INSTRUCTIONAL LEADERSHIP ROLE OF PRINCIPALS OF SECONDARY SCHOOLS IN OKENE LOCAL GOVERNMENT AREA OF KOGI STATE, NIGERIA

BY

JIMOH, JAMES

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND PLANNING

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY

ZARIA

1994

DECLARATION

I hereby certify that this thesis has been written by me and that it is a record of my own research. To the best of my knowledge, it has never until now been presented for a higher degree of Ahmadu Bello University. All quotations are indicated by quotation marks or indentation and the sources of information are duly acknowledged by means of reference.

Jimoh, James

CERTIFICATION

This thesis entitled, "Instructional Leadership Role of principals of Secondary Schools in Okene Local Government Area of Kogi State", by Jimoh, James meets the regulations governing the award of the degree of Master of Education (Educational Administration and Planning) of Ahmadu Bello University, and is approved for its contribution to knowledge, and literary presentation.

Dr (Mrs) D.O. Otu
Name and Signature
Chairman, Supervisory Committee

Date

Dr Tony Alabi
Name and Signature
Member, Supervisory Committee

24-2-94
Date

Prof. J.C.S. Musaazi
Name and Signature
Member, Supervisory Committee

24/2/94
Date

Dr A.N. Ezenne
Name and Signature
Member, Supervisory Committee

24/2/94
Date

Dr I.U. Jahun
Name and Signature
Head of Department

24/10/94
Date

Prof. D. Mohammed
Dean, Post-Graduate School

3/6/96
Date

DEDICATION

Dedicated to my parents Mr. Jimoh Ochamayi, Mrs Agnes Oyi Jimoh, and my wife, Theresa.

ACKNOWLEDGEMENTS

It is pertinent to express my appreciation to Dr Y.M. Ovwigho my initial supervisor whose untiring efforts guided me through the proposal stage of this research. I am equally indebted to Dr (Mrs) D.O. Otu the new supervisor who took over from him, and saw me through the entire write-up. She is a very kind, thorough and dedicated officer. She was readily accessible to sort out my problems promptly both in her office and at her residence.

I also have to acknowledge with deep appreciation, the professional advice by the following officers even when I had cause to meet some of them in their private hours at home: Dr M.C.A Di-Ibor, Prof. J.C.S. Musaazi, Dr Tony Alabi, Mallam Mamman Musa, Dr Asiribo and Dr Lasun Atoyebi. Their advice and comments were very useful in the development and statistical analysis of the research work.

My sincere appreciation also goes to the principals and staff of all secondary schools in the present Okene and Ajaokuta Local Government Areas for their co-operation in filling the questionnaires.

It is equally imperative for me to express my unalloyed gratitude and appreciation to my loving parents, wife and children (Peter, Mary, Joseph, Catherine and Noel) who made it possible for me to be

away from home for this period of studies. Theirs has been a rare demonstration of devotion and endurance.

The co-operation given at one time or the other by Messrs Patrick Opotu and Yakubu S. Opene and other colleagues to ensure the smooth running of Etahi Community Secondary School, Okene, during my intermittent study leave is equally appreciated.

Finally, I commend and say thank you to all my other friends and relations that have in one way or the other made my stay in Zaria a success.

It is my fervent prayer that God in His infinite mercy and love will bless each and every one abundantly.

Jimoh, James

FEBRUARY 1994

ABSTRACT

The poor performance in public examinations by students of secondary schools in Okene Local Government Area (Kogi State) and the allegations that principals were responsible have been matters of social and academic concern.

It was against this background that the research on the instructional leadership role performance of the principals in Okene Local Government Area was undertaken. It aimed at examining how well the principals of schools in the locality perform their instructional leadership role. To offer a comprehensive write-up, issues that could militate against the effective performance of this role of the principals, were examined.

All the 23 principals of schools in Okene under the Kogi Teaching Service Board as well as a randomly selected 207 teachers from a population of 439 teachers formed the respondents. The teachers had served for at least two years under the principals.

The questionnaire was drawn using Likert scale of measuring social behaviour. The principals were expected to rate themselves on the scale on how they

perform their instructional leadership role, and the problems that affect such role performance. The teachers were to rate their respective principals on how they see them perform those aspects of instructional leadership and also rate the extent to which some factors affect the performance of the instructional leadership role by their principals.

A total of nine hypotheses were drawn to test whether there was a significant difference in the views of the principals and those of teachers on the aspects of instructional leadership role and some extraneous factors that affect the performance of the instructional leadership role by principals. percentage was used to analyse the demographic information while the T-test was used for hypotheses testing.

The analysis suggested that principals did not adequately motivate teachers and supervise instruction in their schools. However, it was noted that principals tried to provide facilities for teaching, sponsor in-service programmes for staff and solicit parents support to improve instruction. It was equally noted that parents' inability to provide books for ward(s); inadequate facilities from

government, lack of autonomy for school principals and abrupt changes in the school calendar militated against the instructional leadership role performance of principals.

Based on the findings, recommendations were made as possible solutions to usher in some improvements of principals' performance in schools.

It was recommended that the neglect of supervision of instruction in the schools by principals should be a topic for further research.

TABLE OF CONTENTS

	page
Title page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgements	v
Abstract	vii
Table of Contents	x
List of Tables	xiii
List of Figures	xvi
List of Appendices	xvii
Abbreviations and Definition of Terms	xviii

CHAPTER 1

BACKGROUND TO THE STUDY

1.1	Introduction	1
1.2	Statement of the problem	10
1.3	Research questions	11
1.4	Basic Assumptions	12
1.5	Null Hypotheses (H_o)	13
1.6	Purpose of the Study	15
1.7	Significance of the Study	16
1.8	Scope of the Study	17

Page

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction 18

2.2 Leadership Concept 18

2.2.1 Definition of Leadership 21

2.2.2 Leadership Styles and Approaches 27

2.3 Role Concept 48

2.3.1 Role Conflict 49

2.4 Instructional Leadership Role of principals 54

2.4.1 Instructional Leadership Role for principals of Schools for Okene Local Government Area 69

CHAPTER 3

RESEARCH DESIGNS, METHODS AND PROCEDURES

3.1 Introduction 71

3.2 Sampling Procedure 71

3.3 Rationale for Choosing the Sample 72

3.4 Instrument to be Used for Data Collection 73

3.5 Rate of Return of Questionnaire 75

3.6 Statistical Tools for Analysis of Data 78

CHAPTER 4

ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

4.1 Introduction 79

Page

4.2 Analysis of Data 79
4.2.1 Analysis of Demographic Information 79
4.2.2 Analysis of Hypotheses 88
4.2.3 Summary of Findings 100
4.3 Discussion of Findings 104
4.3.1 Discussion of Findings on Demographic Information 104
4.3.2 Discussion of Findings on Hypotheses Testing 115

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary 129
5.2 Conclusion 130
5.3 Recommendations 132

BIBLIOGRAPHY 140

APPENDICES 144

LIST OF TABLES

		Page
1.1	Best Three Schools in West African School Certificate Examination 1984/85 in Voluntary Agency Post-Primary Schools in Kwara State	4
1.2	1984 West African School Certificate/ General Certificate of Education (Ordinary Level) Results for Five Secondary Schools in Okene Local Government Area	6
1.3	1985 West African School Certificate/ General Certificate of Education (Ordinary Level) Results for Seven Schools in Okene Local Government Areas	7
3.1	Details of Selected Schools	72
3.2	Rate of Return of Questionnaire	75
4.1	Responses on the Basis of Sex	79
4.2	Responses on the Basis of Age	80
4.3	Responses on the Basis of Highest Qualification	81
4.4	Responses on Teaching Experience	82
4.5	Responses on the Type of School	83
4.6	Response on Proprietor of Schools	83
4.7	Teachers Response on Length of Stay at Present School	84

		Page
4.8	Responses on the Number of Periods Taught by Teachers	85
4.9	Responses on Years of Experience as Principal	85
4.10	Principals' Views on Professionalism of Teachers	86
4.11	Views on Principals' Participation in Teaching on Regular Basis	86
4.12	Views on Principals' Devotion to Office Administration or Supervision of Instruction	87
4.13	Views on Presentation of Paper at Workshop or Contribution of an Article to a Journal by Principals	88
4.14	Computed Scores on Provision of Adequate Facilities for Teaching by Principals	89
4.15	Computed Scores on How Principals Perform Instructional Supervisory Role	90
4.16	Computed Scores on the Use of In-Service Courses to Improve Instruction in Schools	93
4.17	Computed Scores on the Effective Motivation of Teachers to Improve Instruction	94
4.18	Computed Scores on the ability of Principals to Enlist the Co-operation of Parents	95

Page

4.19 Computed Scores on the Inadequate Provision of Facilities to Schools by Government 96

4.20 Computed Scores on Parents' Inability to Provide Learning Materials to Ward(s) 97

4.21 Computed Scores on Lack of Autonomy for School Principals 98

4.22 Computed Score on Effect of Abrupt Changes in School Calendar and Series of 'Forced' Holidays 99

4.23 Summary of Findings 102

LIST OF FIGURES

		Page
2.1(a to c)	Leadership Styles: Autocratic, Democratic and Laissez Faire Types	35
2.2	Transactional Leadership Style	40
2.3	Continuum of Leadership Behaviour	40
2.4	Fielder's Contingency Theory of Leadership	42
2.5	Reviewed Continuum of Leadership Behaviour	44

LIST OF APPENDICES

		Page
A	Questionnaire for Principals	145
B	Questionnaire for Teachers	152
1.1	Growth of Secondary Education in Kwara State	159
1.2	Budgetary Allocation to Education in Kwara State (1986-1990)	160
1.3	Kwara State Education Management Board 1984/85 West African School Certificate Merit Award Winners	161
1.4	Best Three Schools in West African School Certificate Examination 1984/85 Voluntary Agency Post-Primary Schools in Kwara State	162
1.5	1984 West African School Certificate/ General Certificate of Education (Ordinary Level) Results for Five Secondary Schools in Okene Local Government Areas	163
1.6	1985 West African School Certificate Examination/General Certificate of Education (Ordinary Level) Results for Seven Secondary Schools in Okene Local Government Areas	163

ABBREVIATIONS AND DEFINITION OF TERMS

In the course of this write up some words have been abbreviated and some concepts were equally used. Such abbreviations and concepts employed are explained below.

A.N.C.O.P.S.S	All Nigeria Conference of principals of Secondary schools
C.E.S.A.C	Continuing Education Study and Adaptation Centre
J.S.S	Junior Secondary School
K.W.E.S.E.M.B	Kwara State Education Management Board
K.T.S.B.	Kogi State Teaching Service Board
M.O.E	Ministry of Education
N.C.E	Nigeria Certificate in Education
N.E.R.D.C.	Nigerian Educational Research Development Council
N.U.T	Nigerian Union of Teachers
P.T.A	Parents Teachers' Association
S.S.C.E	Senior School Certificate Examination
S.S.S	Senior Secondary School
W.A.S.C	West African School Certificate
Administration	The organization and management of human and material resources to achieve the goal(s) of the group or establishment.

Adolescence A stage of maturation (often turbulent) in human beings from between the ages of ten to nineteen years that is marked by rapid physical, sexual and cognitive development.

Creativity The art of harnessing available experience(s) to originate new thoughts and actions to solve problems and forge new dimensions or horizons.

Delegation of Authority The process of dividing one's task and giving part(s) of it to a subordinate or subordinates to perform.

Educational Administration The procurement of infractural facilities, the organisation, management of staff, students and resources in educational institutions for the attainment of educational goals.

Instructional Leadership The totality of undertakings by the leaders of the school to use and initiate professionalism in terms of curriculum trends, judicious use of time; physical space and resources to further instructional development.

Kwara State Education Management Board Board set up by Kwara State Government to manage schools established by the community and voluntary agencies.

Kogi State Teaching Service Board Board set up by Kogi State Government to manage all post primary institutions established by government,

community and voluntary agencies.

Leadership — Guiding a person or group to set and jointly pursue to achieve set goal(s).

Motivation — A concept that is used to explain why people behave the way they do.

Neighbourhood Day School — Day Secondary Schools where the students are not boarded in the school. Such students are expected to be in residence near the location of such schools.

Perception — As used in this study, refers to a state of awareness or recognition of objectives, goals and methodologies.

Principal — The leader or educational administrator and professional head of the college.

Role — Actions or behaviour expected of an incumbent of a given position.

Role Perception — The capacity or ability of a status incumbent to conceive the behaviour and such expected actions of him. Such expected actions or behaviour could be explained as beliefs and cognitions held by members of an institution that are appropriate for the occupants of a given position.

6-3-3-4 System — Stages of Nigeria system of education as enunciated in the National Policy of Education. The figures represent the duration in years of primary, junior

secondary, senior secondary and university or tertiary education accordingly.

Staff — Refers to the teachers as used in this study.

Supervision — A service process that seeks to improve the learners, the teachers and their skills, the curriculum and the school environment so that the objectives of education may be achieved.

Vice-Principal (V.P) — An appointed Assistant to the Principal in all his functions.

Chapter 1

INTRODUCTION

1.1 Background to the Study

In Nigeria, secondary education has continued to receive increasing attention because it is seen not only as an acceptable qualification but also as an avenue to a sound higher education. This awareness propelled the nation to commission a curriculum conference and the attendant study groups between 1969 and 1974 that later on developed into what is now known as the National Policy on Education published in 1977 and revised in 1981. This was aimed at tiving a focus and guideline to the pursuit of purposeful education at all levels to Nigerians.

The emphasis given by the then Kwara State (part of which is now in Kogi State) and the subsequent awareness of the value of secondary education by parents in Okene Local Government Area of Kogi State have led to a rise in the number of secondary schools in the State from 80 in 1988 to 330 in 1988.

Government, community and voluntary agency (V.A) schools in Okene Local Government Area rose from two in 1965 to 25 in 1985. There has been a subsequent increase in recurrent and capital allocation to

education from 1986 to 1990. In 1986 it was ₦17,816,440.00 and by 1990 it rose to ₦33,426,737.00.

It seems however, that academic performance in external examinations like Senior School Certificate Examination (S.S.C.E) and Joint Admission and Matriculation Board Examination (JAMBE), have not corresponded to the zeal and efforts invested in secondary education so far in Kwara State (part of which is now in Kogi State).

There is an allegation that this poor performance is due to the poor instructional leadership given by the principals of secondary schools. It is being alleged that the rise in the number of secondary schools led to the appointment of inexperienced graduates to head schools. As a result of their inexperience in harnessing and utilising the already thinly spread facilities of the schools, they were not able to discharge appropriate instructional leadership role. This issue of the appointment of inexperienced teachers as principals was cited by Ozigi (1974). The need to have competent principals to effectively grapple with the problems of instructional development that emanated from the establishment of the new neighbourhood Day Schools and the subsequent de-boarding of the old institutions has created urgent critical challenges. Certain critics have alleged that

some of these new principals do not have a proper focus of their expected instructional leadership role in their respective schools.

The notion that principals were responsible for the poor academic performance of the students in Kwara State was so pervasive that Mr. Abraham Goshi, the Honourable Commissioner for Education of Kwara State in 1985 had to decry the situation over the wireless. He even went further to threaten that 50% of the criteria for the promotion of principals and teachers in the state would thence forth depend on the overall performance of their students in school certificate examinations. The same threat was given again in 1988 by Alhaji Ibn Umar Sadik when he became the Commissioner for Education in the State.

To further lend credence to the seriousness of the poor academic performance and the attendant concern of the government, the Kwara State Education Management Board (some of the schools now under Kogi State Teaching Service Board (KTSB)) introduced the Academic Merit Award Scheme in 1985. The Award is in two categories. The first category is individual student award for those students that made a minimum of eight credits and a total aggregate of 14 in their best six subjects in the Senior Secondary School Certificate Examination (S.S.C.E). The second category of the

award is for those schools that made on overall high percentage pass in S.S.C.E. In the first category, 16 students from schools in Ilorin, Offa, Ijabo, Oro, Osi, Erin-ile, Egbe and Omupo won the award. For the second category, the following five schools won the awards as shown below:

Table 1.1: Best Three Schools in 1984/85 W.A.S.C Examination (V.A. Post-Primary Schools in Kwara State

Name of School	Total No of Candidates	Total No of Passes	% passed (Weighting)	Ranking
Mt. Carmel, Ilorin	218	187	86.0%(36.6)	1st
Titcombe College, Egbe	208	182	87.5%(35.5)	2nd
Oluyori CHS, Isenlu	48	45	93.7%(8.8)	3rd
Olayinka C. School	18	17	94.4%	4th
Idera Secondary School	19	17	89.47%	5th

Source: K.W.S.E.M.B. Quarterly Newsletter, 1986

1. (Weighting is based on total number of candidates that passed).
2. The number of candidates presented by each school was also considered in the ranking procedure.

The indigenes of Okene Local Government Area seem to be unhappy that no student or school from the Local Government has ever won the merit award since its introduction and they are equally heaping the blame on the alleged poor instructional leadership of the principals of their secondary schools. It has often been alleged that some of the natives even attend Parents Teachers' Association (P.T.A) meetings and accuse principals openly for not adequately supervising instruction in their respective schools.

Some of the allegations against the principals in Okene Local Government Centre on the premise that the principals these days are nonchalant to whatever happens in their schools and so their respective teachers do not take teaching of the students seriously. Some even engage in ventures outside the school for their own selfish ends. And because the secondary school students are mostly adolescents, the allegation further states that the students have become outrageously mischievous because the school programme has not been effectively managed and rich enough to take care of the recent anatomical and cognitive changes of their bodies. They seem to be uninterested in school academic work that is allegedly badly planned and managed. So many of them become truants and even leave

their schools to participate in day masquerades which hitherto were carried out by illiterate farmers.

The data below present samples of 1984 and 1985 W.A.S.C.E Ordinary Level and S.S.C.E results of some secondary schools in Okene Local Government Area.

Table 1.2: 1984 W.A.S.C.E Ordinary Level Results for 5 Secondary Schools in Okene

Name of School	No of Candidates	No of Passes	No of Failure	% Pass
A.A.A.M.C, Okene	282	125	157	44.32
L.M.C., Ageva	241	43	197	17.84
O.S.S, Okene	200	100	100	50.00
C.C.H.S, Ogori	56	43	13	76.79
E.M.C.C, Okengwen	73	47	26	64.38

Table 1.3: W.A.S.C.E Ordinary Level Results for Seven Secondary Schools in Okene

Name of School	No of Candi-dates	No of passes	No of Failure	% Passes
A.A.A.M.C, Okene	428	233	195	54.43
L.M.C., Ageva	175	75	100	42.85
C.C.H.S, Ogeri	102	21	31	69.60
E.M.C.C. Okengwen	80	34	46	42.50
C.S.S Origo	51	18	33	35.29
Q.A.C Okene	15	6	9	40.00
C.S.S Magongo	53	7	46	13.20

Source: K.W.S.E.M.B. Quarterly Newsletter, 1986

The data reveal that few of the schools scored up to 55% and above while some scored below 20%. At a glance it would seem that some of the schools are performing averagely. This may not be so because it is being alleged that out of the percentage pass recorded for each of the schools, most of the schools cannot boast of having more than fifteen students with results good enough to gain admission to colleges of education or to the universities through the Joint Admission and Matriculation Board Examination. There seems to be weight in this allegation in the sense that what constitutes a pass in the S.S.C

examination is a minimum of six ordinary passes in any subject which of course will not qualify the student for admission into the institutions mentioned above.

From the allegations against the principals in Okene Local Government Area, it would seem that most of the principals in Okene Local Government do not appreciate the fact that one of the challenges of secondary school leadership is the understanding of the stage of development of the students and the implications they have for secondary school instructional leadership. It should be in focus that most of the students in the secondary schools are adolescents. A variety of diversified school curriculum as epitomised in the "6-3-3-3-4" system of education adequately supervised by the principal will assist to give meaningful adjustment to these adolescent students. It will subsequently improve their performance not only in academics but in all other aspects as contained in the following summarised objectives of secondary education as contained in the New National policy of Education (1981):

(a) Self realization

(b) Good human relationship and

(c) Economic efficiency and civil responsibility.

This alleged poor academic situation of our secondary schools in Okene seems to explain why parents in Okene Local Government Area that have the means now send their children outside the Local Government to have secondary school education.

It is often alleged that the mode of appointment of principals in our secondary schools is another contributory factor to the inefficiency of instructional leadership. Generally,now, appointment to principalship positions is based on academic qualifications and salary grade level. There seems to be little consideration for individual's acumen for effective leadership. This should not be and as rightly observed by Adesina (1984) that the headship of our schools should not be for every chalk holder but for those who in addition to academic and professional training have essential qualities of a good leader.

The principals of schools seem to have many functions. It is often alleged that they seem to be heavily occupied by routine administrative duties and they do not appear to be adequately involved in instructional programmes of their respective schools. It is probably for this reason that Otu (1984)

observed that the principals of Kwara State were more of administrative managers than supervisors of instruction. This could obviously hinder successful implementation of school instructional programme.

1.2 Statement of the Problem

The poor performance of students in Okene Local Government Area (OKene LGA) in public examinations has been suspected to be largely caused by the refusal or inability of the principals to perform their instructional leadership role fully. This has therefore necessitated the need to study how well the principals perform their instructional leadership role in their schools. Of the principals' instructional role examined, the following were specifically focused on:

(i) Provision of facilities like textbooks, stationery and basic audio-visual aids for teaching.

(ii) Assigning teachers to appropriate subject areas and classes.

(iii) Constant supervision of instruction in the school.

(iv) Skilful in the use of existing facilities for instruction.

(v) Use of in-service courses and workshops to ensure staff development.

(vi) Adequate motivation of staff.

(vii) Enlisting the support of external agencies like the PTA.

(viii) Direct participation in teaching to encourage and serve as models to other teachers.

The adequate performance of all these functins by the principals is in question and it is believed that this could be responsible for the students' poor performance. It is necessary to adequately ascertain the level of involvement of the principals in this problem. This is why it is also considered relevant to examine the following extraneous factors or issues that militate against the effective performance of the principals' instructional leadership:

i. Non-provision of major instructional facilities and appropriate structures by the government and school proprietors.

ii. Inability of parents to provide ward(s) with the required textbooks and other relevant materials for learning.

iii. Abrupt changes in the school calendar and series of 'forced holidays' resulting from cultural festivities.

iv. Lack of autonomy in the use of education levy and in the control of staff and students.

Against this background, nine research questions given below were addressed.

1.3 Research Questions

1. Do principals of secondary schools in Okene Local Government Area give adequate instructional leadership?
2. Do teachers in Okene Local Government Area regard their principals as giving adequate instructional leadership?
3. Do principals in Okene Local Government Area rank instructional leadership higher than their other functions?
4. Do teachers regard their principals as giving

priority to instructional leadership over their other functional roles as administrators?

5. How competent are the principals in discharging instructional leadership as observed by the teachers?
6. How innovative and creative are principals in mobilising and utilising available resources while discharging instructional leadership in schools?
7. Do government policies in terms of abrupt changes in school calendar and unscheduled holidays inhibit the instructional leadership role of principals?
8. Do government policies in terms of staff and students control discourage the principals in discharging their instructional leadership role?
9. What other factors within or outside the school system in Okene impede the performance of the instructional leadership role of principals?

1.4 Basic Assumptions

The study was based on the following assumptions:

1. That the principal is a vital component to the success of any instructional programme in the

schools.

2. Poor performance and indiscipline of students are manifestations of poor instructional leadership by principals.
3. Poor instructional leadership poses a barrier to the development of secondary education in Okene Local Government Area.

1.5 Null Hypotheses

1. There is no significant difference between the views of principals and those of teachers that principals provide adequate facilities for teaching to teachers.
2. There is no significant difference between the views of principals and those of teachers that principals perform effective instructional supervisory role in the schools.
3. There is no significant difference between the views of principals and those of teachers on the use of in-service course, and workshops by principals to ensure staff development.
4. There is no significant difference between the views of principals and those of teachers on the effective motivation of teachers by principals

to improve instruction.

5. There is no significant difference between the views of principals and those of teachers as regards the ability of principals to enlist the co-operation of parents to improve instruction in the schools.
6. There is no significant difference between the views of principals and those of teachers on the effect of inadequate provision of instructional facilities to schools by government.
7. There is no significant difference between the views of principals and those of teachers on the effect of parents' inability to provide learning materials for their ward(s).
8. There is no significant difference between the views of principals and those of teachers on the effect of lack of autonomy for principals in the control of education levy, staff and students;
9. There is no significant difference between the views of principals and teachers on the

effect of abrupt changes in the school calendar and series of 'forced holidays'.

1.6 Purpose of the Study

The main purpose of the study is to determine how well the principals of secondary schools in Okene Local Government Area of Kogi State perform their instructional leadership role. The outcome of this study is expected to throw light on the following:

1. The factors that impede the effective performance of the instructional leadership role of principals.
2. Role expectation of the principal in the supervision of instruction in the school system.
3. Opinions of teachers about the instructional leadership role as discharged by principals.
4. Role expectations of the principals in creative utilisation of limited resources to enhance instructional leadership.

It is the ultimate aim of the researcher to give recommendations on how principals could improve their

instructional leadership role.

1.7 Significance of the Study

The Federal and State Governments continue to decry poor performance of students in our schools and the subsequent educational wastage. The result of this study will therefore not only be useful in checking instructional anomalies in Okene but might also be of help in improving the quality of education in other parts of the state. This study, will therefore, assist to improve the quality of education in the schools and consequently increase the number of qualified youths of the Local Government into high institutions of learning.

It is also anticipated that the research findings would further expose the need for effective curriculum planning and the organisation of related workshops for teachers and principals.

As a result of the findings, it is also hoped that the principals will be able to develop appropriate leadership behaviour to motivate and promote the welfare of staff who are very essential in forging sound instructional programmes in the schools.

1.8 Scope of the Study

The study is focused on the instructional leadership role of secondary school heads in Okene Local Government Area. However, but for financial constraints, and political logistics the researcher would have endeavoured to include other parts of the state that might be experiencing the same problems. On the eve of the preparation of this research work, Okene Local Government and some other Local Governments were carved out of Kwara State to join the newly created Kogi State. Subsequent local governments were created and Okene Local Government was further broken into two Local Governments. The process involved the movement of files and an initial stand still of most other official transactions.

Thus, though, Okene Local Government is now in Kogi State, the secondary data in form of official records used reflect what obtained in Kwara State since there were no adequate records to rely on in the newly created Kogi State at the time of research. In addition, the study as earlier scheduled covers all the secondary schools in the former Okene Local Government Area which is now made up of Okene and Ajaokuta Local Governments.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

This chapter seeks to examine all the relevant contributions of authorities, researchers and ideas related to Instructional Leadership Role of Principals. Hence the literature and ideas on leadership; Role; and Instructional Role of Principals of Secondary Schools were copiously reviewed.

Alongside with the discussion, the practical constraints and applicabilities of each of the reviewed concepts in the socio-cultural setting of Okene were highlighted. An arranged list of the expected instructional leadership role of the principals of secondary schools in Okene Local Government was given to end the literature review. It is hoped that this vast discussion would give further insights and empirical basis for the study of how well the principals of secondary schools in Okene Local Government Area perform their Instructional Leadership Role.

2.2 Leadership Concepts

For quite some time now, leadership studies have become a focus of many scholars. Some scholars like

Follet (1960) seem to regard a leader as one with special skills or talent. Such skills could be as a result of training in particular fields such as medicine, educational administration, teaching and engineering.

Within the framework of the leadership concept is the theory by Carlayle (1910) in (Ngu, 1988) known as the 'Great Man' Theory. This implies that people are great or assume leadership roles because they are born to be so. This theory may be particularly relevant to our traditional kingship institutions whose succession is hereditary which implies, that a person cannot be an Emir or Oba if he is not of the royal family.

Both Follet's and 'Great Man's theories have come under severe criticism by the sociological theorists or the cultural relativists. To these recent groups, it is the societal forces or the environmental conditions of a particular time and place that produce leaders. These groups seem to refer to charismatic leaders that arise in times of crises and societal distress when there is an apparent yearning for a saviour personalised in the leader.

Krueger (1933) in Ngu (1988) on the other hand has come out with a theory that embraces a blend of personality traits theory and sociological theory. Smith's theory can be described as an interactional

approach. To this approach, a leader is one that possesses the following personality and sociological traits:

Personality Traits	Sociological Traits
1. Knowledge of talent or skills	1. Tact
2. Abundant physical and mental energy	2. Sympathy
3. Originality	3. Faith in others and self
4. Enthusiasm	4. Patience
5. Initiative/Imagination	5. Prestige
6. Speed of decision	6. Physical attraction
7. Persistence	

Culled from: Ngu (1988: 57) Motivation Theory and Workers Compensation in Nigeria, Institute of Public Administration, Zaria

Conceptually therefore, it can be seen that the leader is one marked out of the group of persons possessing one attribute or the other. This conceptual framework has given further insights into the various attempts by authors to define leadership.

2.2.1 Definition of Leadership

In his own definition Stogdill (1958: 28) sees leadership as a "process of influencing the activities of an organised group in the task of goal setting and goal achievements". Hicks and Gullet (1976: 446) define leadership as "the ability to influence the behaviour of others in a particular direction".

Essentially, therefore, leadership can be referred to as a service activity that guides, directs and influences person(s) or group(s) to jointly pursue common goal(s). The leader's competence in effectively influencing the members will greatly assist the accomplishment of goal(s). It follows, therefore that effective leadership is an essential concomitant in effective administration.

In the school setting, therefore, it is implied that the leader (Principal) has the focus of the educational goals to be achieved in mind. And in planning to effectively achieve that goal, he realises that it is a joint venture between himself and the people (teachers, students, community, government and its agencies) within the unit who are equally affected by the outcomes of the goal achievement.

The function of the leader in the school setting therefore, must be to clarify goals, map out strategies

and the needed resources, organise and motivate staff to solve problems or achieve the set instructional programmes. If according to Afolayan (1982), there is a confusion and the members of the group succeed in solving the problems, the leader has not led but merely participated. This follows that one may be a head and not be a leader. He is a head by appointment but may not be a leader if the achievement of a solution to a problem is not due to his managerial expertise.

Following this premise, Abdulsalami (1986) has equally attempted to make a distinction between headship and leadership. He maintains that the two are different things but may be combined in a single individual. To him, the head who is not an effective leader depends heavily on the formal authority of his office to ensure obedience from members of the organization, while the one who is also the effective leader relies mostly on his personal attributes.

These personal attributes are as follows:

(a) thorough knowledge of one's job,
(b) foresight,
(c) spirit of enterprise and adventure,
(d) ability to grasp total situation
(e) objectivity - the ability to observe and trace courses of event unemotionally

(f) ability to use informal organisations (e.g kinship, friendship, groups, cliques, and sub-cliques) in which case effective organisational leader should cultivate sociability both at and away from the job.

(g) ability to be continuously concerned with change, and

(h) the ability to overcome resistance to change not only of employees but also of customers (clients) and other linkage groups in the environment.

Similarly Ozigi (1977) has referred to these attributes as characteristics required of a functional leader and has divided them into technical skills, traits of personality and intellectual qualities. Technical skills, according to him, constitute: ability to organise and delegate responsibility, being a master in one's field and being versatile in related fields, practical demonstration of efficient and effective teaching skills; possession of sound human relationship to carry people along and be polite and able to motivate staff.

The traits of personality, he says, are made up of modesty or humility, possession of the virtue of friendliness, integrity and frankness, diplomacy in managerial affairs, moral courage to face issues

squarely, fairness and impartiality to staff and high dedication to the job.

Finally, the intellectual qualities he is talking about embrace having sound judgement, resourcefulness; initiative, broadmindedness; originality, foresight and ability to analyze problems and offer good solutions. Afolayan (1982) and Di-Ibor (1984) findings validate these attributes as being sine-qua non in functional leadership.

It is no wonder, therefore, that many writers like Hicks and Gullet (1976) refer to functional leadership as a group of activities such as the following:

(a) Arbitrating involves making decision to resolve conflicts, so as to keep the organisation going.

(b) Suggesting He encourages subordinates to make suggestions in the pursuit of goals.

(c) Supplying Objectives Some times objectives may be from the Ministry or himself but he defines it in such a way that members will be able to work together.

(d) Catalyzing He provides a sort of force or control to accelerate the pursuit of goals.

(e) Providing Security He provides a large measure of security for staff by his maintenance of posture

and optimistic attitudes even in the face of adversity.

(f) Representing He is a symbol of the organisation and so he tries to maintain good image so that outsiders will have good impression of the staff.

To further emphasize the functional meaning of leadership, Hemphill (1958) maintains that unless and until the leader has performed leadership acts, a leader cannot be described as a leader. Hemphill (1958: 99) puts it thus:

"It is when an individual is differentiated from others by the fact that he engages in leadership acts that we can identify him as a leader". In Hemphill's explanation, before an act could be classified as a leadership act, the following must be satisfied:

1. Existence of a social group of which the leader must be a member;
2. There should be a mutual problem for which group members yearn for a solution and
3. The leadership act must definitely influence the process of solving the problem.

However, Hemphill sees the roles of school principals (especially those that emphasise the administrative aspect of their job) as conformists because they do not change the established arrangement within the

organisation, rather, they are concerned with making use of existing structure and procedures to achieve the goals of their schools. So what they do is just mere concentration upon maintaining and strengthening existing structural framework.

It is important to point out that administration and leadership are not mutually exclusive. One is appointed into administrative positions on the assumption that he possesses leadership functions. It sometimes happens that administrators remain, within the existing structural framework and merely keep the institution going instead of searching for better ways of accomplishing the schools' goals. The principal is not expected to destablise the framework in the name of introducing changes but what he is expected to do is not just to administer but to lead as well (Afolayan, 1982).

In summary therefore, principals should not only be the heads of their schools but lead as well to give a focus to instructional services which should rank highest in their respective responsibilities.

Having emerged a leader, the leader, based on his own philosophy of management adopts a leadership style to achieve his goals. For the purpose of this review, the following leadership styles and approaches which have been extensively studied will be considered:

(i) Autocratic leadership style

(ii) Democratic leadership style

(iii) Laissez faire leadership style

(iv) Transactional leadership style

(v) Contigency or situational leadership approaches.

2.2.2 Leadership Styles and Approaches

Several studies have been carried out to classify leaders according to their approaches to their functions and subordinates with a view to recommending for leaders the type that yields optimum results. Bedeian (1987: 471) defines leadership style as a "leader's manner of acting in a work situation".

No two leaders can have exactly the same way of behaviour to subordinates, while some leaders may utilise their authority to the extreme, others tend to be moderate or even carefree.

1. Autocratic Leadership Style

This type of leader determines all policies. He dictates how goals are to be pursued. In the school system staff meetings are merely information centres where the principal doles out dictations.

He decides who does what and with who. Delegation of authority is rare and when done, it is on the basis of favouritism. And according to Hicks and

Gullet (1976: 451): "The leader tends to remain personal in praise and criticism of the work of each member; remains aloof from active group participation except when demonstrating". The future programmes of the establishment is uncertain to a large degree to the staff because techniques and activity steps are dictated one after the other by the authority. This thus brings confusion when the leader is absent and the group tends to disintegrate or suffers a temporary setback. Threats and punishments are issued to ensure compliance to orders.

The advantage of this type of leadership is the "Speed with which decisions can be made because the leader does not have to obtain group members approval before deciding". (Hicks and Gullett (1976: 450). The disadvantage is that staff and students alike are not happy and output is not necessarily high. Strikes and demonstrations are not uncommon. In the school setting, the teachers are good at 'eye service'. There is no genuine commitment to the pursuit of goals and academic performance will not be very encouraging. Flippo (1980) and Ngu (1988) have recognised various shades of autocratic leadership style thus:

1. Coercive type which fits into the description above;
2. Benevolent autocracy. It tries to give explanation to the subordinates for whatever he does, no matter

how atrocious.

3. Manipulative Autocracy. It is the same as above but he is very cunny and crafty and makes followers believe that objectives were jointly formulated. Such a leader before a staff meeting, tends to buy over some staff and at the meeting he selects who and who will speak. As soon as what he wants to hear is said, he summarises and takes a decision. Indeed such leaders can be seen as Skippers (Hicks and Gullett, 1976). Flippo (1980: 347) refers to such a leader as a "sophisticated autocrat".

The emphasis of leaders with autocratic leadership style is on task performance. What happens to the welfare of the staff is not his concern. Getzels and Cuba (1957) refers to this type of leader as Nomothetic.

Leaders with this leadership style see subordinates as irrational and so cannot be task oriented except forced. To them subordinates are incapable of logical reasoning unless the leader reasons for them and shows them the way, being blind men. This notion conforms very well with Douglas Mcgregor's theory X of Manager's behaviour (Bedeian, 1987).

Within the socio-cultural context of Okene, it is exceedingly difficult for the principal to be autocratic in the performance of his instructional leadership role. Cultural festivities that sometimes last for nine days

every year do keep some of the students away from school. Teachers who may be scared of their dear life may be away from the schools till the end of the festivals. Any time there is night masquerade, women are shut indoors till 10.00 a.m. of the following morning. During the Ramadan period (muslim fasting) many students under the guise of fasting gradually disappear from school before the modified closing time of 5.00 p.m. for the season. Some do not even show up in the school for the day after 2.00 p.m.

All these disrupt the academic programmes of the schools. And no matter how authoritarian a principal may be or how work conscious he may be , orders from him to reverse these occurrences will be ignored. The principal may end up facing the wrath of his school community and the community outside the school, if he refuses to make allowance to these cultural and religious practices.

In dealing with the students and staff who are mainly indigenes, a lot of tact is required. There is the general tendency among the natives to resent vehemently all forms of autocratic policies perceived as undermining their own personality. The principal, if he is to carry along the entire school community in the discharge of his instructional role, must be seen to be

polite and understanding.

In areas where autocratic tendencies have to prevail as in policy implementation or directives from the Government, the staff will need to be adequately informed before enforcement. In an attempt by the principal to ensure judicious use of scarce resources, there is the temptation for the principal to go autocratic. But even then, there is the need to allow everybody to know the constraints of the school before embarking on such style.

It should also be pointed out that the poor condition of service and the attendant irregular payment of salaries to teachers do not call for autocratic style of leadership. What is needed is persuasion and internal financial assistance to induce teachers to teach effectively and creatively.

Total autocratic tendencies will not also succeed in Okene where political, clanish and religious sentiments dominate the people's lives. A principal could be transferred and demoted without warning if he is found to be very rigid and harsh.

2. Democratic Leadership Style

Under this type of leader, decisions are not dictated. They are jointly made in consultation with the staff. And so some scholars, like Ngu (1988), refers

to this type as the consultative leadership style. In the school setting, staff meetings are regular to discuss objectives and jointly with the guidance of the principal, map out strategies for the attainment of school goals. When technical advice is needed, the leader suggests two or more alternative procedures from which choice can be made.

Delegation of authority is judiciously carried out based on staff competence. And members of staff are free to choose whoever they want to work with.

The leader is not vindictive. He does not indulge in the use of threats. He is objective and fact minded. He encourages team spirit without doing too much of the work.

Staff under this type of leadership are happy and committed to the pursuit of goals and so output is high and in the school setting academic performance of students is high and riots with its other allied students' mischievous behaviour are minimal. There is much cohesion among staff and when the leader is away the organisation continues and suffers no setback because they are aware of the next sequence in the order of events.

A leader with this type of style is what Getzel and Cuba (1957) refer to as ideographic because the goals of the individuals are emphasised (Welfare and Comfort).

This type of leadership style that sees the subordinates as rational, is in conformity with Douglas Magregor's theory Y of manager's behaviour or attitude to staff (Flippo, 1980).

In as much as this could be very effective in the cultural setting of Okene, it may be abused by some bad and lazy teachers. The staff meetings may be a forum to attack and gang up against the principal for sheer religious and clanish sentiments. At such moments the principal should use his discretion to veto any decision made with very clear and sound reasons.

The Instructional Leader must endeavour to be firm in implementing decisions arrived at in staff meetings. Teachers who were even instrumental to decisions arrived at could be the very people pestering the principal afterwards to renege such decisions. Why some principals in Okene Local Government Area fail to carry along their teachers is not so much that issues are not democratised, but because they are not firm in implementing decisions.

3. Laissez Faire Style

This literally implies "allow them to do" style. (Hicks and Gullett, 1976; 452). This is a style that gives ample freedom to individual or group decision to do whatever they like greatly unchecked. The leader

may supply materials only when asked to do so and takes little part in work discussion. The leader only occasionally participates in determining tasks and companions. He indulges in infrequent and spontaneous comments on members unless questioned.

Such a leadership style may be adopted by a leader who may be ignorant of what is expected of him. He may also lack the moral courage to face squarely the mantle of leadership and may be the type who wants cheap popularity and may not want to step on people's toes.

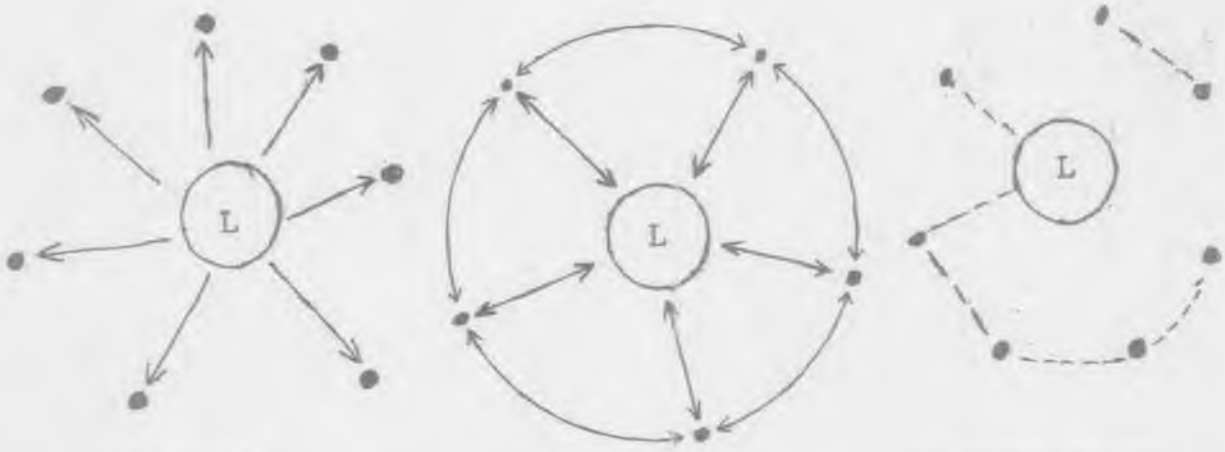
The only advantage of this type of style is that it gives an opportunity for individual development offered to group members since every one is free to express himself and function independently. However, this situation may result into lack of group cohesion and unity towards organizational objectives (Hicks and Gullett, 1976), Otu and Afolayan (1989) have described this style as a leaderless one and a leader rarely succeeds with it as it is chaotic.

In the school setting a leader with this style runs a school that is highly indisciplined. No unity of purpose and direction. Teachers may teach if they wish; and students may attend classes or not, nobody cares. Academic or instructional leadership is at its low ebb. Figures 2.1 (a to c) are diagramatic representations of these discussed leadership styles.

Any principal who employs this style within the cultural context in Okene is inviting instant anarchy. Its consequences are even of more harm than the use of autocratic style. It will be tantamount to encouraging the already turbulent students and aggrieved teachers to be absent from classes and school. The schools in Okene need dedicated, efficient and courageous school heads.

Leadership Styles

Fig. 2.1(a) Fig. 2.1(b) Fig. 2.1(c)



Autocratic Democratic Laissez Faire

Source: (Adapted from Lewis B Sappington and C.G. Browne, "The Skills of Creative Leadership", in William Lazer and Eugene J. Kelly (eds). Managerial Marketing perspectives and views points, rev. ed. Richard D. Irvin Inc. Homewood III. 1962 p.350).

In the above diagrams (Fig. 2.1a-c) the encircled letter 'L' represents the leader in each group setting surrounded by his staff represented with black round big dots. The arrows and the broken lines represent the flow of relationship between the leader and his subordinates.

Figure 2.1(a) representing the Autocratic leadership style shows how communication mainly consists of order from the leader and as soon as the leader is no more, the group collapses temporarily because there is no binding force among members.

Figure 2.1(b) is the Democratic leadership style. The subordinates and the leader are closely knit together and there is an inter-change of ideas. Such cohesion assists the establishment to be on when the leader is temporarily away. Figure 2.1(c) however, represent the Laissez faire leadership style at the extreme. The subordinates are loosely attached (as the broken lines show) to the leader since he allows everyone to do whatever he likes and only furnishes information when asked for.

4. Transactional Leadership Style

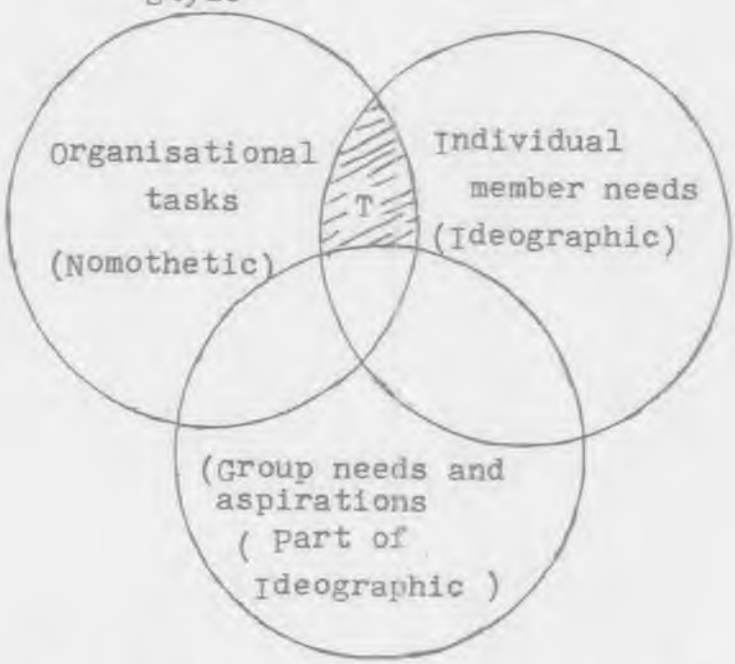
This type has been identified by Getzols and Cuba (1957), and Musaazi (1982). The style is a compromise between Nomothetic (Autocratic) and Ideographic

(Democratic) leadership styles. The transactional leader appreciates the need to achieve goals of the establishment but at the same time he recognises the need of the staff in the establishment (Musaazi, 1982). Depending on the circumstance, the leader could lean at one time towards Nomothetic and at another Ideographic.

In the school setting for instance, some policies are sent down from the Ministry and principals are mandated to ensure strict compliance of all staff but a transactional leadership style principal will enforce compliance as much as possible and at the same time, give room for human lapses. A typical example was the directive from the Federal Ministry of Education relayed through the State Ministry of Education that schools should convert all their evening programmes to teaching the students in order to make up for the shortness of the 1991 academic year necessitated by the change in the school calendar. This implied that teachers in the hot afternoon should disrupt their relaxation and spend extra money for taxi to get back to the school. Despite that, no extra remuneration was paid and teachers were compelled at their detriment to be at the schools. A transactional leadership styled principal would consider passionately the reasons given for any staff's absence or default before doling out the necessary disciplinary measures.

Figure 2.2 below is a diagramatic representation of the Transactional Leadership style:

Fig. 2.2 Transactional Leadership Style



Source: Musaazi J.C.S. The Theory and practice of Educational Administration. Macmillan, London. 1982. p.67.

The T in the intersection of the three circles represents the transactional leadership style position of the leader. The leader is in a compromise position a sort of blending that takes cognisance of organizational task and individual/group aspirations simultaneously. So the transactional leader is neither completely Nomothetic nor completely Ideographic. At best he is a

50 part of each at any point in time.

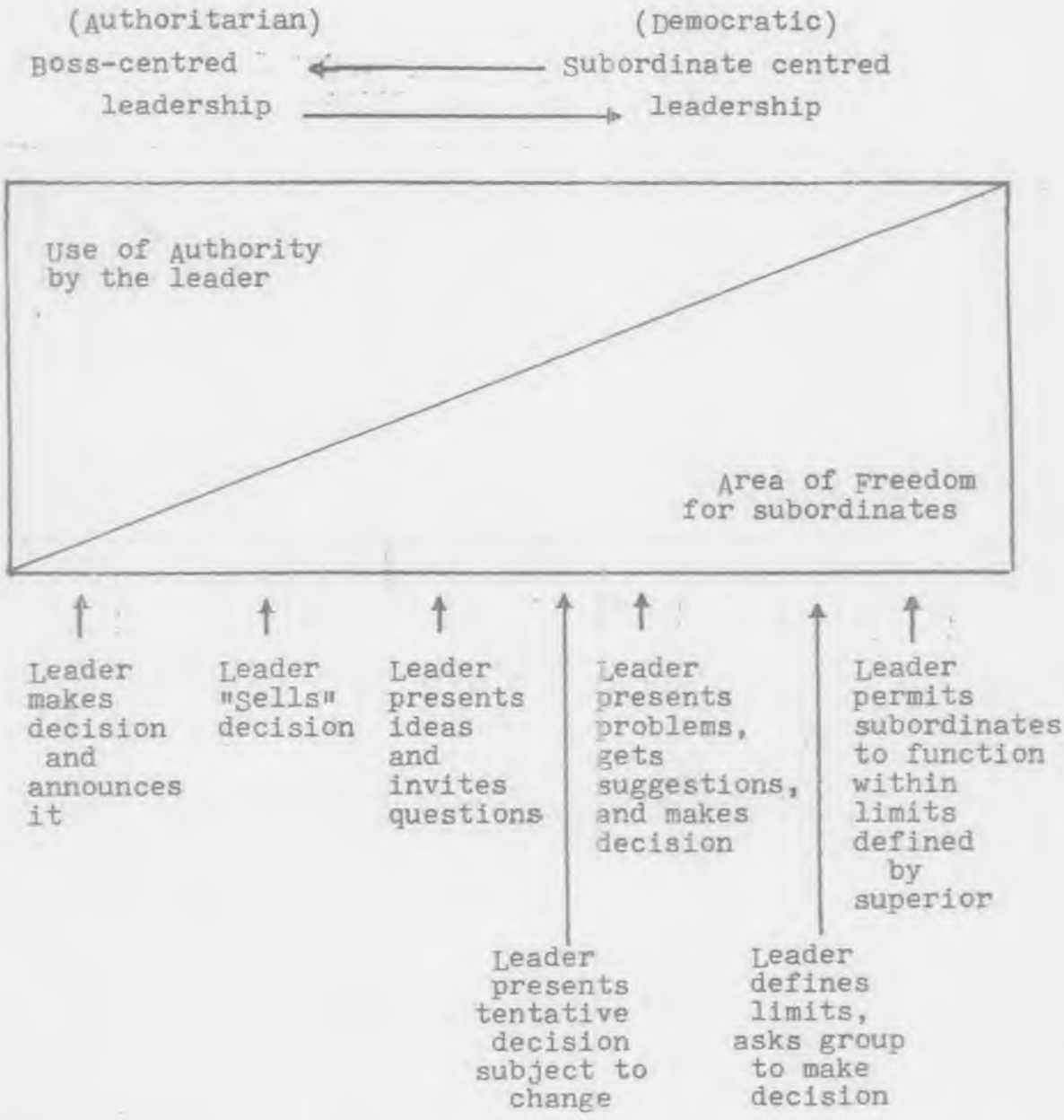
Given the socio-cultural context of Okene, this is the most appropriate leadership style. The principal in the performance of his instructional leadership role, should occasionally become autocratic and a bit firm in matters that boarder on persistent truancy, lackadaisical attitude to work and professional misconduct. He relaxes and uses more of democratic ideals in the formulation of laws and share of responsibilities to responsible and competent staff and students.

(vi) Contigency or Situational Leadership Approaches

These approaches take the view that the best method or style to be adopted should depend on the variables in each situation.

One of the best known works on the contingency approaches was the one by Tannenbaum and Schmidt (1958). They have identified a continuum of of possible leadership styles ranging from totally autocratic (Boss centred) to that of subordinates centred (Democratic). In between these two extremes are possible combinations of leader and follower sharing. This is shown diagramatically below in Fig. 2.3.

Fig. 2.3 Continuum of Leadership Behaviour



Source: Adapted from: Tannenbaum R. and Schmidt W.H.: How to choose a leadership pattern, Harvard Business Review, vol. 51 no. 3 1973. p.3.

Moving sideways to the right of the diagram (Fig. 2.3), it can be seen that the subordinates get increasing attention from the leader and autocratic tendencies deminish. The reverse is the case in moving sideways to the left.

Selecting the most effective leadership style will depend on the following three variables according to to Tennanbaum and Schmidt:

1. forces within the leader
2. forces within the followers;
   These two are outcomes of internal motivation training and experience.
3. forces in the situation. This refers to the type of organisation; effectiveness or capability of work group, the type of problem and the pressure of time for decision making. The more prevalent the third conditions, the greater probability that the leader will move in the direction of a more autocratic leadership style (Hicks and Gullett, 1976).

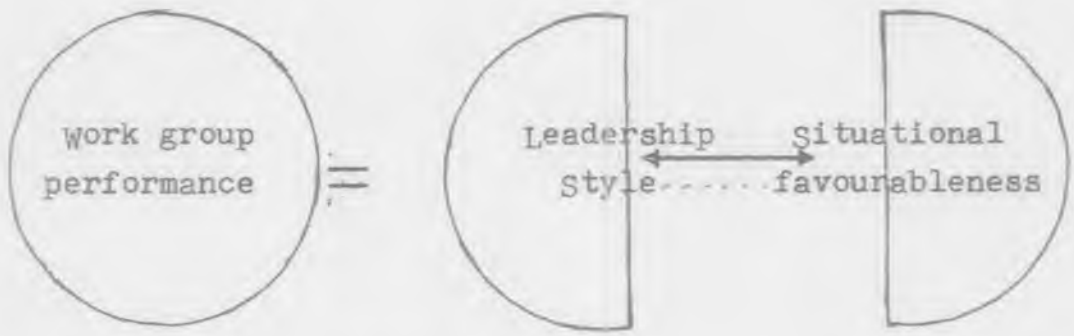
Frederick Fielder is another great scholar of this contingency theory of leadership that equally expressed similar views. According to him, a person's leadership style depends on his or her personality and is therefore relatively fixed (Bedeian, 1987). He states that work

group performance is contingent upon the match between:

1. A person's leadership style and
2. The "favourableness of the leadership situation (p.471)

This is shown diagramatically thus:

Fig. 2.4 Fielder's Contingency Theory of Leadership



Source: Arthur Bedeian: Management, Dryden Press CBS Publishing Ltd., Japan, 1987, p.471).

The term situational favourableness is used to refer to "the degree a situation enables a person to exert influence over a work group". Bedeian gives three factors that determine situational favourableness:

1. Leader-member relations. Leaders will exert a greater influence on the group if he has the support of the group.
2. Task structure. Difficult and technically structured tasks will enable the leader to exert

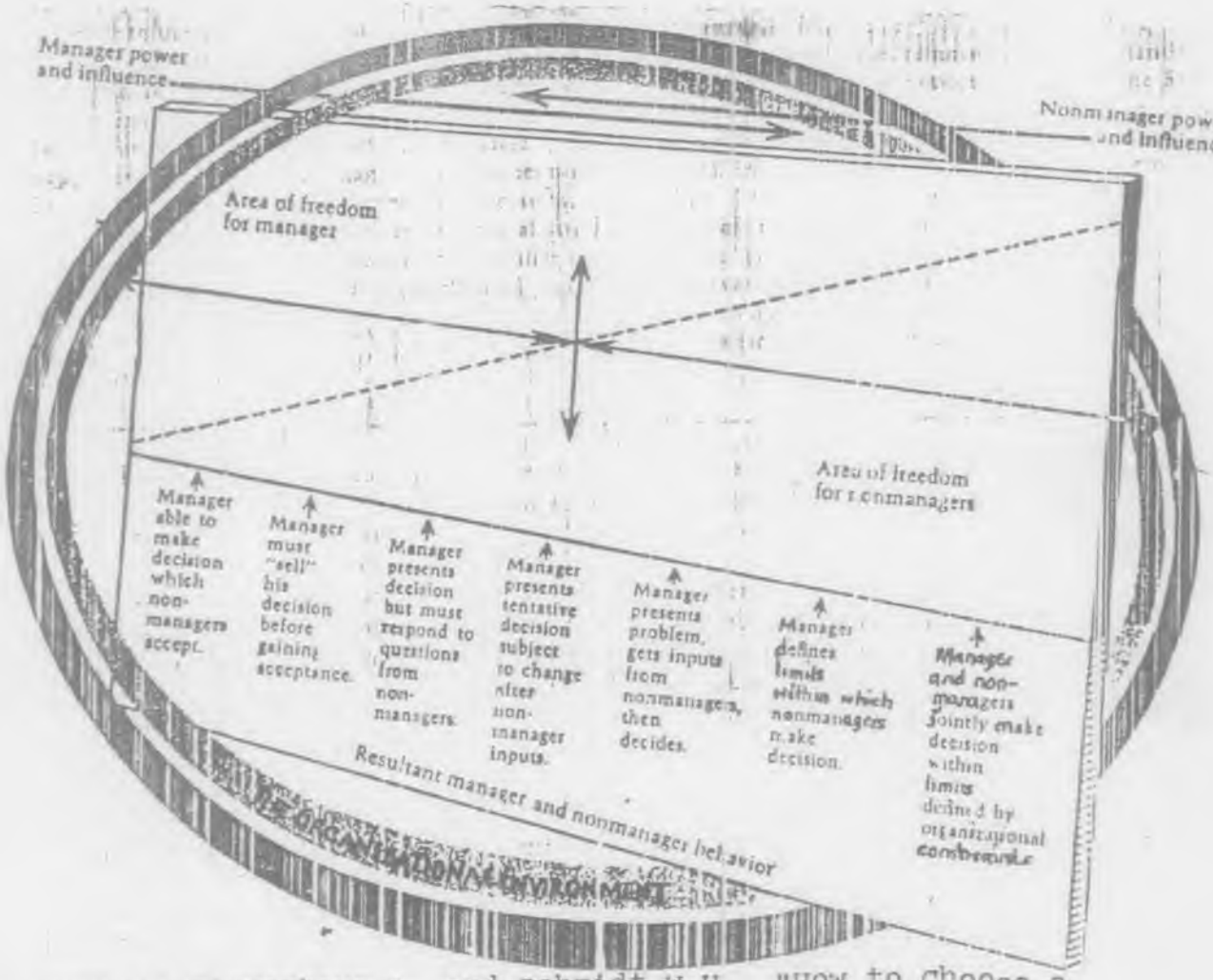
a great deal of influence since he has the expertise.

3. position power. Leaders who have power to hire and fire subordinates will have power and subsequent influence over his staff.

Tannenbaum and Schmidt, fifteen years later in 1972, reviewed factors of: forces within the manager (leader), subordinates and the situation which were perceived as givens or fixed. By being given or fixed, it implied that each factor was already predetermined and staying on its own. And only being manipulated by the manager as far as his orientation and intelligence could carry him. This manipulation leads him to choose a suitable leadership behaviour from the continuum shown in Fig. 2.3. This is a closed system because it did not take into consideration the dynamics in the organisational environment that could have inter-dependent influence on the people and the organisation itself.

The review as shown in Figure 2.5 below rightly shows that the entire continuum of behaviour is not fixed. The manager's way of behaviour can influence the responsiveness and capability of the subordinates and vice versa.

Fig. 2.5 Reviewed Continuum of Leadership Behaviour



Source: Tannenbaum R. and Schmidt W.H. "How to Choose a Leadership pattern". Harvard Business Review. Vol 51 no. 3. 1973. p.5.

Also, it is not only the environment that determines the behaviour of the manager and his subordinates. The manager and his subordinates as well, should and can influence, and even cause some changes in the environment itself. This is why the arrows in the

diagram are shooting out of the rectangle unlike the previous one. All the arrows in the figure (2.5) indicate the interdependence of influence among systems and people. Each point in the continuum designates the types of Manager and non-Manager behaviour that becomes possible with a given amount of freedom available to each.

In view of the increasing involvement of the subordinates in management functions in recent times and their agitation for better treatment, it is no longer conducive to refer to them as subordinates. This terminology is considered derogatory and resentful by modern employees. Thus in the reviewed diagram, they are referred to as, non-managers (teachers).

This review is very crucial to college principals especially for schools in Okene. While it is true that forging instructional leadership in the school would depend on the situation, the people involved (staff and students) and the task to be performed, the principal's choice of leadership behaviour should not be enslaved by these givens after a period of time. Rather, he should break frontiers to cause changes in his teachers and in the environment so as to influence inputs into the school's educational programme. The principal should realise that whatever constraints or inputs offered by

the Ministry of Education, K.T.S.B. and the society or community into the school system, the school community can reach out to these same groups through the P.T.A, Board of Governors, Clubs and Town Unions to ensure that things are rectified. The first vivid example that comes to mind is the direct involvement of school children in masquerades which is adversely affecting academic performance of the schools. The principal should not just adjust his academic programme to suit these cultural festivities in resignation to what he cannot change; he should mount every necessary pressure on all concerned through the forum listed to reverse such occurrence.

Another instance, is when the school has not got enough classrooms which should be provided by the Ministry of Education or the proprietors. The principal should not only concern himself with using the little he has, he should equally reach out into the community by organising fund-raising ceremonies to get what he needs.

With this interactional approach of the school and the community, changes can be initiated in the environment and in the school set-up by both parties. This type of relationship may actually help to profer solution to truancy, inadequate facilities and all

other forms of disabilities that thwart good academic performance of the schools.

Equally, principals should respect their teachers, show understanding and regard them as rational beings. He as the instructional leader should be able to anticipate shortcomings of staff and initiate training programmes so as to make them as effective and efficient as himself. The idea that some tasks are too difficult to be performed by the staff and have to be done alone by the principal or committees heaped on a chosen few because others are seen as incompetent will not be tenable all the time. In essence, the action of the principal can go a long way to influence the responsiveness, ability and capability of each staff. Issues within the school should be democratic as much as possible. The principal may go autocratic in implementing policies from government. However, even before he does that, he allows everyone to know that it is policy from 'above'. Staff treated in this positive manner are likely to be co-operative and willing to offer useful suggestions that will not only positively influence the principal but the organizational environment as well. Academic performance of the students is more likely to be enhanced.

Thus the leadership behaviour recommended is one where the principal regards his teachers as respectable professional colleagues and each party as a result,

interacting meaningfully and jointly interacting too, with the outside environment to improve the quality of instruction in the schools in Okene. The role of the principal should be that of an intelligent and capable guide ensuring that the participatory actions of teachers and members of the community in the management of instruction, conforms to set requirements and standards. This type of healthy relationship of mutual trust being cultivated between the principal and the people, does not give room for suspicion and resentment whenever the principal deems it necessary to occasionally change his leadership behaviour to suit prevailing circumstances.

2.3 Role Concept

The understanding of the concept of role is essential in making one aware of what one or members of the group is or are expected to do in a particular setting. Datta (1986: 116) defines a role as "the expected behaviour associated with a position." Such behaviour or actions are defined by the organization, group and in the case of the school system by the Ministry of Education, Education Management Boards and the community.

The roles that principals are expected to perform are as follows (McCleary and Hencley, 1965 and Ozigi

1982):

1. Obtaining and development of personnel (teachers and supportive staff).
2. Curriculum development and programme instructions
3. Student personnel services (orientation, placement, guidance and counselling services; and welfare and co-curricula activities).
4. Provision of school services, facilities and equipment in good time.
5. Financial responsibility (budgeting and accurate record keeping).
6. Public relations responsibility (with staff, professional bodies, neighbouring schools and community at large).
7. Responsibility for evaluation of the institution.

2.3.1 Role Conflict

The effective performance of the instructional leadership role of the principal may be inhibited by what sociologists refer to as role conflict. Getzel's (1957: 161) refers to it as the "mutual interference of parts, actions and reactions in a social system."

Numerous factors may precipitate role conflict some of which have been identified below:

1. Lack of clarity and diversity of role obligations which often exert opposing pressures on the principal.

At this juncture, it is necessary to make a distinction between inter-role conflict and intra-role conflict.

Inter-role conflict. If a principal tries to combine, for instance, his instructional leadership role, in his school with 'chasing contracts' all over the state or country, he will find it difficult to reconcile the two set of obligations attached to the two roles, and so the situation is described as inter-role conflict.

Intra-role conflict. This occurs when a single role is made up of components that are not easily harmonized. A role player in that situation is caught between two contrasting demands within the same single role. For instance, a principal is both the confidant and disciplinarian of his teachers. As a confidant, he has to be kind and empathic. However, to maintain effective discipline of staff especially to discourage lateness and persistent truancy, he has to be strict and occasionally firm. It is not to be doubted that an undue stress on one of these sub-roles may jeopardise the enactment of the other.

2. Vulnerability of educational institutions to outside pressures (Datta 1986): Such pressures that are brought to bear upon classroom content and procedures are often inimical to the principal's best professional judgement. For instance, frequent public holidays leading to closure of school, abrupt changes in school calendar like that of 1991 and even cultural festivals that last for days run counter to school lessons and programme. Schemes of work have already been drawn and how is it to be covered? And yet when students fail examinations parents blame principals.
3. Inadequacy of institutional support in terms of framework and operational facilities: Typically, a teacher who teaches Christian Religious Knowledge (C.R.K) in a technical college sees himself as performing a marginal role in the institution order. He is not considered seriously and students may give him such names as Pastor or Aladura.
4. Role commitment and career-orientation. A school principal is expected for instance, to have sustained professional guidance in instructional leadership over the school community. Such a principal may be at the same time preparing for a proposal defence of his post-graduate thesis to better his qualification.

In such a situation, he may not have the commitment for the role of instructional leadership when his very technical suggestions are needed in the school by his teachers.

5. Divergence between the values he is supposed to present and the contradictions of same by the wider society. More precisely, these are moral virtues of honesty of purpose, tolerance, kindness, humility, dedication, truthfulness and the like. However, more often than not, the larger society pays lip-service to such values.

   And as a result, the principal who does not find comfort and joy satisfaction in his job may indulge in other business outside teaching and other administrative functions creating a situation of inter-role conflict.

6. Length of time a person spends on a particular role. This makes him emotionally involved in a role relationship and may be biased. Sometimes it may be to satisfy his interest as noted by Parson (1951). Grace (1972) has noted that the longer a principal serves, the more likely he gets confronted with high levels of role conflicts.

7. Divergence among the expectations of different people such as the colleagues, teachers, pupils, their

parents and others with reference to whom the principal enacts his role. What the principal feels his roles are may contradict what these agents feel, a situation that can bring about poor relationship that negates effective instructional leadership.

8. Socio-Economic background of parents: According to Datta (1986) well to do parents are able to monitor and provide adequate facilities for their school children and so they tend to emphasise counselling role by principals. The reverse is the case with those from the low income group. They believe that the principal and his teachers should be everything to the students in their care.

Generally, therefore, as Kahn et al (1964) explain it, Role conflict is a function of one's personality and environmental factors.

Role conflict is a fundamental reality in any social phenomenon like the school. When they do arise in the school to the principal, especially in the discharge of his instructional leadership role the following are suggested:

1. Be intelligent and up to date in school management so that he will be in current focus or perception of his functional roles.
2. Organise workshops and seminars for teachers to

acquaint them with the educational objectives and recent trends in curriculum development so as to modify goals.

3. Assist to improve the standard of living of those in the profession. He should recommend salary increment and regular promotion to deserving staff. Fringe benefits and other allowances should be paid without delay when due. These measures will assist the fairly honest staff to retain their sanity even though the society pays lip-service to moral virtues.
4. Have a regular staff meetings where conflicts are resolved so as to develop a sound inter-personal relationship between staff and students.
5. Educate parents and community about the roles of the school. Invite them to the school and explain your problems and prospects.
6. Using such bodies as Board of Governors, P.T.A. and Ministry of Education to act as buffer to check unnecessary disturbance of the school programmes.

2.4 Instructional Leadership Role of Principals

It would seem that the central theme of instructional leadership is curriculum development and programme instruction. Nwokafor *et al* submit that the ultimate goal of educational administration is the improvement of learning and learning opportunities. This view is further

stressed by Adewole (1987) that of all the multifarious roles performed by the principal, the primary role remain that of instructional leadership. Hence in the view of Musaazi (1982), the school principal must be a highly competent and skilled person in modern techniques of instruction.

At this juncture, it will be pertinent to highlight the various components or steps for instructional leadership that a competent school head could use. Olatunji in Adesina and Ogunsaju (1984), has worked extensively on this and the resulting guideline she has given for the performance of instructional leadership role is considered very useful. These guidelines or steps are: Staffing; Distribution of teaching tasks; Curriculum Development; Unit planning; Provision of books and materials for teaching; Finance; Time-tabling or time scheduling; Supervision, instructional staff development and evaluation of the overall school instructional programme. Some other authors like Musaazi (1982), Adewole (1987), Nwokafor et al (1989), Enaohwo and Eferekeya (1989) have similar views.

The subsequent paragraphs will centre on the discussion of each guideline.

(i) Staffing

The first thing to do is to secure staff or making sure that the staff needed to man the

various disciplines are available. As a result of the increase in schools, it is a well known fact that some schools are inadequately staffed. The amount of pressure mounted on the authorities these days do in essence dictate what the principal gets. The Parent Teachers' Association (PTA) these days in our schools seems to have been very active and the able principal should utilise their resources to recruit teachers in areas of need.

Thereafter, orientation for the new teachers in terms of their job situation and job satisfaction should be done (Musaazi 1982). This should be done before the beginning of the session. It is important to stress the need for the principal to create understanding among the professional and supportive staff to ensure effective implementation of the instructional programme (Enaohwo and Eferekeya, 1989).

(ii) Distribution of Teaching Tasks

Having secured the essential staff, he should assign them their teaching task. Before doing this, he consults with the vice-principals, heads of departments and even the teachers themselves. The following guidelines will be useful in assigning tasks to teachers:

(a) Teachers should have the academic and professional acumen for the subject to be assigned.

(b) Forms of classes that require the greatest care like the junior classes; final year students, backward students and very trouble-some but brilliant students should be assigned to the most experienced and competent teachers.

(c) Some teachers are good for particular age levels. That should be equally considered.

(d) A teacher should not be over-laboured by too many periods. Period allocation should be as much as practicable be equitably distributed to enhance efficiency. Class size and number of subjects to be taught by the teacher should be used to determine periods to be allocated. Kwara State Ministry of Education recommends a maximum of 27 periods and a minimum of 15 for teachers with no duty posts.

(iii) Curriculum Development

In the Nigerian setting, educational objectives, curriculum and syllabus are already prepared and handed down to the principal by the Federal, State Government and WAEC/other examining bodies. Krug

(1956: 4) defines curriculum as "all the means employed by the school to provide students with opportunities for desirable learning experience". Thus curriculum is not just a list of subjects to be offered in the school, Educational Objectives are goals of education which are expected to be achieved through the implementation of the curriculum.

Having presented these items to his staff, he as the instructional leader is expected to organise the staff with the assistance of his deputies and Heads of Departments for a close study of all of them. In effect, it is suggested that he sets up a curriculum committee (Enaohwo and Eferakeya 1989) for such a purpose.

This should further be broken up into sub-committees and each sub-committee working on a particular subject. The objectives so handed down in most cases are expanded and elucidated to make them adaptable to the school setting and locality and additional learning content may be suggested for the school. In addition, further extra curricular activities could be planned.

The curriculum committee is probably the most important committee in the entire schools committee structure. For out of this committee's deliberations, changes may occur in such areas as building and plant planning, kinds of equipment supplies to be ordered and the formulation of a general philosophy for the entire

school system (Wood et al, 1979).

For a principal faced with a difficult or complicated curriculum, Taba (1962) has in order to make the inputs meaningful, suggested the following seven-step process to curriculum planning:

(a) Diagnosis of needs

(b) Formulation of objectives

(c) Selection of content

(d) Organisation of content

(e) Selection of learning experiences

(f) Organisation of learning

(g) Determination of what to evaluate and ways and means of doing it (p.12).

(iv) Unit Planning

This simply refers to the amount of work, material, or area that can be covered within a given time. This involves the writing of schemes and work schedules drawn from the syllabus under the supervision of the principal and his deputies.

This ensures thoroughness because for each unit the measurable objectives, teaching methodologies and needed audio-visual aids are stated. Thus it serves as a useful guide to teachers in that it directs the teacher's focus to what should be done and how to do it.

(v) Provision of Books and Materials for Teaching

The principal needs to ensure that his deputies in consultation with Head of Departments and teachers compile a list of required teachers texts. Those of students should be compiled and a copy each given to them for purchase. Those for staff should be purchased before the session or term begins so that work can start in earnest. When students know that lessons will start immediately the term starts, many truants who extend their holidays for weeks after the end of the holidays may stop.

(vi) Finance

The principal needs to devise means of generating and managing funds to foot his instructional programmes. In the former Kwara State, community and V.A. schools had the following sources of income:

(a) Twenty five per cent of education levy collected by students (₦30.00 per annum).

(b) Ten Naira approved P.T.A. levy per child per annum and other subsequent charges for capital projects and

(c) Fund-raising activities. Government schools in addition to above still receive substantial

assistance from government.

There is the need for adequate budgeting and fiscal controls for effective utilisation of resources. When instructional materials are acquired, the principal should keep an adequate inventory.

The bane of our present instructional programmes in our schools is scarcity of funds. It has done untold damage to the management of instructional development (Newswatch Magazine, May 15, 1989. pp.56-57).

(vii) Time-Tabling of Time Scheduling

Olatunji refers to this as co-ordinating the use of rooms, courses, materials, time and teachers. It is essential for the school to have a daily routine and judicious allocation and programming of facilities especially classrooms where they may be inadequate. As noted by Heald and Moore (1968), inadequate facilities do impede curriculum implementation. It is not uncommon to find some schools meant to be 15 (fifteen) arms squeezed in to eight classrooms.

Thus apart from this strategy of time-tabling or time-scheduling, the principal should enlist the support of his Governing Board, P.T.A. and

other relevant organs to provide in the words of Enaohwo and Eferekeya (1991: 137), "flexible physical facilities for implementation of the school curriculum".

(viii) Supervision

Next in connection with principal's role in instructional programme is staff supervision. This includes supervision of the following: Lesson plan and content; teaching style or methodology; and evaluation procedure (how effective are the use of assignments, workbooks, continuous assessment tests and examinations).

Evaluation of students performance especially through the use of continuous assessment is a potent instrument in determining the effectiveness of the instructional programme. Continuous assessment according to Enaohwo and Eferekeya (1989: 141) is based on a "systematic approach that requires identification and specification of learning outcomes, planning organisation of learning experiences (content), construction and selection of measurement instruments (tests) administration and scoring of tests; recording and passing judgement on the results of students performance and the utilization of the results to

improve instruction and learning".

The principal should therefore ensure that students are not only regularly assessed but are assessed on what is based on the approved syllabus so that he can ensure that students performance relate to the ultimate goal of instructional programme. All examinations too should also be structured to reflect the syllabus so that the same desired effect can be attained. The need for Guidance and Vocational services to assist students with career and placement problems cannot be over-emphasised.

The principals as a condition should at least teach some periods and be models to young teachers and older ones as well.

The other advantages of supervision of instruction include:

1. It forms an objective base for assessing the teachers for purposes of filling annual evaluation forms and subsequent recommendations for promotion.
2. It contributes detecting and assisting teachers with problems with the assistance of specialist teachers.
3. It enables the principal to know more about his students the bright and backward ones alike and thus assist him to recommend the necessary referral

services.

4. Generally, it assists the school to be in 'shape' and saves the principal from the embarrassment of an unannounced inspection from the Ministry.

Thus effective instruction cannot be achieved without effective teacher, and effective teaching requires supervision and guidance (McCleary and Henceley, 1965). However, it is sometimes alleged that some principals have nonchalant attitude to the supervision of instruction in their schools. And it is equally alleged that principals of about two decades ago unlike their present day counterparts had a great autonomy in running their schools. They could hire and fire staff and had full control over the students. They were in charge of teaching and taught a great deal and inducted their teachers regularly. They also had full financial control and had enough money to utilise for the school. These days principals have been usurped of virtually all these powers and given to the Ministries of Education and the Education Management Board on the reason that they had abused such privileges. And this situation according to Olatunji has made such principals to be relaxed. Hughes (1976: 50-62) reviewing a number of studies on this proposition came out with a general principle thus:

> The occupant of an executive position who is granted little authority and recognition by his superiors, tends to behave in relation to his subordinates in a cautious and defensive manner, which exposes him to as little risk as possible. Conversely, the executive who is granted an appreciable measure of autonomy and recognition by his superiors is more likely in his relationship with his subordinates, both to adopt a positive approach himself and to encourage others to become involved in executive functions.

These propositions could probably explain the basis for the allegation of nonchalance on the part of our principals. Olatunji for instance, in a survey of secondary schools that have built enviable reputations for themselves, revealed that the Heads of such schools had absolute autonomy over their schools. It would seem therefore, that some form of autonomy for principals to run their schools could induce some of them to hardwork by adequately supervising instructional programmes in their schools.

(ix) Instructional Staff Development

The principal should do this through subscription to professional journals, sponsorship to workshops and seminars mounted by the ministries, universities, NERC, NUT, ANCOPSS and CESAC. Staff instruction seminars manned by competent staff and resource persons should equally be encouraged. The principal and his staff will therefore be abreast of recent curriculum trends and

so initiate changes in the school and in the National Curriculum for schools. The assertion of William (1964) and Imam (1977) that teachers themselves should be encouraged to go into action research and publish such research findings is therefore relevant.

(x) Evaluation of the Overall School Instructional Programme

This is the final task to be done by the principal and this evaluation should be in the light of the objectives set in the areas of knowledge, performances and attitudes. In short, the questions to be raised and answered by such evaluation, if properly carried out, are as follows:

(a) Have they improved in the acquisition and performance of specific skills?

(b) Have their interests and horizon widened?

(c) Have they shown positive and desirable attitude towards constituted authority at school, at home and in the larger community? and

(d) How adequate are the facilities provided to assist the students?

It can thus be seen that much is expected from the principal in instructional leadership and should therefore not treat it with levity. In the view of

Musaazi (1982) all things pertaining to instructional programme are the concerns of the school principal.

However, many principals seem to have relegated this role to the background at the expense of other administrative duties. In a survey conducted by Adaralegbe (1972) and Awesu (1979) into how school principals spent their time, it was discovered that other managerial roles (clerical chores and travelling on school errands) featured more prominently than their instructional roles.

Dubi (1989) similarly in a research work conducted in Gongola State revealed that principals devoted more of their time to office administration than instructional leadership. He explains this by saying that they lacked professional and leadership knowledge in school administration. By implication staff were not adequately motivated, communication was inefficient and staff perception of principal's instructional roles differed significantly.

Awesu's (1979) and Dubi's (1989) findings though at different times, places and context, do provide an insight into what is happening generally all over the country but it may not explain in full the dynamics at work in other specific places like Okene. Equally, the findings of Otu (1984) as indicated below are similar to the above submissions but it will be pertinent, to

re-examine its present applicability and fish out other active variables that have brought about the alleged deteriorating poor academic performance of secondary school students in Okene Local Government Area. This study is going to be the first of its kind covering only the geographical unit. Otu (1984) from her survey revealed that principals of schools in Kwara State were more of administrative managers than supervisors of instruction. According to her this could be because of the multifarious roles they played.

The instructional programme should occupy a central place in the school management. It should not be compromised and it has to be so. Indeed any principal that effectively performs his instructional leadership role does in the process, perform all other management functions of the principal. Thus it seems therefore that to be an effective school administrator is to be an effective instructional leader. Education in essence is concerned mainly with teaching and learning (Imam, 1977).

These items of instructional leadership role of principals discussed above, sound as they are, may not be in the same sequence for principals of Okene. This is because of the peculiarities or problems in the setting. This is why it is necessary to draw up an

arrangement or sequence of items that should constitute instructional role of principals in Okene Local Government as done below.

2.5 Instructional Leadership Role for Principals in Okene Local Government Area

The items of instructional leadership role for principals in Okene Local Government should be in the following sequence:

1. Finance
2. Staffing
3. Distribution of teaching tasks
4. Curriculum development
5. Unit planning
6. Provision of facilities for teaching
7. Time-tabling or Time-scheduling
8. Supervision
9. Instructional staff development and
10. Evaluation of the overall school instructional programme.

Finance has been accorded the first priority because of the very poor fincncial base of the schools. This item needs to be addressed very seriously because it is the pivot of all the items of instructional role of the principals. The principal needs to consider

ways of generating revenue to foot the cost of all the instructional programmes he may initiate in the school.

With respect to staffing, emphasis should not only be on the recruitment of teaching staff but on relevant supportive staff (non-teaching staff) as well. Such supportive staff will assist not only in the production of examination papers, they will in addition, assist in filing the continuous assessment records of the students. It is expected that students' cumulative records will be better kept and updated.

Chapter 3

RESEARCH DESIGNS, METHODS AND PROCEDURES

3.1 Introduction

The chapter deals with the research procedure that was used to conduct the study. Therefore, the areas covered in this section include the mode of data collection, the sample used and the method of statistical analysis.

3.2 Sampling Procedure

Sampling was not used for the selection of principals. All the 23 principals of secondary schools under the management of either the Ministry of Education and Kwara State Education Management Board were selected for this research work.

From a total population of 439 teachers in the twenty three secondary schools studied, 207 teachers were sampled using Krejcie and Morgan (1970: 608) tables of determining sample size for research activities.

In addition, only teachers who had served or worked with their respective principals in the selected schools for at least two years were included in the sample.

Table 3.1 shows details of selected schools.

Table 3.1: Details of Selected Schools

Type of School	Proprietors			
	Govern-ment	Commu-nity	V.A.	
Boys only	2	-	-	-
Girls only	1	-	1	-
Co-educational (Boys and girls)	7	10	2	-
Total	10	10	3	-

3.3 Rationale for Choosing the Sample or Subjects

The subjects of the study are the 23 secondary schools in Okene Local Government because it is the geographical boundary of the proposed area of study.

Almost all the secondary schools constituted the subjects because of the desire of the researcher to get fairly accurate data or results that could be used to explain vividly what is happening in the actualisation of the instructional leadership role of the principals in Okene Local Government. Thus the researcher wants to avoid as much as possible the use of generalisation in explaining the phenomenon.

Ajaokuta staff school was exempted from the study because it does not come under the same management framework with other secondary schools in the locality. It is neither under the Ministry of Education nor under the Education Management Board. It is better equipped and its students are drawn within the residents of the Ajaokuta Steel Complex site.

Teachers that have served for at least two years under their respective principals constituted the sample because they are likely to be in a good position to assess the principals in terms of their instructional leadership role.

Incidentally too, a good number of the sample population apart from having served with the principals for a long time were also natives and would therefore have greater insights into issues in the school and community that affect or impede the performance of the instructional role of the principals.

3.4 Instrument to be used for Data Collection

Questionnaires were used for the study. Their construction was partly based on personal experience as a school principal, discussion with other colleagues and interaction with teachers and community outside the school.

The instrument adopted from similar studies by Olugbemi (1977) and William (1964) and further adapted by Awesu (1979) and Dubi (1989) was also helpful in constructing the instrument now used in this study. The work of Olatunji in Adesina and Ogunsaju ed. (1984) was equally helpful.

There were separate questionnaires for the principals and teachers alike. Each questionnaire had four sections:

(I) The demographic information section about the respondents and

(II), (III) and (IV) Information on principals' instructional leadership role and some factors that could impede Instructional programmes for schools. Each of these has five columns of responses for each question or statement ranging from: Strongly Agree; Agree; Not Decided; Disagree; and Strongly Disagree. They have been drawn in line with the Likert scale of measuring social behaviour.

The following were the items in the questionnaire meant to collect data to test each of the hypotheses:

1. Items 3, 4, 5 and 7 in Part III - Hypothesis 1
2. Items 1, 2, 6, 8, 9, 10-12, 17, 19-21 and 24 in Part III - Hypothesis 2

3. Items 13-16 in Part III - Hypothesis 3
4. Items 18, 22 and 23 in Part III - Hypothesis 4
5. Item 25 in Part III - Hypothesis 5
6. Item 1 in Part IV - Hypothesis 6
7. Item 2 in Part IV - Hypothesis 7
8. Item 3 in Part IV - Hypothesis 8
9. Item 4 in Part IV - Hypothesis 9

3.5 Rate of Return of Questionnaire

The tabulation as shown in Table 3.2 below depicts the rate of return per school.

Table 3.2: Rate of Return of Questionnaires by Schools

Name of School	No of Questionnaire distributed		No of Questionnaire Returned				Total Number of Questionnaire Returned	
	Principals	Teachers	Principals	%	Teachers	%	Total	Total
Abdul Aziz Atta Memorial College, Okene	1	18	1	100	14	77.8	15	83.3
Okene Secondary School	1	12	1	100	11	91.7	12	92.3
Etahi Community Secondary School	1	13	1	100	12	92.3	13	92.6
Queen of Apostles College, Okene	1	9	1	100	9	100	10	100

Name of School	No of questionnaire distributed		No of Questionnaire Returned				Total Number of Questionnaire Returned	
	Principals	Teachers	Principals	%	Teachers	%	Total	Total
Local Government Secondary School, Ohiana	1	10	1	100	8	,80	9	81.8
Government Secondary School, Okene	1	7	1	100	5	71.4	6	76
Government Secondary School, Otutu	1	8	1	100	7	80.5	8	88.9
Government Day Secondary School, Ahache	1	5	1	100	4	80	5	88.3
Government Day Secondary School, Ebiya	1	5	1	100	3	60	4	66.7
Government Day Secondary School, Iyuvucheba	1	9	1	100	8	88.9	9	90
Government Secondary School, Ogori	1	5	1	100	5	100	6	100
Comprehensive High School, Ogori	1	14	1	100	7	50	8	53.3
Comprehensive High School, Magongo	1	9	1	100	8	88.9	9	90
Local Government Secondary School, Agassa	1	10	1	100	6	60	7	63.6
Community Secondary School, Anyava	1	8	1	100	7	87.5	8	88.9
Local Government Secondary School, Ajaokuta	1	6	1	100	4	66.7	5	71.4
College of Arabic and Islamic Studies, Okene	1	6	1	100	4	66.7	5	71.4

Name of School	Number of Questionnaire distributed		Number of Questionnaires Distributed				Questionnaires Returned	
	Principals	Teachers	Principals	%	Teachers	%	Total No	Total %
Government Day Secondary School, Adogo	1	7	1	100	3	42.6	4	50
Local Government Secondary School, Upogoro	1	9	1	100	9	100	10	100
Comprehensive High School, Eganyi	1	4	1	100	2	50	3	60
Ebira Muslim Community College, Okengwe	1	13	1	100	10	76.9	11	84.6
Lenon Memorial College, Okengwe	1	12	1	100	10	83.3	11	84.6
Community Secondary School, Arigo	1	12	1	100	9	69.2	10	71.4
Total	23	207	23	100	165	79.7	189	81.7

The table has shown that some of the questionnaires served could not be retrieved. It had been difficult to get in touch with some of the respondents. The series of protracted N.U.T and Civil servants strikes further compounded the problem. However, 81.7% of the questionnaires which were conducive enough to start any research analysis were received.

3.6 Statistical Tools for Analysis of Data

The simple table of numbers for frequency distribution of nominal data in percentages was used. For the testing of the hypotheses, T-test statistic was used. This is because the measurement requires parametric testing in the sense that the data involved are interval in nature.

The level of significance is 0.05 with degrees of freedom (d.f 186) which has a critical value of 1.96 was used for rejecting or retaining the null hypotheses. This choice is necessitated by the measurement type of data that will be collected as highlighted. The 0.05 level of significance means that in rejecting a null hypothesis at that level, chances of counting type 1 error is 5 out of 100.

Chapter 4

ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

4.1 Introduction

The analysis of data and discussion of findings came up in stages; the demographic information first and later followed by hypothesis testing.

4.2 Analysis of Data

This section gives details of data computation for the demographic information and T-test statistic administered on the hypotheses testing in sequence.

4.2.1 Analysis of Demographic Information

This is presented in tables thus:

Table 4.1: Responses on the Basis of Sex

Sex	Number		%	
	Principals	Teachers	Principals	Teachers
Male	19	129	82.61	78.18
Female	3	36	13.04	21.82
Total	22	165	100	100

Table 4.1 showed that out of the 22 principals who responded to the item on sex, 19 were males (82.61%) while three (13.04%) were females. Out of 165 teachers, 129 (78.18%) were males while 36 (21.8%) were females. One principal did not indicate sex.

Table 4.2: Responses on the Basis of Age

Age	Number of Respondents			
	Principals	%	Teachers	%
20-29	-	-	22	13.33
30-40	5	21.74	113	68.48
41-50	14	60.87	26	15.76
50 and above	3	13.04	2	1.21
Total	22	94.65	163	94.65

The table showed that one principal (4.35%) and two teachers (1.21%) did not indicate their age. From the table, it is also indicated that most of the principals (60.87%) were in the range of 41-50 years old while most of the teachers (68.48%) were in the 30-40 year age group. None of the principals was below 30 years old while 13.33% of the teachers were in that age range.

From the same table, it could also be seen that age ranges 20 to 50 of the principals and teachers amounted to 82.34% and 97.57% respectively.

Table 4.3: Responses on the Basis of Highest Qualification

Qualification	Number of Respondents			
	Principals	%	Teachers	%
Certificate Courses	Nil	Nil		
Diploma (ordinary)	Nil	Nil	4	2.42
H.N.D	Nil	Nil	15	11.52
N.C.E.	Nil	Nil	62	37.58
B.A/B.Sc	2	6.70	41	24.85
B.Ed/B.Sc & B.A with P.G.D.E.	13	56.53	38	23.03
M.A/M.Sc	2	8.70	5	3.03
M.Ed	6	26.09	Nil	Nil
Ph.D	Nil	Nil	Nil	Nil
Total	23	100	165	100

Table 4.3 showed that none of the principals had below B.A or B.Sc degree unlike the teachers, 51.32% of whom had N.C.E and below. And 55.53% of the principals had teaching qualification with their first degrees while

34.79% others either had a master's degree in education or an M.A or M.Sc degree with previous qualifications in teaching.

On the table, it will also be seen that 60.61% of the teachers were professionally qualified as against the 91.32% of the principals.

Table 4.4: Responses on Teaching Experience

Experience	Number of Responses			
	Principals	%	Teachers	%
Below 5 years			33	20.00
5-10 years	3	13.04	87	52.73
11-20 years	6	26.09	32	19.39
21-30 years	14	60.87	12	7.27
31 and above years	Nil	Nil	Nil	Nil
Total	23	100	164	99.39

This table showed that 86.96% of the principals had 11-30 years of teaching experience as against the 26.66% of the teachers. One of the teachers did not indicate his years of experience.

Table 4.5: Responses on the type of School

Type of School	Number of Respondents			
	Principals	%	Teachers	%
Single (Boys)	3	13.04	25	15.15
Single (Girls)	2	8.70	16	9.70
Co-Educational (Boys and Girls)	18	78.26	124	75.15
Total	23	100	165	100

Table 4.5 showed that 78.26% of the principals and 75.15% of the teachers were in co-educational schools while the remaining were distributed over the single sexed schools.

Table 4.6: Responses on Proprietor of Schools

Proprietor of Schools	Number of Respondents			
	Principals	%	Teachers	%
Government	10	43.48	63	38.18
Community or Voluntary agency	13	56.52	102	61.82
Total	23	100	165	100

The table showed that 56.52% of the principals and 61.82% of the teachers worked in community or volunatry agency schools. A reasonable percentage of 43.48 and 38.18 respectively worked in government schools.

Table 4.7: Teachers Response on Length of Stay at Present Schools

Length of stay at present school	Number of Respondents	
	Teachers	%
1 and below year	Nil	Nil
2 years	40	24.24
3 years	50	30.30
4 years	31	18.79
5 years and above	44	26.67
Total	165	100

Table 4.7 showed that no teacher had spent less than two years in their respective schools. The highest percentage (30.30%) of teachers had served under their respective principals for at least three years.

Table 4.8: Responses on the Number of Periods Taught by Teachers

Number of Periods	Number of Respondents	
	Teachers	%
0	Nil	Nil
3-6	2	1.21
7-15	30	18.18
16-21	53	32.12
22-27	68	41.21
28 and above	12	7.27
Total	165	100

The table showed that 41.21% of teachers had 22 to 27 periods per week while another 7.27% had at least 28 periods per week.

Table 4.9: Responses on Years of Experience as Principal

Years of Experience	Number of Respondents	
	Principal	%
Below 5 years	5	21.74
6-10 years	14	60.87
11-20 years	1	4.35
21 years and above	3	13.04
Total	23	100

Table 4.9 showed that 21.74% of the principals had an experience of below five years on the job while a majority of 68.26% had spent six to 21 years and above.

Table 4.10: Principals Views on Professionalism of Teachers

Item	Respon-ses	Number	%
Are all your teaching staff professionally qualified to teach in your school?	Yes	18	78.26
	No	5	21.74
Total		23	100

The table showed that 78.26% of the principals agreed that their teachers were professionally qualified.

Table 4.11: Respondents' Views on Principals Participation Teaching on Regular Basis

Item	Respon-ses	Number of Respondents			
		Prin-ci-pal	%	Tea-chers	%
Does your principal teach on regular basis?	Yes	6	26.09	26	15.76
	No	17	73.91	139	84.24
Total		23	100	165	100

Table 4.11 showed that majority of the principals (73.91%) admitted that they did not teach on regular basis. This was confirmed by 84.24% of the teachers.

Table 4.12: Respondents' Views on Principals' Devotion to Either Office Administration or Classroom Supervision

Item	Responses	Number of Respondents			
		Principal	%	Teachers	%
Which of the following consumes more of your principal's time in the school?	(a) Office Administration	19	82.61	155	93.94
	(b) Class Supervision	4	17.39	10	6.06

Table 4.12 revealed that majority of the principals (82.61%) and teachers (93.94%) agreed that principals spent more of their time in their offices than in the supervision of instruction.

Table 4.13: Respondents' Views on Principals' Presentations of Papers at Seminars of Articles to Journals on the Improvement of Instruction

Item	Respon-ses	Number of Responses			
		Prin-ci-pals	%	Tea-chers	%
Has your principal ever contributed to a journal or presented a paper(s) at a seminar(s)	Yes	7	30.43	46	27.88
	No	16	69.57	119	72.12
Total		23	100	165	100

Majority of the principals (69.57%) and teachers (72.12%) agreed that the principals had never contributed either an article to a journal nor presented a paper at a seminar on the improvement of instruction in the school.

The ensuing paragraphs deal with hypotheses testing using the T-test.

4.2.2 Analysis of Hypotheses

Hypothesis 1

There is no significant difference between the views of principals and those of teachers that principals provide adequate facilities for teaching to teachers.

To test this hypothesis, t-test statistic was used. The data collected were sorted out according to categories. Principals (n_1) = 23, and the teachers (n_2) = 165. The summary of the t-test computations was shown in Table 4.14. The observed t-value was found to be 1.94. At α = 0.05, and df = 186, the observed value was not significant. Hence the H_o is retained.

Table 4.14: Computer Scores of Provision of Adequate Facilities by Principals for Teaching to Teachers

Items Nos 3, 5 and 7	Respondent	N	Mean	Standard deviation	Sampling Error Mean	tcal	df	P
3. Adequate textbooks for teachers by principals	Principals	23	3.783	0.473	0.094			
4. Ensuring that students have relevant books						1.94	186	0.053
	Teachers	165	3.467	0.758	0.059			
5. Adequate textbooks for the library by principals								
7. Principals' skill in the use of scarce resources								

Hypothesis 2 There is no significant difference between the views of principals and those of teachers that principals perform effective Instructional Supervisory Role in the Schools

In testing this hypothesis, t-statistic was used. The data collected were sorted out according to categories: Principal's (n_1) = 23; and the teachers (n_2) = 165. The summary of the t-test computations were shown in Table 4.15. The observed t-value was found to be 3.42. At α = 0.05, and d.f = 186, the observed value was very significant. Hence the H_o is rejected.

Table 4.15: Scores of the Views on How Principals Perform Instructional Supervisory Role in the Schools

Items (1-2, 6, 8-12, 17, 19-21 and 24 of Part III	Respondents	N	Mean	Standard deviation	Sampling Error Mean	Tcal	d.f	P
1&2 Appropriately assigns teachers to subjects and appropriate class								
6 Ensuring effective planning of time table	Principals	23	4.365	0.217	0.045	3.42	186	0.0008
	Teachers	165	3.966	0.0551	0.043			

Table 4.15 cont'd

Items (1-2, 6, 8-12, 17, 19-21 and 24 of Part III	Respondents	N	Mean	Standard deviation	Sampling Error Mean	Tcal	d.f	P
8 Weekly collection and marking of scheme and Record of work								
9 Communicates changes in curriculum to teachers								
10 Monitoring of staff output								
11 Supervising class teaching								
12 Checking of students notes								
17 Assisting teachers to detect students with problems								
19 Supervision of regular conduct of all forms of examinations								
20 Supervision of filling of students academic records								

Table 4.15 cont'd

Items (1-2, 6, 8-12, 17, 19-21 and 24 of Part III	Respon- dents	N	Mean	Stan- dard devia- tion	Samp- ling Error Mean	Tcal	d.f	P
21 Ensuring reduction of examination malpractices to the barest minimum								
24 Regular meetings with staff								

Hypothesis 3: There is no significant difference between the views of principals and teachers on the use of in-service courses, sponsorship to seminars, and workshops by principals to ensure staff development in instructional matters.

The t-test statistic was used to test this hypothesis. The data collected were sorted out according to categories; Principals (n_1) = 23 and teachers (n_2) = 165. The summary of the t-test computations were shown in Table 4.16. The observed t-value was found to be 0.41. At α = 0.05 and df = 186, the observed value was not significant. Hence the H_o is retained.

Table 4.16: Computed Scores on the Use of Inservice Courses and Seminars to Improve Imstruction in Schools

Items (13-16 of Part III	Respondents	N	Mean	Standard deviation	Sampling Error Mean	Tcal	df	P
13 Sponsoring staff to attend seminar and workshops	Principals	23	3.837	0.577	0.12	0.41	186	0.68
14 Encouraging teachers to write books	Teachers	165	3.779	0.644	0.050			
15 Attending professional meetings								
16 Encouraging staff to further education								

Hypothesis 4: There is no significant difference between the views of principals and those of teachers on the effective motivation of teachers by principals to improve instruction

T-test statistic was equally used to test this Hypothesis. Also their data collected were sorted out according to categories; Principals (n_1) = 23 and teachers (n_2) = 165. Table 4.17 showed the summary of t-test computations. The observed t-value was found to be 3.13. At α = 0.05 and df = 186, the observed value was very significant. Hence the H_o is rejected.

Table 4.17: Scores on the Effective Motivation of teachers by Principals to Improve Instruction in the school

Items (18, 22 and 23 of Part III)	Respondents	N	Mean	Standard deviation	Sampling Error Mean	Tcal	df	P
18 Respect and concern for staff								
22 Guidance and counselling service for staff	Principals	23	4.014	0.582	0.12			
23 Effectively delegates instructional duties to staff						3.13	186	0.0020
	Teacher	165	3.533	0.703	0.055			

Hypothesis 5: There is no significant difference between the views of principals and those of teachers as regards the ability of the principals to enlist the co-operation of parents to improve instruction in the schools.

To test this hypothesis, t-statistic was used. The data collected were sorted out according to categories. Principals (n_1) = 23; and teachers (n_2) = 165. The summary of the t-test computations was shown in Table 4.18. The observed t-value was 1.60. At α = 0.05, and df = 186, the observed value was not significant. Hence the H_o is retained.

Table 4.18: Scores on the Ability of the principals to Enlist the Co-operation of Parents to Improve Instruction

Item (25 of Part III)	Respondents	N	Mean	Standard deviation	Sampling Error Mean	Tcal	df	P
25 Enlisting the support of the parents	Principals	23	4.565	0.507	0.11	1.60	186	0.11
	Teachers	165	4.267	0.870	0.068			

Hypothesis 6: There is no significant difference between the views of principals and those of teachers on the effect of inadequate provision of instructional facilities to schools by Government.

The hypothesis was tested using the t-statistic. The data collected were sorted out according to categories; principals (n_1) = 23; and teachers (n_2) = 165. The summary of the t-test computations was shown in Table 4.19. The observed t-value was -0.10. At α = 0.05, and df = 186, the observed value was not significant. Hence the H_o is retained.

Table 1.19: Scores on the Inadequate Provision of Instructional Facilities to Schools

Item (1 of Part IV)	Respondents	N	Mean	Standard deviation	Sampling Error Mean	Tcal	df	P
1 Non-Provision of instructional facilities by government causing problem for instruction	Principals	23	4.348	0.487	0.10	-0.10	186	0.92
	Teachers	165	4.370	0.995	0.077			

Hypothesis 7: There is no significant difference between the views of principals and those of teachers on the effect of parents' inability to provide Learning materials for their ward(s)

Also t-test statistic was used to test this hypothesis. The data collected were sorted out according to categories; Principals (n_1) = 23, and the teachers (n_2) = 165. The summary of the t-test computations was shown in Table 4.20. The observed t-value was found to be 0.76. At α = 0.05, and df = 186, the observed value was not significant, Hence the H_o is retained.

Table 4.20: Scores on Parents Inability to Provide Learning Materials for their Ward(s)

Items (2 of Part IV)	Respondents	N	Mean	Standard deviation	Sampling Error Mean	Tcal	df	P
2 Inability of parents to provide adequate textbooks for ward(s) affecting academics	Principals	23	4.304	0.703	0.15	0.76	186	0.45
	Teachers	165	4.13	1.09	0.085			

Hypothesis 8: There is no significant difference between the views of principals and those of teachers on the effect of lack of autonomy for principals in the control of education levy, staff and students.

T-test statistic was used to test the hypothesis. The data collected were sorted out according to categories; Principals = 23; and the teachers = 165. The summary of the t-test computations were shown in Table 4.21. At α = 0.05, and df = 186, the observed t-value of -1.38 was not significant. Hence the H_o is retained.

Table 4.21: Scores on the lack of autonomy for Principals in the Control of Education Levy and Students in the schools

Item (3 of Part IV)	Respondents	N	Mean	Standard deviation	Sampling Error Mean	Tcal	df	P
3. Lack of autonomy for principals in the control of education levy, staff and students hampers instructional leadership	Principals	23	2.78	1.28	0.27	-1.38	186	0.17
	Teachers	165	3.21	1.39	0.11			

Hypothesis 9: There is no significant difference between the views of principals and teachers on the effect of abrupt changes in the school calendar and series of 'forced' holidays.

To test this hypothesis t-statistic was equally used. The data collected were sorted out according to categories; Principals = 23 and the teachers = 165. The summary of the t-test computations were shown in Table 4.22. The observed t-value was found to be -0.99. At α = 0.05 and df = 186, the observed value was not significant. Hence the H_o is retained.

Table 4.22: Scores on Negative Effect of the Abrupt Changes in the School Calendar and Series of Unscheduled Holidays on Principals' Instructional Leadership Role

Item (4 of Part IV)	Respondents	N	Mean	Standard deviation	Sampling Error Mean	Tcal	df	P
4 Abrupt changes in school calendar and series of unscheduled holidays disrupting instructional programme	Principals	23	4.261	0.449	0.094	-0.99	186	0.32
	Teachers	165	4.388	0.590	0.046			

4.2.3 Summary of Findings

In the statistical analysis as shown in Table 4.23 below, there was no significant difference in the views of principals and those of their teachers concerning the following hypotheses.

Hypothesis 1 Principals' provision of adequate facilities for teaching to teachers.

Hypothesis 3 Principals' use of in-service courses and sponsoring of staff to workshops to ensure staff development in instructional matters.

Hypothesis 5 Principal's ability to enlist the co-operation of parents to improve instruction in the schools.

Hypothesis 6 Inadequate provision of instructional facilities by government which impedes instructional programme for schools.

Hypothesis 7 Parents' inability to provide learning materials to their children that impedes the organisation of instructional programme for schools.

Hypothesis 8 The lack of autonomy to principals in the control of education levy, staff and students that hinder the effective performance of the principal's instructional leadership.

Hypothesis 9 The frequent changes in the school calendar and series of unscheduled holidays that impede principals' instructional leadership role in the schools.

However, significant differences were noted between the views of the principals, and those of teachers in the following hypotheses thus:

Hypothesis 2 That principals do not effectively perform instructional supervisory role in their schools

AND

Hypothesis 4 That teachers are not adequately motivated by their principals to efficiently and effectively perform their teaching role.

Table 4.23: Summary of Findings

Hypothesis(Ho)	Statistical Analysis Used	Computed Value	Decision
1 There is no significant difference between the views of principals and those of teachers that principals provide adequate facilities for teaching	T-test	tcal=1.94 df = 186 P = 0.53	Retained
2 There is no significant difference between the views of principals and those of teachers that principals perform effective instructional supervisory role in the schools.	T-test	tcal=3.42 df = 186 P = 0.0008	Rejected
3 There is no significant difference between the views of principals and those of teachers on the use of in-service courses, and workshops by principals to ensure staff development	T-test	tcal 0.41 df = 186 P = 0.68	Retained
4 There is no significant difference between the views of principals and those of teachers on the effective motivation of teachers by principals to improve instruction	T-test	tcal=3.13 df = 186 P = 0.0020	Rejected
5 There is no significant difference between the views of principals and those of teachers as regards the ability of principals to enlist the co-operation of parents to improve instruction in the schools	T-test	tcal=1.60 df = 186 P = 0.11	Retained

Hypothesis (Ho)	Statistical Analysis	Computed Value	Decision
6 There is no significant difference between the views of the principals and those of the teachers on the effect of inadequate provision of instructional facilities to school by Government.	T-test	tcal = -0.10 df = 186 P = 0.92	Retained
7 There is no significant difference between the views of principals and those of teachers on the effect of the inability of parents to provide learning materials for their ward(s)		tcal = 0.76 df = 186 P = 0.45	Retained
8 There is no significant difference between the views of principals and those of teachers on the effect of lack of autonomy for principals in the control of education levy, staff and students		tcal = -1.38 df = 186 P = 0.17	Retained
9 There is no significant difference between the views of principals and teachers on the effect of abrupt changes in the school calendar and series of 'forced' holidays resulting from cultural and social festivities.		tcal = -0.99 df = 186 P = 0.32	Retained

4.3 Discussion of Findings

This was done in two categories. The first dealt with the findings on demographic information while the second presented the results of the hypotheses test.

4.3.1 Demographic Information

The information on gender in Table 4.1 revealed that instructional leadership and teaching was not limited to men only, though the females involved were few. This few number of women instructors and principals in the local government points to one significant fact about women education in the area. The aspiration of the women for higher education is low, and this was partly caused by the very little value many parents placed on women education, and the female themselves were largely not pushful in their academic pursuits.

The information also revealed that females were discriminated against in the headship of schools. They could be appointed to co-educational schools. They were not allowed to head schools for boys. Men on the other hand could head all types of the schools, although recently the Federal Government came out with a policy that restricted the headship of schools to the particular gender of the students.

The Table 4.2 indicated that age was vital for the appointment of principals. This is necessary due to the nature of society we have. Age naturally confers respect and followership from the group setting. It is therefore, relatively easier and probable for teachers to carry out their assigned instructional role under elderly principals who may be very confident and not mince words to correcting teachers and students as well. Parents would also readily take their words seriously and co-operate with the school authorities.

The principals and their teachers were between 20 to 50 years age range. This suggested that those involved in instruction and management of instruction in the schools were very active and vibrant enough to carry out the assiduous task of school instruction and instructional leadership along with other administrative duties.

In terms of qualification and professionalism in teaching, most of the principals as shown in Tables 4.3 and 4.9 were highly trained professionals. However, there was still an insignificant proportion that were not professionally qualified. This should not be. The job of the principals should be a preserve of only those who as part of their attributes have sound training in all aspects of instruction and instructional supervision. The practice in some cases by even the Ministry of

Education's appointment of principals by virtue of high salary grade level irrespective of their teaching qualification was one of the causes of this phenomenon. Thus while most of the principals had the training and professionalism as required to be able to effectively administer instructional leadership, a few of them had none.

Also, a closer examination of Table 4.4, will equally reveal that professionalism and teaching experience might not be overriding factors in the appointment of principals of the schools. For example, where three of the principals had only five to ten years of teaching experience, there were 42 teachers with 11-30 years of teaching experience not appointed principals. This type of situation was most common to community and voluntary agency schools where the choice of who heads the schools was the prerogative of the respective school proprietors. Depending on ethnic, clanish and religious cleavages, the proprietor may insist on appointing a very junior officer to head their schools. In most cases the proprietor wanted an officer she would be able to control in the administration of the school. Suffice to say of course, that some of such controls might run counter to principal's effective instructional leadership role. Such proprietors could

even remove the principals at will, not necessarily that they had committed any crime or found wanting in instructional leadership, but because a closer relation has just graduated and wanted to be a principal or that the principal was not allowing proprietors to squander school funds.

This mode of appointment of principals of the community and voluntary agency schools explain why most of the principals appointed for the new schools established in 1980, were inexperienced school administrators at the time of appointment. They all had to learn the art of principalship on the job.

However, it is not that the K.T.S.B. had been unmindful of this situation. She had attempted to set a standard, that nominated officers for principalship by proprietors should in addition to the possession of a degree and a qualification in teaching, be senior officers of at least on grade level 10-13 depending on the size of the school. Yet, some proprietors refused to heed such guideline when a vacant post of a principal was to be filled. What happened was that such schools remained without principals and the vice-principals were allowed to act as principals pending the time when such proprietors were able to produce suitable candidates. This of course only happened where the proprietors were

not pushful with the politicians and those in government. Where they had the connections, they always succeeded in putting whoever they wanted as their principals.

Situations as this do not make for effective instructional leadership. However, it would seem that these principals under the community and voluntary agencies were more zealous in their work in the school than those under the government. This was because their respective proprietors could throw them away as principals for any reason whatsoever.

Thus, while most of the principals had the training and professionalism as required to be able to administer effectively, instructional leadership, a few of them had none.

Tables 4.3 and 4.9 also revealed that a good number of the teachers had N.C.E certificates and B.Ed degrees. Some of them (77.27%) were either underqualified or graduates with no teaching qualification. This suggested inadequacy of professionally trained teaching staff in some of the schools.

In reality, it was not that there were no qualified personnel in most cases to be employed or that government was not employing enough teachers every year. Politics again was at work. Where there were many

N.C.E and B.Ed degree holders not employed, it was not surprising to see many H.N.D and non-professional degree holders being employed as teachers because of the connections and influence they wielded. Most of those finally employed were often posted to schools owned by the 'big guns' and schools at the state headquarters where most teachers, because of over-staffing, had as few as six periods per week of teaching, as against the 28 or more periods of some teachers (7.27%) in Okene as shown in Table 8. The acceptable government average of teaching load per week is 27 periods.

This, in essence as Table 4.8 showed, 7.27% of the teachers in Okene Local Government were highly overworked. When a teacher is overworked with many periods, his or her efficiency as a teacher is reduced. This is because there will be no enough time and energy to give and mark assignment; ensure coverage of the scheme of work; and organise remedial classes for academically weak students. This type of situation does not make it possible for teachers to intimately know their students and this is essential for sound organisation of instruction to suit the peculiarities of each student.

As is evidenced on Table 4.9 most principals had put in a good number of years as principals to be able to grapple with instructional leadership in their schools even though some of them were inexperienced and untrained

when they were appointed. They had learned on the job. The teachers had also spent many years in their respective schools. None of the teachers had not spent at least two years with their respective principals. Up to 60.87% of them had spent six to ten years with their respective principals as shown in Table 4.7.

Though this had yielded the need to use teachers who had spent at least two years under their respective principals for the research, the length of one's stay in a school does not automatically mean that teaching and instructional leadership will be efficient. There is in some cases the tendency for diminishing returns to set in, in the performance of principals and teachers when they stay too long in a particular station. This is irrespective of their possession of traits of effective leadership or teaching skills respectively. The movement of principals and teachers from one school to another after a minimum of five years and maximum of eight years may assist in enhancing high quality performance.

The principals especially those of the non-government schools by virtue of their appointments by their proprietors could not just be transferred by the Board even if they had spent two decades in a particular school. This was not so with the teachers. A teacher could be transferred

if the principal no longer wanted him. The Ministry of Education as if aware of this natural law of diminishing returns that could easily set in, used to transfer their principals and teachers alike after having spent three to five years in a particular school. However, at present, the practice is to leave teachers indefinitely in a particular school. In some cases now it is a staff that decides where and how long he or she stays in his or her school. A principal and even a teacher may be transferred and they may refuse to proceed, defiantly and impunitively too.

In the discharge of instructional leadership by principals in Okene Local Government Area, it was evident as shown in Table 4.11 and 4.13 that most of them neither teach on regular basis nor have ever written an article in a journal or presented a paper at a workshop or seminar on the improvement of instruction. principals should be master teachers and when they do not teach often to demonstrate new techniques to other teachers, then they have no justification to remain as principals. Demonstration lessons will not only motivate teachers to teach since their superior officers are teaching, it will also afford them an opportunity to update their skills in teaching and effectively handle students that have peculiar problems.

Presentation of papers or articles in journals and workshops does not only attract respect and admiration for the principal for the display of professional mastery and competence; it equally assists the principal to direct and shape the course of instruction in his school. Teachers that have problems in teaching are easily detected especially the underqualified and the untrained ones are assisted to learn on the job.

It may sound very absurd to mention that many of the principals because of their long absence from teaching, do not even have the grasp of their own subject areas any longer. And as a result they become lazy in going to the classes to teach even when they decide to. Many of them do not even read educational journals to keep them abreast of current trends in education. It is therefore not surprising as indicated in Table 4.12 that principals, for most of their time in the school, were busy with office administration and little time to supervise instruction in the school.

While it may be argued that instructional leadership is one of the many functional roles of the principal and he has to run round to provide for others as well especially in a situation where most resources like qualified teachers and equipment are not forthcoming from government, some of them seemed not to perform

their supervisory role at such times when they were in the school. Official hours were when some of these principals entertained visitors in their offices. And sometimes during such official hours, they might even go about chasing contracts or carrying their students or labourers to work on their farms.

This type of situation could possibly account for the mass failure of students in Okene Local Government Area. From the discussion so far, it would appear that the principals would have some share in the blame.

All the principals and teacher's studied were in secondary schools existing under the State Government and the State Education Management Board as shown in Table 4.5 and 4.6. This ensured representation of the sample so that results obtained would be rich enough to show the operation or performance of instructional leadership in all schools. This is because different environments pose peculiar challenges which might provide different shades of instructional leadership.

For instance, in a government school, the principal is appointed by the government and is directly responsible to the government. His actions are expected to be strictly guided by government policy. He reports his needs, such as more classrooms and renovation of existing structures, to the State Ministry of Education.

The Government is the proprietor and thus, some times provide them to her. These principals could limit their students admission and sizes of their classes as stipulated by government without fear of intimidation.

For some of the community schools in Okene the situation is different. The principals for most of their structural facilities are expected to meet their proprietors who in themselves are financially handicapped. In fact, some of the proprietors have shirked their responsibilities of equipping their schools. Some of them felt that since the education levy was being paid to the government, it should be the government that should provide infrastructural facilities to all schools.

Added to the fact that most of these community school proprietors do not fend for the schools any longer, they still storm the already congested classes any time of the year with admission cases. Their principals were compelled to admit such candidates if they wanted to retain their post. It is not uncommon to have over 70 students in a class in some of such schools in Okene town. This situation no doubt, impedes teaching and learning in the schools.

Despite these constraints, some of these community school principals still tried their best relatively to cope with instructional leadership in their respective schools so that they will not be removed by their

proprietors.

These findings have greatly assisted to shed some light on the interpretations of the results obtained from the Null Hypotheses testing discussed in subsequent paragraphs below.

4.3.2 Discussion of Hypotheses

Hypothesis One

The statistical test on Hypothesis One as presented in Table 4.14 has shown that there is no significant difference between views of the principals and those of teachers that principals provide adequate facilities for teaching. Such facilities include relevant texts for teachers, the library and equally ensuring that students have relevant books to assist meaningful learning.

It should be mentioned that most of these teachers had their own textbooks they used when they were students and so all they needed from the school sometimes, was just a supplement of current books to carry out their teaching. Though the possible revelation was that the library was adequately stocked with books, there was still an indication that the school authorities needed to do more. At least more journals and newspapers are needed to assist the improvement of students in English Language. Of course, one should not be unmindful of the financial

hard times the schools were facing. At least the principals needed to be commended for the efforts they had put up in providing some facilities for their schools.

Ensuring that students have relevant textbooks had ever been a great ordeal for principals especially in the local setting where students are expected to buy their own books. Most principals do conduct sporadic checks on the students in the classes and even sometimes invite the students to bring their books to the assembly on some days of the week for inspection. Those who did not have theirs were always sent home for that day. This measure did back-fire some times as it encouraged truants to stay at home. In order to avoid the frequent occurrence of such a situation the exercise after some time was done once in a while and gradually most of the students succeeded in buying their texts in some of the core subjects (Mathematics, English Language, Agricultural Science, Biology and Geography). The reality of the situation is that there was never a time most of the students did have all the required texts for all the subjects.

Hypothesis Two

On the contrary, the test on Null Hypothesis two which relates to Table 4.15 did show a very significant

difference between the views of the principals and those of the teachers that principals perform effective instructional supervisory role in the schools. Findings as shown in Tables 4.11 to 4.13 had revealed that principals did not effectively perform their instructional supervisory role. Most of them neither teach at all nor do they even present seminar papers or contribute articles to journals. They were in most cases glued to their offices doing routine administrative duties.

Such other instructional supervisory role which might not be performed by the principals in addition to the ones already discussed under Table 4.11 to 4.13 were as follows:

(a) Assigning teachers to appropriate subjects and class: This however, might be very difficult to do in situations where there was seeming shortage of qualified staff as reflected in Table 4.3 and discussed earlier.

(b) Ensuring that the time-table was effectively planned and, marking of record and schemes of work on weekly basis: On some schools' time tables, clashes existed because the task was assigned to inexperienced staff. The Vice-Principals and Heads of Departments who were often delegated to scrutinise the schemes and record of work sometimes

did so haphazardly, and the record of work entered for about a whole session might just be marked in a day especially when an inspection was drawing near.

(c) Supervising class teaching and monitoring staff attendance at school and at classes: A teacher may be very regular at school and punctual in attending his classes and yet may be busy doing nothing in the class. When they are not telling irrelevant stories to the students, they might just be sitting down in the class, delegating a student to copy notes for the class. Such notes are never marked of course.

(d) Checking and comparing students notes to ascertain the level of syllabus coverage and students who are truants: A good number of the students leave home for their respective schools only to end up playing in either uncompleted buildings or hill tops and possibly ravaging people's farms.

(e) Supervising the conduct of all forms of examinations: Some teachers do not conduct continuous assessment tests, yet, at the end of the term, they conjure marks for students without the principal detecting. Some terminal and even external examinations are messed up by leakages of examination papers by

teachers for one favour or the other from the students. It is no wonder, therefore, that results for some subjects and even for some students were never released by the W.A.E.C

(f) Working with the teachers in diagnosing students learning difficulties: Some principals never examine critically the performance of the students and conduct an enqiury with teachers to find out the causes of poor performance where such occur. Some gifted students may have one form of disability or the other which if not detected and solved could render them backward academically.

Thus as revealed by the study, the principals were often overcrowded with administrative work to the detriment of careful supervision of the academic work of the school.

Hypothesis Three

The information on Table 4.16 indicated the retention of Null Hypothesis three that there is no significant difference between the views of principals and those of teachers on the use of inservice courses, and workshops by principals to ensure staff development. development in instructional matters. It was probably suggestive by the retention of the Null Hypothesis that

the principals encouraged most of their staff including themselves to attend courses, professional meetings and workshops even though as noted in Table 4.13 many of them had never presented papers in such workshops.

Such workshops and seminars were often organised by the University of Ilorin; Ministry of Education and K.W.S.E.M.B; the A.N.C.O.P.S.S and the various subject associations. The opportunity of inservice courses offered have a lot of advantages in exposing staff to recent trends in curriculum development and teaching methods. It is equally good for beginners in teaching especially the untrained and underqualified ones as seen in Table 4.2. Principals and their teachers have the opportunity to become more efficient and more effective in the discharge of their instructional role.

However, it is worthy to note that in some cases the eagerness to attend these workshops may not be for the sake of the knowledge to be gained. The behaviour of some of the participants even principals of schools in these workshops and seminars is disappointing. Some are just interested in claiming the allowances and having the opportunity to run away from class work or going for shopping and visiting friends they never saw for years. And so for some sessions during the workshop, especially after the opening ceremony, more than 50%

would disappear only to re-appear at the closing ceremonies.

Hypothesis Four

The test on Null Hypothesis four in Table 4.17 showed that that there was very significant difference in the views of principals and those of teachers on the effective motivation of teachers by principals to improve instruction.

This could probably suggest that principals did not show enough respect and concern for their teachers. It could also suggest that principals did not delegate some aspects of their instructional leadership functions and guide staff in the discharge of such functions.

In some of the schools in Okene Local Government, the reality is that there is no co-operation between principals and their teachers. Some principals intimidate their staff and issue unnecessary threats. Teachers are admonished publicly before students. In such schools, accusation of professional misconduct against teachers by principals and counter allegations on similar gounds by teachers against the principals to the government were common. Many of the principals do not even know where their teachers live and vice versa. Visitations by either principal or teacher in times of

joy and sorrow is minimal. There is mutual distrust and disharmony.

And in such cases, staff duty posts which should be rationalised to cover all competent staff are heaped on a chosen few who are loyalists but may not necessarily be competent. This is not to say that this ugly situation is solely caused by the principals. Some of these teachers could be very incompetent, disrespectful and incorrigible. And easily they get on the nerves of their principals who may not be very patient. These incidences negate affective motivation of staff.

A teacher who is not motivated effectively will hate staying on the job and immediately begins to look for something else. In the process he begins to seek permission to travel every now and then thereby disrupting his classes. The zeal to apply his energy creatively is also lost. He only tries to teach if he can, the stipulated number of periods. To exceed this stipulated standard, is anathema to him. He would equally refuse to improve his own skills in teaching. The end result of this type of situation, is poor academic performance on the part of the students.

Hypothesis Five

The research findings on Null hypothesis five as shown in Table 4.18 indicated that there was no significant difference between the views of principals and those of teachers as regards the ability of principals to enlist the co-operation of parents to improve instruction in schools. It might be suggestive that principals solicit the moral and material assistance of their P.T.As to provide some affordable essential facilities for instruction. Such facilities may include recruitment of part-time teachers and provision of some classrooms.

It should be emphasised that in the scheme of things then where schools were inadequately funded, the only option or avenue left for the principals was to vigorously enlist the assistance of their P.T.A executives to approve levies to be paid by the parents. P.T.A levies in some schools then, ranged from ₦10 to ₦60 per session. In some places, parents were even made to donate cement blocks and other building materials for the school before admission was offered to their children. It seemed that the burden of financing our schools then was shifted to the respective P.T.A. of each school.

The tests on Null hypotheses six to nine which hinged on the other problems or factors that could militate against the effective performance of the principals' instructional leadership in schools, showed an insignificant level of difference. This suggested therefore, that these problems could negate all the efforts of the principals to forge effective instructional leadership in their respective schools.

Hypothesis Six

The Table 4.19 which relates to hypothesis six suggests that there was no adequate provision of instructional facilities to schools. Such inadequate facilities as were common to some of the schools in Okene Local Government were science equipment, non-installation of introductory technology equipment and classroom structurrss. It seemed that efforts to assist schools by the then Kwara State Government (some parts now in Kogi State) in recent times was only concentrated on the government schools.

In 1987 to 1989 additional classroom structures were built for government schools. Science equipment were also bought and distributed to all the government day secondary schools even those that had no laboratories. In the past, grants were provided to the K.W.S.E.M.B (some pf the schools now under K.T.S.B) do same for some of their new schools that had reached their 10th year of establishment.

It is even appalling to recall that instead of the government aiding these community schools, at times, she exploits them. In 1987 the Kwara State Government made all the schools (some now in Kogi State) to collect a levy of twenty naira (N20.00) per student for the purpose of the installation of the introductory technology equipment distributed by the Federal Government. The Government collected the said amount and diverted it elsewhere. Most of these schools were already on the verge of completing the technical workshop building when such directive came. And if they had been given the sum collected, most would have installed the J.S.S. introductory technology equipment by now in their schools.

This is one of the major reasons why the implementation of the "6-3-3-4" system of education was still a farce in Kogi State. The government seemed to be paying lip-service to the implementation of the new national policy of education at least as it concerns that J.S.S. level of education. And so all the students including those who didn't want to be in the school system were year-in-year-out pushed into the S.S.S. class.

Hypothesis Seven

The Table 4.20 which describes hypothesis seven could also suggest that most parents in Okene did not

provide their children or ward(s) with the required textbooks and materials for learning. Prevailing economic hardships coupled with the soaring rise in the cost of printed materials might be responsible.

As already noted under the discussion on Table 4.15, principals were always having an uphill task in ensuring that students had their texts in the core subjects.

Hypothesis Eight

The result of the null hypothesis testing shown on Table 4.21 did also suggest the absence of reasonable autonomy for the principals in the use of education levy, control of staff and students.

Principals in Kwara State only collected the fees and paid into the nearest government Sub-Treasury. Much later, at the convenience of the Sub-Treasury, after the schools must have suffered untold hardships, 25% of such fees was released to the principals.

Hiring and firing of teachers was done by the government in most cases. The principal would need to muster or weild a lot of influence before he could effectively discipline an erring staff. Even for very bad students to be disciplined, the principal would have to go through some bureaucratic processes. And in some cases where

the parents were influential, the principal would lose. Thus, some principals try to be very cautious as much as possible in admonishing staff who for weeks disappear from the school without permission.

Directives on set poor standard by government for students promotion had to be adhered to especially by Government schools. This idea of pushing everybody ahead to the next class and equally from the J.S.S to the S.S.S classes negates the philosophy of new national policy of education as earlier discussed under hypothesis five. The S.S.S class should be meant for those students who have the mental capability for higher education.

This type of situation whereby the principals were not given some measure of autonomy in these areas as it would seem, did not motivate them to equally motivate their staff for effective instructional role in their respective schools.

The tendency for the principals to be lukewarm and defensive in instructional leadership functions looms high and academic achievement is consequently.low.

Hypothesis Nine

Finally, Table 4.22 of the null hypothesis nine might suggest that abrupt changes in the school

calendar which sometimes resulted into having two terms in a session or closing the school earlier than scheduled, did disrupt principals instructional package for their schools. Some times teachers might organise extra lessons to make up but in some cases the syllabus was always rushed and was never even covered. Examining bodies as noted, do not take into consideration such lapses when setting their examination paper which of course they had set long before the beginning of the session.

In addition, the series of unscheduled holidays in the locality caused by cultural festivities, which might be so violent as to keep teachers indoors, with their students away for the festivals, was not conducive for learning. Such festivals might last for up to nine days but the negative effects they have on the psyche of the students linger on for a very long time. Secretive and devilish preparations preceding such festivals may last for three months and some of those students involved would start to play truancy at such times. Absence from prep and other aspects of the school academic curriculum is characteristic of such students.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The first chapter has attempted to give a background to the need to undertake the research on the instructional leadership role of principals of secondary schools in Okene Local Government Area. The strong allegation that principals are responsible for the poor performance of students is of serious concern and needs to be examined so as to remedy the situation. Possible research questions and nine testable hypotheses were drawn up as guides for the questionnaires that were used.

Chapter two started with a review of the related literature of authors in the field of leadership (its concept and meaning with particular reference to educational leadership), and theories of leadership styles including the contingency leadership approaches. Thereafter, the concept of role and role conflicts with particular reference to the instructional leadership role of the principals were also considered. This was equally followed with a review of the instructional leadership role of principals as outlined by authors

like Olatunji in Adesina and Ogunsaju (1984) and Nwokafor et al (1989). A discussion on the applicability of all the reviewed items to the local setting of Okene followed each aspect of the review.

This was followed by chapter three which deals with the selection of the population and the rationale behind such selection. Questionnaires drawn in four parts were the instrumentation for data collection. Construction and justification of the questionnaire were based on previous works of authors, research work and researcher's experience as a secondary school principal. T-test statistic and 0.05 level of significance was recommended for use in analysing the null hypotheses.

The analysis of the entire data came up in chapter four. Percentage was used to analyse demographic information and T-test statistic was used to test the nine null hypotheses based on the items in Parts III and IV of the questionnaire. The second and fourth null hypotheses were rejected while the other seven were retained. A systematic discussion on the findings formed the latter half of the chapter.

5.2 Conclusion

From the result tendered and discussed, it could be seen that the principals of schools in Okene Local

Government Area did not effectively supervise instruction and their teachers were not adequately motivated to be carried along in the effective discharge of their instructional leadership role. These shortcomings on the part of the principals could be partly traced to the lapses of agencies like the government, proprietors and parents.

The government did not provide facilities to all schools so as to enhance learning. Some of the proprietors of community schools are not assisting to equip their schools. A free measure of control was not given to school administrators over the management of revenue, staff and students to reactivate and motivate the principals for high output in instructional leadership. Furthermore, the abrupt changes of the school calendar disrupting instructional programmes for schools were also a factor. The parents on their part did not provide their ward(s) with the relevant textbooks and other relevant materials for learning both in the school and at home.

These extraneous factors that militate against the effective performance of principal's instructional leadership role are noteworthy but the following questions still remain unanswered: Why do some principals not teach at all in their schools? Why do

they not effectively supervise instruction at least on days when they are in their schools? And why do they not effectively use the limited facilities at their disposal to supervise instruction? For these questions to be answered, it is recommended that future research work should investigate why principals of schools in Okene Local Government Area, neglect their instructional supervisory role in their schools.

The following provisions or attempts have assisted to ensure the high quality of the findings:

1. Maturity of the respondents
2. Administration of the questionnaire directly to the respondents
3. A high rate of return of the administered questionnaires
4. Randomisation of the sampling population. This was very satisfactory thereby keeping sampling errors to a minimal level as evidenced on the standard error of means in Tables 14 to 22.

5.3 Recommendation

The following recommendations are aduced based on the research findings:

1. No graduate without teaching qualification should be appointed to head any school. Those who are

there as heads now should be made to go for a teaching qualification.

2. Those teachers without teaching qualification should as well be made to get one soonest.
3. Appointment of principals should be based on professionalism and seniority in the profession. Proprietors should be enforced to co-operate in this regard.

4. Government and the K.T.S.B. should embark on rational redistribution of staff from the over-staffed schools to understaffed schools.
5. Preference should be given to qualified N.C.E. and B.Ed degree holders during recruitment of teachers.
6. No principal or teacher should spend more than five to six years in a station without being transferred to another station. Such transfers should be enforced and refusal to comply should earn the officer a termination of appointment.
7. Principals should adequately undertake the following instructional supervisory role in their respective schools:
   (i) Weekly marking of Record and schemes of work and occasionally comparing them with students notes to ascertain the level of work covered.

(ii) Visitation of the classes to monitor both staff and students in the school and at classes.

(iii) Directly supervise the conduct of continuous assessment tests and both internal and external examinations to ensure that examination malpractices are kept at their barest minimum.

(iv) Present papers at seminars and write articles in journals on instructional development. This is to afford the professionally untrained teachers an opportunity to become efficient teachers.

(v) Teach at least three periods per week so as to keep abreast of their fields and encourage other teachers to teach as well.

(vi) Demonstration lessons for teachers. The principal, because of his numerous roles, may not be able to do this. He should invite experts to his school as resource persons for the teachers. He may even use a very experienced teacher in his school as the resource person, occasionally.

(vii) Participants at conferences and workshops or seminars should be made to write briefs on what they have gained when they return. This is to discourage loafers at such important functions.

(viii) Organise and hold staff meetings as much as necessary. Such meetings will assist to arouse professional interest of teachers, define their professional needs, offer new practicable experiences, develop team spirit and equally serve as inservice training for new entrants into the profession.

8. In addition, the principals should motivate teachers to work very hard because they constitute his tools in the effective implementation of the instructional package in their respective schools. They should be tolerant, show respect and empathy for teachers, build confidence in them by judiciously delegating some of his instructional leadership functions through the setting up of committees made up of competent officers in the various aspects of instruction.
9. Closely related to that, is that principals should provide guidance and counselling services to the teachers and students on instructional activities. This is because right from the inception of school principalship, all the members of the community and parents have looked to the principal for guidance in solving not only the problems of management and learning but also those of formulating effective life

plans and espirations.

10. Government should endeavour to equip the schools with science equipment; install the introductory technology equipment in all schools or refund to each school what was collected from her; provide audio-visual aid gadgets; and build more classrooms irrespective of who their proprietors are. After all, the students in the schools are all indigenes of the State. The cost of funding education is much and it is therefore, suggested that assistance should be sought from corporate bodies.
11. The proprietors of the community and V.A. schools should equally live up to expectation and design some means of funding their schools. They should also endeavour to provide conducive atmosphere for the effective instructional leadership of their principals.
12. Kogi State Government should maintain her recent decision, making schools to spend education levy collected directly. However, the specific guideline given should be made flexible to cater for the peculiarities in each school as occasion warrants.
13. Principals should be taken into confidence in the discipline of erring staff and students especially when it comes to absenteeism from classes and other

negative tendencies that do not make for sound academic excellence in schools.

14. There should be a reasonable standard which should be a minimumffor the promotion of students. This should be enforced by the principal without undue interference. In fact, this problem would not have arisen if the J.S.S. programme meant to sieve out of the school system, those who do not want to be in school was really implemented.

15. Abrupt changes in the school calendar by government must stop.

16. Government should devolve a policy of buying books and distributing to students on loan basis. They should use them and leave behind for another set coming after them. Each child could be made to pay a token of ₦120.00 (one hundred and twenty naira) per annum for the maintenance or replacement of any damaged or missing book.

17. Equally, indigenous authors and publishers should be encouraged to write books with a view of beating down cost on the long run.

18. Principals should not relent in their efforts to relate very well with their respective P.T.A. They seem to be the live-wire of some of the schools now.

19. Efforts should be redoubled to stock the library

with current books, journals and daily newspapers.

20. In view of the numerous instructional leadership role and other administrative duties to be performed by the principals, it is suggested that all schools should have at least two vice-principals to assist the principals. The larger schools of over 1,000 students population should have three.

21. The government should equally create job opportunities for school leavers so that those in the school will see the need to work hard at school and equally disengage from riotous activities in the town. By this, our cultural festivals will cease to be violent and students direct involvement will be reduced.

22. At this juncture, it will also be pertinent to appeal to the wealthy indigenes to assist in the funding of the schools and equally assist the government to create job opportunities for the youths as is done in most other communities.

23. Parents should in the face of the prevailing economic hardship, be educated to control their birth rates so as to be able to adequately provide for the ones in the school.

24. The inspectorate division of the Ministry of

Education, should engage in sporadic unscheduled inspection of schools to keep the principals on their toes. Any erring principal who is found to be incompetent and incorrigible should be replaced without delay.

25. Equally hardworking and efficient principals should be positively rewarded.

BIBLIOGRAPHY

TEXTS

Adesina, S. (1980) Some Aspects of School Management. Lagos: Education Industries Nigeria Ltd.

Adaralegbe, A. (1971) Towards Better Administration and Supervision of Instruction. Ife: University of Ife.

Adesina S. and Ogusaju S. ed. (1984) Secondary Education in Nigeria. Ile-Ife: University of Ife Press Ltd.

Afolabi, Michael (1990) Writing the Research Proposal. Zaria: Faculty of Education, Ahmadu Bello University, Zaria.

Afolayan, T.A.F (1982) Principalship; Introduction to the Study of Administration of Post-primary Institutions in Nigeria. Zaria: Institute of Education, Ahmadu Bello University.

Bedeian Arthur, (1987) Management. Ibadan: Dryden Press CBS Publishing Ltd.

Borg Walter R. and Meredith D. Gall (1979) Educational Research: An Introduction. New York: Longman Ltd.

Datta Ansu (1986) Education and Society: A Sociology of African Education. London and Basingstoke: Macmillan Publishing Ltd.

Enaohwo, J.O. and Eferakeya, O.A. (1989) Educational Administration. Ibadan: Paper Back Publishers Ltd.

Flippo Edwin (1980) Personnel Management. Tokyo: McGraw-Hill International Book Company. Fifth Edition.

Follet P.M. (1960) "The Essentials of Leadership" in Marwood F. Merrill (Ed) Classics in Management. American Management Association.

Gerald Grace (1972) Role, Conflict and the Teacher. London: Routledge and Kegan Paul.

Getzels and Guba (1957) Educational Administration as a Social Process: Theory, Research and Practice. New York: Harper and Row.

Herbert G. Hicks and C. Ray Gullet (1976) The Management of Organizations (3rd Edition). Tokyo: McGraw-Hill, Kogakusha Ltd.

Heald, J.E. and Moore, S.A. (1968) The Teacher and Administrative Relationship in School Systems. New York: The Macmillan Company.

Hughes, M.G. "The Professional-as-Administrator", in Peters, R.S. (ed) The Role of the Head. London: Routledge and Kegan Paul.

John, K. Hemphill (1958) "Administration as Problem Solving" in Administrative Theory in Education. London: The Macmillan Company, Collier-Macmillan Ltd.

Kahn R.C. and Bosulding E. (1964) Power and Conflict in Organisations. New York: Basic Books.

Kerlinger, F.N. (1973) Foundations of Behavioural Research. New York: Holt, Rinehart and Wiston, Inc.,

Krug, E.A. (1956) Administering Curriculum Planning. New York: Harper and Row Publishers.

Krejcie, R.V. and Morgan W. (1970) Determining Sample Size for Research Activities. Educational and Psychological Measurement.

Lewis, B. Sappington and C.G. Browne (1962) "The Skills of Creative Leadership" in William Lazer and Eugene J. Kelly (eds). Managerial Marketing Perspectives and Viewpoints. Homewood: Rev. ed., Richard D. Irvin, Inc.

McCleary and Hencley (1965) Secondary School Administration - Theoretical Basis of Professional Practice. Illinois: University of Illinois.

Mukherjee, A. (1978) Educational Psychology. India: Basu Publishing Co.

Musaazi, J.C.S (182) The Theory and Practice in Educational Administration. London: Macmillan Publishers.

Ngu, S.M. (1988) Management: Theory and Workers Compensation in Nigeria. Zaria: Institute of Administration, Ahmadu Bello University.

Nwachukwu, C.C. (1988) Management: Theory and Practice. Onitsha: African Publishers Ltd.

Nwankwo, J. (1982) Educational Administration: Theory and Practice. India: Vikas Publishing House PVT Ltd, New Delhi.

Nwokafor, J.N. Ighalo A.A.S, Ogunsawo O.A and Nwankwo J.N.I. (1989) Educational Administration and Supervision. Ibadan: Heinemann Educational Book (Nig) Ltd.

Olatunji, Stella A. (1984) "Administration of Instructional Programme in the Secondary School", in Adesina and Ogunsaju (ed) Secondary Education in Nigeria. Ile-Ife: University of Ife Press.

Otu D.O. and Afolayan T.A.F (1989) Educational Leadership in the Primary Schools. Zaria: Institute of Education, Ahmadu Bello University.

Ozigi, A.O. (ed). (1984) School Administration and Management for Principals. Zaria: Institute of Education, Ahmadu Bello University.

Parsons T. (1951) The Social System. Glenco III. Free Press.

Peter Self (1977) Administrative Theories and Practice. London: George Allen and Urwin.

Ralph, E. Stogdill (1958) "Leadership, Membership Organization" in C.J. Browne and T.S. Cohn (eds). The Study of Leaderships. Darville III: Inter State Printers and Publishers.

Ralph M. Stogdill (1956) Leadership and Role Expectations; Columbus: Ohio State University Press.

Taba, H. (1962) Curriculum Development; Theory and Practice. New York: Harcourt Bruce Jovanorich.

Tannenbaum R. (1958) "Leadership and Organisations. New York: McGraw-Hill, Co., Ltd.

William, S.W. (1964) Educational Administration in Secondary Schools. New York: Holt, Rinechert and Winston.

REPORTS AND JOURNALS

Adewole, A. (1987) "The Role and Place of School Administration". A paper presented to the Post-primary Principals. Yola; Gongola State.

Abdulsalami, J.I. (1986) "The Leadership Roles of the Registrar in the Nigerian Higher Educational Institutions". Conference paper presented at the Conference of Registrars Secretaries of Colleges of Education. Minna; Niger State.

Getzels, J.W. and Guba (1957) "Social Behaviour and the Administrative Process". School-Review No 55.

Imam, A.A. (1977) "The Professional and Administrative Duties of Principals" Principals Conference Institute of Education. Zaria: Ahmadu Bello University.

Kwara State Education Management Board (1986) Quarterly News Letter. Ilorin; Kwara State.

Ministry of Education (M.O.E) (1988) Statistical Unit. Ilorin: Government Printer, Kwara State.

Peter Tshaka, with Ajan Agbor and Janet Mba (1989) On Education; You Gotta Cry to Learn. The Newswatch Magazine. 15th May 1989. pp.56-57.

Nigeria Ministry of Information (1981) National Policy on Education. Lagos: Federal Ministry of Information, Printing Division.

Tannenbaum R. and Schmidt W.H. (1973) "How to Choose a Leadership Pattern". Harvard Business Review (HBR) - Vol. 51, No 3.

THESES

Awesu, O.K. (1979) The Role of the Principals of Selected Teacher Training Colleges in Institutional Leadership. An unpublished M.Ed Project, Zaria: Ahmadu Bello University.

Di-Ibor M.G.A (1986) A Study of the Dynamics of Principalship in Nigerian Secondary Schools. An unpublished Ph.D Thesis. Zaria: Ahmadu Bello University.

Dubi N.E (1989) A Study of Instructional Leadership Roles of Post-Primary School Principals in Six Selected Local Government Areas of Gongola State of Nigeria. An unpublished M.Ed Thesis. Zaria: Ahmadu Bello University.

Otu, D.O. (1984) Role Perceptions of Principals and Teachers of Secondary Grammar Schools in Kwara State. An unpublished Ph.D Thesis, Zaria: Ahmadu Bello University.

APPENDIX A

QUESTIONNAIRE

(To be filled by Principals Only)

Kindly respond by giving a tick (✓) in the appropriate space provided.

1. Name of your school _____

_____

2. Sex: Male Female

3. Age Range:
   (a) 20-29 years
   (b) 30-40 years
   (c) 41-50 years
   (d) 50 years and above

4. Highest Educational Qualification:
   (a) N.C.E
   (b) B.A/B.Sc
   (c) B.Ed/B.A/B.Sc with PGDE
   (d) M.A./M.Sc
   (e) M.Ed
   (f) Ph.D

5. Years of experience as school principal
   (a) Below 5
   (b) 6-10 years
   (c) 11-20 years
   (d) 21 years and above

6. Years of experience in teaching profession
   (a) Below 5 years
   (b) 5-10 years
   (c) 11-20 years
   (d) 21-30 years
   (e) 31 years and above
7. Type of secondary school where you work
   (a) Single (Boys) (c) Co-educational (Boys and
   (b) Single (Girls) girls)
8. proprietor of school where you work
   (a) Government
   (b) Community/voluntary agency

PART II

Do tick (✓) whichever is appropriate in the space provided.

1. Are all your teaching staff professionally qualified to teach in the school?

   Yes _____ No _____

2. Do you teach on a regular basis?

   Yes _____ No _____

3. Have you ever contributed to a journal or presented a paper at a seminar/workshop in the development of instruction in schools?

4. Through which of the following did you acquire the knowledge related to the administration of your present school?

   (a) Refresher courses or workshops

   (b) On the job experience

   (c) In the training institutions

   (d) None of the above.

5. Which of the following consumes more of your time in the school?

   (a) Office administration

   (b) Supervision of teachers in the classroom.

Kindly put a tick (✓) in the appropriate role or cell to indicate your view on each item or activity on how you perform your instructional leadership role as a principal.

	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
1. Assigns teachers to appropriate subjects					
2. Assigns teachers to appropriate class					
3. Provides adequate and up to date textbooks for teachers					
4. Ensures that students have relevant text books and writing materials					
5. Provides adequate textbooks for the library					
6. Ensures that the time table is effectively planned without subject clashes					
7. Skilful in the use of scarce human and material resources necessary for the implementation and growth of school instructional programme					
8. Collects and marks record and schemes of work on weekly basis					
9. Communicates government policies as regards the changing contents of courses in government approved secondary schools					

	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
10. Monitors staff attendance in school and in the classes					
11. Supervises class teaching					
12. Occasionally compares students note book with record of work to ascertain jobe done					
13. Sponsors staff to attend seminar and workshop with the aim of improving instruction in the school					
14. Encourages teachers to write books in subject areas					
15. Attends professional meetings					
16. Encouraging staff to go for further training either on part or full time					
17. Works with teachers in diagnosing students learning difficulties					
18. Respects and shows concern for staff as a way of motivating them for high output					
19. Supervises the regular conduct of continuous assessment test					
20. Supervising the filling of students cumulative files and examination reports sheet					
21. Supervises the conduct of examinations to reduce examination malpractices to the barest minimum					
22. Provides guidance and counselling service for staff					

		Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
23.	Displays efficiency in the use of communication skills in delegating authority to further instructional programme implementation					
24.	Holds regular staff meetings with staff to give professional advice					
25.	Encourages parents visit to the schools so as to discuss useful suggestions to improve students academic performances at school					

PART IV

This section is on the other factors that can impede the instructional leadership role of the principal. Please read carefully and give a tick (✓) in the cell you deem appropriate.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Non-provision of instructional materials to schools by Government makes effective supervision and execution of instructional programmes in schools by principals difficult					
2. Most parents in Okene Local Government Area do not provide the required textbooks and other learning materials for their children and this makes it difficult to organise instructions in schools					
3. Lack of autonomy for the principals in the use of education levies, staff and students control makes principals uninterested in the supervision of instructional programme					
4. Abrupt changes in the school calendar, and series of forced holidays' resulting from cultural and social festivities do impede effective supervision of instructional programme in the school					

APPENDIX B
QUESTIONNAIRE

(To be completed by Teachers only)

Part I

Kindly respond by giving a tick (✓) in the appropriate space provided.

1. Name of your school _____
2. Sex: Male _____ Female _____
3. Age range:
   (a) 20-29
   (b) 30-40
   (c) 41-50
   (d) 50 years and above
4. Highest Educational Qualification:
   (a) Certificate course
   (b) Diploma (Ordinary)
   (c) HNN.D.
   (d) N.C.E
   (e) B.A/B.Sc.
   (f) B.Ed/B.Sc with PGDE
   (g) M.A/M.Sc
   (h) M.Ed
   (i) Ph.D
5. Teaching experience:
   (a) Below 5 years
   (b) 6-10 years

(c) 11-20 years

(d) 21-30 years

(e) 31 and above

6. Length or duration of stay in present school

(a) 1 and below year

(b) 2 years

(c) 3 years

(d) 4 years

(e) 5 years and above

7. Type of school you now teach

(a) Single (boys)

(b) Single (girls)

(c) Co-educational (boys and girls)

8. Proprietor of your school

(a) Government

(b) Community/Voluntary agency

9. Number of periods taught at the present school

(a) 0

(b) 3-6

(c) 7-15

(d) 16-21

(e) 22-27

(f) 28 and above

Part II

Please tick (✓) whichever is appropriate in the spaces provided.

1. Does your principal teach on regular basis?

   (a) Yes (b) No

2. Which of the following consumes more of your principal's time in your school?

   (a) Instructional and curriculum development

   (b) Office Administration

3. Has your principal ever contributed an article to a journal or presented a paper at a seminar/ workshop on the development of instruction in schools?

   (a) Yes (b) No

4. Duty post held in present school

   (a) Form master/Mistress

   (b) Club patron

   (c) Head of Department

   (d) Committee Chairman

   (e) Career Master

   (f) Counsellor

   (g) Vice-Principal

Part III

Instruction

Read carefully and put a tick (✓) in the cell that corresponds to how your principal performs his or her instructional leadership role in your school.

	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
1. Assigns teachers to appropriate subjects					
2. Assigns teachers to appropriate class					
3. Provides adequate and up to date text books and writing materials					
4. Ensures that students have relevant textbooks and writing materials					
5. Provides adequate textbooks for the library					
6. Ensures that the time table is effectively planned without subject clashes					
7. Skilful in the use of scarce human and material resources necessary for the implementation of school instructional programme					
8. Collects and marks record and schemes of work on weekly basis					
9. Communicates government policies as regards the changing contents of courses in government approved secondary schools					

	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
10. Monitors staff attendance in school and in the classes					
11. Supervises class teaching					
12. Occasionally compares students note book with record of work to ascertain job done					
13. Sponsors staff to attend seminar and workshop with the aim of improving instruction in the school					
14. Encourages teachers to write books in subject areas					
15. Attends professional meetings					
16. Encouraging staff to go for further training either on part or full time					
17. Works with teachers in diagnosing students learning difficulties					
18. Respects and shows concern for staff as a way of motivating them for high output					
19. Supervises the regular conduct of continuous assessment test					
20. Supervising the filling of students cumulative files and examination reports sheet					
21. Supervises the conduct of examinations to reduce examination malpractices to the barest minimum					
22. Provides guidance and counselling service for staff					

	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
23. Displays efficiency in the use of communication skills in delegating authority to further instructional programme implementation					
24. Holds regular staff meetings with staff to give professional advice					
25. Encourages parents visit to the schools so as to discuss useful suggestions to improve students academic performances at school					

PART IV

This section is on the other factors that can impede the instructional leadership role of the principal. Please read carefully and give a tick (✓) in the cell you deem appropriate.

	Strongly Agree	Agree	Undecided	Dis-agree	Strongly Dis-agree
1. Non-provision of instructional materials to schools by Government makes effective supervision and execution of instructional programmes in schools by principals difficult					
2. Most parents in Okene Local Government Area do not provide the required textbooks and other learning materials for their children and this makes it difficult to organise instructions in schools					
3. Lack of autonomy for the principals in the use of education levies, staff and students control makes principals uninterested in the supervision of instructional programme					
4. Abrupt changes in the school calendar, and series of forced holidays' resulting from cultural and social festivities do impede effective supervision of instructional programme in the school					

Appendix 1.1

SECONDARY EDUCATION

Type Ints	Year	No of Units	Proprietorship	Population	Age Range of Stds	Group of subject taught	Type of Qualifying Exams	Examining bodies	Maximum & Minimum No of subject offered at the exam	Qualifications obtained at the end of course	Adequacy	Turnover of teacher at above levels	Qualification of teachers and % for 1988 only
SECONDARY EDUCATION	1978	80	Federal Government, State Government, Education Management Board, (V.A), Community Muslim and Christian Communities	38243	12-17	Eng.Lang French Yoruba	WASC	WAEC	Maximum of 9 subjects and minimum of 6 subjects	GCE	Adequate	1450	1. Graduate teachers with teaching qualification = 16 = 28.6%
	1979	80		47725	12-17	Maths. Add.Maths						1920	2. Graduate without teaching qualification = 1014 = 17.5
	1980	105		53617	12-17	Physics Chem Biology						1820	N.C.E = 2552 = 44.
	1981	186		84233	12-17	Agric.Sc Lit. in Eng,Econ	GCE					1888	Grade I = 30 = 0.5
	1982	248		92536	12-17	Home Ecns						2615	Grade II = 17 = 0.
	1983	325		123077	12-17	Geo History	O:L					3788	Technical Instr. = 62 = 1.1%
	1984	340		133937	12-17	Govt Food & Nutrs						3805	WASC or Equiv. = 3 = 0.7%
	1985	322		130801	12-17	Commerce						6003	Others = 425 = 7.3
	1986	325		128687	12-17	Typing Account						5308	Total = 579 = 100%
	1987	328		125349		CRK/IRK						5612	
	1988	330		124498		Intr.Tech Art Bus.Stud Intr.Sci Soc.Stud						5790	

Source: Statistics Unit, Ministry of Education, Ilorin, February 1989

Appendix 1.2

Ministry of Education, Education Sector from 1986 to 1990 (Budgetary Allocation)

1	Name of State, Kwara	1986	1987	1988	1989	1990	Remark
2.	Total State Budget	304003585	299254170	357864100	3726511140	5378608145	
3.	Recurrent allocation to Ministry of Education	17816440	20491798	33552336	33286619	33426737	
4.	Capita allocation to Ministry of Education	180000	3000000	5420000	65380000	20650000	
5.	Number of Government owned post primary institutions	96	98	98	97	96	
6.	Number of Teachers Ins. Got Post Primary Institution	1763	1899	1987			
7.	Enrol. In post Prim. Inst	144218	136519	132212	112081	127225	
8.	School fees charged per student per annum in Govt. Post	120.00	120.00	120.00	120.00	120.00	
9.	Number of primary schools	1396	1300	1298	1382	1382	
10.	Number of Teachers in Prim. Sch	15169	14902	16259		16490	
11..	Enrolment in Primary Schools	346381	360664	301469	387164	367761	
12.	Allocation to Prim. Education	17707,855	5000000	11515600	5000000	41385010	
13.	Education Levies to primary Schools						

Source: MO M.O.E Statistical Unit, Ilorin, 1990

Appendix 1.3

Kwara State Education Management Board

1985 Merit Award Winners

No	Names of Students	Schools	A1	A2	A3	C4	C5	C6	No of sub-jects	Total Score
1	Lasisi Akinola	O.G.S Offa	7	-	1	-	-	6	9	62
2	Olajide Lateef	O.G.S, Offa	6	-	1	1	1	-	9	61
3	Musa Omotayo	I.G.S, Ilorin	5	-	2	1	-	1	9	57
4	Ibrahim Saliu	C.& S Col, Ilorin	4	1	3	-	1	-	9	57
5	Thomas George	Esie/Iludun	5	2	1	-	-	1	8	57
6	Olubowale Olugbenga	St. Anthony, Ilorin	6	-	1	-	-	1	8	57
7	Akande A. Deyemi	I.G.S. Ilorin	5	-	2	-	-	1	8	55
8	Ayorinde Femi	B.H.S Ijagbo	4	-	3	1	-	1	9	55
9	Oluegbe H.B Ejibele	St. Anthony, Ilorin	2	3	3	1	-	1	9	54
10	Toye Adeola	CHS, Iludun-Oro	3	3	1	-	-	1	8	54
11	Sunday Oluleye	Osi Central	5	1	1	-	-	-	7	54
12	A. Kuriaskose	O.G.S, Offa	4	1	1	-	1	1	88	52
13	A. Oludemi	[illegible]	4	1	1	-	-	2	8	51
14	Momoh Nasiru	Erin-Ile Secondary School	3	-	3	1	1	-	8	51
15	D. Abimbola	C.H.S, Iludun-Oro	2	2	2	1	1	-	8	51
16	Onidele Moses	O.G.S.S, Omupo	1	1	6	-	-	-	8	51

Source: KWSEMB Quarterly Newsletter, 1986

Criteria Used

i) Candidate must score at least credit in English Language and Mathematics;

ii) Candidate must have entered for at least Eight subjects; and

iii) After satisfying the above criteria (i & ii) the candidate's best eight subjects are scored in the following order;

$A_1 = 8$	$C_4 = 5$	$P_7 = 2$
$A_2 = 7$	$C_5 = 4$	$P_8 = 1$
$A_3 = 6$	$C_6 = 3$	$F_9 = 0$

Appendix 1.4

Best Three Schools in W.A.S.C Examination 1984/85

(V.A. Post-Primary Schools in Kwara State)

A) Criteria Used to Select Best Five Schools

1) Each school must have presented at least 40 candidates:

2) A pass at W.A.S.C.E is classified as follows: A candidate must reach an aggregate of at least 47 in the best six subjects;

and

pass in at least six subjects; or pass in five subjects with credits in at least two of them; or pass with credits in four subjects.

3) The percentages were also weighted before schools were ranked.

	Total No of candidates	Total No of passes	% Passed (Weighting)	Ranking
Mt. Carmel, Ilorin	218	187	86.0%(36.6)	1st
Titcombe College	208	182	87.5%(35.6)	2nd
Oluyori CHS, Isanlu	48	45	93.7%(8.8)	3rd

OTHER SCHOOLS GIVEN

	Total No of candi-dates	Total No of passes	% Passed (Weighting)	Rank-ing
Olayinka G. Sch.	18	17	94.4%	
Idera Sec. School	19	17	89.47%	

Appendix 1.5

1984 WASC/G.C.E (O'L) Results for 5 Secondary Schools in Okene L.G.As

S/No	Name of School	No of candi-dates	No of passes	No of Fail-ures	% Pass
1	AAA.A.M.C. Okene	282	125	157	44.32
2	L.M.C., Ageva	241	43	198	17.84
3	O.S.S. Okene	200	100	100	50.00
4	C.C.H.S. Ogori	56	43	13	76.79
5	E.M.C.C. Okengwen	73	47	26	64.38

Appendix 1.6

1985 WASCE/GCE(OL) Results for 7 Secondary Schools in Okene Local Government Areas

S/No	Name of School	No of candi-dates	No of passes	No of Fail-ures	% Pass
1	C.S.S, Arigo	51	18	33	35.29
2	Q.A.C, Okene	15	6	9	40.00
3	A.A.A.M.C, Okene	428	233	195	54.43
4	L.M.C, Ageva	175	75	100	42.85
5	C.C.H.S. Ogori	102	71	31	69.60
6	E.M.C.C., Okengwen	80	34	46	42.50
7	C.S.S., Magongo	53	7	46	13.20

Source: Ministry of Education Statistical Unit, 1988