IMPACT OF PERSONAL QUALITIES OF PRINCIPALS ON THE ATTAINMENT OF BASIC ADMINISTRATIVE TASKS OF SECONDARY SCHOOLS IN KADUNA METROPOLIS

BY

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DECLARATION

I hereby declare that this thesis entitled "Impact of Personal Qualities of Principals' on the attainment of basic administrative tasks of Secondary Schools in Kaduna Metropolis" has been carried out by me in the Department of Educational Foundations and Curriculum under the supervision of Dr. M. O. Dare and Dr. B. A. Maina. The information derived from the literature has been duly acknowledged in the text and a list of references provided. The thesis has not been previously presented or submitted anywhere either in part or whole for a postgraduate degree.

_____ _____

Akut Azumi Zakka Date

CERTIFICATION

This thesis entitled: "Impact of Personal Qualities of Principals on the Attainment of Basic Administrative Tasks of Secondary Schools in Kaduna Metropolis" by Akut Azumi Zakka meets the regulations governing the award of the degree of Master in Education (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is hereby approved for its contributions to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to God Almighty, the Giver of life who sustained me through these years on earth and towards the completion of my programme. To him, I appreciate His direction, guidance and love over me.

Also, to my darling husband Rtd. Major Akut D. Z. and my God-given children, whom I dedicated this work to. Also, I dedicate this work to my late mother for standing by me through the turbulent period. (Adiu Mama).

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ABSTRACT

This study examined the "Impact of Personal qualities of Principals' on the attainment of basic administrative tasks of Secondary Schools in Kaduna Metropolis". The purpose of this study was to ascertain the basic attributes of a principals administrative functions in any school. Six (6) research questions were formulated and six (6) null hypotheses were stated and tested to answer the research questions. The research design adopted in the study ex-post facto. The target population for the study was approximately put at Ten Thousand (10,000) made up of public schools in Kaduna metropolis. Structured questionnaire designed by the researcher was employed in the collection of data from Eight hundred and thirty (830) respondents' of public secondary schools in Kaduna south, Kaduna North, Igabi and Chukun Local Government Area of Kaduna state. Descriptive and inferential statistics were used in data analysis at 0.05 level of significant. Inferential statistics like One-way Analysis of variance (ANOVA) and T-test statistical procedures were meant to analyze all the hypotheses stated while descriptive statistics was used for the respondents' bio-data section. The results of the study showed that all the hypotheses raised in the study were rejected. The major findings of this study revealed that all the respondents' agreed to a significant difference on the intelligence of school principals' on their administrative tasks. Also, the respondents' opinions showed a significant difference on self-confidence of school principals. Similar, interpersonal relationship of school principals were enhanced by their sociability qualities; professional mindedness of the school principals acted as aid to their administrative functions and; humility and modesty of school principals were identified as a major player to bring about co-operation and teamwork in the administration of schools under them. Based on the findings above, it was recommended among others that the school authority should establish an effective means of communication between the management, staff, and students'; Principals' should be given a refresher course/training on new techniques of administration to improve their intelligence, self-confidence and modesty; principals' should seek co-operation from colleagues, guidance counselors, disciplinary committee, moral instructors and other experienced teachers when the end arises.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The issue of leadership in an organization centred on the personal attributes of the individual occupying such position. The art of leadership is as old as age itself, and covers all aspects of human life without excluding the educational system be it private or public, mixed or single schools, day or boarding school system and so on. The success of any school in meeting its goals depends on its leaders – especially the headteachers. The nomenclature of the title differs from one institution to another and evolving different functions. They are referred to as headmaster/headmistress at the primary schools, and principals, at the secondary school levels.

Education in a wholistic view is the cornerstone of any nation and thus, should be handled with caution to promote the necessary socio-cultural and economic development. It is in line with this, that the National Policy on Education (2004) described education as an instrument "par excellence" for effecting national development. Interestingly, no society can attain greater height of educational development without the leadership playing an active role in managing both the available human and material resources.

A principal as a leader, had become an "instructional authority" exercising firm control by setting goals, maintaining discipline and

evaluating results. The metaphors of school leadership have changed over the years predated to the establishment of schools traced to the era of missionary activities in Nigeria. Available records indicate that Queen Amina College, Kakuri, Kaduna; St. Luke Secondary school, Kaduna and St. Endans Secondary School, Kaduna are few of the earlier schools in this part of the country.

The great role performed by school leadership at that time, enhanced the standard of education with perfect discipline being enforced amongst teachers' and students' alike. The principal is both an administrator and a supervisor in any school, determined to achieve the goals of education especially at the secondary school level. As an administrator, he/she is essentially a leader to the staff and students of the school. In its drive to achieve the organizational goals, principals of school are assisted by the vice-principals, senior masters, heads of department, form teachers, house masters/mistresses, Game masters, and a host of others.

As a leader, his functions pervade all organizations. A good leader therefore is one who is capable of persuading others to be more enthusiastical towards achieving the set goals through his/her policies. He/she demonstrates his leadership role in all aspects of the general duties of the school administration.

For any school principal to succeed, he/she must demonstrate such qualities like humility, modesty, intelligence, self confidence,

sociability, intuition that enable him/her initiate, organize, motivate and direct the action of its members in a specific situation towards the achievement of the objectives of its group. The same way leadership is the beam of underdevelopment in Nigeria so, is replicated at the school levels. Some were born leaders while others learned to become one, but depending on the situation. A principal is expected to balance the equation. It is imperative for a school principal to identify the needs and aspirations of a particular society towards directing the course of education to serve the community problems as emerging. With an exodus of government policies in place to make Nigeria the twenty most developed nations by 20:20, leadership functions are indispensable to this project. They (leaders) coordinate and put to adequate use human, financial and other raw materials for objective attainment (Nwogu, 2009).

1.2 Statement of the Problem

The state of educational institutions today in Nigeria is becoming unbearable for every concerned citizen as a result of failed leadership functions and tasks in accomplishing a set of goals (Abubakar, 1995). Precisely, the failure of educational managers' in understanding what qualities a leader should posses had worsen the situation not to talk of what plans they have for the schools. Specifically, the problems identified in this study were:

First, Bureaucratic bottleneck in the operational activities of most schools had kept principalship qualities untapped. In essence, schools

either public or private have a chain of organizational structure through which policies are formulated and disseminated from the top to the bottom. However, they are constraint to work under existing regulations governing their establishment without initiating new ideas to change the old practices.

Secondly, as leaders they are expected to work as a team player to attain an educational objective. It is unfortunate today that leadership task is devoid of this. In as much as personal qualities are essential for a successful leadership roles, the overall objectives of the establishment are expected to lead other personal interest. To be a good leader, sentiments need to be excluded from the programmes of the organization, where unavoidable, it could be settled in an informal way. Leadership style adopted in an organization needs to be evaluated and related to the dynamics of the situations.

Lastly, the issue of self-ego by most principals determines the success or otherwise of their administrative tasks in schools. A number of school principals relent on the ability of their teachers to handle important duties in the school except on areas relating to finance. They attach to themselves superior authority beyond the limit of the office they occupied. Owing to this reason, personal qualities of principals in Kaduna state secondary schools had brought about hindrances in attaining a successful administrative tasks before them.

1.3 Objectives of the Study

The study attempts to achieve the following objectives. They are:-

(1) To ascertain the intelligent level of the Kaduna state secondary schools' principals.

(2) To determine the self confidence of Kaduna state secondary schools' principals.

(3) To ascertain the sociability of Kaduna state secondary schools' principals.

(4) To determine the professional mindedness of Kaduna state secondary schools' principals.

(5) To ascertain the moral integrity of principals' in Kaduna state secondary schools.

(6) To ascertain the humility and modesty of school principals' in Kaduna state secondary schools.

1.4 Research Questions

The following are the research questions that guided the investigation:

(1) To what extents does the school principals' intelligent level affect his/her administrative functions in Kaduna state secondary schools?

(2) Does the self-confidence possessed by principals aid the effective performance of their administrative functions in Kaduna state secondary schools?

(3) Has the administrative functions of Kaduna state secondary schools principals improved in respect to the level of their sociability?

(4) What is the level of determining the professional mindedness of school principals' in Kaduna state secondary schools on their administrative functions?

(5) Does the secondary school principals in Kaduna state have the needed moral integrity to enable them succeed in their administrative functions?

(6) Are principals of secondary schools in Kaduna state with the right type of humility and modesty that could enhance their administrative functions?

1.5 Hypotheses

The following null hypotheses were formulated and tested in the course of this study:

(1) There is no significant difference in the opinions of the principals, teachers, parents and Ministry of Education Officials on the principals' level of intelligence and its impact on school administration.

(2) There is no significant difference in the opinions of the stakeholders on the self confidence of the principals and its influence on the administration of schools.

(3) There is no significant difference in the opinions of the stakeholders sociability of the principals' and its impact on school administration.

(4) There is no significant difference in the opinions of the stakeholders on the professional mindednesses of the principals and its influence on the administration of schools.

(5) There is no significant difference in the opinions of the stakeholders on the principals' level of moral integrity and its impact on school administration.

(6) There is no significant difference in the opinions of the stakeholders on the humility and modesty of the principals and its influence on the administration of schools.

1.6 Basic Assumptions

For the purpose of this study, the following assumptions were made:

(1) The poor academic achievement of students' are not in any way related to intellectual factors but also on principals' personal qualities.

(2) That the universal qualities of principals' do not show gender discrimination.

(3) The ability of a school principal to succeed in his/her basic task depends on the quality possessed and determination to work.

(4) School principals' are believed to be guided by the objectives of the establishment parallel to their personality attributes.

1.7 Significance of the Study

The findings of the study is significant to the educational development at the secondary school level owing to the set objectives determined to achieve as spelt out in the National Policy on Education. In the same vein, it will inform or guide the action of the following stakeholders – Ministry of Education, Principals, Parents and Teachers to mention a few.

First, the study has identified the need for the State Ministry of Education to overhaul the entire processes in the appointment of school principals in strict compliance with merit, competence and experience against nepotism and favouritism.

Secondly, it helps individual principal to understand and tap his/her talents aimed at initiating creativity to teaching and learning, as well as students' improvement.

Thirdly, students–teacher relationship can be better enhanced with good leadership in place. Such could be extended to school – community cordial relationship.

Fourthly, the activities of parents' Teachers' Association (PTA) in schools would be guided in sharing a common front with the school leadership aimed at achieving its goal.

1.8 Scope of the Study

The study is delimited to selected public and private secondary schools in Kaduna state. It covers specifically four (4) Local Government

Areas – Kaduna south, Kaduna North, Igabi and Chikun which makes up Kaduna Metropolis of the state. The belief expressed in most quarters by the people is that the road map to achieving the goals of education lies upon its leadership. Variables such as intelligence, self confidence, humility, and modesty were discussed in the study.

1.9 Operational Definition of Terms

The following terms were defined within the ambit of its usage in the research work.

Administration: The day–to-day operational activities of a school system under the headship of an administrator (principal). It is directed at achieving educational goals.

Leadership: The process of influencing the behaviour of other people in a given situation.

Supervision: Ability to oversee activities, control its mechanism and ensure quality product.

Principal: The individual appointed by the supervising body or its agent to perform the duties of an administrative head of a secondary school.

Organizational Attainment: the extent at which the lay down goals of an educational institution has been achieved.

Secondary School: A formal educational institution between the elementary school and post-secondary levels.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed related literature to the research work by a number of authors. The review was undertaken based on the following sub-headings:

a. Conceptual framework;
b. Concept of principalship;
c. Qualities of an idea principal;
d. Empirical Studies.
e. Summary

2.2 Theoretical Framework

Several theories are directly linked to the focal point of this research theme. It centred on leadership trait and performance for effective accomplishment of pre-determined organizational goals. Some theories were examined in this section with a view to identifying the most suitable one for consideration and adaptation. These theories include trait approach, contingency or situational model, functional theory, among others.

(i) Trait Approach: It is similar in nature to "Great man" theories. This theory refers to leadership thought primarily as male quality, especially interms of military leadership. This theory assumes that people inherit certain qualities and traits that make them better suited

for leadership. It often identified the particular personality or behavioural characteristics shared by leaders. It inquires to know that if particular traits are key features of leadership, then how do we explain people who possessed those qualities but are not leaders? Heifetz (1994) traced the trait theory approach back to the nineteenth – century tradition of associating the history of society to the study of great men Heiftz (1994) is considered one of the pioneers of this theory. Proponents of the trait approach usually list leadership qualities, assuming certain traits or characteristics will tend to lead to effective leadership. Kirkpatrick and Locke (1991) exemplified the trait theory. They both argued that "key leader traits include: drive a broad term which includes achievement, motivation, ambition, energy, tenacity and initiative), leadership motivation (the desire to lead but not to seek power as an end in itself), honesty, integrity, self-confidence (which are associated with emotional stability), cognitive ability, and knowledge of the organization (institution or profession). In their research work there is less evidence for traits such as charisma, creativity and flexibility (Kirkpatrick and Locke, 1991).

Some of the major criticisms of this theory include: the ability that the theory has an intuitive appeal, making the difficulty(ies) to arise in proving its tenets which the opponents have strongly relied upon. This also sees leadership characteristics as "innate" and accordingly labeled some people as "born leaders" due to their psychological mark up.

(ii) Situational Theory: This theory emanates as an alternative tot eh earlier theory of trait approach of leadership. Social scientists argued that history was more than the result of intervention of great men as Carlyle (1999) suggested. In 1884, Herbert Spenser suggested that times produced the person and not the other way round.

The theory assumes that different situations call for different characteristics exhibited by a leader. According to this group of theorists, no single optimal psychographic profile of a leader exists. The situational leadership model of Hersey and Blanchard (1994). For example, suggest four leadership styles and four levels of follower development. For effectiveness, the model posits that the leadership style must match the appropriate level of followership – development.

In this model, leadership behavior becomes a function not only of the characteristics of a leader, but that of the followers as well. Other models of this nature introduced situational variables. Among the determinants are:

(a) The nature of the task (structured or routine)

(b) Organizational policies, climate and culture

(c) The preference of the leaders superior

(d) Peer's expectation

(e) Reciprocal responses of followers

The contingency model of Vroom and Yetton (1996) uses other situational variables which include:

(a) The nature of the problem

(b) The requirements for accuracy

(c) The acceptance of an initiative

(d) Time constraints

(e) Cost constraints

However, Fiedler contingency model bases the leaders' effectiveness on what is termed situational contingency. This is a product of the interaction of leadership style ad situational favourableness.

(iii) Functional Theory: This theory according to McGrath (1962), Hackman & Watton (1986) is particularly useful for addressing specific leader behaviours expected to contribute to organizational or unit effectiveness. It argues that the leader's main job is to see that whatever is necessary to group needs are well taken care of; thus, a leader can be said to have done his/her job well when he has contributed to group effectiveness and cohesion (Fleishman et al., 1991; Hackman & Wageman, 2005; Hackman and Walton, 1986). While functional leadership theory has most of time been applied to team leadership (Zaccaro, Rittman, & Marks, 2001). It has also been effectively applied to broader organizational leadership as well (Zaccaro, 2001).

In summarizing literature on functional leadership Kozlowski et al (1996), Zaccaro et al (2001), Hackman and Walton (1986), Hackman and Wageman (2005), Morgeson (2005), Klein Zeigert, Kinght and Ziao (2006)

observed five broad functions a leader provide when promoting unit effectiveness. These functions include:

(a) Environmental monitoring

(b) Organizing subordinate activities

(c) Teaching and coaching subordinates

(d) Motivating others and;

(e) Intervening actively in the group's work.

Fleishman (1953) observed that subordinates perceived their superiors' behavior interms of two broad categories referred to as consideration and initiating structure. Examples of such behaviours under consideration are showing concern for a subordinate or acting in a supportive manner towards others. Initiating structure could include role clarification, setting performance standards and holding subordinates accountable to those standards.

In conclusion, this research study is pleased with trait approach theory since it helps to identify the leadership traits possessed by an individual in a position of authority and thereby match such with performances. The theory dwelt extensively also on the list of the leadership traits expected of anyone designed as a leader.

(iv) Behaviorists Theory

Administrative behaviour among principals can be explained using behaviourists theory or perceptive. Behaviourists focus on the impacts of personality, environmental or external factors on principals' activities.

Behaviourists strongly believe that individual or external forces sharpen behaviour of principals through learning. The theory assumes that as a result of external, environmental or personal factors, people learn certain behaviours which influence their administrative ability. The fundamental assumptions of behavioural perspective are that behaviour is learned, not only that, reinforcement of the external forces enhances the continuation of a particular behaviour.

The key proponents of behaviourists theory include behaviourists like Ivan Pavlov, Edward Thorndike, Skimmer and Albert Bandura. Because of space, only the works of the last two proponents mentioned above (Skinner and Albert Bandura) were discussed. Skinner states that most behaviours that we observe in people are maintained because they are reinforced by somebody. The reinforcers of a person's behaviour may be positive reinforcements like money, food or praise. Similarly, Skinner notes that any behaviour that is not reinforced by others will cease. This means that a person's behaviour is maintained by certain reinforcements and these withdrawal can lead to extinction of such behaviour.

Relating Skinner's behavioural theory to principals administrative behaviour, it will be necessary to mention that people learn those acts as a result of their interaction with their environment. It is also necessary to mention that these behaviours are reinforced by the external factors. For example, if a principal who drinks alcohol or smokes cigarette is praised by the people or is regularly supplied with the substances by his friends;

these will serve as reinforcements. It will ensure the continuity of the use of the substances by the abuser. On the other hand, if the acts of drinking of alcohol and smoking of tobacco are condemned or not reinforced, these acts will cease or become extinct thereby ensuring principals' effectiveness in his job.

Similarly, if principals' administrative ingenuity is applauded through the provision of incentive, more remuneration, constant workshop, promotion and regular support by the society or government (external factors), his administrative potentialities will increase and others will toll his line. On the other hand, if all the reinforcers/reinforcements attached to principals' leadership style are withdrawn this may make principals' leadership to cease thereby leading to its extinction. Skinner believes that external factors, reward, punishment are critical in determining the continuity of any behaviour. If all the reinforcers that help to maintain pervasive principals' behaviour among the principals are withdrawn, this theory believes that there will been extinction of these acts.

(v) Social Learning Theory

Social learning theory or observational learning is another theory under behavioural theory. It was propounded by Albert Bandura (1925). He is a leading architect of social cognitive theory. Bandura (1986, 2001, 2004). The theory notes that people learn consciously or unconsciously, intentionally or unintentionally by observing the behaviour of others and

the consequences of such behaviour. In this theory, observation is very important, hence it is also called observational learning. Four key components of the social learning theory are model, observer, behaviour of interest and reinforcement. Because of space the researcher was not able to explain each of the components. She will rather explained in general how they relate to the topic at hand.

Imitation, modelling and reinforcement which form the bedrocks of social learning theory are relevant to principals' administrative behaviour. From the perspective of this theory, administrative behaviour among the principals can be seen as an attempt to identify with a role model. If a principal has a role model who is an alcoholic or a tobacco smoker, such a principal in order to imitate his or her role model, gets involved in drinking and smoking. This is one of the reasons why substance use or abuse runs in the family. When either of the parents uses substance, the children see nothing wrong in smoking or drinking. Consciously or unconsciously, such parents contribute to substance abuse among their children who may be principals.

Similarly, when an individual is known to be promiscuous, the possibility of the principal who sees him or her as a model becoming promiscuous cannot be ruled out. It has been observed that majority of the artists, stars and other wealthy individuals that the society see as their role models are morally bankrupt as many of them have large number of boy-friends or girl-friends. In fact, quite a number of these

students are confessed that they admire such popular ones because of the large number of boy/girl-friends they have. This means that they also want to have many boy/girl-friends like their role models.

2.3 The Concept of Principalship

The principal of a secondary school is the administrative head of a post-primary institution otherwise called the secondary school. He is responsible for implementing the educational policy of the country. He usually reports to the Chief Inspector of Education in charge of Secondary education.

The functions of the principal although detailed in subsequent chapter, include among others, scheduling, budgeting instructional supervision, maintenance of physical plants and custodial services both to students' and staff as well as playing the role of a liaison officer between the school and the ministry as well as the community. The principal cannot carry out all these responsibilities alone. Some responsibilities are therefore, delegated in various combinations to the vice- principal(s) and his/her other assistants.

The minimum qualification for the post of a school principal is a holder of a first degree in education, while holders' of a first degree in other disciplines are permitted to take a one-year postgraduate diploma in education before they are appointed. The salary scale of the principal ranges from grade level 10 to 15, depending on the years of experience,

qualification and the grade of the school. In the Nigerian context, the principal is being referred to the executive head of secondary schools.

The secondary school principalship is one of the oldest educational administrative positions imported into this country. This post has had a firm foundation in the advanced countries like Europe and North America, long before the first secondary education was established in Nigeria in 1842 - CMS Grammar School, Lagos. The earlier Nigerian secondary schools had principals appointed from the dates of establishment. Apart from the principal, each secondary school had Board of Governors to manage its affairs. In addition to the Board, individual proprietors and missionary/voluntary agencies appointed managers for their respective schools. It was the duty of such managers to decide the philosophy, the objectives and the policies of the schools under their control. The managers' had free hand in the decision-making process of the schools. Consequently, it is the managers' who decided the size of the school, the quality of the teaching staff, the number of students' admitted, the extent of the boarding size, the tone and expenditure of the school. The principal was a mere figure head with no power to control the affairs of the school. Every bit of his/her action in school administration must meet with the manager's approval. He must be above all, an adherent to the religious tenets of the owing agency or proprietor. Principals' who were autocratic in carrying out all

administrative functions as they are led to obey completely the instruction of its managers.

With the government take-over of schools in the early 1970's, the principalship developed into an official staff post as there was an increasing responsibility for the administration of the secondary schools. The number of students' enrolled in schools increased. This brought about a corresponding increase in the number of personnel employed in the schools. The government took over such matters as staffing, finance, control of teachers' and admission of students' leading to the creation of the office of the vice- principalship. In schools with large students' enrolment, two vice-principalship were appointed, one for academic matters' and the other for administrative duties, with that of administration next in line of authority to the principal. The government took over the formulation of aims and policies in line with the National Policy on education which was first issued in 1977, revised in 1981 and 2004 respectively.

1. **Changes in Principalship Functions over the Years**

The early secondary school principalship was given to any teacher found to posses some elements of demonstrative ability. A teacher with academic qualification and the right type of personality could be appointed the administrative head in addition to a full-time teaching duty. Many of such principals' were pre-occupied with such tasks as scheduling, attendance, taking grade, reporting and maintenance of the

building since such duties were basic requirements expected for grants-in-aid to schools from the government. The principal as a functional head of the institution, discovers of school defects as well as keeping the school environment tidy. Though, most principals' were autocratic in the discharge of their functions at the school level but had less powers in the running of their schools as they take orders from outside authorities.

With time, a change in the function of the principals becomes necessary. This change had come about because of the increasing size of schools, the complexity in the organization and the more expectations the society placed on the secondary education. The managerial functions of principals' have become more dominant than the instructional leadership functions.

With development and continued changes in the educational system and administration, the principal has become involved in initiation, control and coordination of the school activities, aimed at achieving the set goals. Some principals were given the official mandate to decide the size of the school, the boarding arrangements and the overall tone and image of the school.

The secondary school principal's office has been transformed into a sort of a mid-way station among educational policy makers, the staff and students. He has become an agent who transmits and oversee to the executions of the goal within the ambit of the rules and regulations laid down by the school authorities. The key role of the principal have

continually changed form closely resembling the roles of that of a teacher to that of school leader. The major factors bringing about these accelerated changes could be attributed to the continuing evolution of the secondary school system, increasing urbanization, population growth and changes, student-teacher actions to gain increased participation in the decision making process, thus changing the societal value of the populace.

Nigerian school principals now occupies a unique position in the educational system. He is an educational leader in his own right. His main tasks today include interpreting policy, executing instructional programme and sciences, inducting and retaining the school personnel. He also has to maintain strong liaison with Ministry of Education officials, educational statutory agencies and other organizations which may have influence on the school programmes. He is expected to be familiar with educational laws, rules and regulations.

2. **Principal as a Leader**

The demand of every age has been for more and better leaders. Trained, capable and dedicated leadership is required. In our schools, the rapid growth in size and the complexity of education programmes call for good leadership.

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in such a way that makes it more cohesive and coherent. Leaders' carry out this process by

applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. Although ones position as a manager, supervisor, leader etc gives him/her the authority to accomplish a task, it simply makes him the boss. Leadership differs in that it provides an enabling environment for the followers to achieve high goals, rather than simply bossing people around.

Bass (1989; 1990) theory of leadership states that there are three basic ways to explain how people become leaders. The first two explain the leadership development for a small number of people. These theories are:

- Some personality traits may lead people naturally into leadership roles. That is the Trait Theory.
- A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person. This is the Great Event Theory.
- People may choose to become leaders. People can achieve this, by learning skills to become so. This is the transformational leadership Theory. It is the most recent concept in leadership style.

In the employees' eyes, leadership is everything that the leader does that affects the organization as objectives and their well-being. Effective leaders are conscious of what they are (such as beliefs and

character), what they know (such as tasks and human nature), what they do (such as implementing, motivating and providing direction).

In behavioural science, the concept of leadership is very important as leadership is the process by which an agent induces a subordinate to behave in a desired manner (Applewhite, 1985). According to Stogdill (1950) Leadership is "the process of influencing the activities of an organized group towards goal setting and goal achievement". Thus, it is clearly known that when an individual acts, he necessarily interact or transact with element of his environment. As both gives something and gets something in return.

Cattell (1957), observed a leader to be a group problem solver, ministering both to his own and the group satisfactions, in varying ratios whether he is an elected, institutionalize, effective syntality, changing or temporary (Leadership) leader.

Cortis (1977) defined Leadership as "a type of interaction among or between people whereby individuals' influence the behaviour or motivation of others". This type of influence usually occurs within the structure of a social system and tends to contribute to its stability. Leadership therefore, refers to the attributes displayed in a position in the social structure, the characteristics of a person and a category of behaviour.

However, Stogdill further argued on the meaning of Leadership or its contents. Stogdill said that "…. Leadership is not a matter of passive

status or mere possessions of some traits combinations. It appears rather, to be a working relationship among members of a group in which the leader acquired status through active participation and demonstration of his capacity for carrying cooperative tasks through completion. Significant aspect of this capacity for organizing and expediting to cooperative effort appears to be intelligence, alertness to the needs, and motives of others and self confidence". Notwithstanding, psychologists have not agreed on the precise definitions of Leadership. Thus different definitions and meanings of Leadership abound; but many have a common feature which stresses interaction, groups and intended goal. Leadership occurs whenever one attempts to influence the behaviour of an individual or group regardless of the reason. According to Yukl (1995) Leadership is the use of non-coercive influence to shape the groups organizational goals, motivate and behaviours towards the achievement of those goals and help define group or organization culture. On the other hand, leaders according to Manfred, (1994) are people who can influence the behavior of others without having to rely on force; leaders act to help a group achieve objectives with maximum application of its capabilities.

A principal may be regarded as a leader only when he or she has the power to effectively influence the behaviour of others. The principal can motivate and direct teachers' activities in a desired channel, thus, teachers follow the principal's direction, identify with him and use him as

a model. Likewise, good relationship between the principal and the teachers' can be extended to students' leading to better academic performance. A good working relationship in educational institutions provides a conducive atmosphere for teaching and learning.

Leaders' in educational institutions are the people who run the institutions and keep them going as well as facilitate progress, inspire the groups in the institution.

Another definition of leadership came from the university of Ohio (1998) Leadership studies group, who described Leadership on the basis of the individual's behaviour, functions, or goals. The Ohio group identified two important dimensions of leader behaviour i.e initiating structure and consideration. The irritating structure refers to Leadership behaviour which is oriented towards goal attainment, while consideration refers to Leadership behaviour that emphasizes group maintenance (Siann, 1980).

By implication, a leader who focuses on the aspect of the above definition like initiating structure runs into trouble with the people instead of working with them. That is, neglecting the human nature which needs emotional support which is encapsulated in group maintenance. On the other hand, a leader who pays more attention to group maintenance puts the attainment of the organizational goal to risk. Therefore, the researcher is of the opinion that secondary school leaders (principals) should in the disposition of their leadership behaviours be

able to blend the two. This is equally applicable to teachers' who as a result of principals' leadership effect on them display Leadership behaviour patterns towards the students'. Hence both principals' and teachers' as custodians of teaching and learning situations in secondary schools should vary their leadership behaviour as situation demands to achieve desired result.

In essence, leadership is the key to the progress, success and survival of any organization. Organizations worldwide become what they are today largely because of its leadership. The future development of any organization also depends to a large extent on effective leadership. Similarly, the educational institutions in Nigeria today are reflections of the type of present and past leadership enjoyed. However, student's academic achievement in most secondary schools could be linked to function of the mediated effects. This mediated effects model suggests that school culture is likely to meditate the relationship between Leadership and student learning outcomes (Hallinger and Heck, 1998).

Unfortunately, not much attention seems to have been focused on this human phenomenon of Leadership either by scholars or by practitioners in Nigeria Ukeje (1991). Rather, the focus has most often been on the management of human and material resources with little or no attention paid to the Leadership that enhances the effective management Ojo (1998). According to Ukeje (1991), the problem of selecting suitable leaders in our educational institutions is one of the

most urgent issues facing Nigeria today. As a major point of departure from the non-definitive trial and error Leadership style often exhibited by the leaders in Nigeria in educational institutions today, this study makes a case for identifying and supporting appropriate Leadership styles and barring necessary Leadership qualities needed for the effective management of our educational institutions.

Smith (1978) analysed that, the task of the leader of a task oriented group is based on two main functions: getting the job done, and keeping personal relations in good working order. Principals and other group leaders are facing the same problems: to get something learned, and to keep the group functioning well at the same time.

Woolfolk (1980) noted that Leadership is essential to successful teaching: Leadership role is a very important factor in teaching, he further stated that, one factor leading to success as a teacher is developing a positive psychological atmosphere in which young people can work, study and learn. The development of a positive emotional tone is a Leadership act. Thereafter learners' achievement depends largely on the impact teacher Leadership dispositions play on the whole teaching and learning process. And of course, the teachers' emotional state is influenced by the principals Leadership style. Hence the mediating variable as could be reflected in the school culture goes a long way in affecting students' academic performance. A happy teacher radiates happiness in the classroom and vice versa. Amidon (1966), remarks that,

teacher Leadership roles should influence the learner at most of his achievements academically. To him the teacher is information giver, advisor, motivator, counselor, referrer and disciplinarian". He further emphasizes that, the teacher functions as the person' ..... who works with pupils, explaining, informing or showing how, initiating, directing, administering, unifying the group, giving security, clarifying attitudes, beliefs and problems, diagnosing learning problems, and evaluating performance. However, the teachers' performance of these duties depends on how well he is motivated by the principal.

2.4 Qualities of an Ideal Principal

The idea principal is expected to posses the following qualities: intelligence, self-confidence, sociable, professional mindedness, humility and modesty and moral integrity.

Intelligences

On intelligences, Kochhar (2002) is of the view that an ideal leader should possess the following qualities

1. **Sound Educational Philosophy**:- The principal should have a clear understanding of the philosophy of life and the value on which society is based. He should have a clear conception of the functions and the objective of school education and also the correct methods and practices through which the objective can be effectively realized. This philosophy must be constantly examined and reviewed in the light of new problems and new insights.

2. **High Scholarship**:- The principal should primarily be an educational expert. Only then can he win and hold the real respect of his staff as well as the community. “It must not only be known by his staff and scholars that he is their principal by appointment but felt that he is their principal by superior ability, energy and character.” The principal should be able to take intelligent interest in the work of all teachers and be able to give valuable suggestions.
3. **Adequate Professional Training**: Educational administration is a specialized job. Without specialized training in the line, proper leadership is not possible. The principal should have adequate professional training to make him conversant with administration techniques.
4. **Proficiency in Human Relations**:- The principal must be an expert in human relations. He should be able to enter understandingly and sympathetically into the thoughts, the aspirations and the motives of teachers, students and parents. He must know how to win the goodwill and respect of others and how to motivate them to put in their best effort for the success of the school. He must keep the channels of communication open from the top to the bottom and vice versa. It is batter to anticipate the demands and requirements before they become vocal through organized effort. The principal should have sympathetic attitude.

He should not be partial to anyone. His colleagues should get the impression that they are co-operatively working together.

5. **Good Physical, Mental and Emotional Health**: To discharge the multifarious and heavy responsibilities of his office the principal should have sound physical, mental and emotional health. He should keep himself as young, fit, active, healthy and physically energetic as possible.

Qualities of Personality and Moral Integrity

The principal should have qualities of personality like sound judgment, self-control, integrity, general purity of character, firmness, initiative, resourcefulness and common sense. If he is not a high power dynamo, there will be inertia and listless apathy all round. He must be progressive.

Musaazi (1982) supported Kochhar on the qualities of ideal principal but gave it different names like natural intelligence, self-confidence, professionally mindedness, sociability, consideration for others, moral integrity, sound health, humility and modesty. Kirkpatrick and Locke (1991) remarked that successful leaders have certain basic leadership qualities in common. They supported Kochhar but included sense of mission among the qualities. Sense of mission is a belief in one's own ability to lead. The belief and aspiration of a leader will influence the quality of his or her leadership and followership. The leader must have a patriotic sense of mission and tenacity of purpose so as to achieve the

organization's goals. An effective leader is expected to be focused. He should draw and align the subordinates to the organization's goals by meaningful communication.

The role of teachers in establishing good behaviour in schools is very important. They can help in averting all possible immoral acts that are exhibited by students in schools. The Teacher, as Essen, (1993) observed, remains at all times worth moral and intellectual, model for the students. He should show loyalty to his duties and lead an honourable and respectable life in school and in the surrounding community.

The students usually respect, obey and are easily influenced by good teachers who are morally up right, dutiful and maintain their integrity. Whenever such teachers are present, the students, be they the most hardened troublemakers, always try to avoid creating any mischief. In order to establish good indiscipline in the school, Kalusmeier and Blount (1968) advised teachers to always organize and conduct his classroom activities in such a way as to create a classroom climate, which focuses on self-discipline. He can do this by keeping every student busy all the time with a worthwhile activity. The teacher should provide vanity of programmes and make certain activities routine to the classroom. Cole (1962) prefers the teachers to always set their own standard of behaviour.

Kalusmeier and Blount (1968) maintained that, for the teachers to establish good behaviours in school, they should be able to correct the

students and be able to apply punishment judiciously if need be. They advise that the teachers should not pronounce punishment and fail to carry it out. If the teachers keep on failing to carry out such threat, it will breed contempt between them and the students. If it is necessary to punish a student, the teachers, in their view, must first decide whether it will help the offender to develop self discipline or in effect will not cause any damage to their relationship with the students. The teachers should seriously put the gravity of the misconduct, time to punish, form of punishment, and severity of the punishment into consideration.

In order to maintain the confidence and trust reposed on the teacher by the students. Cole (1962) stated that the teacher should shun lawlessness keep a positive approach to students' conduct. He should not condemn him outright but talk to him in order to let him understand his mistake.

Cole (1962) advised, that teachers should look for situations that will permit them to work with the students. The teacher always consider each students as individual and discover the proper way to handle him or her. He should establish a personal relationship with each student and it is also important to have good relationship with him or her, Klausmeier and Blount (1968) observe that knowing students involves among other things, being familiar with their values, interests, aptitudes home condition, preferred company and achievements.

The teacher-student relationship in school should be cordial. The relationship should not develop into that of master-slave. Basher (1982) warned that the relationship between the teachers and the female students must not turn to illicit affairs]. The kind of relationship expected between the teacher and the students is one in which the teacher will serve as a model and moulder of the student's life. This means that the students should be able to copy teachers' dressing and behaviour. Thus, where the teacher starts to adapt irresponsible and corrupting dress styles as observes by Bashir such dressing will not bring about good relationship that permits effective learning and good administration in the school. Basher further expressed displeasure on the kind of habit some teachers sometimes involve the students. Some teachers, according to him, indulge students in smoking, alcoholism, and even taking them to night cinema.

Cole (1962) opined that some teachers desire to be liked by students, but too much of chumminess destroys authority and respect for the teacher and it is difficult to create a healthy atmosphere once it has been destroyed. No doubt, this kind of students-teacher relationship in the school will lead to indiscipline.

Soupler (1976) also expressed the view that the teacher should maintain high integrity and should not accept a laisser-faire attitude, where such a teacher goes on begging for cigarettes or borrowing from students. This kind of relationship as he pointed out, will bread

contempt between teachers and students, which can create lawlessness in the school. This does not mean that the teacher should be too authoritarian. The stern, rigid and unapproachable teacher is feared and also often hated by the students. In researcher's opinion, the teacher should not be partial in dealing with the students. For instance, some teachers prefer to show interest in the children of the rich or highly placed people and even pay more attention to them during lessons and other activities like Agu or manual labour or games.

Self-Confidence

Another important way the teacher can establish good discipline in the school, Cole (1962:24) advised, is to know students as individuals and especially their homes. He should look for situations which will permit him to work with them. The teacher should always consider each student as an individual and discover the proper way to handle him or her. He should establish a personal relationship with each student and it is also important to have good relationship with them in group. Klausmeier and Blount (1968:476) observed that knowing students involves, among other things, being familiar with their values, interests, aptitudes, home conditions, preferred company, and achievement.

Highet (1963:5) observed that teaching is not confined to parents and professional teachers. He maintained that, in every business and industry, there are learners and teachers. Whenever there are beginners and experts, old and young, there is some kind of learning going on and

some sort of teaching. Most people do not realize how much even their private life is taken on with amateurish teaching and haphazard learning. According to Highet, many also do not understand that every individual as a public being either learns or teaches incessantly. There are of course hundreds of special treaties on separate types of teaching – how to teach deaf children, how to teach dancing, and how to teach foreign languages; - but such works are usually rather limited and seldom connected with one another. Therefore, in his view, the fundamental issue is that the host known kind of teaching and the most highly organised, although not the most important, is done in school. Therefore, taking a look at a professional teacher, the kinds of people they are and how they work will give an insight into the act of teaching, that is, the qualities of a good teacher.

Shipley, Cann, Hildebandj and Mitchell (1968:14) expressed the view that the perfect teacher does not exits, just as the perfect human being does not exist, there are teachers who posses qualities or excellence and that superior teachers have most of these qualities while average of artisan teachers have some. Shiplay et al (1968:14) gave a list of some of these characteristics which they classified as desired and undesired.

The first desired characteristic of a teacher, they observed, is emotional stability and sound mental health. The teacher, they explained, should posses these before he can teach effectively. Secondly,

the teacher should have physical health and dynamic personality. This is because teaching, they observed, is an exhausting occupation and exacts a toll on the nervous system. It is important, then, to emphasize that good health is always a prerequisite for successful and efficient teaching. Thirdly, the teacher should be creative, imaginative, and resourceful when teaching. This type of teacher, they added, tries new methods, invents new ways of illustrating ideas, tries, several approaches. When a student is confused over a problem, lesson, fresh materials, the teacher uses for his or her lessons, ingenuity in gathering concrete materials to illustrate lessons, such teachers set goals and have a vision of what they hope students will accomplish while in the classroom or even in years to come. Fourthly, the teacher should be well groomed, poised and refined in voice and in action. A good appearance accompanied by graceful manner and a pleasing voice can be important assets when teaching. Fifthly, during teaching, the teacher should be courteous, kind, sympathetic, and tactful. The courteous teacher finds this courtesy reflected in these students who look to him as a model. Sixth, the teacher should be tactful when teaching because tact makes possible quick, impartial decisions at critical moments of discord among teacher and students and well-thought-out decisions on the basis of his or her experience, good judgement and knowledge of student's problems. Seventh, the teacher should be patience and not hot tempered because human beings forget a very high proportion of what is learnt and

understood initially and those with lesser abilities forget more and more rapidly than the gifted ones. The teacher is thus required to patiently re-teach and revise his or her lesson and try not to register by word or gesture disappointment or annoyance with results. The eighth quality of a teacher should be sincerity and honesty, especially when teaching. Whenever the teacher makes promise to the students, he should keep them. The teacher should always be punctual, efficient and have the ability to organize. Whenever he or she is not punctual in the class to teach or does not organize his teaching very well, he or she is likely to become nervous and lack courage to teach effectively. There is no doubt that an unorganized and nervous teacher will easily and continuously be despised by the students, which may eventually lead to the breakdown of the laws and orders of the school. Consequently, the teaching and effective administration of the school will be affected.

Teaching, they observed, requires a positive and an encouraging attitude. The teacher who possesses these will be able to carry out his or her teaching very well such a teacher will praise the students when they have made progress, encourage them when they are discouraged, and urge them on to greater effort when they have not given an adequate response. As a matter of fact, these characteristics are inexhaustible. The undisputable fact is that, the good qualities of the teacher, nice lesson plan, use of appropriate teaching aids and method will enhance effective teaching that can bring about good learning and good moral or

discipline. This is prerequisite to good behaviour of students in any school. If good behaviour of the students is not achieved, there will be problem of indiscipline that will prevent administration of the school effectively.

The completely unsuitable teacher would posses antithesis of most of the attributes given above. Fortunately, no teacher, no matter how bad or unsuitable he is to the profession, will have all the negative or opposite aspects and certainly no teacher is incapable of bettering any undesirable habits or attitudes that he or she may posses. Shipley et al (1968:95), noted that some of the characteristics that a teacher should, seek to stimulate or improve upon include: laziness, impatience, lack of animation, not temperament, tactlessness, to mention just a few. Although the good qualities of the teacher, coupled with the elimination of bad qualities, will bring about effective teaching, the fact still remains that other factors can still be determinants which are external in the teacher.

Professional Mindedness

Highet (1963:12), Mussazi (1985) and Cochilar (2002) indicated that the teacher should be current with important discoveries made year in year out. To be able to teach up-to-date and not out-dated facts, a good teacher should teach and keep on learning more about the subject all the time. If the teacher is conversant with new discoveries, it will safeguard his or her teaching from any unfounded contradictions. This is

very important because evidence of contradictions in any teaching done by the teacher can bring distrust between the teacher and the students which sometimes creates indiscipline and problems in school administration (Mussazi (1987).

Highet (1963:12) further observed that the teacher must not only know his subject but like his subject. In his view, if the teacher enjoys the subject, it will be easy to teach, even when he is tired, or delightful when the teacher is feeling fresh. The teacher will also never be at a less for a new illustration for a topic of discussion and for an interesting point of view. Another essential of good teaching, Highet expressed, is to like the learners and enjoy their company in groups. He explained further that every profession has its atmosphere, its setting and those who practice it must feel at home there. That is why it is essential to enjoy the conditions of teaching, to feel at home in a room containing twenty, to thirdly healthy young people. The enjoyment gained from this group-feeling, he said, gives the teacher energy for his or her teaching. If a person does not enjoy the prospect of facing the young in large groups, and he or she would prefer working in a laboratory or reading in a library, the person will never teach well. To like and enjoy the company of people one works with to a general necessity is not peculiar to teaching alone. The difference in the case of teaching is that the number of students must be manageable and in fact restricted in the classroom for effective learning. This is not so to secondary school classes in Kaduna

metropolis, where Highet (1963:12) suggested twenty-thirty students and the Nigerian National Policy on Education specifies thirty-five to forty students per class, but one can find fifty students and above per class in Kaduna metropolis. Consequently, there will be no effective teaching and poor teaching can cause indiscipline among students which obviously will create problems in learning and effective administration of the school.

Highet (1963), Mussazi (1985), Cochilar (2002), contended that the use of many methods is also essential to effective teaching. He maintained that there is no single correct way to teach a class, a method which fails with one student may be very helpful to another. The most effective initial teaching, he observed, includes several methods all employed during a single lesson or period. Highet also believed that, before teaching, the teacher should decide what the curriculum is either in junior or senior classes. The curriculum should also take into consideration the students' community and the wider society so as to make teaching relevant to the students' experiences. One may agree with Highet on teacher deciding curriculum in consideration to students' community but this is rarely possible in Nigeria, especially Kaduna metropolis, because of Nigerian National Policy on Education and political variables. For example, where a science college or women's Teachers' College (WTC) is sited in a rural area, there is very little or nothing the teacher can do to change the curriculum provided by the

Ministry of Education to suit the students' different communities, especially when examination are centrally set and marked by the West African Examination Council (WAEC). Due to these set-backs, one cannot be surprised to see that students sometimes pose problems to teachers, problems that cause poor administration of schools.

Good teaching, according to Highet (1963), Mussazi (1985), Cochilar (1995), should recognize individual differences. There are slow, average and fast learners, and similarly the intellectual, emotional, social, physical, spiritual, aesthetic, and moral differences create these divisions. Thus, before teaching such students, a flexible grouping will be necessary. Lesson planning is another important aspect of teaching. The teacher writes his or her own lesson plan because no body else can write a plan form which the teacher can teach effectively, since the contents of the plan will depend on how well the teacher knows the students, grasp his or her own social, cultural background and emotional maturity. For a successful teaching, the teacher should not know the subject matter only, he or she should be able to stimulate the students to exceed their present efforts within the limits of their abilities. This can be done when teaching, by expressing confidence in the students' aptitudes and skills, through provoking curiosity and through encouraging creative endeavour. If the students are successfully stimulated to learn, they will equally be stimulated to behave well, and this allows effective school administration.

Humility and Modesty

Another important way the teacher can establish good discipline in the school, according to Cole (1962), is to know students as individuals and especially their homes. He should look for situations which will permit him to work with them. The teacher should always consider each student as an individual and discover the proper way to handle him or her. He should establish a personal relationship with each student and it is also important to have good relationship with them in group. Klausmeier and Blount (1968) observed that knowing students involves, among other things, being familiar with their values, interests, aptitudes, home conditions, preferred company, and achievement.

Finally, the teacher can organize remedial classes for less intelligent students in order to improve their ability and redeem them from ill feelings and discontent with school activities. He should seek the cooperation of other teachers to assist in organising the remedial classes. The teacher should also skillfully work with the parents so as to be able to effect some changes in home conditions of the students. After all these, the teacher can then refer the student to the counsellors doctors or psychiatrists for further action.

Sociability

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must feel at home there. That is why it is essential to enjoy the conditions of teaching, to feel at home in a room containing twenty, to thirdly healthy young people. The enjoyment gained from this group-feeling, he said, gives the teacher energy for his or her teaching. If a person does not enjoy the prospect of facing the young in large groups, and he or she would prefer working in a laboratory or reading in a library, the person will never teach well. To like and enjoy the company of people one works with to a general necessity is not peculiar to teaching alone. The difference in the case of teaching is that the number of students must be manageable and in fact restricted in the classroom for effective learning. This is not so to secondary school classes in Kaduna metropolis, where Highet (1963) suggested twenty-thirty students and the Nigerian National Policy on Education specifies thirty-five to fourth students per class, one can find fifty students and above per class in Kaduna metropolis. Consequently, there will be no effective teaching and poor teaching can cause indiscipline among students which obviously will create problems in learning and effective administration of the school.

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his or her own social, cultural background and emotional maturity. For a successful teaching, the teacher should not know the subject matter only, he or she should be able to stimulate the students to exceed their present efforts within the limits of their abilities. This can be done when teaching, by expressing confidence in the students' aptitudes and skills, through provoking curiosity and through encouraging creative endeavour. If the students are successfully stimulated to learn, they will equally be stimulated to behave well, and this allows effective school administration.

2.5 Empirical Studies

The empirical studies of this research work centred on a critical appraisal of works in relation to the present study. In a study by Hamza (1991) titled "The roles of principals in schools", a test for school administrators in secondary schools, 16 principals were selected from 16 schools at random used in data collection. Simple percentages, t-test and ANOVA statistical tools were employed in data analysis involving four null-hypotheses. Major variables discussed in the study were intelligence of the principals, morality, sociability, accountability, personality and intuitiveness. The findings of the study revealed that; a perfect principal starts with intelligence, good personality, sociable, accountable and studious. The study recommended among other issues, that a good principal must be selected base on intelligence, a good principal should be sociable, a good principal should intuitive, must have ability to carry others along, must be able to improve communication and delegate

duties. All these are criterion to be observe in employing any principal both by government and private proprietors.

Though the present study is a bit related to the former the major variables are principals' leadership style and school administration in Nigeria. The statistical tools employed for this study is similar and same with the number of hypothesis and the instrument used are the same. Bukoye's (2004) study on principals' basic tasks in administration, in Kano metropolis, consisted of fifty principals (50) sampled consisting forty old principal (40) and ten (10) new principals selected at random. A stratified random sampling technique was adopted with only questionnaire as its instrument. Three (3) null hypotheses were formulated for the study, analyzed using simple percentage and t-test statistical procedure. The findings showed that principals generally have positive attitude towards their work. Recommendations made included the reduction in the improvement on principals' services by high wages, teachers' in-service training, on-the-job training, workshop and better remuneration. Government should embark on enlightenment campaign programme through the media and the organization of regular seminars and workshops for principals and teachers towards their future educational enrolment and retention. It is therefore different from this present study as far as the sampling technique, scope of coverage, research instruments, and respondents are concerned. The research

design, methods of scoring and number of null hypotheses seem to be similar to the present research work.

It is obvious from these studies that, gender variations in principals differ from one place to another. In the Eastern states of Nigeria, more male principals exists, in the Northern states too there are more male principals. While in the West, a good proportion of female principals exists. However, not much has been done on the effects of principals personality and their basic administrative tasks.

2.6 Summary

In the aforementioned chapter, a critical reviewed of literature materials was examined. This was with a view to have a proper guidance of the direction of the present research study. The study was interested on how personal qualities of a secondary school principal can impacted on his/her administrative tasks. Among other qualities identified in the research work are intelligence, personal and moral integrity, self-confidence, professional mindedness, humility and modesty.

In this work, a number of theories were identified, discussed, analysed and judgement passed as regards the best one considered suitable for the study. Behavioural theory became the chosen theory among the list of others. School principal was defined in this research work while changes over its functions for decades now were appraised. A number of empirical studies were discussed in relation to her differences with the present study on methodology, data analysis, findings and recommendations.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedure in which the research work was carried out. It specifically discussed the research design, population, sample and sampling techniques, instrumentation, validity of instruments, reliability of instrument, pilot study, administration of instrument and procedure for data analysis.

3.2 Research Design

The research design adopted for this study was expost-facto type. It examines the degree of relationship between two or more variables but not the existing causal relationship. According to Sharelson (1991), expost-facto design refers to a type of investigation which seeks to establish possible cause and effect relationships by observing an existing conditions or state of affairs and also looking in time for valid caused factors.

3.3 Population

The population of this study comprised of all public and private schools principals, teachers, parents & ministry officials in Kaduna Metropolis of Kaduna state. There are Ninety-one (91) public secondary schools and Five Hundred and Fifty-eight (558) private schools indulging boarding schools. Kaduna Metropolis is comprised of Kaduna North, Kaduna South, Chikun and Igabi Local Government Areas. Teachers'

population in the public secondary schools of Kaduna metropolis stood at Two Thousand, Six Hundred and Seventy-Seven (2,676), while there exists Eighty-Two Thousand, Three Hundred and Sixty (82,360) students in the same school type.

On the other hand, Nine Hundred and Seventy-Seven (977) teachers were recorded to be employed by private secondary schools with a figure of Ninety-Eight Thousand, One Hundred and Thirty students (98,130) respectively.

Table 3.3.1: Population of schools, teachers and students in the secondary schools of Kaduna Metropolis

S/N	Educational Zones	No. of Schools			No. of Public School Teachers		Total No. of Public School		No. of private School Teachers		Total No. of School Students		No. of private school students	
		Public	Private	Boarding School	Male	Female	Teacher	Male	Female	Teachers	male	Female	Male	Female
1	Chikun	16	186	07	189	260	449	1520	1270	2790	4,236	19,585	19,220	33,480
2	Igabi	30	38	01	223	190	413	98	117	215	9,868	21,202	3,780	7,255
3	Kad. North	38	158	04	833	760	1593	1,260	1120	2380	16,891	37,447	11,512	23,700
4	Kad. South	07	162	02	095	127	222	1302	1290	2592	7,154	14,132	18,909	33,695
	Total	91	544	14	1340	1,337	2,677	4,180	3,797	7,977	38,149	82,366	53,421	98,130

Source: Ministry of Education, Inspectorate Divisions of Rigachukun; Kaduna North & South; Chikun and Kaduna State Private Schools Boards (2012).

Table 3.3.2: Summary of Population Table

S/N	LGAs	No. of Secondary Schools	No. of Public Sec. Schools	No. of Public School Students	No. of Private School teachers	No. of Private School Students
1	Chikun	209	449	9,585	2,790	33,480
2	Igabi	69	413	21,202	215	7,255
3	Kad. North	200	1,593	37,447	2,380	23,700
4	Kad. South	171	222	14,132	2,592	33,695
	Total	649	2.677	82.366	7,977	98,130

Source: Researcher's population Synopsis (2012)

3.4 Sample and Sampling Techniques

A sample size of Three Hundred and (300) subject were selected at random from a total population of One Hundred and ninety-One thousand, One Hundred and fifty (191.150) using a simple random sampling procedure. The simple random sampling procedure according to Nwana (185) in Omoniwa (2009) is one form of sampling procedure which gives an equal and inadequate chance of being selected for the study. Eight (8) schools were randomly selected for this study comprising both public and private schools covering the four (4) educational zones which make up Kaduna Metropolis. However, a total sample of seventeen (17) public and private school teachers and Two Hundred and Eighty-Three (283) students were used in the study. Out of which, four (4) teaches were selected form public secondary schools and Thirteen (13) from their private counterparts. One Hundred and Twenty-Nine (129) students were involved in the study from public school students respectively. The choice of the selected schools were picked using hat draw method. It should be noted that teachers engaged in the study were also parents. Table 3.3.1 provided the sample illustration for this study.

Table 3.4.1: Summary of Sampled Secondary Schools and Respondents' in Kaduna Metropolis of Kaduna State

S/N	Educational Zones	Nos. of Public/ Private Schools	Total Pop. of Schl. Trs		Total Sample of Shl. Trs		Total Pop. of Shl. Students		Total Sample of Schl. Students	
			Public	Private	Public	Private	Public	Private	Public	Private
1	Chikun	2	449	2,790	1	5	9,585	33,480	15	53
2	Rigachukun	2	413	215	1	-	21,202	7,255	33	37
3	Kaduna Norht	2	1,593	2,380	2	4	37,447	23,700	59	11
4	Kaduna South	2	222	2,592	-	4	14,132	33,695	22	53
	Total		2,677	7677	04	13	83,366	98,130	129	154

Source: Researcher's Sampled Information (2012)

3.5 Instrumentation

The study adopted the use of structured questionnaire specifically designed by the researcher for the study, since there is no one fitted instrument already made. Questionnaire was adopted because it is economic, reliable and easy to interpret. It was divided into four (4) sections namely A,B,C and D. section A seeks to provide information on the respondents' biodata, B sought for answers on the leadership traits, C and D on personal qualities and basic task of a principal. The questionnaire is tagged "principals' qualities to attaining basic administrative task" (PQBAT) alongside modified Likert four-point rating scale. These are strongly Agreed (SA), Agreed (A), Disagreed (D), strongly Disagreed (SD) and undecided (U).

The lowest score (0) shows no evidence and the highest score (4) shows great deal of evidence. Below are the classification of the scores in percentages under little evidence (LE) and great deal of evidence (GDE). Scores 1-2 are classified under little evidence and 3-4 under great deal of evidence and 0 which is undecided is of no significant consequence and shared between the two classifications.

3.6 Validity of the Instrument

Validity is the quality of a test which measures what it is supposed to measure (Bruce, 2010). The instrument used in this study was developed personally by the researcher. Thereafter, it was given to the supervisors and experts in the field of educational evaluation and measurement in Faculty of Education, Ahmadu Bello University, Zaria for scrutiny and adoption. The

purpose was to ascertain the face and content validity of the instrument (Questionnaire) towards the formulated objectives and hypotheses of the study.

Scores collated from the trait testing of research instrument were analysed. This eventually gave room for the final draft of the questionnaire before the main field work.

The purpose was to ascertain the face and content validity of the instrument, and directed towards the purpose of the study, and clarity of language used. Kerlinger (1973) in Omoniwa (2009) was in support that validation of instruments by experts is an effective method of content validity of research instruments. However, the study effected all necessary corrections and modifications based on experts' advice. Experts comment were satisfactory with regards to the draft of the final instrument.

3.7 Pilot Study

A pilot study was undertaken in Government College Kaduna and Queen Amina College., Sabon-Tasha, Kaduna respectively. It involved the administration of Eighteen (18) copies of questionnaire each to the two schools in a duration of five (5) weeks. The exercise was personally undertaken by the researcher in company of research assistants who works in the schools.

The choice of the two schools were informed because the researcher did not want to use same respondents as those who would participate in the

actual research study so as to be conversant with the instruments before hand.

The purpose of the pilot study was to determine the reliability of the questionnaire being the sole instrument used in the study to evaluate the use of language, clearity and whether it has power to discriminate over results.

3.7.1 Reliability of the Instrument

To determine the reliability of the instrument used in this study, split-half method of reliability by Guttman was employed. This method allows the instrument to be numbered and arranged according to odd and even numbers respectively. At the same time, shared into two equal half (vies) and administered on the respondents. The questionnaire were filled and returned back to the researcher with the intent of determining the reliability score. A correlation co-efficient (r) formula was used in this respect and the obtained reliability test score was 0.83. In view of this Murkherjee (2000) postulated that the internal consistency is an average value of the correlation co-efficient which must be pretty high above 0.80. The result therefore shows that the items are reliable within the acceptable 0.05 significant level.

3.8 Administration of Instrument

A letter of introduction identifying the researcher was obtained from the Department of Educational Foundations and curriculum, Ahmadu Bello University, Zaria to the respect Inspectorate Divisions, Ministry of Education,

Kaduna State to seek for their approval and permission to visit schools under them.

This was followed by the visit of the researcher and her assistants to the selected schools though a letter issued to the school principals to allow the researchers and co entry into their schools and carry out the research exercise within the specified duration. A total of three hundred (300) copies of questionnaire were administered on the principals, teachers, ministry officials, and parents.

3.9 Procedure for Data Analysis

The data collected from the respondents' were computed using simple percentages and one way analysis of variance (ANOVA) statistical procedures. All the hypotheses were tested using ANOVA because of the need to establish the extent of relationship (if any) that exists among two or more variables. The acceptability or otherwise of each hypothesis was determined at 0.05 level of significance using statistical package for social science (S.P.S.S).

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter reported the result; of the study. It contained the presentation and analysis of results of the study. All the six (6) null hypotheses raised for the research were also tested at 0.05 significant difference. A summary of the findings were presented. The chapter ended with the discussion of the findings for each hypothesis and the research question.

The researcher used various research techniques in the process of writing the results of data analysis. First, the use of descriptive statistics for comparism of frequency and gross percentage in a majority of cases where a general pattern of relationship is required. Secondly, the use of one way analysis of variance (ANOVA) which enabled her to determine the homogeneity of the responses given by the respondents (students, teachers, principals and MOE officials) on certain items since it helps to determine the association between two or more attributes.

The respondents were given questionnaire statements which reflected the impact of personal qualities of principals on the attainment of basic tasks in the administration of secondary schools in Kaduna metropolis and were required to tick (√) appropriately on a likert-type five scale questionnaire. The scores ranging from 0-4 were supposed to show the magnitude of evidence of the value as perceived by the respondents in the impact of personal qualities of principals in the discharge of their basic duties.

Opinions of respondents as indicated on the questionnaire: using frequency and percentages on the impact of personal qualities of principals on the attainment of basic tasks in the administration of secondary schools in Kaduna metropolis

Table 4.19 below shows the perceptions of respondents' on possible impact of personal qualities of principals on the attainment of basic tasks in the administration of secondary schools in Kaduna metropolis. In the table the perceptions were presented in frequencies and percentages along 5 points Likert scales as modified by Nworgu B. G. (Nworgu, 1986). For analytic simplicity, it is grouped into 3, Agreed, Disagreed and Undecided.

Table 4.1: Opinions of respondents on the extent to which principals' intelligence level affect his/her administrative functions

	Items	Categories of Respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1	The principal exhibits intelligence during staff meeting.	Principals Teachers Students MOE Officials	62 129 345 59	62 64.5 76.7 73.8	24 51 97 19	24 25.5 21.6 23.8	14 20 8 2	14 10.0 1.8 2.5
2	The principal is intelligent in taking decision.	Principals Teachers Students MOE Officials	84 166 358 73	84 83.0 79.6 91.3	5 5 60 7	5 2.5 13.3 8.8	11 29 32 -	11 14.5 7.1 -
3	The principal uses intelligence in carrying out discipline measures.	Principals Teachers Students MOE Officials	72 64 343 36	72 32.0 76.2 45.0	14 136 84 44	14 16.0 18.7 55.0	14 - 23 -	14 - 5.1 -
4	Principal is intelligent in implementing curriculum inspection and supervision.	Principals Teachers Students MOE Officials	86 179 395 74	86 89.5 87.8 92.5	7 21 34 1	7 10.5 7.6 1.3	7 - 21 5	7 - 4.7 6.3
5	Principal uses intelligence in addressing other school activities.	Principals Teachers Students MOE Officials	83 171 376 70	83 85.5 83.6 87.5	7 28 64 10	7 14.0 14.2 12.5	10 1 10 -	10 0.5 2.2 -

6	Principal uses intelligence during assembly.	Principals Teachers Students MOE Officials	86 188 408 74	86 94.0 90.7 92.5	11 12 31 5	11 6.0 6.9 6.3	3 - 11 1	3 - 2.4 1.3
7	Principal is above others in terms of intelligence.	Principals Teachers Students MOE Officials	81 182 379 69	81 91.0 84.2 86.3	11 18 57 11	11 9.0 12.7 13.8	8 - 14 -	8.5 - 3.1 -
8	Principal's intelligence enables him to define and attain goals of the school.	Principals Teachers Students MOE Officials	92 179 405 76	92 89.5 90.0 95.0	4 21 33 4	4 10.5 7.3 5.0	4 - 12 -	4 - 2.7 -
9	Principal's intelligence makes him plan ahead for success in school administration and management.	Principals Teachers Students MOE Officials	62 159 342 70	62 79.5 76.0 87.5	32 41 86 6	32 20.5 19.1 7.5	6 - 22 4	6 - 4.9 5.0
10	Principal's intelligence ensures effective budgeting and judicious use of available resources.	Principals Teachers Students MOE Officials	82 152 338 59	82 76.0 75.1 73.8	15 48 89 11	15 24.0 19.8 13.8	3 - 23 10	3 - 5.1 12.5

For easy analysis, the Likert scales above were grouped into three categories of agreed, disagreed and undecided. That is the responses for strongly agreed (SA) and Agreed (A) were added together for agreement while the response item for Disagreed (D) and strongly disagreed (SD) were added together for Disagreement (D). The undecided (UD) stood on its own and is insignificance as it is rated zero. Thus agreement simply implies that respondents either agreed or strongly agreed. While disagreement simply implied that the respondents either disagreed or strongly disagreed and undecided remained a situation where the respondents were undecided

about the issues at point. The grouping were rated as agreed = 2 points, disagreed = 1 points and undecided = 0 point. This procedure was used in explaining the tables.

Table 4.1 shows that 345 students representing (76.7%) agreed that principals exhibits intelligence during staff meeting. 62 respodnets represent (62%) of the principals' agreed that principals exhibits intelligence during staff meeting, 129 respondents representing (64.5%) of teachers agree that principals exhibits intelligence during staff meeting, while 59 respondents representing (73.8%) of Ministry of Education officials agreed that principals exhibits intelligence during staff meeting. A total of 358 (79.6%) of students agreed that principal is intelligence in taking decision, 84 respondents representing (84%) of principals agreed that principal is intelligence in taking decision, 166 (83.0%) of teachers agreed that principal is intelligence in taking decision, while 36 (45.0%) of MOE officials agreed that principal is intelligence in taking decision.

Teachers, parents, students, MOE officials and believed that the principal and teachers are the sole determinant of the tone of the school. However, the principal perceived that parents, teachers, MOE officials and students collaborated to move the school forward. It is believed that the first points of contact with the children are the parents and siblings. Children learn a lot by imitation, a child whose father is engage in smoking ganja or cocaine starts taking it very early in life. Many principals and teachers' greed from the psychological point of view that children from divorced home tends

to be violent, uncontrollable as they are thrown into confusion outside parental care. Over 86 percent of principals/teachers held the opinion. Principals/teachers equally believe that children from polygamous home lack respect for others and indulge in activities that portray indiscipline. The opinion was held by over 90 percent of principals/teachers who were respondents. Over 85 percent of students shared the same view with the principals'/teachers' about the impact of polygamous homes on children. They as much as possible believed that children whose parents fight and are involve in immoral acts are more likely to be rude and involved in immoral acts. On the part of the MOE officials who were at one time teachers or principals, they rated items 1,2,4,5,6,7,8,9 and 10 high. As few as 36 (45%) agreed with item 3 as they feel that present day principal is not doing enough to curb disciplinary problem in schools. Out of the total number of students' respondents 379 (84.2%) agreed that the principal is above others in terms of intelligence, he uses it to define and attain goals of the school, plan ahead and have effective budgeting. In the same vein, most of the parents, teachers and MOE officials believed the principal uses the above tactics to excel in his school administration. However, in most schools, the present day secondary school principal are no longer the warehouse of knowledge and pioneers of intellectual emancipation.

This rightly explain why most of the respondents had very high rating for items 1,2,3,4,5,6,7,8,9 and 10 but differed among themselves in terms of the rating.

Table 4.2: Opinions of respondents on self confidence of principals for effective performance of their administrative functions

	Items	Categories of Respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1	The principal expresses confidence when addressing staff and students.	Principals	78	78	17	17	5	5
		Teachers	169	84.5	31	15.5	-	-
		Students	367	81.6	78	17.3	5	1.1
		MOE Officials	68	85.0	12	15.0	-	-
2	The principal is always abreast with current happenings so as to be above his teachers and the students.	Principals	87	87	3	3	10	10
		Teachers	167	83.5	33	16.5	-	-
		Students	389	86.4	49	10.9	12	2.7
		MOE Officials	75	93.8	5	6.3	-	-
3	To ensure confidence in school and society the principal is ever ready to read and be conversant with current issues.	Principals	86	86	14	14	-	-
		Teachers	180	90.0	20	10.0	-	-
		Students	398	88.4	50	11.1	2	0.4
		MOE Officials	74	92.5	6	7.5	-	-
4	Principal's confidence is displayed in his selection of language and utterances in private and public places within or outside the school.	Principals	72	72	13	13	15	15
		Teachers	170	85.0	30	15.0	-	-
		Students	377	83.8	52	11.6	21	4.7
		MOE Officials	76	95.0	4	5.0	-	-
5	Principal's confidence increases by the success he achieves in and outside school.	Principals	84	84	11	11	5	5
		Teachers	171	85.0	25	12.5	4	2.0
		Students	383	85.1	58	12.9	9	2.0
		MOE Officials	74	92.5	6	7.5	-	-
6	Principal maintains his confidence when he serves as a model not only to his staff and students but also to the community.	Principals	81	81	19	19	-	-
		Teachers	178	89.0	12	6.0	10	5.0
		Students	396	88.0	44	9.8	10	2.2
		MOE Officials	72	90.0	8	10.0	-	-

7	Principal's confidence increases when he is ready to learn from other people.	Principals Teachers Students MOE Officials	86 181 389 71	86 90.5 86.4 88.8	14 10 52 9	14 5.0 11.6 11.3	- 9 9 -	- 4.5 2.0 -
8	Principals confidence is rather questioned when he cannot perform functions in school and outside.	Principals Teachers Students MOE Officials	88 177 385 69	88 8.5 85.6 86.3	12 16 58 11	12 8.0 12.9 13.8	- 7 7 -	- 3.5 1.6 -
9	Principal's confidence increases by the level of success achieved in school management and administration.	Principals Teachers Students MOE Officials	79 165 360 66	79 82.5 80.0 82.5	21 22 75 12	21 11.0 16.7 15.0	- 13 15 2	- 6.5 3.3 2.5
10	The principal is confident whenever he receives visitors.	Principals Teachers Students MOE Officials	75 123 313 66	75 61.5 69.6 82.5	25 58 118 14	25 29.0 26.2 17.5	- 19 19 -	- 9.5 4.2 -

On the self-confidence of the principals in secondary schools in Kaduna metropolis, the respondents showed a high rating on all the items starting from item 1,2,3,4,5,6,7,8,9 and 10 as having great effects on school administration in senior secondary schools. The perception was generally from students, teachers and MOE officials. They believed that the principals' self-confidence is felt among students not only within the school but in the society as a whole. They believed that principals' self-confidence is debase if he can not be at piece with most administrative tasks, a situation that has begotten our present day secondary schools and a degradation of principals' personality and prestige. It is a negative stigma that continues to run around the possessor, detrimental to human material and national growth and

development from time immemorial. Its effect on students and society ranges from theft, insult, fighting, burglary, kidnapping, suicide bombing and other acts of indiscipline that derailed school progress.

However from the results, it was seen that the rate of agreement differed among the respondents' to their level of perception of the principals' self-confidence in the performance of his duty. The principals were seen to have higher rating than any other respondents as they will like to promote their self egotism as the best of all the existing principals.

Table 4.3: Opinions of respondents on sociability of school principals towards their administrative task

	Items	Categories of Respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1	The principal socializes with members of the local community.	Principals Teachers Students MOE Officials	80 163 364 70	80 81.5 80.9 87.5	20 27 76 10	20 13.5 16.9 12.5	- 10 10 -	- 5.0 2.2 -
2	Principal is always in the forefront of all school activities and that of the community.	Principals Teachers Students MOE Officials	74 163 353 70	74 81.5 78.4 87.5	28 32 92 10	28 16.0 20.4 12.5	- 5 5 -	- 2.5 1.1 -
3	Principal always encourages his subordinates and the members of the community.	Principals Teachers Students MOE Officials	77 170 361 69	77 85.0 80.2 86.3	23 23 82 11	23 11.5 18.2 13.8	- 7 7 -	- 3.5 1.6 -
4	Principal is always available for advice and direction in school matters or matters of the community.	Principals Teachers Students MOE Officials	80 168 367 69	80 82.0 81.6 86.3	20 27 74 11	20 13.5 16.4 13.8	- 9 9 -	- 4.5 2.0 -
5	Principal joins the community in their social activities not only in planning but also in execution.	Principals Teachers Students MOE Officials	68 159 347 67	68 79.5 71.1 83.8	32 36 96 11	32 18.0 21.3 13.8	- 5 7 2	- 2.5 1.6 2.5

6	Principal gets enough information on social activities and disseminate such to the school and the community in good time.	Principals Teachers Students MOE Officials	76 152 351 69	76 76.0 78.0 86.3	24 35 86 11	24 17.5 19.1 13.8	- 13 13 -	- 6.5 2.9 -
7	Principal is always effective in the use of communication in school and in the community.	Principals Teachers Students MOE Officials	70 159 354 73	70 79.5 78.7 91.3	30 25 80 7	30 12.5 17.8 8.8	- 16 16 -	- 8.0 3.6 -
8	Principal is always the spokes man between the school and the community as well as the various school agencies.	Principals Teachers Students MOE Officials	82 170 377 73	82 85.0 83.8 91.3	13 19 57 7	13 9.5 12.7 8.8	5 11 16 -	5 5.5 3.6 -
9	Principal is always organizing and directing interactive activities between the school and the community.	Principals Teachers Students MOE Officials	75 160 356 71	75 80.0 79.1 88.8	18 26 73 9	18 13.0 16.2 11.3	7 14 21 -	7 7.0 4.7 -
10	The principal attends to private ceremonies organize staff by members.	Principals Teachers Students MOE Officials	69 143 328 67	69 71.5 72.9 83.8	31 42 107 13	31 21.0 23.8 16.3	- 15 15 -	- 7.5 3.3 -

The frequency and percentage agreement expressed by the respondents on 1,2,3,4,5,6,7,8,9,10 on the sociability of the principal were highly rated. However, the responses differed among the respondents, while the principal were seen to have the highest response, other respondents did not have such a magnitude of response based on what they see in the present day school system physically. Most of these principal have thrown

personality confidence to the dogs in pursuit of wealth and other material compensation than quality administration.

However the results showed that none of the items was rated below 70 percent as all the respondents recognize sociability of the principal as a pre-requisite for effective administration and better school climate. It all showed that a principal is cherished more if ideally he is sociable, mixes well with the society and acclimatized himself with the environment to which he sees himself as well as protrude culture of the people by blending the culture of other ethnic groups he has passed through in the course of his service.

Through sociability the principal is able to get the enthusiasm of the teachers, students and the people of the community and be able to reap the value of school community relationship. He will not lack any thing in the form of resource persons, teaching facilities, parents teachers association assistance and Ministry of Education officials assistance in any form. All these are capable of moving his school well ahead of other schools and energizing him towards a greater achievement.

Table 4.4: Opinions of respondents on professional mindedness of principals in secondary schools administration

	Items	Categories of Respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1	The principal encourages development of staff.	Principals	70	70	30	30	-	-
		Teachers	158	79.0	29	14.5	13	6.5
		Students	354	78.7	83	18.4	13	2.9
		MOE Officials	71	88.8	9	11.3	-	-
2	Principal and teache always attend refresher courses, in service courses, seminars and conferences are organize by MOE and other bodies.	Principals	76	76	24	24	-	-
		Teachers	145	72.3	45	22.5	10	5.0
		Students	343	76.2	79	21.6	10	2.2
		MOE Officials	66	82.5	14	17.5	-	-

3	Principal is always early to attend functions in school and outside the environment.	Principals	72	72	28	28	-	-
		Teachers	149	74.5	37	18.5	14	7.0
		Students	349	77.6	87	19.3	14	3.1
		MOE Officials	71	88.8	9	11.3	-	-
4	Principal is always neat and perfect in dressing.	Principals	73	73	27	27	-	-
		Teachers	164	82.0	21	10.5	15	7.5
		Students	368	82.0	66	14.7	15	3.3
		MOE Officials	76	95.0	4	5.0	-	-
5	Principal is always conscious of his utterances in public outings.	Principals	79	79	27	27	-	-
		Teachers	168	84.0	68	13.5	5	2.5
		Students	377	83.8	68	15.1	5	1.1
		MOE Officials	74	92.5	6	7.5	-	-
6	Principal is always conscious of the consequences of his hobbies, actions and movement in and outside the school environment.	Principals	90	90	10	10	-	-
		Teachers	117	85.0	26	13.0	4	2.0
		Students	389	86.4	67	12.7	4	0.9
		MOE Officials	74	92.5	6	7.5	-	-
7	Principal is always guided by code of conduct of his profession and ethics of the society.	Principals	93	93	7	7	-	-
		Teachers	178	89.0	15	7.5	7	3.5
		Students	399	88.7	44	9.8	7	1.6
		MOE Officials	70	87.5	10	12.5	-	-
8	Principal is always conscious of what the teachers do and how they go about doing it.	Principals	83	83	17	17	-	-
		Teachers	167	3.5	21	10.5	12	6.0
		Students	369	82.0	69	15.3	12	2.7
		MOE Officials	65	81.3	15	18.8	-	-
9	Principal is always active in school activities, community and government functions.	Principals	75	75	25	25	-	-
		Teachers	171	85.5	22	11.0	7	3.5
		Students	388	86.2	55	12.2	7	1.6
		MOE Officials	78	97.5	2	2.5	-	-
10	Principal is always keeping to promises and the desire to attain the goals of education at the detriment of any other comfort.	Principals	84	84	16	16	-	-
		Teachers	172	86.0	21	10.5	7	3.5
		Students	383	85.1	60	33.3	7	1.6
		MOE Officials	71	88.8	9	11.3	-	-

Observing the frequency and percentages of agreement express by respondents on items 1,2,3,4,5,6,7,8,9,10 on the professional mindedness of principals were rated high. However, the respondents differed in their opinion, while the principal were seen to have the highest response as an indication of their consciousness of their profession and a way of exonerating themselves to the magnanimity of the people's interest, the other respondents, students, parents and MOE officials signified high response but at a lower rate than the principals. This phenomenon was based on what they see in the present day school system physically. Most of these principal have thrown professional confidence to the dogs in pursuit of wealth and other material compensation than quality administration.

However the results showed that none of the items was rated below 70 percent as all the respondents recognize professional conduct of the principal is a sine-qua-non to effective administration and better school climate. It all showed that a principal is cherished more if he is professionally upright in his school activities and general administration.

Through effective professional conduct, the principal is able to enunciate reasonable school goals and objectives, supervise school curriculum, improve school plants, ensure better student staff welfare and show a lot of intuition to academic and administrative ingenuity.

Table 4.5: Opinions of respondents on humility and modest of school principals on the performance of their basic administrative task in secondary schools

	Items	Categories of Respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1	The principal is simple and easy going.	Principals	64	64	31	31	5	5
		Teachers	148	74.0	48	24.0	4	2.0
		Students	321	71.3	120	26.7	9	2.0
		MOE Officials	63	78.8	17	21.3	-	-
2	The principal is approachable	Principals	60	60	34	34	6	6
		Teachers	136	68.0	64	32.0	-	-
		Students	317	70.4	127	28.2	6	1.3
		MOE Officials	71	88.8	9	11.3	-	-
3	Principal is always a servant and not a boss.	Principals	75	75	15	15	10	10
		Teachers	162	81.0	38	19.0	-	-
		Students	366	81.3	74	16.4	10	2.2
		MOE Officials	71	88.8	9	11.3	-	-
4	Principal is always diplomatic in his dealings with staff students and other educational agencies.	Principals	80	80	11	11	9	9
		Teachers	180	90.0	20	10.0	-	-
		Students	390	86.7	51	11.3	9	2.0
		MOE Officials	73	91.3	7	8.3	-	-
5	The principal is always tolerance patient and easy going.	Principals	82	82	14	14	4	4
		Teachers	184	92.0	16	8.0	-	-
		Students	401	89.1	45	10.0	4	0.9
		MOE Officials	75	93.8	5	6.3	-	-
6	Principal is temperamental and can easily adjust to situation.	Principals	82	82	14	14	4	4
		Teachers	183	91.5	17	8.5	-	-
		Students	391	86.9	55	12.2	4	0.9
		MOE Officials	73	91.3	7	8.8	-	-
7	Principal has a listening ear.	Principals	76	76	21	21	3	3
		Teachers	166	83.0	34	17.0	-	-
		Students	366	81.3	81	18.0	3	0.7
		MOE Officials	71	88.8	9	11.3	-	-
8	Principal does not show partiality in his treatment of staff and students or community and government agents.	Principals	83	83	12	12	5	5
		Teachers	181	90.5	19	9.5	-	-
		Students	381	84.7	64	14.2	5	1.1
		MOE Officials	70	87.5	10	12.5	-	-
9	Principal's humility is a way of increasing his position as a model	Principals	83	83	6	6	11	11
		Teachers	189	84.5	31	15.5	-	-

	to others who come in contact with him.	Students MOE Officials	383 73	85.1 91.3	56 7	12.4 8.8	11 -	2.4 -
10	Principal's humility is increased by his exemplary expression of sympathy, co-operation and moderation of characters.	Principals Teachers Students MOE Officials	60 143 329 72	60 71.5 73.1 90.0	25 51 103 8	25 27.0 22.9 10.0	15 3 18 -	15 1.5 4.0 -

From the distribution of the items and the responses obtained in relation to the frequency and percentages of agreement express by respondents on items 1,2,3,4,5,6,7,8,9,10 on the humility and modesty of principals, the result was high. However, the respondents differed in their opinion, while the principal still showed the highest response in their expression against the various items to acclaim their humility, the other respondents, students, parents and MOE officials signified high response but at a lower rate than the principals. This is an indication that they do not see the present principals as having such quality given the present day situation exogenously imposed on schools by the present day Nigeria political situation that now makes principals to live in affluence, become avaricious, greedy and insatiable in pursuit of wealth than concentrating on their profession trying to live by the old saying that "teachers' reward is in heave". Most of these principal have thrown humility and modesty to the dogs in pursuit of wealth and other material compensation than quality administration.

However the results as shown above indicated that none of the responses was less than 80 percent on average as all the respondents recognize the disparity between the present day principals and the old day principals. Principals as teachers use to be a model not only to the students but also to the people of the society through humility and modest behaviour, today the reverse is the case.

Through effective humility and modesty, the principal is able to encourage better discipline among the staff, students and the people of the society, able to penetrate the peoples' culture and help to introduce innovations to blend with the present development of the world, move the school forward and maintain good tone and better school climate.

Table 4.6: Opinions of respondents on moral integrity possessed by school principals to aid the success of their basic administrative task

	Items	Categories of Respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1	The principal is morally upright.	Principals	86	86	12	12	2	2
		Teachers	178	89.0	22	11.0	-	-
		Students	396	88.0	52	11.6	2	0.4
		MOE Officials	74	92.5	6	7.5	-	-
2	The principal is always in fore-front of the preaching against immoral activities.	Principals	89	89	5	5	6	6
		Teachers	178	89.0	22	11.0	-	-
		Students	388	86.2	56	12.4	6	1.3
		MOE Officials	69	86.3	11	13.8	-	-
3	Principal suppresses immoral acts and uphold rightness in any circumstances.	Principals	77	77	13	13	10	10
		Teachers	169	84.5	31	15.5	-	-
		Students	372	82.7	68	15.1	10	2.2
		MOE Officials	74	92.5	6	7.5	-	-
4	Principal organizes campaign against moral activities to ensure decency.	Principals	82	82	15	15	3	3
		Teachers	152	76.0	48	24.0	-	-
		Students	338	75.1	89	19.8	23	5.1
		MOE Officials	59	73.8	11	13.8	10	12.5

5	The principal does not drink, fight or quarrel in private or public places.	Principals	78	78	17	17	5	5
		Teachers	169	84.5	31	15.5	-	-
		Students	367	81.6	78	17.3	5	1.1
		MOE Officials	68	85.0	12	15.0	-	-
6	The principal is always found in community squares or homes advising on malpractices that could dampen the morality of the school or the community.	Principals	87	87	3	3	10	10
		Teachers	167	83.5	33	16.5	-	-
		Students	389	86.4	49	10.9	12	2.7
		MOE Officials	75	93.8	5	6.3	-	-
7	The principal is never dressed in a careless way or seen with anything incriminating.	Principals	86	86	14	14	-	-
		Teachers	180	90.0	20	10.0	-	-
		Students	398	88.4	50	11.1	2	0.4
		MOE Officials	74	92.5	6	7.5	-	-
8	Principal is never seen taking bribes or falsifying documents nor found wanting.	Principals	72	72	13	13	15	15
		Teachers	170	85.0	30	15.0	-	-
		Students	377	83.8	52	11.6	21	4.7
		MOE Officials	76	95.0	4	5.0	-	-
9	Morally upright principal is always a disciplined person and a disciplinarian	Principals	84	84	11	11	5	5
		Teachers	171	85.5	25	12.5	4	2.0
		Students	383	85.1	58	12.9	9	2.0
		MOE Officials	74	92.5	6	7.5	-	-
10	A morally upright principal is always conscious of his actions towards students, teachers or the community members, especially the opposite sex.	Principals	81	81	19	19	-	-
		Teachers	178	89.0	12	6.0	10	5.0
		Students	396	88.0	44	9.8	10	2.2
		MOE Officials	72	90.2	8	10.0	-	-

An overview of the frequency and percentages of agreement as expressed above by respondents on items 1,2,3,4,5,6,7,8,9,10 indicates that their responses range between 80 and 90 percent on principals' moral integrity. This showed a very high response in relation to the level of principal and their integrity exhibited by their moral. On a general note the principals showed the highest level of response as indicated by their percentage, against the various items to acclaim their moral integrity, the other respondents, students, parents and MOE officials signified high response but at a lower rate than the principals. This is an indication that they do not see the present principals as having such quality given the present day situation imposed on schools by the present day Nigerian factor of corruption, bribery, chastity and greed that now enveloped the principals to the alter dismay of moral integrity. Principals are made to live in affluence, chase naira, greedy and unrealistically materialistic. Most of these principals have shown moral integrity to scandalous living and unrealistic disgruntleness.

However the results indicated that none of the responses was less than 80 percent on average as all the respondents recognize the disparity between the present day principals and the old day principals. Principals as teachers use to be a model not only to the students but also to the people of the society through upholding moral values, disciplinary mind and behaviours worthy of emulation.

Through effective moral standard, the principal is able to encourage better discipline among the staff, students and the people of the society, increase the cultural values of the society, blend the sociability of the staff and students in line with the people of the area, attract resource personal, developmental project and fund from people of worthy character in the school and in the environment.

4.2 Testing of Hypotheses

Six hypotheses were raised in this study. These were aimed at determining possible difference of opinion among the respondents on the intelligence, self confidence, sociability, professional mindedness, humility and modesty and moral integrity of principals in the discharge of their basic administrative tasks in secondary school in Kaduna metropolis. The hypotheses are as follows.

Hypothesis 1: There is no significant difference in the mean opinion of students, principals, teachers and MOE officials with regards to the intelligence of principals in the discharge of their basic administrative tasks in secondary school in Kaduna metropolis.

The numbers of items used in the assessment were 10. In testing the hypothesis, one-way analysis of variance (ANOVA) procedure was used because of the four level of independent variable (Steel RGD et al, 1960) the table below shows analysis of variance and the fraction computed from each group.

Table 4.7: Summary of One-Way Analysis of variance on the opinion of respondents on intelligence of the principals

SV	Sum of squares	DF	Mean	F	P	f-critical
Between Groups	82.134	3	27.378	8.932	.000	3.0
Within Groups	2531.726	826	3.065			
Total	2613.860	829				

Source: PQBAT Analysis (2012)

A look at the above table shows the calculated f-ratio is 8.932 at 826 df 3 and at the level of 0.05. The critical value of f was found to be 3.0 less than f-ratio (8.932), therefore the null hypotheses which states that there is no significant difference in the mean opinions of students, principals, teachers and MOE officials on the intelligence of principals in school administration is rejected, which means there is a significant difference in the mean opinions of the respondents (students, principals, teachers and MOE officials) on the intelligence of principals in secondary schools in Kaduna metropolis. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the area of significant difference exist.

Table 4.8: Mean score of group on the intelligence of principals

Groups	N	Mean	STD	SE
Students	450	38.0156	1.7664	8.327
Principals	100	37.1400	1.9744	-1975
Teachers	200	37.4950	1.6412	-1160
MOE officials	80	37.7000	1.6257	-1818
Total	830	37.7542	1.7757	6.1610

Table 4.8 shows the mean score of the groups on intelligence of principals in their basic administration. Visual observation of the principals'

mean is closer to that of the teachers and MOE officials than that of the students. However, this could not be conclusive statistically.

In order to determine the groups that was significantly different in their response from the others, a post-hoc test of mean operation was proffered on the mean scores of the groups. The Scheffe procedure was used for operation. The result is as shown in table 4.27 below.

Table 4.9: Mean separation by Scheffe Procedure

Group	F value	Decision
Principals Vs Teachers	8.932	Not significant
Principals Vs MOE officials	" "	Not significant
MOE officials Vs Teachers	" "	Not significant
Students Vs Tr., Prin. and MOE	" "	Significant

The result of the procedure in the table 4.9 show that students were the group who deferred significantly in the opinion on the intelligence of principals in their basic task of administration. It follows therefore that the teachers, MOE officials had the tendency of backing the principals because they too belong to the profession and were either principal or might raise to the post of principal as both, teachers and MOE officials had either taught or are teaching the students and would want to run away from being blamed either for being unintelligent care or lack in the possession for the principals position and wrongful or non implementation of favourable policies. Of course, some of the students were mostly within their care and so they would not want to take the blame of such indiscipline acts among the students. Though, students did not differ in their opinion about the causes of indiscipline acts along with the teachers, their low score in response to

peer group activity seems to underline the fact that students see their activities as fighting for their civic rights and child abuse and as a system norms of the present day, Nigeria.

This contrasted the work of scholars like Abubakar, 1995 on principals qualities in secondary school administration, Adesina, Segun, 1990 on principals' qualities, Afolabi, 1982 on principals' qualities and Akubue 1983 on qualities of principals in school supervision. Students differed from other respondents especially in the area of items 1,5,6,8, and 10.

Again, following the idea of Abubakar 1985 that principals' qualities are not directly the fault of the principals, they merely take precedence from what is happening in the government, working class, business, colleagues and public offices, society and political bulldozers. The principals are only caught in the trap. For government, there is unplanned massive explosion of education, without necessary preparation of adequate teachers and principals to handle schools activities and administration. Schools exist for examination purpose, the private sectors establishes schools for selfish economic reasons, employ unqualified principals, understaffed schools and poor teaching materials, lack of funds to facilities and funds for the running of schools. The ultimate end is running the school with unqualified persons as principals in order to under cost education and employ any hand for school administration. Such principals worsen things rather than help situation

Contrasting the present situation with the past, Adesina, Segun (1990) pointed out that appointment of principals in the past was based on qualification, experience and character. But today appointment of principal is base on who you know, political affiliation, social inclination, personal relation of the people in government such that rephrase, unintelligent and questionable characters are pointed to the post of principals for the nature expression of their greed, gluttony and unshakable desire for ill-gotten-wealth through excess charges of fees and extra levies.

In any case principals may not be exonerated from the fault of unintelligence as some of them are not ready to do any thing to improve themselves as soon as they acquire the basic certificate for accelerating to the post of principalship.

Hypothesis 2: There is no significant difference in the mean opinion of students, principals, teachers and MOE officials with regards to the self-confidence of principals in school administration in secondary school in Kaduna metropolis.

The numbers of items used in the assessment were 10. In testing the hypothesis, one-way analysis of variance (ANOVA) procedure was used because of the four level of independent variable (Steel RGD et al, 1960) the table below shows analysis of variance and the fraction computed from each group.

Table 4.10: Summary of One-way Analysis of variance on the opinion of respondents on self-confidence of the principals

SV	Sum of squares	DF	Mean	F	P	f-critical
Between Groups	53.555	3	17.852	5.463	0.05	3.0
Within Groups	2531.726	826	3.267			
Total	2613860	829				

F(5.463) = P 0.05

Source: PQBAT Analysis (2012)

A look at the above table shows the calculated f-ratio is 5.463 at 826 df 3 and at the level of 0.05. The critical value of f was found to be 3.0 less than f-ratio (5.463), therefore the null hypotheses which states that there is no significant difference in the mean opinions of students, principals, teachers and MOE officials on the self confidence of principals in schools administration is rejected but the alternative hypothesis is retained, which means there is a significant difference in the mean opinions of the respondents (students, principals, teachers and MOE officials) on the self confidence of principals in schools administration in Kaduna metropolis. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the area of significant difference exist.

Table 4.11: Mean scores of group on the self-confidence of principals

Groups	N	Mean	STD	SE
Students	450	28.1067	1.8075	8.521
Principals	100	27.8100	1.7563	-1756
Teachers	200	28.0950	1.9532	-1381
MOE officials	80	28.8625	1.4561	-1628
Total	830	28.1410	1.8222	6.325

Table 4.11 shows the mean score of the groups on self confidence of principals in school administration. Visual observation of the table shows that the teachers' mean is closer to that of the students and MOE officials than that of the principals. However, this could not be conclusive statistically.

In order to determine the groups that was significantly different in their response from the others, a post-hoc test of mean operation was proffered on the mean scores of the groups. The Scheffe procedure was used for operation. The result is as shown in table 4.30 below.

Table 4.12: Mean separation by Scheffe procedure

Group	F value	Decision
Teachers Vs Students	5,463	Not significant
Teachers Vs MOE officials	" "	Not significant
MOE Officials Vs Students	" "	Not significant
Principals Vs Tr., Stud. and MOE	" "	Significant

The result of the procedure in the table 4.12 show that principals were the group who deferred significantly in the opinion on the self confidence of principals in schools administration. It follows therefore that the teachers, MOE officials had the tendency of backing the principals because they too belong to the profession and were either principal or might raise to the post of principal as both, teachers and MOE officials had either taught or are teaching the students and would want to run away from being blamed either for being unintelligent, carefree or lack in the possession of self-confidence for the principals position and wrongful or non implementation of favourable policies.

Principals differed from other respondents especially in the area of items 2,5,6,8, and 10 as they would want to boost their ego as having the confidence required of an idealled principal to back his administrative task. Even those that came to the position through fowl means still acclaimed they had confidence in themselves to be in the office. However, they are always found wanting when it comes to performance of official duties. Moreso, they always display their incapability and inefficiency in the presence of visitors from zonal office MOE officials or Inspectors from the Inspectorate Division.

Hypothesis 3: There is no significant difference in the mean opinion of students, principals, teachers and MOE officials with regards to the sociability of principals in their basic administrative tasks in secondary school in Kaduna metropolis.

The numbers of items used in the assessment were 10. In testing the hypothesis, one-way analysis of variance (ANOVA) procedure was equally used because of the four level of independent variable (Steel RGD et al, 1960) the table below shows analysis of variance and the fraction computed from each group.

Table 4.13: Summary of One-way Analysis of variance on the opinion of respondents on sociability of the principals

SV	Sum of squares	DF	Mean	F	P	f-critical
Between Groups	99.497	3	33.166	7.713	0.05	3.0
Within Groups	3551.968	826	4.3			
Total	3651.465	829				

F(8.932) = 4 P<0.05

Source: PQBAT Analysis (2012)

A look at the above table shows the calculated f-ratio is 7.713 at 826 df 3 and at the level of 0.05. The critical value of f was found to be 3.0 less than f-ratio (7.713), therefore the null hypotheses which states that there is no significant difference in the mean opinions of students, principals, teachers and MOE officials on the sociability of principals in their basic administrative task is rejected, but the alternative hypothesis is retained, which means there is a significant difference in the mean opinions of the respondents (students, principals, teachers and MOE officials) on the sociability of principals in their basic administrative tasks in secondary schools in Kaduna metropolis. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the area of significant difference exists.

Table 4.14: Mean scores of group on the sociability of principals in their basic administrative task

Groups	N	Mean	STD	SE
Students	450	27.6422	2.0847	9.828
Principals	100	27.3900	1.7168	-1717
Teachers	200	27.4900	2.3596	-1668
MOE officials	80	28.7000	1.5943	-1782
Total	830	27.6771	2.0927	7.285

Table 4.14 shows the mean score of the groups on sociability of principals in their basic task of administration. Visual observation shows that the teachers' mean is closer to that of the principals and students than that of the MOE officials. However, this could not be conclusive statistically.

In order to determine the groups that was significantly different in their response from the others, a post-hoc test of mean operation was

proffered on the mean scores of the groups. The Scheffe procedure was used for operation. The result is as shown in table 4.33 below.

Table 4.15: Mean separation by Scheffe procedure

Group	F value	Decision
Teachers Vs Principals	7.713	Not significant
Teachers Vs Students	" "	Not significant
Principals Vs Students	" "	Not significant
MOE Vs Stud., Tr., Prin.	" "	Significant

The result of the procedure in the table 4.15 show that MOE officials were the group who deferred significantly in their opinion on the sociability of principals in their basic task of administration. It follows therefore that the teachers and students had the tendency of backing the principals, because for the teachers they belong to the same profession and will raise to principalship. While, the students would like to protect their principal from the menace of the MOE officials who want to vent their anger on the de-faulting principals who may not be competent in their administrative duties.

Hypothesis 4: There is no significant difference in the mean opinion of students, principals, teachers and MOE officials with regards to the professional competence of the principals in the discharge of their basic administrative tasks in secondary school in Kaduna metropolis.

The numbers of items used in the assessment were 10. In testing the hypothesis, one-way analysis of variance (ANOVA) procedure was used because of the four level of independent variable (Steel RGD et al, 1960). The table below shows analysis of variance and the fraction computed from each group.

Table 4.16: Summary of One-way Analysis of variance on the opinion of respondents on professional competence of the principals

SV	Sum of squares	DF	Mean	F	P	f-critical
Between Groups	85.032	3	28.344	6.261	0.05	3.0
Within Groups	3739.528	826	4.527			
Total	3824.560	829				

F(6.261) = 4 P<0.05

Source: PQBAT Analysis (2012)

A look at the above table shows the calculated f-ratio is 6.261 at 826 df 3 and at the level of 0.05. The critical value of f was found to be 3.0 less than f-ratio (6.261), therefore the null hypotheses which states that there is no significant difference in the mean opinions of students, principals, teachers and MOE officials on the professional competence of the principals in the discharge of their basic administrative tasks in secondary schools in Kaduna metropolis is rejected, but the alternative hypothesis is retained, which means there is a significant difference in the mean opinions of the respondents (students, principals, teachers and MOE officials) on the professional competency of the principals in the discharge of their basic administrative tasks in secondary schools in Kaduna metropolis. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the area of significant difference exists.

Table 4.17: Mean scores of group on the professional competence of principals

Groups	N	Mean	STD	SE
Students	450	28.0576	2.1045	9.920
Principals	100	27.9500	1.7137	-1714
Teachers	200	27.7400	2.5623	-1812
MOE officials	80	28.9500	1.3953	-1560
Total	830	28.0542	2.1479	7.455

Table 4.17 shows the mean score of the groups on professional competence of the principals in the discharge of their basic administrative tasks. Visual observation shows that the principals' mean is closer to that of the teachers and students than that of the MOE officials. However, this could not be conclusive statistically.

In order to determine the group that was significant different in their response from the others, a post-hoc test of mean operation was proffered on the mean scores of the groups. The Scheffe procedure was used for operation. The result is as shown in table 4.36 below.

Table 4.18: Mean separation by Scheffe procedure

Group	F value	Decision
Principals Vs Teachers	6.261	Not significant
Principals Vs Students	" "	Not significant
Teachers Vs Students	" "	Not significant
MOE Vs Prins. Trs. and Stud.	" "	Significant

The result of the procedure in the table 4.18 show that MOE officials were the group who deferred significantly in the opinion on the professional competence of the principals in the discharge of their basic administrative tasks. It follows therefore that the teachers and students had the tendency of

backing the principals. This is because, the principals are fellow colleagues in profession with the teachers who might have the same problems of professional competence as is feasible in Nigerian educational system, where most graduates and trained teachers are unable to write their name properly, speak reasonable English, solve simple Mathematics and in the least be able to carry out administrative activities, enunciate ideals, define objectives and goals, plan, direct, co-ordinate or evaluate school activities, initiate line and role administrative procedure, delegate duties and be able to organize school plants, maintain effective discipline and moral up-righteousness to move the schools forward, bring about good tone and good school climate. All these are due to the fact that most teachers and principals do not follow the normal procedure for training, selection or recruitment into the position or are not eager to go for self-improvement on the job by attending seminars, conferences, workshops, in-service training, holiday courses and general improvement on the job. As long as they can get the money they need the interest of the school, students, staff and the community is relegated to the background.

Hypothesis 5: There is no significant difference in the mean opinion of students, principals, teachers and MOE officials with regards to the humility and modesty of principals in the discharge of their basic administrative tasks in secondary school in Kaduna metropolis.

The numbers of items used in the assessment were 10. In testing the hypothesis, one-way analysis of variance (ANOVA) procedure was used

because of the four level of independent variable (Steel RGD et al, 1960) the table below shows analysis of variance and the fraction computed from each group.

Table 4.19: Summary of One-way Analysis of variance on the opinion of respondents on humility and modesty of the principals

SV	Sum of squares	DF	Mean	F	P	f-critical
Between Groups	236.451	3	78.818	20.148	0.05	3.0
Within Groups	3231.216	826	3.912			
Total	3467.667	829				

F(20.148) = 4 P<0.05

Source: PQBAT Analysis (2012)

A look at the above table shows the calculated f-ratio is 20.148 at 826 df 3 and at the level of 0.05. The critical value of f was found to be 3.0 less than f-ratio (20.148), therefore the null hypotheses which states that there is no significant difference in the mean opinions of students, principals, teachers and MOE officials on the humility and modesty of principals in school administration is rejected but the alternative hypothesis is retained, which means there is a significant difference in the mean opinions of the respondents (students, principals, teachers and MOE officials) on the humility and modesty of principals in secondary schools in Kaduna metropolis. Thus, the area of significant difference may not be easily noticed, the use of Scheffe procedure will indicate clearly where the area of significant difference exists.

Table 4.20: Mean scores of group on the humility and modesty of principals

Groups	N	Mean	STD	SE
Students	450	27.9244	2.0328	9.583
Principals	100	26.7300	2.5220	-2522
Teachers	200	28.2250	1.6848	-1191
MOE officials	80	28.9000	1.5145	-1693
Total	830	27.9470	2.0452	7.099

Table 4.20 shows the mean score of the groups on humility and modesty of principals in their basic administration. Visual observation the principals' mean is closer to that of the teachers and students that that of the MOE officials. However, this could not be conclusive statistically.

In order to determine the groups that was significantly different in their response from the others, a post-hoc test of mean operation was proffered on the mean scores of the groups. The Scheffe procedure was used for operation. The result is as shown in table 4.39 below.

Table 4.21: Mean separation by Scheffe procedure

Group	F value	Decision
Principals Vs Teachers	20.148	Not significant
Principals Vs Students	" "	Not significant
Teachers Vs Students	" "	Not significant
MOE Vs Stud., Trs. and Prins.	" "	Significant

The result of the procedure in the table 4.21 show that MOE officials were the group who deferred significantly in the opinion on the humility and modesty of principals in their basic task of administration. It follows therefore that the teachers, students had the tendency of backing the principals because the teachers belonged to the same profession and will

either be principal or might raise to the post of vice-principal in the system for the students they would want to run away from being a party to the MOE officials' punitive measures on principals for being found wanting in their official expectations.

The principals by nomenclature are expected to be humble to any person that comes around their school be it students, visitors or member of staff. However, in the present day Nigeria the reverse is the case, principal are no longer humble neither do they show any sympathy to students or teachers in terms of welfare or provision of necessary materials to enable school system continue. Every principal is avaricious, greedy and self egotic. The rush for wealth to belong to the jaundice has the principals lose their image as the reference board to the people of the society thereby changing their position as the most humble and most modest in our society today. Hence, the degree of deferential between the opinion of our respondents.

Hypothesis 6: There is no significant difference in the mean opinion of students, principals, teachers and MOE officials with regards to the morality of principals in the discharge of their basic administrative tasks in secondary school in Kaduna metropolis.

The numbers of items used in the assessment were 10. In testing the hypothesis, one-way analysis of variance (ANOVA) procedure was used because of the four level of independent variable (Steel RGD et al, 1960) the table below shows analysis of variance and the fraction computed from each group.

Table 4.22: Summary of One-way Analysis of variance on the opinion of respondents on morality of the principals

SV	Sum of squares	DF	Mean	F	P	f-critical
Between Groups	63.389	3	21.130	8.264	0.05	3.0
Within Groups	2111.918	826	2.557			
Total	2175.306	829				

F(8.264) = 4 P<0.05

A look at the above table shows the calculated f-ratio is 8.264 at 826 df 3 and at the level of 0.05. The critical value of f was found to be 3.0 less than f-ratio (8.264), therefore the null hypotheses which states that there is no significant difference in the mean opinions of students, principals, teachers and MOE officials on the morality of principals in school administration is rejected but the alternative hypothesis is retained, which means there is a significant difference in the mean opinions of the respondents (students, principals, teachers and MOE officials) on the morality of principals in secondary schools in Kaduna metropolis. Thus, the area of significant difference may not be easily noticed, the use of Scheffe procedure will indicate clearly where the area of significant difference exists.

Table 4.23: Mean scores of group on the morality of principals

Groups	N	Mean	STD	SE
Students	450	25.3733	1.6151	7.614
Principals	100	24.8500	1.7717	-1772
Teachers	200	25.6500	1.5425	-1091
MOE officials	80	25.9125	1.4070	-1573
Total	830	25.4289	1.6199	5.623

Table 4.23 shows the mean score of the groups on morality of principals in their basic administration. Visual observation of the table shows principals' mean is closer to that of the teachers and students than that of MOE officials. However, this could not be conclusive statistically.

In order to determine the groups that was significant different in their response from the others, a post-hoc test of mean operation was proffered on the mean scores of the groups. The Scheffe procedure was used for operation. The result is as shown in table 4.27 below.

Table 4.24: Mean separation by Scheffe procedure

Group	F value	Decision
Principals Vs Teachers	8.264	Not significant
Principals Vs Students	" "	Not significant
Teachers Vs Students	" "	Not significant
MOE Vs Studs. Trs., Prins.	" "	Significant

The result of the procedure in the table 4.24 show that MOE officials were the group who deferred significantly in the opinion on the morality of principals in their basic task of administration. It follows therefore that the teachers and students had the tendency of backing the principals because the teachers belong to the same profession and might assume the position of principal or might raise to the post of vice-principal in the system. The students could be trying to shield the principals from the punitive hands of the MOE officials. The MOE officials differed based on their official encounter with the principals. In the present day Nigerian situation in which principals, teachers and students devoid the female students of the school, they all could be acting in connivance to shield themselves from a common crime.

4.3 Discussion of Findings

The findings of this chapter revealed that there are significant differences between the mean scores of principals, teachers, students and Ministry of Education officials on some items of investigation. While on some other, there are no significant differences. The impact of personal qualities of principals on the attainment of basic tasks in the administration of secondary schools in Kaduna metropolis have sent a sense of worry through the teachers, parents, various stakeholders and MOE officials. This implies that the principals, teachers, students, parents and Ministry of Education officials are worried about the identification of these unusual phenomenon. The finding of the study are discussed in relation to the hypotheses as below:

4.3.1 Hypotheses

Hypothesis 1

Part of the above explanation explains why the first stated hypothesis of no significant difference between the principals, teachers, students and Ministry of Education officials indicated a significant difference. Going by the study, principals, teachers and MOE officials agreed that principals exhibit intelligent during staff meeting, his intelligent in taking decisions, intelligent in caring out disciplinary measure, implementing curriculum instruction and supervision, addressing other school activities, during assembly, above others in intelligence, define attainable goals, plan ahead for success and ensure effective budgeting.

However, the students on the other hand disagreed with the principals, teachers and MOE officials based on their interaction with the principal. Some of the principals were brought in as a result of political inclination to politicians, closeness to proprietors of schools, knowledge of important personality in the office and other un-official guidelines that gave room to appointment of unaccepted unqualitable person to the post of principal thereby reducing the position into the hands of unintelligent and questionable characters that betrayed the enviable position of an old principal who was a model to the society.

Kochhar (2002) supported this view point that principals of schools exhibit high level of intelligence in all their dealings in the school administration. This was reflected in their scholarships, professional training and sound educational philosophy. The scholar further argued that anyone qualified as an ideal principal or headship of a school must display this qualities.

Hypothesis 2

The result indicates that, there is a significant difference between the groups – principals, teachers, students and Ministry of Education officials on some items of reference.

The principals differed in their opinion because of their desire to protect their image as having confidence as principals of their schools. However, the MOE officials in their encounter with the principals found that most principals were found wanting when it comes to self-confidence. Some

of the principals cannot address the public, the staff, the students, some of them are below their staff in terms of qualification and current issues. Some of the principals hardly speak correct English neither have they command over written English or even solving mathematic problems, they merely resign to arm-chair principals with little or nothing to offer to the school administration. They only assume position because of political inclination, nearest to proprietors and other unofficial bureaucracy that has bedeviled Nigerian education system. The principals have fallen short of being a model to other staff, students and the community and are not ready to learn from others, present themselves with prestige before important visitors and dress perfectly to increase their confidence before audience. They merely result to pursuit of other business and other ill-gotten wealth at the expense of perfect administration in school.

On the other hand, the teachers who are the same professional colleague and might raise to the position of principals merely support the principals not to bring down the system which they belong, they equally engage in other businesses at the expenses of their official engagement. The students who enjoy the lapses from the principals' laxity equally supported to avoid putting the principals in good shape for a perfect administration that curtail their excesses.

In the contributions of Cole (1962), he reiterated the significance of self-confidence for a principal of a school. Contrary to this, the report of the study suggested that most school principals lacked this. This was exhibited

in their attitudes, interaction and social obligation expected of them as a school leader. It extended further to their areas of professional and academic knowledge only that they have resulted to delegated of duties and the use of authority to get things done.

Hypothesis 3

This hypothesis was equally rejected as the respondents differed among themselves on the principals sociability in the process of the school administration. While the students, principals and teachers were in agreement, the MOE official differed significantly base on their interaction with the principals. Most principals these days are greedy, selfish and egocentric. They merely concentrate everything around themselves and their family and relations.

On the other hand, the teachers, students tilted towards the principal as official colleague and leader of their institution. For the teachers, a revelation of the reality will only tantamount to a betrayal of confidence and reportive on their persons since they are partners in progress. While the students for fear of victimization controlled and conserved the reality.

On sociability of school principals, the report of the analysis concurred with the opinions of Highet (1963), Mussazi (1985) and Cochilar (1995) on the need for principals or teachers to recognize individual difference among the subjects or learners. This point was in lien with discussion that principals are greedy, selfish and egocentric of course, it is true because a well socialize leader in a school would have to accommodate differences of

the people she/he is leading. No doubt, politics have in recent times been mixed up with education. This has therefore become inseparable.

Hypothesis 4

The hypothesis was rejected as there was significant difference between the groups of respondents. Though, the rating of each item under the professional mindedness was seen to be at different level between the respondents.

From the means attained within the four groups in the table, it was found that all the respondents were in agreement with the suggested level of principals professional mindedness in the study, all the mean scores for agreed were greater than the opinion of disagreed for the Likert scale used in the study. However, the rating of the students, MOE officials and teachers seems to be lower than that of the principals. This best explains the fact that principals tends to protect themselves from public blames on their in-house activities. They blow their trumpet by assuming that they encourage development of staff, ensure refresher course, attend public functions, ensure neat dressing, ensure community school relationship, and maintain discipline. However, the MOE officials, teachers and students in their encounter see them in a different perspective and that most have influence their rating to the utter dismay of the principals.

Professional minded as opined by Highet (1963), Mussazi (1985) and Cochilar (2002) places a principal in a position of flexibility and one who should be abreast of information and knowledge which are reliable. As

expressed by the different respondents, there are contrary opinions towards this. The real reason being that the principals themselves have performed below expectation, resulting to indiscipline and problems in school administration.

Hypothesis 5

Going by the analysis of the hypothesis, the result showed that the null hypothesis was rejected as all the respondents indicated high but divergent response for principals humility and modesty.

From the means obtained for the four it implies that all the respondents were not in agreement with the suggested level of humility and modesty of the principals. In most of their encounter with the principals, the other respondents found principals wanting on this ground and that influence their divergent responses that indicated a significant difference. All the means score are greater than the opinion of disagreed for the Likert scale use in the study.

In the observation of Klausmeier and Blout (1968), humility of a leader not to mention a school principal and his/her modesty could be attached to showing familiarity with their values, interests, aptitudes, home conditions, preferred company and achievement. However, this would strengthened the level of relationship with the parents and the school children. Even though, some level of caution should be taken into consideration in order not to create a disrespectful mind to this/her office. At the same time, it creates fear in the mind of the learners not to engage in any wrong doing.

Hypothesis 6

The result indicates that there is a significant difference between the principals, teachers, students and Ministry of Education officials. However, the rating of the students, teachers and MOE officials were lower than that of principals. This being because the principals tended to dulge from the reality of circumstance. They are aware of the fact that they are no longer the old bread of principals who showed a lot of morality in the discharge of their duties. For the sake of their rationalization that some of their misbehaviour are in consonant with the present day happening in politics and the-get-rich syndrome of the society, they tended to rate some of the items very high. However, for the fact that, other respondents' rating was high and were above 70% is an indication that they were in agreement with the morality of the principals measure as provided in the study.

From the means obtained for the four groups in the table, it implies that all the respondents were in agreement with the morality of the principals in secondary schools. All the mean scores in agreement were greater than disagreed for the Likert scale used in the study.

As suggested from the opinion of respondents, teachers or principals alike according to Essen (1993) should remain at all times moral and intellectual models for their subjects or followers. It is however, not too surprised that divergent views ere shared by the different class of respondents. When moral values comes in focus, attitudes of principal or teachers can easily be influenced by personnel or their students to doing things.

4.4 Major Findings

The study established that:

(i) Intelligence of the principals help them to effectively perform their general administrative functions in the schools.

(ii) Principals self-confidence helped them take sensitive decisions in the general administration of the schools.

(iii) Sociability quality of principals helps them to create positive interpersonal relationship in the schools.

(iv) Professional mindedness of the principals enables them to be dedicated to their functions.

(v) Moral integrity aspect of intelligence assist the principals to be morally decent role model.

(vi) Humility and modesty of the principals brings about co-operation and team work in the administration in the schools

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discussed the general summary of the work. This is followed by the conclusion, recommendations and suggestion for further studies.

5.2 Summary

The study examined the impact of personal qualities of principals' on the attainment of basic administrative tasks of secondary schools in Kaduna metropolis of Kaduna state. Chapter one dwelt on the general introduction of the research work with major interest in the statement of the problem, objectives of the study, research questions, research hypotheses, basic assumptions, significance of the study, scope of the study and operational definition of terms. This introductory part focused attention on leadership qualities as a connecting point to the realization of a pre-determined goals. Six (6) objectives, research questions and hypotheses each were formulated in this study for appropriate considerations.

Review of related literature took the centre stage in chapter two of this research work. Previous statement of authorities were cited, identified, discussed, criticize and value judgement made in view of the present realities as reported in this work.

The third chapter of this study was to address the methodology used in carrying out the research work. Expost-facto research design was

employed in the study, involving a total population of One Hundred and Ninety-One Thousand, One Hundred and Fifty (191,150). This were made up of Ten Thousand, Six Hundred and Fifty Four (10,654) teachers and One Hundred and Eighty Thousand, Four Hundred and Ninety-Six (180,496) students of both public and private secondary schools in Kaduna Metropolis of Kaduna state.

However, three hundred (300) students were selected as the sample size using a simple random sampling procedure. Eight (8) schools wee selected for the study. The instrument used in the study was questionnaire tagged principals' qualities to attaining basic administrative task (PQBAT) designed alongside Likert four (4) point rating sale. The data analysis was carried out using One Way Analysis of Variance for the null hypotheses stated in the study at 0.05 alpha level of significance and descriptive statistics for the research questions and the respondents' personal data.

In the chapter four, data analysis were presented accordingly table by table and discussion of findings followed suit. Also, the major findings were listed out. This study carefully captured the research questions and hypotheses respectively.

All the six null hypotheses were rejected, which was a negation of the works of some other scholars like Abubakar, (1995) on principals' qualities in secondary school administration; Adesina Segun, (1990) on principals' qualities, Afolabi, (1982) on principals' qualities and Akubue (1983) on qualities of principals in school supervision.

On the whole, this research work has summarized that an effective principal is one who accept to take decisions jointly with member of staff, one who socializes and set in place good relationship with staff, delegate authority and allows for general participation of teachers (staff) and students in the management of schools.

5.3 Conclusions

Based on the findings of this study, it is concluded among others that:

(1) There were significant difference in the opinions expressed by the principals', teachers', students and MOE officials on the intelligence of principals to discharge their basic administrative tasks.

(2) Principals', teachers', students' and MOE officials revealed significant difference in their opinion to principals' self-confidence in achieving its basic administrative tasks.

(3) The respondents' expressed a varied opinion on the sociability of principals to achieving their basic administrative tasks in secondary schools.

(4) Professional competence of principals' need to be strengthened to discharge its basic administrative function.

5.4 Implications of the Study

Personal quality of principals has been a major contribution to educational advancement in the past. However, the present reality indicates principals hip activities to have impacted negatively on educational

advancement. There is mass recruitment of unintelligent principals, principals that do not have confidence in themselves let alone in the discharge of their duties, principals who are no longer sociable, principals who have no professional mindedness, principals who are no longer humble and modest and above all principals who are immoral. All these influences negative attitude like Indiscipline, behavioural problems thus encouraging anti-social behaviour in the society. It is an aberration of societal norms and its antecedents are social disorder, ethnic chauvinism and beauracratic bottle-necks.

Beside this phenomenon, the anti-social manifestation could affect the school calendar, record keeping, students' admission and withdrawal, good relationship between students' and relevant authorities and between school and the community. Social disorder could lead to destruction of school plants, school climate and lower school tone. There could be social disobedience, disrespect for constituted authorities and low level of school growth and development, students' and members' of the school community are not likely to adhere strictly to religious injunctions or become faithful in any religion since all religion preach high moral standard.

Strong evidence in the use of effective communication, good lesson method, moral education, mass media and staff modeling to control behavioural problem implies the need for principals' and teachers to establish an efficacious and deliberate programme of effective communications and staff personality development.

Constant orientation programme for the students' by the principals' and teachers, employment of guidance counselors are desire. Need for one to one interaction with students' and provision of information to parents' on a regular basis through contact with parents' and students' as well as Parents' Teachers Association. In the same vein the suggestion by Ryerman (1984) that a sense of purpose becomes necessary in the school by students, teachers, parents and MOE officials in single attendance is accepted. His other suggestions on their form of behaviours are equally welcomed.

The evidence that some punitive measures like extra class exercise and manual labour is not reliable or does not help in behaviour problem modification shows the need for principals to avoid such technique. In such a situation principals could likely use more coercion to achieve their goals which could worsen the situation. According to Ruther et al (1979) "there is low correlation between extra class exercise given by principals as a form of punishment and their school achievement.

The evidence that "help seeking" by principals when confronted by administrative problems or students' behaviour problems aids treatment, implies the need for principals to seek for help from others such as colleagues, teachers or friends, guidance, counselors and school discipline committee in order to deal with difficult problems they are not competent to handle. The study of Owusu and Manger (196:38-41) indicates that help seeking from others by principals when confronted with behavioural problem is vital to the treatment of such problems.

The evidence that several behaviour modification techniques work with principals such as close contact with students, good teaching, good learning habit, adequate assignments, motivation and reward are effective treatment of behaviour problems that principals should apply the technique when dealing with such. There is therefore need for principals to reward students adequately and promptly with praises and materials when they exhibit appropriate behaviour and withdrawal reward show disapproval, yelling and reprimand when students or teachers exhibit inappropriate behaviour. According to Alo (1988) "teachers should use social and non-social reinforcement simultaneously". The social rewards are material gifts".

Principals' ability to handle behaviour problems is noted to aid effective learning (Owusu and Manger, 1996:27). This ability to deal with staff and students' behavioural problems can be attained only when principals use those strategies found to aid treatment of inappropriate behaviour.

The implication of all these to the study is that there is general atmosphere of lawlessness, vandalistic, despotic and disrespectful within enlightened citizens of Nigerian. Nigeria as a society cannot afford to retain lawlessness in any form.

5.5 Recommendations

Based on the findings, conclusions and implications of the study the following recommendations are made, with the hope that it will provide

assistance to government, MOE officials, teacher, parents, students and other researchers.

(1) Principals' and school authority should establish an efficacious and deliberate programme of effective communication that will encompass orientation for staff, students and invite parents' for mutual discussion; interact with them (students/parents) on one to one basis if possible through students' assembly or Parents' Teachers Association (P.T.A) for the purpose of effecting changes in student's behaviour or problems and progress affecting staff and the school.

(2) Principals should endeavour to be well trained further improve themselves on the job by attending seminars, refresher courses, in-service training, excursions and long vacation training to improve on their intelligence, self-confidence, sociability, professional mindedness, humility and modesty as well as morality.

(3) Principals should seek help from their fellow principals, guidance counselors, school disciplinary committees, moral instructor and experience-teaching colleagues especially when confronted with behavioural problems they are not competent to handle.

(4) Principals should apply behaviour modification technique, like the use of an appropriate and prompt reward in terms of praises and little materials (exercise books, bics and textbook) when good behaviour is exhibited. Withdraw reward and reprimand such a fellow when they exhibit inappropriate behaviour. Principal/teachers should regularly

attend seminars, workshops and conferences in order to update their knowledge on management of behaviour in schools. Strategies to aid teachers' in-service training should also be vigorously emphasized as a theme in the programme.

(6) Principals should encourage parents' to be good disciplinarians and responsible by providing good guidance rather than refraining from realities or rationalizing. They should stop overprotection, pampering or giving too much freedom to their children or wards. The relationship that exists between the father and the wife/wives is/are expected to be cordial. In life the first and one important and intricate relationship that exist between human beings is the family. There is therefore a vital need for parents' to understand their role and to collectively and mutually see to the progress of their wards. This will support the adage which says like father like son" or like mother like daughter". Guidance instructors' should be employed in every school in the state to assist students' understand themselves.

(7) Principals' should encourage youth's clubs, societies and organization in schools. The societies should stand as character building and training e.g Fellowship of Christian Students, (FCS) Moslem Society of Nigeria (MSSN).

(8) Condition of service for principals' and teachers' alike should be improved by the government. This will enable teachers' to be dedicated and sharply focused on their responsibility in maintain discipline in

the school. Government should equally give clear cut policy and support to teachers' on the measures for school discipline. Parents' of erring school children should be brought to book for negligence on their responsibility.

(9) The quest for ill gotten wealth and display of such should be checkmated and disallowed to give confidence to the youths. People found wanting should not be appointed to office of the principals' or any other high offices while erring ones should be removed. Legal system should be sanitized.

(10) Government and school authorities should ensure that the number of students in each class do not exceed 35 or 40 for effective supervision, discipline and control by principals' and teachers'. Indiscriminate use of modern technological equipment like phones, films website and cyber cafe should be legislated upon and avoided around the school premises.

(11) Pamphlets of school rules' and regulations' on effective management of school behaviour should be provided to all teachers' by the school authorities. This will serve as reference material to teachers when confronted with behaviour problems.

(12) School authority should always seek the support of the parents, government officials and non-governmental officials (NGOs) be given a place to make their input when formulating policies and during educational official function, report disciplinary problems promptly to

the parents, and take appropriate action remedy such behaviour deterrent the erring ones. Regular report of success or failure of students' will help parents to understand their performance and seek a better ways to collaborate with the school authorities and government for better educational development. This measure ensures that the school, staff and parents would always intimate each other on matters' concerning the overall development of the learners and the school.

(13) There should be offices for other stakeholders of the school such as the Parents' Teachers' Association (PTA), Non-governmental Organizations (NGOs) Nigeria Union of Teachers' (NUT) or any other bodies saddled to regulate the affairs of teachers in the school.

(14) Government should provide more boarding facilities to schools rather than the mockery of boarding system that now exist. This will help teachers' have perfect control of the students' and check their exercises.

(15) Regular visitation of schools by inspectors and Ministry of Education officials should be commended to checkmate principals' unreliable practices.

5.6 Suggestions for Further Studies

(a) This study should be repeated in other secondary schools not covered by this study in order to confirm or disapprove the findings in this study.

(b) Further research should be carried out using other methods or instruments of research like structured observation, interview to confirm or disconfirm the findings of this study.

(c) There could be regional, geopolitical or ethnic study of indiscipline acts in Nigeria or some other parts of the world to ascertain the opinion of youths, parents and teachers in those areas to confirm or disapprove the findings of the study.

(d) It is recommended that this kind of study be carried out in institutions of higher learning in order to have a clear understanding of the impact of rectors and vice-chancellors personal qualities on their basic administrative tasks at the higher institutions of learning in Nigeria.

(e) Nationwide study of this nature (impact of personal qualities of principals on their administrative tasks) will help to minimize if not eradicate the problem of leadership from school system in Nigeria.

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APPENDIX A

Ahmadu Bello University, Zaria
Department of Education
(Educational Administration and Planning Section)

My name is Akut Azumi Zakka (Mrs.), a postgraduate student of the Department of Education, A.B.U., Zaria. I am currently collecting data on "Impact of Personal Qualities of Principals on the Attainment of Basic Administrative Tasks of Secondary School Schools in Kaduna Metropolis".

Please assist me from your tight schedule to help fill the questionnaire. All information provided by you shall be kept confidential. This is purely for research purposes only.

Thanks.

APPENDIX B

QUESTIONNAIRE ON IMPACT OF PERSONAL QUALITIES OF PRINCIPAL ON THE ATTAINMENT OF BASIC TASKS IN THE ADMINISTRATION OF SECONDARY SCHOOLS IN KADUNA METROPOLIS (PQBAT)

Section A: Demographic variables:
Categories of respondents

(a) Students ( ), (b) Teachers ( ), (c) Principal ( ),

(d) Ministry of Education officials ( ) Gender: (a) Male ( ),

(b) Female ( )

Highest Qualification:

(a) NCE ( ), (b) First Degree ( ),

(c) Masters ( ), (d) Others ( )

S/No	Section B: Intelligence of Principal in Administering the School Item Statement	SA	A	D	SD	UD
1	The principal exhibits intelligence during staff meeting.					
2	The principal is intelligent in taking decision.					
3	The principal uses intelligence in carrying out discipline measures.					
4	Principal is intelligent in implementing curriculum inspection and supervision.					
5	Principal uses intelligence in addressing other school activities.					
6	Principal uses intelligence during assembly.					
7	Principal is above others in terms of intelligence.					
8	Principal's intelligence enables him to define and attain goals of the school.					
9	Principal's intelligence makes him plan ahead for success in school administration and management.					
10	Principal's intelligence ensures effective budgeting and judicious use of available resources.					
S/No	**Section C: Self Confidence of the Principal**					
11	The principal expresses confidence when addressing staff and students.					
12	The principal is always abreast with current happenings so as to be above his teachers and the students.					

13	To ensure confidence in school and society the principal is ever ready to read be conversant with current issues.					
14	Principal's confidence is displayed in his selection of language and utterances in private and public places within or outside the school.					
15	Principal's confidence increases by the success he achieves in and outside school.					
16	Principal maintains his confidence when he serves as a model not only to his staff and students but also to the community.					
17	Principal's confidence increases when he is ready to learn from other people.					
18	Principals confidence is rather questioned when he cannot perform functions in school and outside.					
19	Principal's confidence increases by the level of success achieved in school management and administration					
20	The principal is confident whenever he receives visitors.					
S/No	**Section D: Sociability of the Principal**					
21	The principal socializes with members of the local community.					
22	Principal is always in the forefront of all school activities and that of the community.					
23	Principal always encourages his subordinates and the members of the community.					
24	Principal is always available for advice and direction in school matters or matters of the community.					
25	Principal joins the community in their social activities not only in planning but also in execution.					
26	Principal gets enough information on social activities and disseminate such to the school and the community in good time.					
27	Principal is always effective in the use of communication in school and in the community.					
28	Principal is always the spokes man between the school and the community as well as the various school agencies.					
29	Principal is always organizing and directing interactive activities between the school and the community.					

30	The principal attends to private ceremonies organize staff by members					
S/No	**Section E:** **Professional Mindedness of the Principal**	**SA**	**A**	**D**	**SD**	**UD**
31	The principal encourages development of staff.					
32	Principal and teachers always attend refresher courses, in-service courses, seminars and conferences are organize by MOE and other bodies.					
33	Principal is always early to attend functions in school and outside the environment.					
34	Principal is always neat and perfect in dressing.					
35	Principal is always conscious of his utterances in public outings.					
36	Principal is always conscious of the consequences of his hobbies, actions and movement in and outside the school environment.					
37	Principal is always guided by code of conduct of his profession and ethics of the society.					
38	Principal is always conscious of what the teachers do and how they go about doing it.					
39	Principal is always active in school activities, community and government functions.					
40	Principal is always keeping to promises and the desire to attain the goals of education at the detriment of any other comfort.					
	Section G: **Humility and modesty of item statement**					
41	The principal is simple and easy going.					
42	The principal is approachable					
43	Principal is always a servant and not a boss.					
44	Principal is always diplomatic in his dealings with staff students and other educational agencies.					
45	The principal is always tolerance patient and easy going.					
46	Principal is temperamental and can easily adjust to situation.					
47	Principal has a listening ear.					
48	Principal does not show partiality in his treatment of staff and students or community and government agents.					
49	Principal's humility is a way of increasing his position as a model to others who come in contact with him.					

50	Principal's humility is increased by his exemplary expression of sympathy, co-operation and moderation of characters.					
	Section F: **Moral Integrity of principal**					
51	The principal is morally upright					
52	The principal is always in fore-front of the preaching against immoral activities.					
53	Principal suppresses immoral acts and uphold rightness in any circumstances.					
54	Principal organizes campaign against moral activities to ensure decency.					
55	The principal does not drink, fight or quarrel in private or public places.					
56	The principal is always found in community squares or homes advising on malpractices that could dampen the morality of the school or the community.					
57	The principal is never dressed in a careless way or seen with anything incriminating.					
58	Principal is never seen taking bribes or falsifying documents nor found wanting.					
59	Morally upright principal is always a disciplined person and a disciplinarian					
60	A morally upright principal is always conscious of his actions towards students, teachers or the community members, especially the opposite sex.					