPENDIX B-1

LETTER SEEKING PERMISSION TO COLLECT RESEARCH DATA

Primary Education Division,
Institute of Education,
Ahmadu Bello University,
Zaria.

15th April, 1980.

The Permanent Secretary,
Ministry of Education,
Ilorin,
Kwara State.

Dear Sir,

PERMISSION TO COLLECT RESEARCH DATA

I am a lecturer in the Institute of Education, here in Ahmadu Bello University, Zaria, and I teach educational administration. I am currently working as part of improvement on the quality of my work on a Doctoral degree in Educational Administration and Planning in the Department of Education of this University.

I intend to conduct a research on "Role perceptions of Principals and Teachers of Secondary Grammar Schools in Kwara State of Nigeria."

To be able to do this realistically, I need to obtain relevant information on the existing situation on principals' and teachers' roles expectations and role behaviours.

I would be grateful if you would grant me the permission to visit secondary school principals and teachers in the state to administer my questionnaires.

Thank you very much.

Yours faithfully,

D.O. Otu (Mrs).

APPENDIX B^2

LETTER OF INTRODUCTION TO PRINCIPALS OF POST-PRIMARY SCHOOLS

Ministry of Education,
Ilorin.
Kwara State.

TO ALL PRINCIPALS,
POST PRIMARY INSTITUTIONS.

7th June, 1980.

LETTER OF INTRODUCTION

This is to inform you that Mrs D.O. Otu of the Institute of Education, Ahmadu Bello University, Zaria, will be visiting your school in due course for the purpose of obtaining information in connection with her research study on: "Role perceptions of principals and Teachers in Secondary Grammar Schools in Kwara State of Nigeria."

I wish you give her maximum cooperation to make the study a success.

(Sgd)
Alhaji Musa Etudaiye
Permanent Secretary.

APPENDIX B3

A COPY OF REMINDING LETTER

Institute of Education,
Ahmadu Bello University,
Zaria.

27th April, 1981.

The Principal

_____

_____

Dear Sir/Madam,

RE: QUESTIONNAIRE FOR MRS D.O. OTU

This is to remind you that the questionaires sent to you last month were supposed to have been returned by now.

I am appealing to you to please return the completed questionaire to the above address as soon as possible if you have not done so.

Thank you for your co-operation.

Yours faithfully,

D.O. Otu (Mrs.)

APPENDIX C

ATTACHMENT LETTER TO PRINCIPALS' QUESTIONNAIRE

Dear Sir/Madam,

There is an emergent interest by educational administrators in intra-organizational relationships within the school system. It is assumed that if members of a school organization would perform their roles effectively, they need to understand their role expectations as well as have accurate conceptions of the roles of other people with whom they are in close working relationship.

Principals and teachers are two important human elements in the secondary school system. In order to achieve the goals of secondary education, they need to understand their roles.

This research is being conducted to determine the views of Principals and Teachers in secondary grammar schools with regard to their role priorities in the school.

Only your honest answers can help the researcher answer the major question - "Is their an agreement between principals' and teachers' intra- and inter-role perceptions in secondary grammar schools?"

Please read carefully the instructions given for each part of the questionnaire and give your honest views of the statements.

*Please return the completed questionnaire either to the Statistics Office of the Ministry of Education Ilorin, or Statistics Office Kwara State Schools' Board Ilorin, or direct to:

Mrs D.O. Otu,
Institute of Education,
Ahmadu Bello University,
Zaria.

Yours sincerely,

D.O. Otu (Mrs).

APPENDIX C

PRINCIPAL ROLE PERCEPTION INSTRUMENT (PRPI - A)

(This questionnaire is to be responded to by the Principal)

Section I: Personal Information (Please do not include your name)

Please respond to the following items by putting a tick (✓) in the appropriate place and writing out the responses where necessary.

1. Sex:

   Male _____

   Female _____

2. Age (specify number of years as at the last birthday)_____

3. Highest Educational Qualification (Mark one).

   i) B.A./B.Sc. degree _____

   ii) B.A./B.Sc. Honours degree plus postgraduate Diploma in Education _____

   iii) B.A./B.Sc. Education/B.Ed. degree _____

   iv) M.A./M.Sc. _____

   v) Ph.D. _____

   vi) Other Qualification(s) not listed above _____

4. Professional Experience in number of years _____

Section II: Principal Role Perception Instrument (PRPI - A)

The statements below represent opinions concerning the principals activities in the school and community. Kindly

indicate, by putting a tick (✓) against each item, your views of the relative amount of time the principal of a school ideally devotes to each of the activities.

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
1. You work with teachers to improve instructional methods in the school					
2. You evaluate school functions and programmes					
3. You attend professional meetings at the local level					
4. You attend professional meetings at the state level					
5. You attend professional meetings at the national level					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
6. You introduce new ideas relative to the improvement of teaching methods					
7. You introduce challenging ideas relative to the improvement of teaching methods					
8. You teach one or more classes in the school on a regular basis					
9. You engage in activities designed to procure human and material resources necessary for programme implementation and growth					
10. You stimulate classroom experiments, projects etc.					
11. You conduct demonstration lessons for teachers					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
12. You supervise classroom teaching for improvement of instruction					
13. You work with teachers in revising textbook lists and other materials					
14. You keep accurate and up-to-date staff personnel records					
15. You participate in providing and organizing on the job training for staff					
16. You represent the individual interests of the staff to the appropriate higher authorities					
17. You allocate staff teaching and administrative responsibilities					
18. You involve teachers actively in decision making concerning the curriculum					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
19. You motivate teachers to work hard					
20. You keep staff informed about school policies					
21. You delegate authority to staff according to ability and potentiality					
22. You supervise staff constantly on the job					
23. You evaluate teachers professional progress constantly					
24. You represent the collective interests of the staff to the appropriate higher authorities					
25. You attend to staff welfare and personal problems					
26. You maintain and upgrade staff morale					
27. You work with staff in determining school needs for supplies and equipment					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
28. You participate in the processes of assessing and recommending staff for promotion, retention or dismissal					
29. You introduce and orientate all newly appointed staff					
30. You involve students in decision making					
31. You see to it that accurate and up-to-date records on all students are kept in the office					
32. You show keen interest in guidance and counselling services for students					
33. You work with teachers in diagnosing students' learning difficulties					
34. You supervise students' catering services					
35. You promote students' health and welfare					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
36. You attend to examinations and other activities connected with student's assessment and evaluation					
37. You show keen interest in various students' activities such as games, sports and club activities					
38. You plan and hold staff meetings regularly					
39. You spend time during official working hours on office based administrative duties					
40. You hold consultations with higher authorities in order to clarify policy matters relating to the school					
41. You report to higher authorities on the progress of school programmes and activities					
42. You communicate with staff to make individual and group assignments and responsibilities clear					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
43. You participate in community activities					
44. You keep the public regularly informed about what goes on in the school					
45. You hold consultations with parents on matters pertaining to the students					
46. You consciously encourage the growth and activities of the school school's parent-teacher association					
47. You actively supervise the maintenance of school grounds and plants					
48. You assume responsibility for the safety and proper up-keep of school plant and equipment					
49. You attend to the proper use and maintenanoe of the school					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
50. You submit reports on the state of the school finances to the appropriate authorities					
51. You prepare and administer the school's annual budget					
52. You assume responsibility for the proper management of school finances					
53. You order and purchase supplies and equipment according to stipulated rules and regulations					
54. You allocate resources wisely to promote successful programme implementation and growth					

Section II: Teacher Role Perception Instrument (TRPI-A)

The statements below represent opinions concerning the teachers' activities in the school and community. Kindly respond to each statement by putting a tick (✓) in the appropriate box to indicate the extent to which your teachers ought to perform these activities.

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
1. He teaches his major subjects					
2. He marks class register and diaries					
3. He submits registers and diaries at weekends or as directed					
4. He prepares the pupils towards passing their examinations					
5. He gives extra lessons to students after school hours					
6. He attends morning assembly					
7. He prepares and submits scheme of work on the subject to be taught					
8. He keeps a watchful eye on the personal life of his students outside the school					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
9. He supervises students' extra curricula activities					
10. He pardons first offenders					
11. He refers students causing disciplinary problems in the school to the higher authority					
12. He maintains order and routine discipline in the class					
13. He maintains order and routine discipline in the school in general					
14. He gives tests and examinations					
15. The principal reminds him to submit marks of tests and examinations he conducts					
16. He corrects the mistakes on tests and examinations					
17. He gives guidance and counselling services to students					
18. He fills in required records on students' achievement and conduct					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
19. He adheres strictly to previously determined syllabus when teaching					
20. He adheres strictly to prescribed textbooks when teaching					
21. He administers corrective punishments on pupils					
22. He prepares himself teaching aids for instructions					
23. He uses other peoples' teaching aids for instruction					
24. He declares "I do not know" when he is faced with an unfamiliar problem					
25. He encourages the students to study varying points of view					
26. He respects their right to form their own judgement					
27. He with-holds confidential information about a student in all circumstances					
28. He is able to conduct conferences with students in appropriate places					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
29. He is able to conduct conferences concerning students in appropriate places					
30. He requests students to help in his house after school hours					
31. He refrains from making favourable comments about a student or his home when he is not there					
32. He shares the responsibility for improving the educational opportunities for all					
33. He attends staff meetings					
34. He takes an active part of the N.U.T.					
35. He takes an active part in his subject area association					
36. His work calls for cooperation with other staff					
37. He reamins in the school until closing time whether he has lesson to teach or not					

APPENDIX D

PRINCIPAL ROLE PERCEPTION INSTRUMENT (PRPI - B)

(This questionnaire is to be responded to by the Principal)

Section I: Personal Information (Please do not include your name)
Please respond to the following items by putting a tick (✓) in the appropriate place and writing out the responses where necessary.

1. Sex:

   Male: .....

   Female: .....

2. Age (specify number of years at the last birthday) .....

3. Highest Educational Qualification (Mark one)

   (i) B.A./B.Sc. degree .....

   (ii) B.A./B.Sc. Honours degree plus post graduate Diploma in Education .....

4. (iii) B.A./B.Sc. Education/B.Ed. degree .....

   (iv) M.A./M.Sc. .....

   (v) Ph.D. .....

   (vi) Other Qualification(s) not listed above .....

4. Professional Experience in number of years .....

Section II: Principal Role Perception Instrument

The statements below describe principals' activities in the school and community. Kindly show the relative amount of time which you are able to devote to these activities, (regardless of constraints which might come your way) by putting a tick (✓) in the appropriate column against each statement to describe your ACTUAL performance of these activities.

	ALWAYS ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	INADEQUATE	NO TIME AT ALL
1. You work with teachers to improve instructional methods in the school					
2. You evaluate school functions and programmes					
3. You attend professional meetings at the local level					
4. You attend professional meetings at the state level					
5. You attend professional meetings at the national level					
6. You introduce new ideas relative to the improvement of teaching methods					
7. You introduce challenging ideas relative to the improvement of teaching methods					
8. You teach one or more classes in the school on a regular basis					
9. You engage in activities designed to procure human and material resources necessary for programme implementation and growth					

	ALWAYS ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	INADEQUATE	NO TIME AT ALL
10. You stimulate classroom experiments, projects etc.					
11. You conduct demonstration lessons for teachers					
12. You supervise classroom teaching for improvement of instruction					
13. You work with teachers in revising textbook lists and other materials					
14. You keep accurate and up-to-date staff personnel records					
15. You participate in providing and organizing on the job training for staff					
16. You represent the individual interests of the staff to the appropriate higher authorities					
17. You allocate staff teaching and administrative responsibilities					
18. You involve teachers actively in decision making concerning the curriculum					

	ALWAYS ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	INADEQUATE	NO TIME AT ALL
19. You motivate teachers to work hard					
20. You keep staff informed about school policies					
21. You delegate authority to staff according to ability and potentiality					
22. You supervise staff constantly on the job					
23. You evaluate teachers professional progress constantly					
24. You represent the collective interests of the staff to the appropriate higher authorities					
25. You attend to staff welfare and personal problems					
26. You maintain and upgrade staff morale					
27. You work with staff in determining school needs for supplies and equipment					
28. You participate in the processes of assessing and recommending staff for promotion, retention or dismissal					

	ALWAYS ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	INADEQUATE	NO TIME AT ALL
29. You introduce and orientate all newly appointed staff					
30. You involve students in decision making					
31. You see to it that accurate and up-to-date records on all students are kept in the office					
32. You show keen interest in guidance and counselling services for students					
33. You work with teachers in diagnosing students' learning difficulties					
34. You supervise students' catering services					
35. You promote students' health and welfare					
36. You attend to examinations and other activities connected with students' assessment and evaluation					
37. You show keen interest in various students' activities such as games, sports and club activities					
38. You plan and hold staff meetings regularly					

	ALWAYS ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	INADEQUATE	NO TIME AT ALL
39. You spend time during official working hours on office based administrative duties					
40. You hold consultations with higher authorities in order to clarify policy matters relating to the school					
41. You report to higher authorities on the progress of school programmes and activities					
42. You communicate with staff to make individual and group assignments and responsibilities clear					
43. You participate in community activities					
44. You keep the public regularly informed about what goes on in the school					
45. You hold consultations with parents on matters pertaining to students					
46. You consciously encourage the growth and activities of the school's parent-teacher association					

	ALWAYS ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	INADEQUATE	NO TIME AT ALL
47. You actively supervise the maintenance of school grounds and plants					
48. You assume responsibility for the safety and proper up-keep of school plant and equipment					
49. You attend to the proper use and maintenance of the school					
50. You submit report on the state of the school finances to the appropriate authorities					
51. You prevare and administer the schools annual budget					
52. You assume responsibility for the proper management of school finances					
53. You order and purchase supplies and equipment according to stipulated rules and regulations					
54. You allocate resources wisely to promote successful programme implementation and growth					

APPENDIX E[1]

ATTACHMENT LETTER TO TEACHERS' QUESTIONNAIRE

Dear Sir/Madam,

There is an emergent interest by educational administrators in intra-organizational relationships within the school system. It is assumed that if members of a school organization would perform their roles effectively, they need to understand their role expectations as well as have accurate conceptions of the roles of other people with whom they are in close working relationship.

Principals and teachers are two important human elements in the secondary school system. In order to achieve the goals of secondary education, they need to understand their roles.

This research is being conducted to determine the views of Principals and Teachers in Secondary Grammar Schools with regard to their role priorities in the school.

Only your honest answers can help the researcher answer the major question - "Is there an agreement between principals' and teachers' intra- and inter-role perceptions in secondary grammar schools?"

Please read carefully the instructions given for each part of the questionnaire and give your honest views of the statements.

*Please return the completed questionnaire either to the Statistics Office of the Ministry of Education Ilorin, or Statistics Office Kwara State Schools' Board Ilorin, or direct to:

Mrs. D.O. Otu,
Institute of Education,
Ahmadu Bello University,
Zaria.

Yours sincerely,

D.O. Otu(Mrs)

APPENDIX E

TEACHER ROLE PERCEPTION INSTRUMENT – (TRPI-A)

(This questionnaire is to be responded to by the teacher).

SECTION I: Personal Information - (Please do not include your name)

Please respond to the following items by putting a tick (✓) in the appropriate place and writing out the responses where necessary

1. Sex:

   Male: .....

   Female:.....

2. Age (Specify in number of years as at least birthday).....

3. Highest Educational Qualification (Mark one)

   (i) N.C.E. Certificate:.....

   (ii) B.A./B.Sc. (Honours) degree.....

   (iii) B.A./B.Sc. (Honours degree plus Post Graduate Diploma in Education.....

   (iv) B.A./B.Sc. or B.Ed. degree.....

   (v) Other Qualifications not listed above (please write out)

   .....

   .....

4. Number of years of teaching experience at all levels:.....

5. Membership of Professional Organizations:

   (i) Nigerian Union of Teachers.....

   (ii) Subject Association (please write out).....

   (iii) Others (please specify).....

   .....

SECTION II: Teacher Role Perception Instrument - (TRPI-A)

The Statements below describe teachers activities in the school and community. Kindly show your views about these statements by putting a tick (✓) in the column which describes your views of these statements.

	ALWAYS	NEARLY ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
1. You teach your major subjects					
2. You mark class registers and diaries					
3. You submit registers and diaries at weekends or as directed					
4. You prepare the pupils towards passing their examinations					
5. You give extra lessons to students after school hours					
6. You attend morning assembly					
7. You prepare and submit scheme of work on the subject to be taught					
8. You keep a watchful eye on the personal life of your students outside the school					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
9. You supervise students' extra curricula activities					
10. You pardon first offenders					
11. You refer students causing disciplinary problems in the school to the higher authorities					
12. You maintain order and routine discipline in the class					
13. You maintain order and routine discipline in the school in general					
14. You give tests and examinations					
15. The principal reminds you to submit marks of tests and examinations you conduct					
16. You correct the mistakes on tests and examinations					
17. You give guidance and conselling services to students					
18. You fill in required records on students' achievement and conduct					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
19. You adhere strictly to previously determined syllabus when teaching					
20. You adhere strictly to prescribed textbooks when teaching					
21. You administer corrective punishments on pupils.					
22. You prepare yourself teaching aids for instruction					
23. You use other peoples' teaching aids for instruction					
24. You declare "I do not know" when you are faced with an unfamiliar problem					
25. You encourage the students to study varying points of view					
26. You respect their right to form their own judgement					
27. You withhold confidential information about a student in all circumstances					
28. You are able to conduct conferences with students in appropriate places					

SECTION III: Principal Role Perception Instrument - (PRPI - A)

The statements below represent opinions concerning the activities of the Principal in the school and community. Put a tick (✓) in the appropriate box against each statement that corresponds to your view of how the Principal ought to perform these activities in the school.

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER
1. He works with teachers to improve instructional methods in the school					
2. He evaluates school functions and programmes					
3. He attends professional meetings at the local level					
4. He attends professional meetings at the state level					
5. He attends professional meetings at the national level					
6. He introduces new ideas relative to the improvement of teaching methods					
7. He introduces challenging ideas relative to the improvement of teaching methods					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER.
8. He teaches one or more classes in the school on a regular basis					
9. He engages in activities designed to procure human and material resources necessary for programme implementation and growth					
10. He stimulates classroom experiments, projects, etc.					
11. He conducts demonstration lessons for teachers					
12. He supervises classroom teaching for improvement of instruction					
13. He works with teachers in revising textbook lists and other materials					
14. He keeps accurate and up-to-date staff personnel records					
15. He participates actively in providing and organizing on the job training for staff					
16. He represents the individual interests of the staff to the appropriate higher authorities					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER.
17. He allocates staff teaching and administrative responsibilities					
18. He involves teachers actively in decision-making concerning the curriculum					
19. He motivates teachers to work hard					
20. He keeps staff informed about school policies					
21. He delegates authority to staff according to individual ability and potentiality					
22. He supervises staff constantly on the job					
23. He evaluates teachers professional progress constantly					
24. He represents the collective interest of the staff to the appropriate higher authorities					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER.
25. He attends to staff welfare and personal problems					
26. He maintains and upgrades staff morale					
27. He works with staff in determining school needs for supplies and equipment					
28. He participates in the processes of assessing, and recommending staff for promotion, retention, or dismissal					
29. He introduces and orientates all newly appointed staff					
30. He involves students in decision making					
31. He sees to it that accurate and up-to-date records on all the students are kept in the office.					
32. He shows interest in guidance and counselling for students					
33. He works with teachers in diagnosing students' learning difficulties					
34. He supervises students catering services					
35. He promotes students' health and welfare					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER.
36. He attends to examinations and other activities connected with students' assessment and evaluation					
37. He shows interest in various students' activities such as games, sports, and club activities					
38. He plans and holds staff meetings regularly					
39. He spends time during official working hours or office based on administrative duties					
40. He holds consultations with higher authorities in order to clarify policy matters relating to the school					
41. He reports to higher authorities on the progress of school programmes and activities					
42. He communicates with staff to make individual and group assignements and responsibilities clear					
43. He participates in community activities					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER.
44. He keeps the public regularly informed about what goes on in the school					
45. He holds consultations with parents on matters pertaining to the students					
46. He consciously encourages the growth and activities of the school's parent-teacher association					
47. He actively supervises the maintenance of school grounds and plants					
48. He assumes responsibility for the safety and proper up-keep of school plant and equipment					
49. He attends to the proper use and maintenance of the school					
50. He submits reports on the state of the school finances to the appropriate authorities					
51. He prepares and administers the schools' annual budget					

	ALWAYS	ALMOST ALWAYS	OCCASIONALLY	ALMOST NEVER	NEVER.
52. He assumes responsibility for the proper management of school finances					
53. He orders and purchases supplies and equipment according to stipulated rules and regulations					
54. He allocates resources wisely to promote successful programme implementation and growth					

APPENDIX F

TEACHER ROLE PERCEPTION INSTRUMENT (TRPI - B)

APPENDIX F

(This questionnaire is to be responded to by the teachers)

SECTION: Personal Information:

(Please do not include your name)

Please respond to the following items by putting a tick (✓) in the appropriate place and writing out the responses where necessary.

1. Sex:

   Male: .....

   Female: .....

2. Age (Specify in number of years as at last birthday) .....

3. Highest Educational Qualification (Mark one)

   (i) N.C.E. Certificate .....

   (ii) B.A./B.Sc. (Honours) degrees.....

   (iii) B.A./B.Sc. Honours degrees plus Post.Graduate Diploma in Education .....

   (iv) B.A./B.Sc. or B.Ed. degree .....

   (v) Other Qualifications not listed above (please write out) -

   .....

   .....

4. Number of years of teaching experience at all levels: . . .

5. Membership of Professional organizations: .....

   (i) Nigerian Union of Teachers .....

   (ii) Subject Association (please write out).....

   (iii) Others (please specify) .....

SECTION II: Teacher Role Perception Instrument (TRPI)

The statements below describe teachers activities in the school and community. Kindly show the extent to which you are able to perform these activities (regardless of constraints which might come your way, such as lack of facilities and equipments) by putting a tick (✓) in the column which best describes your ACTUAL performance of these activities.

	ALWAYS ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	INADEQUATE	NO TIME AT ALL
1. You teach your major subjects					
2. You mark class register and diaries					
3. You submit registers and diaries at week-ends or as directed					
4. You prepare the pupils towards passing their examinations					
5. You give extra lessons to students after school hours					
6. You attend morning assembly					
7. You prepare and submit scheme of work on the subject to be taught					

	ALWAYS ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	INADEQUATE	NO TIME AT ALL
8. You keep a watchful eye on the personal life of your students outside the school					
9. You supervise students' extra-curricula activities					
10. You pardon first offenders					
11. You refer students causing disciplinary problems in the school to higher authority					
12. You maintain order and routine discipline in the class					
13. You maintain order and routine discipline in the school in general					
14. You give tests and examinations					
15. The principal reminds you to submit marks of tests and examinations you conduct					
16. You correct the mistakes on tests and examinations					

	ALWAYS ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	INADEQUATE	NO TIME AT ALL
17. You give guidance and counselling services to students					
18. You fill in required records on students' achievement and conduct					
19. You adhere strictly to previously determined syllabus when teaching					
20. You adhere strictly to prescribed textbooks when teaching					
21. You administer corrective punishments					
22. You prepare yourself teaching aids for instruction					
23. You use other people's teaching aids					
24. You declare "I do not know" when you are faced with an unfamiliar problem					
25. You encourage the students to study varying points of view					

	ALWAYS ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	INADEQUATE	NO TIME AT ALL
26. You respect their right to form their own judgement					
27. You with-hold confidential information about a student in all circumstances					
28. You are able to conduct conferences with students in appropriate places					
29. You are able to conduct conferences concerning students in appropriate places					
30. You refrain from making favourable comments about a student or his home when he is not there					
31. You request students to help in your house after school hours.					
32. You share the responsibility for improving opportunities for all					
33. You attend staff meetings					
34. You take on active part in the N.U.T.					

	ALWAYS ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	INADEQUATE	NO TIME AT ALL
35. You take an active part in your subject area association					
36. Your work calls for cooperation with other staff					
37. You remain in the school until closing time whether you have lesson to teach or not					
38. You will accept to work in any place to where you may be posted by your employer					
39. You submit scheme of work to the principal or whoever is in charge for approval					
40. You discuss with community members about what you are doing in the school					
41. You get involved in partisan politics					
42. You supervise students in nation-wide activities					

	ALWAYS ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	INADEQUATE	NO TIME AT ALL
43. You supervise students in State activities					
44. You supervise students in State activities					
45. You visit the homes of problem children to discuss their problems with their parents					
46. You participate in community activities					
47. You participate in the Parent/ Teacher Association					
48. You take community opinion into consideration in matters of personal behaviour					

APPENDIX G

MEAN SCORES AND RANKINGS OF PRINCIPALS PERCEPTIONS OF PRINCIPALS IDEAL ROLE AND ACTUAL ROLE PERFORMANCE

ITEMS	ACTUAL ROLE PERFORMANCE		IDEAL ROLE		Di	Di^2
	MEAN-SCORES	RANKINGS	MEAN-SCORES	RANKINGS		
1	4.5	41	4.26	46	5	25
2	4.9	8	4.95	1	7	49
3	4.4	44	4.17	50	6	36
4	4.8	21	4.72	22	1	1
5	3.6	32	3.49	54	22	484
6	4.6	32	3.85	52	20	400
7	4.4	44	4.29	46	2	4
8	4.2	52	4.54	34	18	324
9	4.6	32	4.40	43	11	121
10	5.0	1	4.40	48	47	2209
11	3.6	54	4.22	35	19	361
12	4.5	41	4.54	53	12	144
13	3.7	53	3.58	14	39	1521
14	4.8	21	4.81	51	30	900
15	4.4	44	3.99	14	30	900
16	4.3	48	4.86	2	46	2116
17	5.0	1	4.99	2	1	1
18	5.0	1	4.77	23	22	484
19	5.0	1	4.95	2	1	1
20	5.0	1	4.95	2	1	1
21	4.7	28	4.99	2	26	676
22	4.6	32	4.58	35	3	9
23	4.6	32	4.58	35	3	9
24	4.9	8	4.63	26	18	324
25	4.9	8	4.81	14	6	36
26	4.3	48	4.67	26	22	484
27	4.9	8	4.95	2	6	36
28	4.6	32	4.67	26	6	36
29	4.6	32	4.5	35	3	9
30	4.6	32	4.67	26	6	36
31	4.7	28	4.90	2	26	676
32	4.7	28	4.63	26	2	4
33	4.5	41	4.22	48	7	49
34	4.3	51	4.58	35	16	256
35	4.8	21	4.63	26	5	25

ITEMS	ACTUAL ROLE PERFORMANCE		IDEAL ROLE		Di	Di^2
	MEAN-SCORES	RANKINGS	MEAN-SCORES	RANKINGS		
36	4.9	8	4.77	23	15	225
37	4.9	8	4.77	23	15	225
38	4.9	8	4.86	14	6	36
39	4.9	8	4.67	26	18	324
40	4.3	48	4.81	14	34	1156
41	4.9	8	4.99	2	6	36
42	4.8	21	4.95	2	19	361
43	4.4	44	4.36	45	1	1
44	4.7	28	4.54	35	7	49
45	4.8	21	4.81	14	7	49
46	4.8	21	4.93	2	19	361
47	4.8	21	4.63	26	5	25
48	4.6	32	4.58	35	3	9
49	4.9	8	4.54	35	27	729
50	5.0	1	4.99	2	1	1
51	4.9	8	4.81	14	6	36
52	4.9	8	4.86	14	13	169
53	4.9	8	4.45	43	35	1225
54	4.9	8	4.95	2	6	36
						17,800

APPENDIX H

MEAN SCORES AND RANKINGS OF THE TEACHER GROUP AND PRINCIPAL GROUP OF PRINCIPALS' IDEAL ROLE

ITEMS	TEACHER GROUP		PRINCIPAL GROUP		Di	Di^2
	MEAN-SCORES	RANKS	MEAN SCORES	RANKS		
1	3.002	16	4.26	46	30	900
2	3.01	14	4.95	1	13	169
3	2.5	44	4.17	50	6	36
4	2.81	32	4.72	22	10	100
5	2.09	53	3.49	54	1	1
6	2.81	32	3.85	52	20	400
7	2.84	31	4.26	46	15	225
8	2.18	52	4.54	34	18	324
9	2.68	37	4.4	43	14	196
10	2.56	42	4.2	48	6	36
11	1.84	54	4.5	35	19	361
12	2.43	46	3.5	52	7	49
13	2.43	46	4.8	14	32	1,024
14	3.22	2	3.9	51	49	2,401
15	2.42	48	4.8	14	34	1,156
16	2.96	21	4.9	2	19	361
17	3.15	5	4.9	2	3	9
18	3.18	3	4.7	23	20	400
19	3.10	7	4.9	2	5	25
20	3.17	4	4.9	2	2	4
21	3.10	7	4.9	2	5	25
22	2.72	36	4.5	35	1	1
23	2.76	35	4.5	35	0	0
24	3.06	11	4.6	26	15	225
25	3.0	17	4.8	14	3	9
26	2.97	20	4.6	26	6	36
27	2.89	28	4.9	2	26	676
28	2.68	37	4.6	26	11	121
29	2.98	18	4.5	35	17	289
30	2.57	41	4.6	26	15	225
31	2.98	18	4.9	2	16	256
32	2.93	23	4.6	26	3	9
33	2.93	23	4.2	48	25	625
34	2.85	29	4.5	35	6	36
35	3.10	7	4.6	26	19	361
36	3.04	13	4.7	23	10	100
37	2.96	22	4.7	23	1	1
38	3.26	1	4.8	14	13	169
39	3.08	10	4.6	26	16	256
40	2.79	34	4.8	14	20	400
41	2.85	29	4.9	2	27	729
42	3.06	11	4.9	2	9	81
43	2.4	49	4.3	45	4	16
44	2.67	39	4.5	35	4	16
45	2.9	25	4.8	14	12	144
46	2.9	26	4.9	2	24	576
47	2.93	23	4.6	26	3	9
48	3.01	14	4.5	35	21	441
49	3.12	6	4.5	35	29	841
50	2.54	43	4.9	2	41	1,681
51	2.4	49	4.8	14	35	1,225
52	2.5	44	4.8	14	30	900
53	2.2	51	4.4	43	8	64
54	2.6	40	4.9	2	38	1,444

$\Sigma Di^2 = 20,164$

MEAN SCORES AND RANKINGS OF TEACHERS' PERCEPTIONS OF TEACHERS' IDEAL ROLE AND ACTUAL ROLE PERFORMANCE

ITEM	IDEAL ROLE		ACTUAL ROLE PERFORMANCE		Di	Di^2
	MEAN-SCORES	RANKINGS	MEAN-SCORES	RANKINGS		
1	3.89	4	3.9	2	2	4
2	3.68	18	3.7	11	7	49
3	3.79	9	3.8	5	4	16
4	3.86	5	3.8	5	0	0
5	3.25	34	3.28	35	1	1
6	3.82	7	3.80	5	2	4
7	3.9	1	3.87	4	3	9
8	3.5	21	3.6	19	2	4
9	3.35	26	3.4	28	2	4
10	3.28	33	3.24	36	3	9
11	3.29	31	3.34	31	0	0
12	3.9	1	3.98	1	0	0
13	3.77	11	3.7	11	0	0
14	3.56	20	3.7	11	9	81
15	2.5	46	2.6	47	1	1
16	3.75	12	3.8	5	7	49
17	3.3	27	3.45	27	0	0
18	3.69	16	3.6	19	3	9
19	3.36	25	3.34	31	6	36
20	3.2	35	3.18	38	3	9
21	3.78	10	3.7	11	1	1
22	3.3	27	3.4	28	1	1
23	3.7	13	3.79	9	4	16
24	3.5	21	2.7	46	25	625
25	3.7	13	3.66	18	5	25
26	3.5	21	3.48	26	5	25
27	3.3	27	3.6	19	8	64
28	3.2	35	3.2	37	2	4
29	3.2	35	3.35	30	5	25
30	2.9	40	2.9	40	0	0
31	2.5	46	2.68	17	29	841
32	3.86	5	3.7	11	6	36
33	3.9	1	3.89	3	2	4
34	2.87	43	3.3	33	10	100
35	3.4	24	3.6	19	5	25

ITEM	IDEAL ROLE		ACTUAL ROLE PERFORMANCE		Di	Di^2
	MEAN-SCORES	RANKINGS	MEAN-SCORES	RANKINGS		
36	3.6	19	3.5	23	4	16
37	3.7	13	3.5	23	10	100
38	3.69	16	3.5	23	7	49
39	3.8	8	3.7	11	3	9
40	2.8	44	2.8	45	1	1
41	2.09	48	2.25	48	0	0
42	2.9	40	2.9	40	0	0
43	2.9	40	2.9	40	0	0
44	3.06	38	3.06	39	1	1
45	2.7	45	2.9	40	5	25
46	3.02	39	2.9	40	1	1
47	3.3	27	3.76	10	17	189
48	3.29	31	3.29	34	3	9
						$Di^2 = 2,477$

APPENDIX J

MEAN SCORES AND RANKINGS OF TEACHER GROUP AND PRINCIPAL GROUP OF TEACHERS IDEAL ROLE

ITEM	TEACHER GROUP		PRINCIPAL GROUP		Di	Di^2
	MEAN-SCORES	RANKINGS	MEAN-SCORES	RANKINGS		
1	3.89	4	3.8	3	1	1
2	3.69	18	3.7	4	14	196
3	3.79	9	3.5	11	2	4
4	3.86	5	3.9	1	4	16
5	3.25	34	3.5	11	23	529
6	3.82	7	3.5	11	4	16
7	3.9	1	3.6	7	6	36
8	3.5	21	3.4	21	0	0
9	3.35	26	3.3	25	1	1
10	3.28	33	3.2	29	4	16
11	3.29	31	3.4	21	10	100
12	3.9	1	3.7	4	3	9
13	3.77	11	3.5	11	0	0
14	3.56	20	3.6	7	13	169
15	2.5	46	3.04	33	13	169
16	3.75	12	3.5	11	1	1
17	3.3	27	3.4	21	6	36
18	3.69	16	3.6	7	9	81
19	3.36	25	3.5	11	14	196
20	3.2	35	3.4	21	14	196
21	3.78	10	3.5	11	1	1
22	3.3	27	3.1	31	4	16
23	3.7	13	2.6	42	29	841
24	3.5	21	2.6	42	21	441
25	3.7	13	3.2	29	16	256
26	3.5	21	3.3	25	4	16
27	3.3	27	2.7	40	13	169
28	3.2	35	3.3	25	10	100
29	3.2	35	2.8	38	3	9
30	2.9	40	2.6	42	2	4
31	2.5	46	2.2	46	0	0
32	3.86	5	3.5	11	6	36
33	3.9	1	3.9	1	0	0
34	2.87	43	2.7	40	3	9
35	3.4	24	3.1	31	7	49

ITEM	TEACHER GROUP		PRINCIPAL GROUP		Di	Di^2
	MEAN-SCORES	RANKINGS	MEAN-SCORES	RANKINGS		
36	3.6	19	3.5	11	8	64
37	3.7	13	2.9	35	22	484
38	3.69	16	3.0	34	18	324
39	3.8	8	3.5	11	3	9
40	2.8	44	2.9	35	9	81
41	2.09	48	1.6	48	0	0
42	2.9	40	2.6	42	2	4
43	2.9	40	2.9	35	5	25
44	3.06	38	3.3	25	13	169
45	2.7	45	2.3	46	1	1
46	3.03	39	2.8	38	1	1
47	3.3	27	3.7	4	23	529
48	3.29	31	3.6	7	24	576
						$Di^2 = 5,986$