IMPACT OF DEMOCRATIC LEADERSHIP STYLE OF PRINCIPALS ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN HADEJIA AND KAFIN HAUSA EDUCATION ZONES, JIGAWA STATE, NIGERIA

BY

HARUNA MUHAMMAD
P14EDFC8026

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
EDUCATIONAL ADMINISTRATION AND PLANNING SECTION,
AHMADU BELLO UNIVERESITY,
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A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE (M.Ed) IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
EDUCATIONAL ADMINISTRATION AND PLANNING SECTION,
AHMADU BELLO UNIVERESITY,
ZARIA

JULY, 2018

DECLARATION

I hereby declare that this Dissertation entitled, Impact of Democratic Leadership Styles of Principals on the Administration of Secondary Schools in Hadejia and Kafin Hausa Education Zones, Jigawa State, was written by me under the supervision of Prof. B.A. Maina and Dr. M.I Harbau. Various sources of information are specifically acknowledged by means of references. To the best of my knowledge, this project work has never been presented or submitted for any other degree.

_____ _____

Haruna Muhammad DATE

P14EDFC8026

CERTIFICATION

This Dissertation titled "Impact of Democratic Leadership Style of Principals on the Administration of Secondary Schools in Hadejia and Kafin Hausa Education Zones,Jigawa State" by HarunaMUHAMMAD meets the regulations governing the award of Master Education Degree (Educational Administration and Planning) of Ahmadu Bello University, Zaria and is approved for contributions to knowledge and literary presentation.

_____ _____

Prof. B.A. Maina Date
Chairman, Supervisory Committee

_____ _____

Dr. M. I. Harbau Date
Member, Supervisory Committee

_____ _____

Dr. M. I. Harbau Date
Head of Department
Educational Foundations and Curriculum

_____ _____

Prof. A. Z. Abubakar Date
Dean, School of Postgraduate Studies

DEDICATION

This research work is dedicated to my beloved parents, MallamHaruna Ahmed and Mallama Maryam Haruna. May the Almighty God continue to bless them Ameen.

ACKNOWLEDGEMENTS

My profound gratitude goes to Allah for inspiring, sustaining and giving me all the resources to carry out this work. My sincere gratitude goes to my mother, Hajiya Maryam Haruna, my father Haruna Ahmad, my friend Ahmad Bashir and my uncle Muhammad Abubakar Barau. I must not forget Hajiya Zainab Abubakar Wakili. Worthy of mention are my able and dynamic supervisors,Prof. B.A. Maina, Dr. M.I. Harbau,deserve commendation for his invaluable assistance in reading through the draft and making necessary comments at each stage of this research despite his tight schedules. May Allah rewardyou. I appreciate the contributions of Dr. A. A. Igunnu, Dr. M. A. Jumare and Dr. E.I Makoju, without which this work will not be complete work.

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ABSTRACT

This study is on impact of democratic leadership style of principals on the administration of secondary schools in Hadejia and Kafin Hausa Education Zones, Jigawa State Nigeria.It was set to achieve among others; determine the impact of democratic leadership style of principals on record keeping in Secondary Schools in Hadejia and KafinHausa Education Zones in Jigawa State, ascertain the impact of democratic leadership styles of principals on School Community relationship in Secondary Schools, find out the impact of democratic leadership style of Principals on Communication in Secondary Schools. The research questions asked include; What is the impact of Democratic Leadership style of principals on the Management of Records in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State? How does the democratic leadership style of principals impact on School in Community Relationship in Secondary Schools?; What impact does democratic Leadership style of Principals have on Communication in Secondary Schools. Hypotheses formulated include; there is no significant difference in the opinions of teachers, principals and supervisors on the impact of democratic leadership style of principals on Record Management in secondary schools in Hadejia and Kafin Hausa Education Zones in Jigawa State; there is no significant difference in the opinions of teachers, principals and supervisors on the impact of Democratic Leadership Style of principals on school community relationship in secondary schools and there is no significant difference in the opinions of teachers, principals and supervisors on the impact of Democratic Leadership Style of principals on Communication in Secondary Schools. The study adopted the descriptive survey method. The population of the study was 625that cut across Hadejia and Kafin Hausa Education Zones. The total sample size is 248 comprising 11 principals, 8 supervisors and 229 teachers. The questionnaire was used as an instrument for data collection. The reliability index obtained is 0.8. The data were analyzed and hypotheses were tested using ANOVA.Democratic leadership style of principals ensured that teachers assessed and managed record of academic performance and conduct of the students by providing them with all necessary items/facilities, democratic leadership style of principal has created harmonious working relationship between schools and local community, democratic leadership style of principal has impact on communication in secondary schools. The study recommended that; principals should endeavor to promote community involvement in administration to maintain cordial relationship between the community and the school authorities, principals should use effective channels of communication in Secondary Schools, to encourage team work and resolve conflict between teachers and students and principals should allow teaching and non-teaching staffs to participate in decision making process in Secondary Schools.

OPERATIONAL DEFINITIONS OF TERMS

Impact: The capacity of an object or something to alter the course of action or bring about a course of action. i.e. the force with which something or object redirects an existing situation such that the presence of that thing is seen or felt.

Record Management: This refers to the process of keeping vital information concerning school, students, teachers, academic activities, financial transactions and any other events of the school. Such that the information kept can be accessed, retrieved, saved and stored for future use or reference.

School Community Relationship: this refers to the collaborative interaction between the school management and the host community such that ideas, information are shared in other to achieve the educational objectives

Communication: Is the process through which vital information is transmitted between two or more individuals such that understanding is reached between the sender and the receiver. It could be verbal or written.

Decision Making: This refers to the process whereby a choice or choices are made among list of alternatives in other to determine precise line of action to be taken.

Staff Development: This refers to activities, programmes undertaken by members of staff in other to acquire knowledge, experience and expertise for both individual and organizational growth and development.

Maintenance of School Facilities: This refers to the process or activities done by students, teachers, and school management in other to ensure that the available school facilities continues to be functional, useful and serve it purpose for a relatively long period of time.

Maintenance of Discipline: this refers to actions, activities, programmes designed by the school authority in order to ensure obedience and compliance to the school rules and regulations and to curb any act of indiscipline.

CHAPTER ONE

INTRODUCTION

1.3 Background to the Study

Principals of secondary schools are the custodian of Secondary Education at that level, they ensure the implementation of all the programmes developed through the National policy on Education. The administration secondary school is not different from the administration of head of other Educational institutions. The administrative functions of the principals of secondary schools include interpreting policy, executing curriculum programme, seeing to students and staff welfare.They also undertake maintenanceofequipment, physical facilities, training of staff, maintaining effective school community relation, maintenance of discipline, record management, communication, decision-making process and several others. The quality of Educational outcome is the product of effective and efficient utilization of human, material, financial and time resources.

However, the contribution of the human resource on the administration of schools particularly the principals cannot be overemphasized. The Principals are the active agents of production who utilize the other resources and skills in a manner that can produce the desired results. The success of any school administration is therefore determined by the administrative style employed by the school administrators. This was well articulated by the Federal Government in the National Policy of Education (2004) which states that "The success of any system of education is hinged on proper planning and efficient administration. Administration is a function of organization and structure, proprietorship and control, inspection and supervision".

Furthermore, UNESCO (2000) was categorical in stating that, improving the quality of education depends first, on improving the quality of educational administrators and also

improving the status and work conditions of teachers. This is why every government is concerned with providing education for the citizenry.The principal being the chief executive of the school should ensure that the policies and objectives, regarding the programmes of the school are implemented and strictly adheredto. He/she also has the responsibility of promoting effective teaching and learning in the school. Must ensure that his employer appoint qualified and competent teachers to the school. It is part of the principals' duty to oriented new staff to the school. The information provided would help the new staff to adjust to the new environment and make the work easier to accomplish. Another function performed by principals of secondaryis the maintenance of discipline for both staff and students.

Consequently the success of educational administrators depends on their effectiveness as well as their efficiency and the ability to bring about job satisfaction of teachers. This will in turn speed up the actualization of the goals and objectives of the school. The school as an institution is a routinized pattern of social positions established by the society to accomplish certain imperative functions in order to ensure its survival. The school has become an institution devoted to educating young minds through a well structured, systematic pattern of training. Education business is one of the largest concerns of the society. The importance attached to education is predicated on its role in the formation of human capital in effecting national development. The failure or success of education is affected largely by its managerial efficiency and effectiveness. Educational systems are social systems. Peretomode (1991) emphasized that, the human component of the social system is very vital to the attainment of its goals and objectives. He also pointed out that, the

behavior of individuals is shaped by two important factors viz: the uniqueness of the individual and the sociological attributes of the environment (organization or setting).

A disciplined person is orderly, responsible delightful, sympathetic, cooperative honest, considerate and always tries to do what is right and good at all times. The principals also perform the duty of controlling finance of their institutions. The principal is the key person in the administration of the school where he/she performs specific tasks. All his/her activities and those of the staff are geared towards the training of the learners. The principal supervises and guides the students. He must see to it that the students are punctual, properly dressed in their correct uniforms, dedicated to their believed that the functions of the principals are synonymous with the administrative functions as posit by management.How effective the principals perform depend on how they are capable of handling the numerous administrative challenges before them. Douglas (1996) emphasizes that "the leadership style of a principal depends on the leaders behaviors".According to House (1968) in the path goal theory, a democratic leader does the following: "clarifies and sets goals together with the subordinates and properly communicates to them. Besides, delegates duties to subordinate and experience. The leader further helps the subordinates to find the best path for achieving the desired goals. Defines positions and task roles by removing barriers to performance and promotes group cohesiveness and team effort. The leader finally increases personal opportunities for satisfaction and improved work performance by reducing stress, making external controls and people's expectation clearer". He stresses

further to reject the use of lessez-faire and authoritative leadership styles may not make positive impact in the administration of schools.

Secondary school principals most have strong interpersonal relationship skills.Good interpersonal relationship is one of the keys to the success of any organization.School principals must find it challenging to promote interpersonal relationship within and outside the organization. They must be seen to encourage sharing of ideas between individual and organization. It is the psychological aspect of administration in any organization. This research therefore intended to investigate the impact of democratic leadership style of principals on the administration of secondary schools in Hadejia and Kafin Hausa educational zones.

1.4 Statement of the Problem

A good number of organizations spend considerableamount on solving administrative problems. That several organization today have a problem of leadership and the style to be adopted in leading secondary schools.The absence of effective leadership is a serious problem in most organization and the resultant outcome is poor performance, absence of motivation, poor growth and development of the organization.Ozigi (1992) found in his study that staff are unhappy, frustrated, uninspired and dissatisfied. This is majorly attributed to the leadership style of the Principals. It is crucial to note that the Principal's leadership style is very paramount to the intellectual, psychological and social state of the teaching staff and the entire administration of the school, which in the long run determines the success of the teaching-learning process and the attainment of the school's goals and objectives.

Secondary SchoolEducationneedseffective leadership style in the management of theaffairsof education at that level.Principals are faced with problems of poor community

relationship, decision making, record keeping, staff development, maintenance of facilities and the maintenance of discipline among others. These problems are due to lack of strategic and intervening leadership style by principals to effectively pilot the affairs ofschools in their custody. These aforementioned have created serious problems in management and administration of Secondary Schools in HadejiaandKafin Hausa Education Zones. Lack of effective leadership style has caused suspicion among members of staff, disloyalty between leader and subordinates, Lukewarm attitude towards discharge of assigned duties, misconception among and between teachers, poor school community relationship, inadequate record keeping, staff and student indiscipline, to mention but a few.

These problems enumerated above are indeed problems that are seriously affecting the leadership ofmostsecondary schoolsinHadejia and Kafin Hausa Education Zone cannot be an exemption. It is therefore on this bases that the researcher ventured into this research with the hope of unraveling and proffering solutions to the problem of leadership style in the administration of secondary schools in the Hadejia and Kafin Hausa Education Zone.

1.3 Objectives of the Study

The study was set to achieve the following objectives:-

1. determine the impact of democratic leadership style of principals on record keeping in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State;
2. ascertain the impact of democratic leadership styles of principals on schoolCommunity relationship in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State;
3. find out the impact of democratic leadershipstyleofPrincipals on Communication in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State;

4. examine the Impact of democratic leadership Style of Principals on decision Making Process in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State;
5. determine the impact of democratic leadership Style of principals on staff development in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State;
6. ascertain the impact democratic leadership style of principals on maintenance of facilities in secondary schools in Hadejia and Kafin Hausa Education zones in Jigawa State; and
7. assess the impact of Democratic Leadership Style of principals on maintenance of discipline in secondary schools in Hadejia and KafinHausaEducation Zones in Jigawa State;

1.5 Research Questions

The following questions formulated for study:-

1. What is the impact ofDemocratic Leadership Style of Principals on the Management of Records in Secondary Schools in Hadejia and Kafin Hausa Education Zones in JigawaState?
2. How does the Democratic Leadership Style of Principals Impact on SchoolsCommunity Relationship in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State?
3. What impact does Democratic Leadership Style of Principals have on Communication in Secondary Schools in Hadejia and KafinHausaEducation Zones inJigawaState.?

4. How does the Democratic Leadership Style of Principals Impact on Decision Making Process in Secondary Schools in Hadejia and KafinHausaEducation Zones in JigawaState?
5. In what way does Democratic Leadership Style of Principals Impact on Staff Development in Secondary Schools in Hadejia and KafinHausa Education Zones in Jigawa State?
6. How does the Democratic Leadership Style of PrincipalsImpacton Maintenance of Facilities in Secondary Schools in Hadejia and KafinHausaEducation Zones in Jigawa State?
7. How does the Democratic Leadership Style of Principals Impact on Maintenance of Discipline in Secondary Schools in Hadejia and Kafin Hausa Education Zones in JigawaState?

1.5 Hypotheses

The following hypotheses wereformulated guide the study:

Ho_1: There is no significant difference in the opinions of Teachers, Principals and Supervisors on the Impact of Democratic Leadership Style of Principalson Record Management in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State;

Ho_2: There is no significant difference in the opinions of Respondents on the Impact of Democratic Leadership Style of Principals on School Community Relationship in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State;

Ho_3: There is no significant differences in the opinions of Teachers, Principals and Supervisors on the Impact of Democratic Leadership of Style Principalson

Communication in Secondary Schools in Hadejia and KafinHausaEducation Zones in Jigawa State;

Ho_4: There is no significant difference in the opinions ofTeachers, Principals and Supervisors on the Impact of Democratic Leadership Style of Principals on Decision-making process in Secondary Schools in Hadejia and KafinHausa Education Zones in Jigawa State;

Ho_5: There is no significant difference in the opinions of Teachers, Principals and Supervisors on the Impact of Democratic Leadership Style of principalsonStaff Development in secondary schools in Hadejia and KafinHausa Education Zones in Jigawa State;

Ho_6: There is no significant difference in the opinions of teachers, principals and Supervisors on the Impact of Democratic Leadership Style of principalson Maintenance of Facilities in Secondary SchoolsinHadejia and Kafin Hausa Education Zones in Jigawa State; and

Ho_7: There is no significant difference in the opinions of Teachers, Principals and Supervisors on the Impact of Democratic Leadership Style of Principals on Maintenance of Discipline in Secondary Schools in Hadejia and KafinHausaEducation Zones in Jigawa State;

1.8 Basic Assumptions

The study is based on the assumptions that:

1. Democratic Leadership Style of Principals has Impact on School Record in Secondary Schools in Hadejia and Kafin Hausa Education Zones in JigawaState;

2. Democratic Leadership Style of Principals has Impact on SchoolCommunity Relationship in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State;
3. Democratic Leadership Style of Principals has Impact on Communication in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State;
4. Democratic Leadership Style of Principals has Impact on Decision-making process in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State;
5. Democratic Leadership Style of Principals has Impact on Staff Development in Secondary Schools in HadejiaandKafin Hausa Education Zones in Jigawa State;
6. Democratic Leadership Style of Principals has Impact on Maintenance of Facilities in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State; and
7. Democratic Leadership Style of Principals has Impact on Maintenance of Discipline in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State;

1.9 Significance of the study

This research work is significance because it will assist state ministry of education, state government of Jigawa state. It is hope that the outcome of this research will help to improve secondary schools management in Jigawa state.The study will be of great benefit to the principal because it will enable them to know the appropriate leadership style to use for the achievement of desired goals of the system. This research will be of great benefit to the management of ministry of educationJigawa State. Because the knowledge provided in this study will demonstrate the significance of leadership style and how it will make significant impact in the administration of education Jigawa State, the finding will provide a foundation

in exploring the impact of knowledge on administration which will further help the organization to create staff performance in ministry of education Jigawa State.

The significance of this study will also enable future researchers, staff and students to understand the impact and the importance of democratic leadership style on staff by discovering how this study reveal new finding and adding to the existing knowledge. The study will provide insight into the leadership style of principals and enable the organization to have a stronger influence on the school principals in several ways. This is because management moral attitude and leadership play a very important role in enhancing the administration effectiveness and student academic performance. It is also expected that the findings of this study will enable government to take action on maintenance of school facilities. It is also hope that findings of this study will open the doors for proper management of records. In addition, the findings will enable the government to release more funds for staff development programs. The findings will also help to enhance school community relationship.

Finally, it is also hoped that the findings of this study will pave way for further researches on different aspect of leadership styles of principals in secondary administration process, with particular emphasis on the teaching/learning process.

1.8 Scope of the study

The study investigated the impact of Democratic leadership style of principals in Hadejia and Kafin Hausa Education Zone. The study covered all the 34 public secondary schools in Hadejia and Kafin Hausa Education Zone. The study covered 34 principals 567 teachers and 24 supervisors in all public secondary schools located in Hadejia and Kafin

Hausa Education Zone. Therefore the study was limited to the impact of democratic leadership Style of principals in Hadejia and Kafin Hausa Education Zones,Jigawa State

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents reviewed related literature under the following headings, Conceptual Framework, which comprise Concept of Leadership, Democratic Leadership Style, Administration, the Impact of Democratic Leadership on School Record, Community Relationship, Communication, Decision Making Process, Staff Development, Maintenance of Facilities Maintenance of Discipline, the Theoretical Framework X and Y, Contingency Theory, Empirical Study and Summary

2.2 ConceptualFramework

The conceptual framework of this study centerson Impact of Democratic Leadership Style on the Administration of Secondary Schools.

2.2.1 Concept of Leadership

Despite the extensive and intensive study of the concept of "leadership", no agreement has been reached among scholars on a single conceptual definition of the term for the purpose of universal acceptability. Different scholars have viewed and defined leadership from different perspectives. The views depend fundamentally on the aspects of leadership styles and the type of organization they have in focus leadership as "the process of influencing the activity of an organized group towards goal setting and goal achievement", supporting the above assertion, Peretemode (1991) maintains that "leadership is considered as the process of influencing group activity towards organizational goal attainment".

Okumbe (1998) considered leadership as "interpersonal influence, exercised in situation and directed through the communication process toward the attainment of a specific

groups set goals". Ukeje (1992) asserts that leadership "is an input in an organization and involves interpersonal influences as one initiates structure and acts that result into consistent pattern of group interaction aimed at productivity and self-fulfillment of individuals". Olubadewo (1992) maintains that "leadership behavior can be considered "as dimensional, these dimensions are finite in number and vary according to the leaders personality, the requirement of task to be performed by him and his followers, and attitudes, needs and expectations of the followers and the organizational and physical environment in which he and they operate," Leithwood (1994) argue that "true leaders must lead not dominate, inspire and encourage not force and bully and arouse in others an emergent leadership". Golgman (2000) opines that "leading is the process of influencing people to accomplish desired objectives either their objectives or those of the leader". Furthermore, in his summation, Sodhi (2009) see leadership to mean "the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation". Nwanko and Edem (1982) maintain that leadership "is simply interpersonal influence exercised through communication which is directed towards achieving group goals".

From the definitions above, it is easily discernible that leadership is a feature of every human organization. The definitions described leadership in terms of the behavior of incumbent of the position of leadership in the course of discharging responsibilities in an organization. The definitions further depict the fundamental tasks leader has to perform in ensuring effective organizational management such a planning, organizing, controlling and coordinating. It is also well indicated that for optimum achievement of the organizational goals, leadership takes cognizance of the motivational needs of individual members of the organization. Leadership is usually expressed in the way people are motivated to perform

tasks over time while maximizing the means of motivation and with minimal use of coercive measure.Leadership style is the manner in which the leader undertakes the process of convincing and recruiting people for specific objectives and guiding them throughout all of the tasks until the objective are attained.

Moreover the leader is the person who coordinates all activities and controls the ranks and files within the organizational set up in order to influence the behavior of his people or followers for the purpose of achieving goals of the organization. Leadership plays an indispensible role in effectiveness of an educational institution, right fromthe setting of goals to accomplishment of goals. Various researches have linked the school effectiveness with the leadership. In absence of leadership goal accomplishment and school effectiveness is never guaranteed. In view of Cheng and Townsend (2000) for education change and effectiveness, the role of principal is often crucial to their success. The principal is challenged to create the culture of quality that penetrates to the smallest elements, processes and the systems of an institution. It is common experience that under the same set of rules and regulations, with same set of teaching staff and students from similar background, an educational institution degenerates or maintains status quo, or rises to prominence with a change of principal. This is also borne out by large number of research studies on management of change in education, (Mukhaopadhyay, 2001).

Various researchers have tried to interpret school leadership in different manner. Peretemode (1991) stated the importance of Leadership in school for accomplishment of school programmes, objectives and attainment of educational goals. Cheng (1994) proposed that leadership in educational institutions compose of five major dimensions, namely: structural leadership, human leadership, political leadership, cultural leadership and

educational leadership. These five dimensions describe the role and functions of school leader. However, the functions of principal put a variety of demands and challenges for the principal (Mestry and Grobler, 2004).

Hunter-Boykin and Evans (1995) further contended that perceptions about principals as leaders by their teachers indicate an important dimension to evaluate the leaders capacities. According to him, understanding how teachers perceive their principals leadership capacities has a great significance and providing evidence for improvement of school leadership. Research has also demonstrated that teacher's perceptions of their principals' capabilities and their working conditions will determine the organizational climate and culture of the school. Such perceptions will also influence on the performance of the school .In a study in America, Hunter-Boykin and Evans (1995) found that majority of the principals were rated as ineffective by their teachers. This reflects that there is a big discrepancy between what the principals' are and how they are perceived by the teachers.

Nworgu (1991) maintains that "leadership is that aspect of the organization which influences the activities of a group of people by a leader in efforts towards goal attainment". Supporting this assertion, Nwadian (1998) asserts that "it could be described as the ability to get things done with the assistance of the leader himself or herself".

2.2.2 Leadership Qualities

Nwanko (1982:76) recommends that "being a leader requires that one should be true to himself and his own ideals but at the same time, it requires sufficient flexibility and sensitivity to the duties and functions required in the complex leadership situations". Below are some of the qualities a successful educational leader should possess:

- He must be sensitive towards the feelings of others while being at once considerate, helpful, responsive and friendly.
- Loyal to his ideals and ideas, respectful of the benefits, rights and dignity of others.
- Strong in his feelings of self-discipline and the ability to identifying easily with his own co-workers including those who supervise him and those who he supervises.
- A leader should be consistent, generous, humane, honest modest and fair in dealing with others.
- He should be firm not proud or stubborn in making judgments and decisions as well apparently. Sincere, strait forward, approachable, alert to get best out of people without aggressiveness, open to suggestions, enthusiastic, warm-inspiring released and has a sense of humour.
- He should also be willing to improve himself and encourage others to learn among other qualities.
- He should possess a very good academic qualification relevant to his assigned responsibility.
- He should instruct without ordering, correct without nagging and above all persuade without insisting. (Love, 1993)

Therefore, for the above reasons, the ministry or board of education should consider certain qualities before the appointment of school administrator is made. This may help to promote teachers' effectiveness in particular and the standard of education in general.

2.3 Democratic Leadership Style

Democratic leadership style help followers grow and develop in to leaders by responding individual followers need and empowering them and by aligning the objective

and goals of the individual follower, the leaders' the group and the larger organization. Edem, D. A (2006) viewed participative leadership as a type of leadership style in which members of the group take a more participative role in the decision-making process. Everyone is given the opportunity to participate, ideas are exchanged freely, and discussions are encouraged. While the democratic process tends to focus on group equality and the free flow of ideas, the leader of the group is still there to offer guidance and control. The democratic leader is charged with deciding who is in the group and who gets to contribute to the decisions that are made.

Democratic leadership is characterized by sharing of opinions, seeking compromise in argument and encourages consensus in decision, give freedom to members in choosing whoever they want to work with Benne (1961:19) observed as quoted by Ogunsaju (1983: 140) that the democratic leadership style promotes greater group productivities. Onen (2008) recommended that traits of a good democratic leader comprise the following.

Democratic leadership style refers to a situation where there is equal work among leaders and followers. Goldman (2002) emphasizes "leaders using democratic leadership style build consensus through participation but these leaders also expect a higher level of excellence and self-direction". He adds that democratic leaders have time to listen and share ideas with their followers. They also tend to be more flexible and are responsive to one's needs. They are able to motivate teachers to participate in decision making and are respectful. The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempt as much as possible to make each individual feel that he is an important member of the organizations

communication is multi-directional while ideas are exchange between employees and the leader (Heenan and Bennis, 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). Goldman (2002) suggests that democratic organizations typically have the following six characteristics:

- Policies are determined by a group of organizations
- Technical and job performance measures are discussed so that they can be understood by all.
- Leaders provide advice to members in regards to implementing tasks.
- Members are free to choose with whom they work
- The group determines the distribution of tasks and
- Leaders try to be objective in giving praise and criticism.

Democratic leadership to exist when leadership indicates action involving the group in decision making with respect to policy and programmes. Mullins (2005) recommends that democratic leadership is a good style of leadership in that:

a. It respects the dignity of individuals or groups

b. It recognizes respects and accepts all social interactions in the organization.

c. It can be used in Nigerian secondary schools because Nigerian teachers do not like unnecessary pressure from administrators.

However, democratic leadership style consists of the leader sharing the decision making abilities with group members by promoting the interest of the group members and by practicing social equality. (Meindle 1995). Muzzarela and Smith (1989) lament that "the boundaries of democratic participation tend to be circumscribed by the organization or group needs and the instrumental value of people's attributes (skills and attitudes). Therefore, the

democratic style of leadership encompasses the notion that every one, by virtue of his human status should play a part in the group's decisions. The democratic style still requires guidance and control by a specific leader. The democratic style of leadership therefore demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in make and vote on decisions. Onen (2008) recommends that traits of a good democratic leader comprised the following:

- ✓ **Honesty:** he displays sincerity, integrity and candor in all his actions. He believes that deceptive behavior will not inspire trust.
- ✓ **Competency:** he bases his actions on reason and moral principle. He does not make decisions based on childlike emotional desires of feelings.
- ✓ **Forward-looking:** he sets goals and has a vision of the future. The vision must be own throughout the organization.
- ✓ **Inspiring:** he displays confidence in all that he does by showing endurance in mental, physical and spiritual stamina.
- ✓ **Intelligence:** A democratic leader is always ready to learn, read, study and seek challenging assignments.
- ✓ **Fair minded:** he shows fair treatment to all manner of his subordinates. He believes that prejudice is the enemy of justice. A democratic leader displays empathy by being sensitive to the feelings, values, interest and well-being of his subordinates.
- ✓ **A democratic leader is also courageous:** This means that he has the perseverance to accomplish a goal regardless of the seemingly insurmountable obstacles. He shows a confident calmness when under pressure.
- ✓ **Straight forwardness:** he uses sound judgment to make a good decision at the time.

- ✓ **Imaginative:** he makes timely and appropriate changes in his thinking, plans and methods. He shows creativity by thinking of new and better goals, ideas and solutions to problems.
- ✓ **Broad minded:** he seeks out diversity.

However, a principal who employs a democratic leadership style is said to be friendly to his subordinates (teachers). He/she involves his/her teachers in decision making process. This style of leadership helps in ensuring effective school administration.

2.2.4 Concept of Principal

Typically, each school has a single administrative officer, a principal, who is responsible for the operation of the school. In very small schools**,** the person may teach part-time as well. In large schools, there may be one or more vice principals. The administrative hierarchy may consist also of a number of department chairpersons, school counselors, a social worker, school psychologist, diagnostician, and so on.

Although functions vary by location and size, the principal is primarily responsible for administering all aspects of a school's operations. What then do principals actually do on a day-to-day basis? One way to analyze what principals do is to examine their job from a number of perspectives: leadership functions, administrative roles, task dimensions, human resource activities, and among others. Each one will be discussed in turn.

1. **Leadership Functions**

Principals combine and coordinate various kinds of resources by carrying out four basic leadership functions: planning, organizing, leading, and monitoring.

- **Planning**

Generally, planning defines where the school wants to be in the future and how to get there (Parker, 2011). Plans and the goals on which they are based give purpose and direction to the school, its subunits, and contributing staff. The goal with which the school wants to achieve and the methods needed to attain it would then serve as the planning framework for the school (Gardiner, 2011). School counselors, social workers, school psychologists, library media specialists, department heads, and teachers would set and synchronize individual objectives with those of the building principal.

Planning is important because it provides staff with a sense of purpose and direction, outlines the kinds of tasks they will be performing, and explains how their activities are related to the overall goals of the school. Without this information, staff would not know precisely how to use their time and energies efficiently and effectively. Subsequently, they would respond to their job responsibilities randomly, wasting valuable human resources.

Planning is also a prerequisite to other leadership functions (Goodstein, 2011). That is, plans made during the first step become benchmarks or criteria against which to measure actual performance in the monitoring step. Unless plans are formulated and mutually agreed on, there is relatively little value or basis for measuring the effectiveness of the school outcomes (Lunenburg & Irby, 2006; Lunenburg & Ornstein, 2008). In addition, comparing planned and actual results provides the principal with a sound basis on which to make necessary adjustments in the school's plan of action. The challenges facing schools have changed significantly as new demands have been placed on them. Their environment has become uncertain and even hostile.

- **Organizing**

Once principals have developed workable plans and the methods for attaining them, they must design an organization that will successfully implement the plans. Organizing involves three essential elements (Argyris, 2011): developing the structure of the organization, acquiring and developing human resources, and establishing common patterns and networks.

In a very basic sense, designing the structure of the organization involves creating the organizational chart for a school (Jones, 2010). The principal establishes policies and procedures for authority relationships, reporting patterns, the chain of command, departmentalization, and various administrative and subordinate responsibilities. Then the principal takes steps to hire competent personnel. When necessary, the principal establishes programs for training new personnel in the skills necessary to carry out their task assignments. Finally, the principal builds formal communication and information networks, including the types of information to be communicated, direction of communication flows, and reductions in barriers to effective communication.

- **Leading**

Once plans are formulated and activities are organized, the next step is leading staff members to achieve the school's goals. Although planning tells principals what to do and organizing tells principals how to do it, leading tells principals why the staff member should want to do it. Recently, the leading function is also called facilitating, collaborating, or actuating. No matter what it is called, leading entails guiding and influencing people (Northouse, 2010).

The principal's role can be defined as getting things done by working with all school stakeholders in a professional learning community (Hord & Sommers, 2008). Principals cannot do all of the work in schools alone. They must, therefore, influence the behavior of other people in a certain direction. To influence others, the principal needs to understand something about leadership, motivation, communication, and group dynamics. Leading means communicating goals to staff members, and infusing them with the desire to perform at a high level (English, 2008). Because schools are composed largely of groups, leading involves motivating entire departments or teams as well as individuals toward the attainment of goals.

- **Monitoring**

When principals compare expected results with actual results, and take the necessary corrective action, they are performing the monitoring function. Deviations from past plans should be considered when formulating new plans. Monitoring is the responsibility of every principal. It may simply consist of walking around the building to see how things are going, talking to students, visiting classrooms, talking to faculty, or it may involve designing sophisticated information systems to check on the quality of performance, but it must be done if the principal is to be successful (Blankstein, Houston, & Cole, 2010).

The success with which principals carry out these functions determines how effectively the school operates. A school is created to perform a set of tasks and achieve a number of stated goals, the most important of which is student learning (Blankstein, 2010). It is the principal's job to attain goals by working with all school stakeholders in an atmosphere of a professional learning community (DuFour, DuFour, Eaker, & Karhanek, 2010). This involves planning, organizing, leading, and monitoring.

2. **Administrative Roles**

Certain roles are required of all principals, regardless of the schools they operate. A principal does certain things, fulfills certain needs in the school organization, has certain responsibilities, and is expected to behave in certain ways. An analysis of the roles principals perform gives a clearer picture of what principals actually do on their jobs than does an analysis of management functions. Because it identifies a specific set of observable principal behaviors, the roles perspective brings realism to the analysis of what principals do. Principals are the ones who make things happen in the school by doing the planning, organizing, leading, and monitoring that are required for the school to function.

3. **Task Dimensions**

In analyzing the role of the principal, Marshall Sashkin and Gene Huddle (1986) identified thirteen major task dimensions of the principal's job. They divided these task dimensions into two major categories. One category includes managerial tasks normally associated with the role of the principal, creating and enforcing policies, rules, procedures, and authority relationships. The other category, called "building cultural linkages," includes establishing behavioral norms, using symbols, instituting rituals, and telling stories designed to build the cultural foundations of school excellence. Effective principals create more effective schools by deliberately designing their actions so that those actions build cultural as well as managerial linkages.

4. **Human Skills**

Principals spend considerable time interacting with people. Recall the researchers' descriptions of how principals spend their time: scheduled and unscheduled meetings, telephone calls, hallway/classroom tours, and other face-to-face contacts. All these activities

involve other people. For obvious reasons, the principal needs human resource*:* the ability to motivate, facilitate, coordinate, lead, communicate, manage conflict, and get along with others (John, 2010). Human skills are important to school leaders at all levels. Upper-level administrators must use these skills to deal effectively with school boards, with groups outside of the school organization, and with subordinate administrators.Middle-level administrators (principals) need human skills to manage individuals from a wide variety of departments or subject matter areas, other technical experts (such as counselors, social workers, school psychologists, and department heads), and to interact productively with upper-level administrators. First-level supervisors (department heads, team leaders) must use human skills to challenge, to motivate, and to coordinate the work of teachers who are responsible for the education of the school organization.

2.3.1 School Principal's Leadership Roles

A number of researches on principal's roles as an educational leader have examined how such leadership roles influence the performance of teachers in secondary schools. Ogundele (2000) observed that "the demands on school leadership will depend upon the administration/leadership of the primary or secondary school and whether it is located in urban or sub urban setting. He argues that these factors will determine how complex the school organization is and the type of support it can expect from the community it serves". However, the roles and duties of the principal will be the same no matter where he serves or how many teachers and student the leader directly supervise this is because Okumbe (1998) assert that "the school leadership has eight basic tasks that never seem to vary. Seven involve the principal's interaction with others inside the school premises and the eight relates to his

association with the outside world. Inside the school, the principal is responsible for the following:

- Professional and classified staffing of organizational positions
- Instructional material
- Leadership and improvement
- Curriculum development and materials
- Students service
- Resource procurement
- Budget building – utilization and maintenance

He went further to contend that principal's responsibility out of the school as the eight tasks revalue around his/her association and combinations with community groups and other stakeholders in education of the state. In Nigerian education system, the roles and authority statuses of the school principal are derived from the education laws and authorities at the levels of the National policy on education as well as state federal ministries of education and other education authorities (Peretomode, 1991, Olubadewo, 1995 and Igwe, 2000). The statuses are legally carried out under federal ministry of education. The principals' authority exists only when he is in the school building and carrying out the legal responsibilities.

Therefore, the principal is the essential manager or leader in the formal organization of the school he is one who must articulate and carry out the responsibilities of the school. The principal is the only legally responsible person in the school and one who can delegate authority to staff members. He coordinates the efforts of teachers so that the goals of the school are realized in the most efficient manner. The style of leadership and management skills of the principal function across the seven important tasks mentioned earlier. Effective

management of these operational areas enable the administrator ensures quality of the end product of the education for the attainment of the desired development of the nation. In similar trends Udoh (1995) observed that the roles of school administrator in ensuring effective process of teaching and learning in the school include.

1. Ensuring adequacy and efficient use of instruction material/ facilities and equipment and school library service. Ensuring adequate and prudent use of school funds for efficient conduct of both the school instructional and administrative functions.
2. Enhancing effectively parental/community involvement and participation in school decision such as discipline as well as contribution morally, materially and financially for effective attainment of education goals.
3. Ensuring prevalence of sound school social climate conductive for effective instruction and learning in both the curricular and co – curricular activities.

The school administrator, through instructional supervisory function has the responsibility of ensuring quality of the school instructional function for the attainment of the objectives of education for national development. The supervisory roles are efficiently harnessed through setting up of functional organizational structure which requires the roles of different persons individually and collectively toward the attainment of educational objectives. As different individuals are assigned various positions of responsibilities in the school system, there is need for the administrator to supervise the task performance (Ogunsaju, 1990).

Ohuche (1988) and Mgbodile (1990) identified the following monitoring measure principals should take into consideration to ensure promotion of positive climate that will enhance teachers' commitment to work thereby promoting teaching and learning process:

i. Appraisal of the educational conduct and materials

ii. Diagnosing the behaviors of learners

iii. Enhancing teachers task commitment

iv. Study of both instruction and the curriculum in operation

v. Study of materials of instruction including the socio – physical environment

Through the supervisory roles therefore, the school leadership exerts influence on classroom activities teachers' performance, ensure produce in materials and financial utilization and management as well as maintain sound discipline. Effective supervision provides appropriate guide in the conduct of administrator's task of planning, organization, coordinating, supervising communicating, decision making, delegation of responsibility, evaluation boosting staff morale, staff welfare, and motivation (Tal 1997). The discharge of these roles constitutes the pre – requisite for effective school management process and ensuring attainment of quality conduct of the school teaching and learning process. The school principal therefore, has the responsibility to employ the leadership style most appropriate for effective and greater achievement of educational objectives. The principal should be able to enlist the support and cooperation of the teaching and non-teaching staff for effective discharge of their assigned responsibilities.

Ijaiya (1999) concluded that "capabilities of principal school leadership roles have strong influence on the discharge of the school leadership roles and the attainment of qualitative school climate that promote effective administration of schools.

2.3.2 Principals' Administrative Strategy

Several researchers have identified the need for acquisition and practical application and utilization of managerial skills as necessary factors for effective functioning of

organization and that of the desired goals. Obilade (1998) asserts that “it becomes imperative for school principals to get acquainted with relevant leadership and management strategies for effective school management and attainment of educational objectives". Management activities such as planning, organizing, controlling, budgeting and decision making make the motivation of subordinates very much possible. (Davis, 1972 in Olubadewo, 1992). In fact when people are appointed to an administrative position, it is always assumed that they possess the potential for developing administrative strategies to get things done.

1. Effective Use of Communication Process

Effective use of communication is the soul of any organization and without which the existence of such organization will be paralyzed and commonality of thoughts, opinion and purpose of execution according to plan will be impossible to achieve. Oxford (2005) defines communication as a “process of passing information from one person to another”. Hannagan (2002) supports that communication “is the way of passing information about the effectiveness of particular work behaviors and it is thought to perform several functions. For example it is directive by clarifying specific behaviors that ought to be performed, it is motivational, as it stimulates greater efforts, and it is error correcting as it provide information about the extent of error been made”.

The concept of communication in leadership administrative strategy is highly internalized (Artmstrong and Baron 1998). They endeavored to describe how it is used, operated and thus stressed its importance. They argue that information is usually communicated to employees in form of memos, meeting and telephone calls to enhance their performance. These ideas are supported by Handy (1996) who expressed that “for performance to be effective, it is important for employees to communicate on what is to be

done and how it is to be done". He added that communication may be presented directly or indirectly to individuals may come as a result of good and open communication provided by heads of human resource department or heads of institutions like principals. This concept of communication is supported by House (1968) in path – goal theory which stipulates that for subordinate to perform well, the leader to guide or direct them through verbal or written communication in form of notice, memos or meeting. The theory further stresses that through communication, errors are identified and corrected. It also helps one to know how well or bad he or she is performing a given task. This enhances performance in any organization or institution of learning. Armstrong (2003) presents the advantage of communication in leadership administrative strategies as were derived from survey conducted by the performance management in (1997). The advantages identified includes: individuals get broad perspective of how they are perceived by others than stress awareness and relevance of competencies, gives people a more rounded view of performance and finally clarifies to employees critical performance aspect. This view has a relationship with research conducted by Ashridge management research group in Handy (1996) which identified that one of the reason why communication is important to support a member of human resource process such as appraisal, resourcing and succession planning. Communication therefore, become more than distributing messages, it becomes an interplay between actors (Johnson, 2003). Depending on how communication is conducted, in what circumstance and with what actors it can be delivered to different outcomes. The communication quality is depending on both the actors such as principals and teachers and actual situation and it perquisite.

In a related view, Narayana as cited in Nanson (2010) identified that communication as leadership administrative strategy, many at times has been mishandled and has tended to

reduced its proper meaning in leadership. Areas in which it has been mishandled include: education managers not been frank and often give wrong communication to teachers. Many times principals entrusted their information to junior staff who often report wrongly to their colleagues.

From the above reviews, it is important to conclude that, the idea of communication is important in leadership, where communication is truly practiced, the leadership tends to be democratic while where it is denied, and the leadership style becomes authoritative. On the other hand some leaders leave communication as a free will. It may or may not be communicated to the subordinates Okumbe (1998) asserts that "it is unfortunate however; that the idea of communication as an administrative to work had not been fully explored and yet its values it well managed cannot be denied. It should therefore be noted that a variety of variables are interacting which means that the communication is created in the actual moment and therefore hard to predict (Englund, 2007). Today's view of communication is therefore much complex. It can have several purposes to satisfy individual and social needs to cooperate and understand the world as well as a way to distribute information and messages. (Drimbleby and Burton, (1998).

2. Ensuring Participatory/Collective Decision–Making

Collective decision making reports to a practice by which both superior and subordinates jointly sit together to discuss the way to run the organization. Okumbe (1998 asserts that "collective decision making is a typical characteristics of participatory type of leadership Webster (2002) defines participative leadership style as a way of involving individual participation in decision making. While Chandan (1987) defines democratic leadership style as one where subordinates are consulted and their feedback is taken into the

decision making process. This is in line with House (1968) path-goal theory which stipulates that "both leaders (principals) and subordinates (teachers) should involve themselves in decision making if an organization is to achieve its goals". He added that when goals are set together the subordinates (teaches) become committed, self-confident and knowledgeable about the set goals thus, making them perform well. This model encourages active participation by subordinates involved, increases creativity and commitment and develops talent and skills of team members. UNESCO (2006) identified that teachers' performance as being negatively affected by lack of participation in decision making. On the other hand, Ndu and Anogbor (2007) argued that where "teachers are not involved in governance, result to teachers behaving as if they are strangers within the school environment".

Teachers who are not satisfied in the work place are more likely to leave the profession. Udo and Akpa (2007) asserted that "where teachers are adequately involved in decision–making process, the realization of school goal will be easy, apathy and opposition within the school will be minimized". But if teachers can receive support from their principal and from local parents, if they are involved in the decision making process and if they work within a positive school climate and culture they are more likely to succeed and remains in the profession, they added. Mullins (2005) is of the opinion that "many people believed that staff participation in decision making leads to higher performance and which is necessary for survival in an increasingly competitive world". Wettson (1998) reiterated that boredom (dullness) and frustration (disturbance) at work is often the result of an employees' process with the organization's goals and a feeling that their ideas are not wanted or listened to". He further explained that staff turn-over increases as employees walk out of the door for more interesting jobs. Wilkinson (1999) substantiates this fact and saw involvement of employees

in decision making as empowerment while a neglect of employees in decision making was seen as an assumption that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers' needs to provide opportunities and structures for their involvement". He also assumed that participative or collective decision making is likely to lead to job satisfaction and better quality decisions and that gains are available both to employers or increased efficiency and workers or job satisfaction, in short an everyone wins scenario cooperation is believed to be indispensable asset to the school principals while collective decision making process in the school could ease the principals mounting problem as many heads would be put together to intellectively solve problems that could have remained unsolved by the principals alone.

Show (1971) shows collective decision making as "a function so broad in scope that no one-person can or should do". He further said involving teachers in decision making process is like when two men cooperate to roll a stone that neither could have rolled. Many managers express a belief that collective decision making will improve the quality of workers in the organization. In the contrary Awotua-Efebo, (1999) described that "where teachers lack motivation and involvement in decision making, truancy, excessive excuses, abstention and complaints usually emerge leading to general ineffectiveness, inefficiency, low productivity and non-achievement of goals of organization". Regarding to Okoye (1997) in his view said that "workers should be involved in decision that concern them like general working conditions, fringe benefits and staff development programmes as this adds to the attractiveness of the organization". Ezeuwa (2005) supports the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements.

In some establishment, they are gender biased that women are marginalized in decision making process. Likewise, a school where staff meetings are held regularly to discuss issues concerning the school through consultative management style, is an example of a participative organization.

Vander (2008) contends that "regular formal contact between the principals and teachers and other members of the organization increases the level of workers satisfaction". In such organization, every person is equal and has the democratic right of expressing opinion freely. Participative management provides an environment that makes employees needs known and creates a means of expressing it openly in all areas of the organization (Sodhi, 2009) in a similar vein; Oduro (2004) maintains that "problem-solving through consultation is impossible with a single person's wisdom". Another dilemma faced in collective decision making is that it is time –consuming approach. The more people involved in decision making process, the longer it can take to take decisions because it requires that the participants understand the ideas and afforded opportunities in order to argue or raise their opinions (Shennu, 2010). At whatever way we look at collective decision making as an administrative strategy in school organization, we can see that it aids in the realization of the school's goals and promotes effective administration of schools.

3. Delegation of duties and responsibilities

Oxford (2005) defines delegation as "the process of giving rights, authorities and duties to the people of lower rank". While Webster (2002) sees it "as the act of investing with authority to act for another". Brech (1969) considers it as the "passing on the others of a share in the essential elements of management process". Delegation is where a leader transfers power, responsibility, authority and decision making procedures to subordinates

working in various departments of any given organization (Hannagan, 2003). Delegation as a leadership behavior is highly supported by House (1968) in the path-goal theory that stipulates that for proper performance of the subordinates and goal achievement, the leader has to distribute different tasks to subordinate according to skills, abilities, knowledge, interests, talents and experience where the subordinates become confused, the leader has to come and direct them, he further removes barriers to clear the way for better performance. This motivates and satisfies the workers, so they accept the leader's behavior thus performing well. Basing on the path-goal theory therefore, the leader who does not delegate duties to subordinates is authoritative while one who makes delegation of duties as part and parcel of the organization is a democratic leader.

Okumbe (2006) in his study about delegation and its effects on management of secondary schools found out that effective delegation has positive effects on management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teachers' performance and management of schools. Mumbe (1995) in his study "leadership style and teacher's commitment to work in primary schools in Busia identified that delegation of authority can only be successful when the subordinates have ability, information and knowledge about the task and their willingness to perform and supported by the organizational structure where there is a clear line of management and communication without any difficulty as supported by (Nwakafor, 1985) much as Cole (2004) tells as how delegation of authority can be successful, he does not bring out clearly how delegation of authority can enhance teachers' commitment to work. Health field (2004) found out that "for delegation to be successful, the leader has to establish objectives of delegation, specifying the tasks to be accomplished and deciding who is to accomplish

them". Thus, he does a good job to mention that successful delegation depends on joint objective formulation; he does not really show how joint objective formulation would help teachers perform better. Chapman (2005) found out that "it is important to ask other people what level of authority they feel comfortable being given". He further discovered that successful delegation depends on the ability, experience and reliability of the subordinates. He however recommends that inexperienced or unreliable people will need a lot of close supervision to get a job done to the correct standards. McNamara (1999) identified that for the delegated task to be done well, the supervisor and the subordinates must agree on when the job is to be finished or if an on—going duty when are the review dates, when are the reports due and if the task is complex and what help could the supervisor render". McNamara's assertion is excellent but her focus was mainly between subordinates agreeing on the delegated work.

The school by nature is a complex organization such that delegation of authority is unavoidable, it is therefore, imperative for all school administrators and managers at whatever level, primary, secondary or tertiary to understand the concept of delegation, its importance and how to use it effectively. Therefore, the above definitions showed that, delegation exists at both organization and individual or personal level. At the organizational level, it has to do with location of decision making and it is reflected in the organizational chart, that is, it provides the structure of the organization. It is also influenced by the size of the organization. In other words the larger the organization, the more the need to delegate responsibilities or tasks to various levels throughout the organization (Mullins, 1993).

At the personal level, delegation involves the passing of one's authority and responsibility to fellow workers to act on one's behalf usually because one is unavailability

absent or busy with something else. Delegation is essentially a two way power sharing process. The manager delegating passes on his responsibility and authority but is still accountable while the one receiving them by implication undertakes to carry them out and be ready for any blame for his mistakes. However, sufficient authority must be given to him/her to hold accountable (Nwachukwu, 1988). In practice, delegation can be found to operate within two ends of a continuum at one end is a loose control but wide freedom while at the other end is a tight control with little freedom. The level of control can fluctuate between the two ends depending on the individuals involved and the situation (Mullins, 1993). Schools certainly experience changes in staffing, students enrolment, curriculum development, societal demands on schools and so on which raise their complexity and mount more pressures on the school principals to delegate more tasks and duties (Nwachukwu, 1988). Delegation of duties is therefore very important in school management and should be well understood by school principals as well as by the teachers especially it process, benefits and how to make it work to the benefits of the educational system. This is necessary in view of the fact that most school principals and their deputies' appointment are usually based on experience and who you know (Ayinla, 1999). However, most principals are also deficient in such training. In addition, most of the problems of the education system nowadays such as insubordination, truancy, poor academic performance and so on are probably the result of poor supervision and improper delegation of duties and responsibilities to teachers.

4. Sustaining High Staff Morale

Nobiri (1986) asserted that "high moral is among the most important ingredients in the success of any group enterprise over an extended period of time". This implies that workers should be encouraged to develop favorable attitudes towards their work. In school

setting, teachers' good morale has to be cultivated to achieve effectiveness in teaching learning process". the key person in building the school, who has the managerial role for promoting teachers high morale to perform their functions well is the principal. He went further to resonate that this can be assured through making the teacher to share in policy decision making, have sufficient working tools, have reasonable teaching load, improve his teaching skills and feel that he is well satisfied with the working condition. These motivational approaches of the school principals' managerial process are very important in enhancing teacher's commitment to work thereby leading to the attainment of the desired goals. Mullins (1993) contends that "the principal can equally promote staff morale by displaying his concern to the staffs and attending to their personal problems". This means that he (the principal) should promote free atmosphere devoid of interpersonal tension distrust, enmity etc. He should promote the sharing of responsibility and spirit of team work in the school organization. The principal has an important role to play in promoting the effectiveness of teachers towards teaching, supporting the above statement, Okumbe (1998) suggests that "the leadership styles of principals, their position, their attributes towards teachers, appreciation of teacher's efforts are among specific managerial practices that promote high staff morale and facilitate teachers' total commitment to work leading to the attainment of the desired objectives. Adepoju (1998) maintains that "when employees are satisfied with their jobs, they are motivated to work harder and contribute the best of their abilities toward the achievement of organizational goals". He went further to stress that they feel appreciated, important and significant members of the organizational chain and as such, they are ready to maintain a positive action with their colleague's clients and anyone they come in contact with. Edem (1999) supports that "keeping the employees' morale high is one

of the best things a leader can do to instill loyalty and maintain a productive work place. Ogunsaju (1989) recommends that "employees tend to lack motivation can also be circular in nature.

Management and employees can help increase morale in the work place by in no particular order, recognize employees, be a respectful manager, have one on one meeting with employees, invest in employees and get to know employees. This shows very clearly the importance of appointing a well-deserved and qualified school administrator who can help to ensure a close working relationship between him and his fellow staffs, and between staffs and students. Olubadewo (1992) asserts that "when teachers enjoy their work, they will pay more attention to what they are doing but when their morale is low, they are more likely to become distracted, make mistakes or work slower". It could be seen that it is of paramount important for the school principal to take advantage of boosting his staffs morale as doing so will increase the level of their commitment to work thereby leading to the achievement of the desired objectives.

2.4 Meaning of Administration

Administration can be regarded as total implementation of government policy decision design ideas and conceptthrough effectives planning, organizing, directing, coordinating, controlling and evaluating the performance.

2.4.1 Record Keeping in Schools

Records are written documents or information kept for remembrance and reference. In the school setting, records are education data bank where information are stored and can be retrieved and used for a variety of important purposes.According to Yabo (2007) record keeping is a continuous process of collecting and collecting information on every academic

and administration function that forms part of the growth and development of a school. The information or data which are written manually or electronically are preserved in books, files, diskettes and other electronic material.

School records are official documents, books and files containing essential and crucial information on action and events which are kept and preserved in the school offices for utilization and retrieval of information when needed, such record include all books and filescontaining information on what goes on in school, who is in the school and the types of properties owned by the school.

The school records include the following:

i. Register of Attendance.

ii. Register of Admission and Withdrawal.

iii. Log-Book.

iv. Cash Book.

v. Visitor Book.

vi. Scheme of Work.

vii. Teacher Record of Work.

viii. School time table.

ix. Corporal punishment book. **(**Olagboye, 2004**)**

School record are kept by principals teachers counselor or administrative staff, the purpose of record keeping and management, is to ensure that accurate and proper records of student achievement and growth of school activities, and matters that will promote

efficiency and effectiveness are kept. According to Durosa (2008) record are important tools for effective planning and administration of a school. School record occupies strategic position in effective and efficient organization and administration of the school because they record the planning and implementation of appropriate course of action for proper monitoring of activities/tasks.Records are important because they serve as major information tools that sustain the school and aids in achieving Education goals and objectives.This is to say a comprehensive school record provides adequate information about what goes on in the school, who is in school and the property owned by the school.

(a) Functions of School Records

Keeping of records in school is an indispensable instrument for effective administration and proper instruction in schools. The school record serves two functions in the areas of instruction and management. In area of instruction, information is required by such person as teachers, counselor, curriculum planners and instructional supervisors for planning scheduling and evaluating guidance activities for schools. In the area of management, school principals and central office personnel require data from the school as basis for programme evaluation and administrative decision. School record serves as a bank in which information is deposited and kept with the hope of interviewing and utilizing in the future, proper keeping of school record provides knowledge on student's academic performance and facilitates schools financial administration. It can also provide a basis for advisory and counseling service.

School records provide raw data which can be used by officials of Education ministries for planning purpose. Data collected from school records on pupil's enrolment and facilities can be analyzed in order to determine the number of teachers and other resources

that would be needed by the school. Within the school, records would enhance planning for placement of student into higher classes. Through records, such as logbook, the history of the school could be known. Important events of the school are recorded in the log-book. Hence, it services as a good reference point for whoever intends to know the happenings in the school. In-fact, it serves as historical source of useful information to principal's or headmaster's successor and to outside researchers Edem (1982).

(a) Types of Records

The Education law stipulates that there are two types of school records. In line with this, Egwanyenga (2005) stated that school records are grouped into statutory and non-statutory. According to him statutory records include admission withdrawal, attendance, register and scheme of work, time-table, log book, visitors book time/movement books diary, and lesson plan/note for teachers, examination record book, and so on. Non-statutory records are cash calendar, inventory book staff minutes book school magazine inspection/supervision report file, confidential report forms and requisition book, Records may appear in the form of memoranda, directives work sheets, protest's reports officials reports and other permanent record.

1. Statutory Records: they are records that are legally bindings on the school to keep and which if not kept by the school administrator amount to dereliction of duty.
2. Non statutory Records: theyare records kept on discretion directives, work sheets, progress reports official's report and other permanent record.

(b) Importance of Record Keeping

a. The keeping of school records is one of the most important aspects of school administration.

b. School records provide useful information to an employer of labour who may want to recruit pupils for jobs.

c. They help the higher institutions of learning who may seek information about pupil's school as achievements.

d. Parent may want to know how their children got on in the school as regards behaviour and general performance in school subject.

e. Inspectors of Education may require to see most or all of the records to enable them assess pupils/ staff performance objectively, and to offer advice and make concrete proposal or suggestions for improvement.

f. The headmaster may need to compile useful facts and figures about his subordinates staff and pupils for the purpose of an objective appraisal of performance in his school and to buffer his request for staff and facilities. (Nwankwo, 1999).

2.5 School Community Relationship

The school is a planned social institution, which acts as an instrument of society for teaching the young one. In education institution, the interest of both the adults and children within the school coverage will be those of parent and citizens outside it. Since Education is an activity, which includes the cooperation of teachers, parents, children and the community as whole, parents in particular are naturally interested in the Education of their children. The parents and the general public expect the students to develop certain attitudes and mental attributes necessary for the improvement of the quality of their lives and that of the society. It is therefore important that the administrator should establish development and maintain satisfactory relations with the community in which the institution is situated. In either case the administrator will be dealing with members of the public in many matters which may affect the institutions, hence the need to establish a good basis for happy school community relations.

The school can be viewed from two angles it is a model of the community, and it also has broad functions that brings it to close relations with the surrounding community the school needs to be in close relationship with the community because of the moral, financial and materials support which the community gives to the school. (Musaazi,1982).

2.5.1 Relationship between School and the Community

Social interaction is not always a one way process. The inter-relationship between the school and community involves a careful understanding of the influence of one upon the other. Hence, the most basic characteristic of the school and community must be flexibility. The school should be willing to take on function and services in the light of changing need and development within the community for possible teaching and demonstration material.

Similarly, the school can also contribute to the life of the community by human experiences for all age groups and at all levels. The most effective schools are those that are very good in maintaining school-community interactions, where the parents and community are actively involved in the school activities. Studies on school effectiveness and improvements also indicate that the relationship between the communities and the schools through a partnership can enable the creation of healthier teaching and learning environment, leading to the improvement of the children`s school performance and pupils outcomes. Local communities are importance in the school interaction, society or any other associations to achieve viable educational goals in schools. Sociologist refers to "Local communities as basic unit of society which characterized by distinctiveness, small size, self-sufficiency and homogeneity of inhabitant (Worsely 1988, in Aminu 2007:20). Community-school relationships is an approach to people involvement in school conceptualization, design and implementation, it requires the sharing and co-ordination of ideas and inputs to the development process of the school by targeted or intended beneficiaries. In order to achieve higher rate of community participation in the school, the following important steps are required:-

Firstly, the peoples should be sensitized and mobilized to accept and respond to self-help project and development of the schools. Secondly, the people should be directly involved in the decision-making process especially in matter that affects the schools. Thirdly, the low-incomes group should be empowered to have access to productive resources and available services in the school. Fourthly, the participation of respective stakeholders should be built in the programme packages to win the confidence of the intended beneficiaries (Aminu, 2007).

The school head, his staff and students can relate with the community, by organizing school sport competitions, exhibitions and so on for people in the community. Students and staff can also help in community development programmes such as teaching adults how to read and write, educating the community on the importance of good sanitation and participating in a number of community self-help projects.

(i) Community participation

Shaffer (1994) define participation as involvement through the mere use of service such as controlling children in school or using primary health care facility, participation is done through the following:

i. Contribution of money, materials and labour

ii. Attendance (e.g parents meeting in school) implying passive acceptance of decision made by other.

iii. Consultation on particular issue,

iv. Implementation of delegated power and real decision-making at every stage of planning, implementation and evaluation.

(ii) Aim of school-Community relationship

The relationship between school and community is aimed at,

a. Expanding the learning environment beyond the classroom into the entire community.

b. Exposing students to multiple experiences under different teacher's social groups, cultural institution and economic establishment.

c. School management

d. Curriculum design

e. Development of learning materials

f. School construction

(iii) Ways to Promote School Community relationship

The administrator should be accessible to parents and members of the public.

I. As a public relation officer, they should try to be courteous to people, treating them with tack, consideration and sympathetic understanding.

II. When the administrator is approach for help on any matter he/she should try to do best to cooperate, but be Frank and straight forward in his dealings.

III. The school administrator can promote school community relation by making some school facilities and resources available to the community for Education and social purpose.

IV. Members of the community could be invited to visit the school, attend and participate in some of its activities.Such as speech and open, days sporting, activities school social programme, staff parties an so on.

(iv) Contributions of School Community Relationship Toward the Development of Education

School and community relations improve the Education delivery that enables more children to learn better and prepare them for the changing world. Communities are powerful resources and can be utilized not only in the management of Education but also in becoming the core agent of the Education delivery.

2.6 Communication

Any means that an individual use to transfer meaning, ideas, feelings, emotion or attitude to others is called communication.Communication can be described as follow:

a. The flow of information from sources to the receiver.
b. A relationship in interaction is the process by which messages are transferred from a source to the receiver.
c. The imparting, sharing or exchange of ideas, knowledge, skills etc whether by speech writing or receiver.
d. The process of passing and receiving messages, instruction or directives,
e. The process of transmitting and exchanging idea feeling, and information through realization, symbol writing and sign to create mutual understanding between the communicator and the communicateSannie (2001) in Magama (2006).

According to Yabo (2007), communication is the life-blood of any organization, without which no activity of an organization will be possible. Therefore, in an organization, communication constitutes the primary means by which sound human relations are established and cultivated. Communication in school administration usually involves the day-to-day passing of information from the school administrator to the subordinates involved in school management. Similarly, Cole (2005) defined communication as the process of creating, transmitting and interpreting ideas, facts, opinions and feelings. It is a process that is essentially a sharing one – a mutual interchange between two or more persons.

(i) Importance of communication

Deoge (1964) inBagobiri and Kassah (2006) makes the following contribution in relation to importance of communication

i. Communication serves as a lubrication fostering the smooth operation of the management process.

ii. Communication helps managerial planning to be performed effectively

iii. It helps managerial organization to be carried – out effectively.

iv. Managerial activities to be followed effectively.

(ii) Effective Communication in an Organization

i. Effective communication in an organization helps to explain the objectives, policies and activities which are needed by all employees to ensure maximum contribution in terms of effort.

ii. Help workers to understand the goals and activities in the organization so as to foster better team – sprit between the management and employees

iii. Enable the well - Informed employees to be better place so as to positively represent the interest of the organization.

iv. Helps to integrate all employees in to a membership of effective work group all working towards the interest of the organization.

v. Ensures good relationship within the organization and between it and other parties including banks, investor, customers, government agencies and the general public.

(iii) Purpose of Communication

According to Peretemode (2006) the purpose of communication are to.

1. Influence the performance of organizational members and to motivate direct instruction and evaluation
2. Avoid calamity and misconception
3. Serves as an information input or exchange

4. Control

(iv) Types and Direction of Communication in an Organization

The methods available to the administrations in a school or sending message in the social system in a verbal written and contribution.Verbal communication – communication is the use of the spoken word either in a face to face setting or through telephone calls. It is the most prevalent form as oral communication written Communication.In organization such as the school, written communication could be in form of letters memorandum newsletter and other publications.

a. Combination of communication process.

Combination process involves the use of written and verbal communication.

b. Direction of communication flow in schools.

Direction of communication flow in school include

- Verbal
- Downward
- Horizontal
- Diagonal

c. Vertical flow.

Vertical communication includes both down ward and upward flow of information through chain of commanding between superior and subordinates in an organization such as the school. It is a two way communication process.

d. Downward Communication

Downward communication flows from individuals at higher levels of the hierarchy to those at lower level in an organization. It may either be written or verbal. It is usually conceived of as parallel to the schools hierarchy of authority. The most common forms of downward communication are official memos, organizational publication, policy statement manuals, procedures.Thepurposeof downward communication are;

1. To promote specific task directives or job instructions.
2. To promote information about the rational of a job
3. To promote information about organizational policies procedures and practices
4. To promote subordinate with performance feedback; and
5. To present information of an ideological nature towards achievement of goal.

e. Upward Communication

Upward communicationflows, from subordinates to superiors.Inupward communication, is necessary to provide feedback on downward communication it does not occur where subordinates does not trust superior and peer.

Main Function of Upward Communication

The main function of upward communication is to send information to upper levels about what is happening at the lower level. These types of communication include progress reports, suggestions, explanations and request for aid or decision. Peretomode(2006).

Three major types of information involved in upward communication are identified as follows:

1. The level of performance and achievement of employees

2. Identification of any unresolved problems faced by employees
3. Ideas and suggestions for improvement in an organization and how employees generally feel about their Jobs (Levinger 1983)

f. Horizontal Communication

Horizontal communication includes all transmission of information that flow laterally within an organization it take place between

A. Employees on the same level
B. Among peers within the same work group
C. Groups of equivalent status across departmental boundaries

Horizontal communications frequently occur through, meeting, written, memos and informal interpersonal communication.

g. Diagonal Communication

Diagonal communication refers to all transmissions that cut across an organizational chain of command. It takes the form of interaction between line and staff. Although diagonal communication probably is the least use channel or communication in organization it is importance institution in which members cannot communicate effectively through other channel (Dionnethy, Gibson &Ivancevish1984).

2.7 Decision – Making

Decision-making is very vital in the school setting, it is the process whereby a choice of decision – making is made for planning, because it gives awareness of an opportunity and goal. According to Olubadewo (1992) decision – making is the process of though and deliberation that leads to a decision. According to him decision is not only of people's daily

routine but, also an intrinsic requirement for the viability of an organization.He went further to say decision essentially involves the process of mechanism by which a particular course of action is chosen from among so many available alternatives.

According to Ogunsaju (2006), decision-making is the process whereby a choice has to be made between two or more different alternatives to determine the future state of affairs. Similarly, Dare (2006) defined decision-making as a process of making the best choice out of many pressing alternatives.

i. Attributes of Decision – Making Process

Decision – making has a number of attributes which include the tendency to perpetuate itself, protects itself from disruption and destruction from within, hence it is concerned with – the improvement of morale and satisfaction of staff. Decision making is considered to be intelligent when they accomplish specific goals

ii. Types of Decision – Making Process

There are two types of administrative decision making

1. Personal decisions making: these are decisions which the administrator makes concerning himself e.g decision to retire from services or go for further training.
2. Organizational decision making: these are decisions which the administrator makes concerning the organization and its proper functions.

iii. Group Decision – Making Process

In making effective decision it is always advantageous for leaders to involve representative of all departments under his leadership in the organization.

The following are the advantages of group decision making.

1. It increases acceptable by those affected. Decision made by a group more often implemented
2. Easier to coordination – Decision made by a group reduce the amount of co – ordination necessary to bring the decision in to play.
3. Easier communication – Decision made by a group reduce the amount of communication necessary to implement the decision.
4. Greater variety of alternatives and solution are considered. Solution are discussed in a group situation
5. More information is processed which means many individuals are involved more data and information can be brought to bear on the decision

iv. Function of Decision – Making Process

One of the major functions of the administrator is making – decision about how things should be done. Therefore decision making process is seen as identification of alternatives, evaluation of alternatives in terms of the goals organization

v. Importance of Decision – Making Process

1. It has tendency to perpetuate itself, it attempt to protect itself from disruption and destruction from within and hence it is concerned with the morale and satisfaction of its employees.
2. It seeks to survive and it is therefore competitive with other behavior patterns and finally it seeks to progress and grow.
3. In making plan, there must be decision committed to the resources
4. Decision must always be made about who is to do what, how it will be done, when and where it will be.

5. Decision – making gives and creates awareness in an organization for belongings.

vi. Steps to Good Decision – Making Process

Step to good decision – making process in Education organization include.

1. Survey the full range of objective to be fulfilled.
2. Carefully is known about the costs and risks of negative consequences as well as the positive consequences that could flow from each alternative.
3. Intensively search for new information relevant to further evaluation of the alternative.
4. Examine the positive and negative consequences of all unacceptable before making a final choice,Olubadewo (1992) for an administrator to make decision rationally, he must fulfill the following conditions.
    i. Know his objective and rank them in order of importance.
    ii. Know all possible alternative, solution to the decision problem.
    iii. Always choose the alternative that maximizes attainment of the objectives (Olubadewo, 1992).

vii. Effective Strategies for Decision – Making

Dare (2008) highlighted the following as effective strategies for decisions making process

1. The classical model
2. Administrative model
3. Incremental model and mixed canning model

viii. Classical Model

Classical model encourages a completely rational approach to decision – making process. It seeks the best alternative to maximize the attainment of goals and organizational objectives classical models present decision making as a process what involves sequential step.

(a) Administrative Model

The administrative model presents certain level of satisfaction. This model searches for alternatives rather than optional ones. It is a situation whereby the manager relies on both theory and experienced in decision – making process.

(b) Incremental Model

Incremental Model: This model focuses on successive limited comparison when certain situations require an incremental strategy, the model of decision making process is very appropriate if the set of relevant alternative is very difficult to define and the consequences of each alternative is very unpredictable.

(c) How to Make Decision

Olubadewo (1992), noted that decision making can be done in the following ways

1. State the problem.
2. List the alternative.
3. Select the alternative.
4. Recognize, define and limit the problem.
5. Analyze and evaluate the problem.

6. Establish criteria or standards by which solution will be evaluated or judge as acceptable and adequate to the need.
7. Collect data.
8. Formulate and correct the preferred solutions.
9. Put in to effect the preferred solution.

ix. Effective Decision – Making Process

1. For decision – making to be effective, examine as all sides of an issue as possible.
2. The environment must be conclusive to make a decision, this means that for a decision to be effective it must be made at the right time place, level of the organization and through the most appropriate process.
3. As much as possible, all those to be directly affected by a particular action should in one way or another be involved in the process of making the decision.

2.8 Staff Development

Training and development are often use inter-changeably even though they have different connotations. Staff development is a process whereby capable employees are equipped with future potential for training opportunities.In the context of Nigeria teacher professional development refers to the processes, organizational mechanisms and practice that are aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties. Organizational mechanisms are the mechanism for monitoring continuous development of the teacher. These may take the form of Planned and scheduled short time training programmes and seminars aimed at meeting various professional needs of the teaching force. Practice on the other hand include the formal monitoring programmes developed in situation like advise that the teacher sets from the head teacher; world

Education officer other forms of practice are the meeting held at school level and at the Cluster level with the purpose of reviewing and reflecting on practice on a regular basis.

But,Tahir (2006) maintained that staff development of teachers means that provision should be made by the Education authorities, to improve the performance of teacher, from initial employment to retirement. Staff development, therefore, becomes a means to an end, the end being the;improvement of the quality of students learning experience. Edam (1982) opined that professional training entails the in calculationof the right professional attitudes. According to him this is difficult to do without instructor-trainee contact. Organization should realize and recognize that staff development offers ways of developing skills, enhancing productivity and quality of work and building workers loyalty to the organization. It is based on the above statement Bello (2003) emphasizes that "no matter the level of funding, provision of infrastructure and teaching/learning materials, goals of educational program can hardly be achieved without qualitative, competent and well-motivated teaching force in educational organization. Indeed, the need for staffs/teachers development has become imperative given the growing complexity of the working environment, the rapid change in organizational and technological advancement which further necessitated the need for training and development of personnel to meet the challenges".

It is now generally accepted that well developed staffs will give best towards the success of the organization especially with proper motivation as suggested in Maslow's theory of the workers' needs. Specifically, the motivation which entails finding the incentives that satisfy workers' needs and increasing their commitment and effort toward the goals of the organization (Ojo, 1998) Flippo (1984) suggested that "educators must always hone their crate, discover the many formal, informal on–going and job embedded professional

development program keeping teachers at the top of their games". Jibiya (1994) recommends that "professional development program help to keep teacher up–to-date on new research on how children learn, emerging technology tools for the class rooms, new curriculum resources and much more". Supporting the above assertion, Lassa (2001) disputes that "professional development of teachers can no longer just be about exposing teachers to a concept in one time workshop, or giving teachers basic knowledge about teaching methodology, instead, professional development in an era of accountability requires a fundamental change in a teachers' practice that leads to increase in student learning in the classroom". Olaofe (2002) supported that "professional development that focuses on teachers analyzing the specific skills and concept they will teach in their discipline is not only well received by teachers, but has also been shown to improve both teacher in practice and student learning".

In agreement with the above assertion, Resser (2011) noted that professional development is a means of supporting people in the work place to understand more about the environment in which they work, the job they do and how to do it better.

a. Types of Training and Retraining In Education

In – service training: In – service training is a lifelong process which the teacher is constantly learning and adapting to the new challenges of his job, here most of the training books and articles on Education, by discussing with colleagues and supervisors matters concerning teaching and by attending courses and conferences on Education.

However, the need for in – service training is being recognized by Education authorities and so the teacher may find himself selected to take part in a longer in – service training course that offers help in improving specific teaching skills or enable him to come to grips with new development such as new curricular, new methods and other innovation (John

2003) SimilarlyEdem (2007) ascertained that in – service Education at the school level for teachers include:

A. Teacher meeting and conference.
B. Workshop.
C. Interest study group.
D. Exchange visits.
E. Classroom visit and supervision by the principals and demonstration lessons.

b. Aims of Self Development Programmes

The aim of staff development programme is to keep the staff – up to date on the latest development in their field and enable them "brush up" their skills it is the most effective training available to middle level and top executive, in the country the purpose is to allow a member of staff supplement his/her basic knowledge and allow for an improved performance in the ways service are delivered, it is gratifying to note that federal and state government of Nigeria are aware of the immense benefits derivable from staff development programmes.

In Nigeria for instance, there are such institutions as:

i. The center for management development.
ii. Nigeria institute of management.
iii. National institute for strategic and policy studies KuruJos
iv. Administrative staff college of Nigeria (ASCON) hence, any staff development programme should be able to motivate, improve, the role perception of staff and also develop a proper attitude in them toward the public.

c. Importance of professional Development

i. It is a step on the ladder to higher qualification or enhanced job prospects.

ii. Professional development is a means for employment to support their staff.

iii. It can be also invigorate for individual and business alike.

iv. Training makes workers realize better what they have to do to acquire the skills required for proficient performance.

v. In service Education comprises all the activities engaged in by professional personnel during their service, and is designed to contribute to professional improvement on the job.

vi. In service leads to high productivity and high productivity depends on the effectiveness of the workforce. Probably, that was why in addition to the above Dare(2008), states that workers should be adequately trained through in-service training and re-training programmes. In his opinion, training activities should also be planned for senior level personnel to update their experiences and acquire new techniques of doing things

2.8.1Maintenance of Facilities

The principal as a manger is contrasted witha more holistic view as the leading professional whose authority has been perceived chiefly in terms of intellectual, moral and management values. The principal is the chief executive of his school and he is therefore the manger. The above statement is in line with the assertion of Awonye (1982) who describes principal as "an anchor in the promotion of the attainment of primary school objectives. He is the man on the spot, the educational leader, an executor of education policies, a father, councilor and decision maker. It is by his action or in- action that the educational goals of school have to be judged."

Funso (2005) maintains that "A principal is expected by his position to organize, administer and create a meaningful environment such that the goals of primary school can be attained". Denga (2000) asserts that "A principal is the teacher with the greatest responsibility for the management of school". Obanyan (2000) opines that "school heads are considered to be in an advantageous position from which they know what is going on in their schools". He adds that they are therefore in a better position to identify the need for improvement because of greater contact with outside agencies at the same time. School heads are therefore expected to be the managers of improving education thereby creating the right atmosphere for it to happen. They need to have a clear sense of direction for their schools and in collaboration with their staffs, discuss and draw up plans of how to get there. Supporting the above statement, Olaofe (2002) observes that "without dynamic leadership on the part of head teacher who develops a clear vision for secondary school, translates educational policies into practice and communicate it well to their staffs in such ways as to mobilize all members so that they can take part in school based development programmes''. Awonye (1982) adds that "the Headmaster has to have other skills such as the ability to take the lead and actively push things forward because he/she remains the chief instigator, promoter and guardian of the school's vision".

The above assertions inform us that the secondary school head teachers are the general overseers, managers and administrators of the school. They translate educational policies into practice to their subordinate. They also create a climate, speaking about the vision often and enthusiastically by encouraging experiment, celebrating successes and forgiving failures and by remaining steadfast in the pace of the inevitable problems and

missteps thereby taking all the necessary measures to ensure the well-being of facilities in the school.

Being an educational leader, a principal is expected to possess the following qualities as recommended by Dodo (1996). Thus:

1. He should be compassionate and of a jovial disposition.
2. He must like children and be seen to be tolerant in his dealings with them.
3. Another desired quality is constituency in all his dealings with the pupils who look for it and readily respond to it.
4. He should be willing to translate educational policies into practice to suit the secondary education conditions.
5. He should possess good administrative abilities which will enable him to martial effectively the various school activities.
6. He must always bear in mind that he is responsible for the educational advancement of all the children under his care. The advancement comprises the intellectual, moral, emotional and physical.
7. A qualified principal should be smartly dressed at all times thereby setting a silent but effective example for his teachers to follow.
8. He should without fail be punctual at his place of work. This will help to inspire his teaching staff to do likewise.
9. A principal should manifestly show respect for others because between him and the members of staff exist quiet a number of personal relationships. He should therefore approach his dealings with them in a constructive manner and be ready to learn even from the most senior members of his staffs.

10. The parent who trust their children in the teachers' care and attention as in loco-parentis have to be respected. The principal should therefore listen to their grievances and complaints and does all he can to redress their legitimate complaints to their satisfaction, all long as they are genuine, reasonable and politely submitted.

However, the principal at this point needs to be a person with high sense of experience in the maintenance of facilities in primary schools. Dare(2008), maintained that school facilities maintenance play a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. According to her, physical needs are met through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play; while emotional needs are met by creating pleasant surroundings, friendly atmosphere and an inspiring environment and all this cannot be achieved without adequate maintenance. Supporting the need for effective maintenance of facilities in schools, Fenker (2004) stated that it involves a planned process to ensure that the buildings and other technical systems support the proper discharge of operations and services within the school organization. Mbipom (2002), stated that school plant is a major component of school facilities. She further stated that since teaching and learning do not take place in a vacuum, school facilities give meaning to the planned curricular and extra-curricular activities. To her, any discussion on the school plant starts with the conceptualization of the educational programmes to be offered in the school. Thus, the nature and type of educational programmes will determine the nature and type of school plants to be provided.

Thus, the complexity of the learning environment requires flexibility in the design of facilities to meet present day school needs- that is, the facilities should be designed to meet

diverse academic needs of the school system. According to her, in today's parlance, multipurpose facilities used for academic activities during school hours may also be available for use by the community during and after school hours. Such programmes may be used for continuing education programmes, social activities and recreation. The Head of the school therefore should be conversant with the maintenance strategy of such facilities to keep them useful and durable. This requires proper scheduling of such facilities to allow for accessibility to the community or other public users during school hours without interfering with academic programmes. This will eliminate the burden of duplication of such facilities as: conference halls, gymnasium, library, theatre, football pitch, tennis court, swimming pool and other sporting facilities, thereby integrating the collective effort towards cost effectiveness and enhancing healthy school-community harmonious relationship. The need for effective maintenance of school facilities by the Head of the school according to Hargreaves, Earl, Moore & Manning (2011), leads to a shift in the conception of school leadership from the managerial and administrative perspective to that of instructional leadership whereby the Head of the school acts as a leader in all aspects of the school curricula, imparting and enforcing on the intellectual and emotional development of the teachers, changing the instructional climate of the school and affecting and transforming the students learning and achievement behavior and attitude.

Okonkwo (1994) maintains that "the principal is in a unique position to assist in the achievement of national primary education objectives; he should be firm in his dealings, resolute in his conviction and decision, relentless in his execution". He adds that a head teacher has to perform multifarious duties to keep his school functioning. The duties can be categorized continently into the following

a. **Teaching: -** principal of a school is a teacher first and last. Teaching is his fundamental duty. Despite some frustration of administration and demands on his time, improvement of instruction is one of the most important responsibilities of headmaster. Offor (1991) recommends that "the principals and leadership are synonymous in education. He is the key person charged with responsibility of improving instruction".

By actually teaching, the headmaster comes to know the standard of pupils in different classes and the standard of teaching in the school. He directly comes in contact and understands difficulties of pupils and teachers. Okonkwo adds that no one expects principal to be an expert in all instructional areas. He may master at least one or two subjects with manageable standard in other subjects. In spite of the fact that principal is over – burdened with a number of other duties, he should be first rate teachers being conversant with content and the latest method of teaching.

b. **Planning:** unless the principal plans for the school, there will be confusion all round. For making proper planning, help of pupils, teachers and parents should be taken. Most of the planning will be there in the course of discussions of school problems in the staff meetingand student councils. In extreme cases, there are teachers without pupils, class without teachers, class-sections with enrolment twice the capacity of the room, the teachers are handicapped, because of the shortage of suppliers, lack of books and equipment, improperly classified pupils. This state of affairs is due to inadequate planning is school.

c. **Organization and administration:** the next important task of principal is organization. In the organization of school plant, the headmaster should procure

adequate furniture and equipment for the school. He should make petty repairs, distribute the furniture, look to the bindings, organize laboratories, the workshop and take care of the sanitation and entire material aspect of school plant. The principal also looks to the instructional work of the school including construction of curriculum, work distribution among the staff, allotment of co-curricular duties construction of the time table and the school calendar.

Supervision: supervision and administration are the two combined functions which are mostly blended in one. By supervision, it means overseeing the work done by the teaching staff. It is the improving of teaching learning situation. The principal should therefore, give utmost priority to the supervisor of his school to ensure active teaching learning process. Looking at the above duties of the head teacher, we can generally recommend that the success or failure of primary schools lies partly in the hand of the principal.

2.8.2 Discipline

Children at home, in school or community display a number of deviant behaviours, teaching and non-teaching staff are therefore faced with the challenge of changing those behaviour.Thesebehaviours are reflected in truancy, bullying, use of vulgar language, sexual misbehavior, drug abuse, and a host of others. The English Dictionary for Advance Learners (2008) indiscipline means uncontrolled behaviour.

Some psychologists believe that, children acquire skills through observation of how thing are done by parents, teachers and adults around them. The ability to imitate such activities over time forms their behaviours. Behaviour, therefore, is any activity that can be observed, recorded and measured. Behaviour is the range of actions and mechanisms made by organisms, system or artificial entities in conjunction with their environment, which

includes other organisms around and the physical environment. Santrock (2005) observed that behaviour is everything we do that can be directly observed. Therefore, behaviour is the learned and unlearned experiences of an organism that are developed as a result of internal and environmental interactions towards the attainment of a motive.

Forms of Indiscipline in NigeriaSeniorSecondary Schools

Forms or symptoms of indiscipline are many and they vary from school to school and from place to place. However, secondary school students in Nigeria being in their adolescence stage engageor commit different types of in disciplinary acts at home in school or community at largeMasphosa (2007).In disciplinary acts are divided into two minor and major. Minor case of indiscipline are easily recognizes and these include persistent lateness, playing, truancy, failure to finish homework, failure to obey instruction being dishonest with minor consequences.

Major indiscipline acts include inflicting minor injury on another person, gambling, gay tendencies, severe disruption inclass,forgeryofdocuments or distributing with minor consequences, exhibiting racist or sexist tendencies, possessing or distributing pornographic papers, racist materials, possessing dangerous weapons, theft, vandalism and cheating during examination at school. He added to the list, intentional use of dangerous weapons, sexual harassment, sexual abuse, raping, robbery, major theft, breaking and entering locked premises and murder.

It was opined in Nakpodia (2010) that other acts of indiscipline such as hitting a teacher, cursing or calling other students bad names, inattentiveness in class, going out of school premises without permission, refusal to stay for detention, refusal to clean the grounds

as ordered, failure to maintain silence and adhere to time schedules. Such acts of indiscipline are common in secondary schools in the Nigeria Zone.

Factors Responsible for inDisciplinary Acts in Senior Secondary Schools

Schools are expected to lead the rest of the society in knowledge and understanding of the process of human growth, development and socialization. Schools with unique status in the society acts as agents of socialization,inculcating conformity, self-control and obedience in the child. It is unfortunate that there is general artery in Most African countries on the increasing cases of indiscipline among students in secondary schools. Factors such as bad and inadequate food, authoritarian method of administration, ineffective teaching, bad staff behavior, has school rules poor examination results, examination leakage unsatisfactory curricular, influence of home or society, harshness of school prefer poor communication from the school administration to staff and pupils, are responsible of indiscipline in secondary school.

In support of the above statement, Herbert (2009) stated that several reports have been published in the electronic and print media indicating the extent of the problem. Media and parents are factors responsible for indisciplinary acts displayed by children in secondary schools. Children experiment whatever they watch on television in school.

Indiscipline in schools is attributed on large school size. It is very difficult to control a school that is over populated. This can lead to students' misbehavior (Hallr, 1992). Failure of the school curriculum to meet the moral aspiration of the society in which it is found, lack of good moral training by parents, lack of good leadership in the society, injustice/corruption in the society and unrealistic rules are some of the many causes of indiscipline in many African

secondary schools (Yaroson, 2004). In agreement with the above assumption, Magama (2006) noted that authoritarian methods of administration, ineffective teaching, bad staff behavior, harsh school rules, illicit relationship between staff and the students are responsible for indiscipline in secondary schools.

2.8.3 Theoretical Framework

Two theories are considered as an underpinning theory for this study. Theory X & Y and Contingency theory.

2.8.4Theory X and Y

Theory X and Y theory was developed by Douglas McGregor (1960); McGregor theory influenced all the behavioral theories, which emphasize focusing on human relationship; along with performance. McGregor summarized two different sets of assumptions made by managers in an organization: McGregor, believe that the average manager/leader operate under a set of assumptions called Theory X management: believe that, average human beings naturally dislike work and will avoid it if possible. Therefore, because of this human characteristic to dislike work, most employees must be control, direct and threaten with punishment towards the achievements of organizational performance. McGregor also believe that workers in the 1950s had moved beyond lower needs and they were seeking to meet social or esteem needs which can have effects on organization performance. Thus, based on the above assertion, he proposed a new set of managerial assumptions, which he called Theory Y management; However, the theory Y managerial assumptions, management assumes that, the costs of physical and mental effort In workplace is as natural as play and the average human being, under proper situations, learns not only to accept but to seek responsibility towards organizational performance. Management under this

theory assume also that, external control and threat of punishment are not the only means for achieving high performance of the organization. Therefore, is the management and subordinates that will exercise self-direction and self-control in the service of organizational objectives? Thus, the factors that will influence management in adopting leadership styles would in turn influences positively or negatively on the subordinates towards the performance of the organization.

Though, by implications there is need for the manager/leader who believes in 'Theory X and Y assumptions to identify and understand the situation before choosing the appropriate style of leadership. The adoption of a particular leadership style by an effective management would identify the dignity and capabilities, as well as the limitations of employee performance and adjust their behaviours as demanded by the situation in an organization. However, if the right leadership styles are adopted, employee performance shall increase, if otherwise employee performance of the organization will decline.

2.8.5 Contingency Theory

Contingency theory is a behavioral theory developed by Fred Fiedler (1964). Contingency theory postulates that there is no single or one best way for manager/leader to lead or direct. Situations will create different leadership style requirements for a manager. The solution to a managerial situation is depending on the styles that influence on the situation. The theory shows the relationship between the leader's orientation or style and group performance under differing situational conditions. The theory is based on determining the orientation of the leader (relationship or task) the elements of the situation {leader-member relations, task structure and leader position power) and the leader orientation that was found to be most effective as the situation changed from low to moderate to high control.

The Fiedler contingency model proposes that effective employee performance depends on the leader's style and the degree to which the situation gives the leader control. Fiedler claims that if performance is to be improved, we must cope not only with the leader's style but also with the situational factors which influence him/her. Performance can be improved either by the leader's fit to the situation or the situation's fit to the leader.

For example, the theory relates to the independent variables in the logic of democratic leadership style, which the management of secondary school can adopt for their organization while the dependent variable relate to principal administration which is the result of the styles adopted. Democratic leadership styles which are the independent variables consider for the study can be best appropriate depending on the styles of leadership and the situation the organization discover itself. Although, there is need for the management to identify and comprehend the situation before choosing the suitable styles of leadership. The adoption of democratic leadership styles has the capacity to enhance administration effectiveness and the students' academic performance.

2.8.6 Empirical Study

Adeyemi (2010), in his study title "the principal leadership styles and teachers jobperformancein senior secondary school in Ondo State used the sample size of 240 principals and 180 teachers using teachers' job performance questionnaire. Descriptive research design was used for the study. The data collected were analyzed using correlation metric and t-test. It was empirically proved that the democratic leadership style is the most commonly use among the principals in senior secondary schools.The study recommended that principals should use autocratic style so as to enhance better job performance among teachers.But the differences between his study and mine is that in his analyses, his used data

with correlation matrix and t-test while this research used one way analysis of variance (ANOVA) for data analyses, frequencies and percentage for the demographic variable, the empirical study was carryout in the year 2010, at Ondo state but this study was conducted in Jigawa State in 2017.The similarities are that the researcher show that the democratic leadership style is the most commonly use among the secondary schools.

Duze(2012) researched on leadership style of principals and job performance of staff in secondary schools in Delta State using the sample size of 120 which was randomly selected and questionnaire was used as instrument for data collection.The data collected were analyzed using regression analyses and other statistical tools. The findings showedthat the autocratic leadership styles is the most commonly used than laissez-faire and democratic leadership style in Delta State. He finally recommended that the principals should adopt democratic style to boost better job performance and enhance their administrative effectiveness and student academic performance. The difference is that he used the sample population of 120 and the data analyzed by using regression and other statistical tools and the research was carryout in the year 2012 at delta state. But this research was conducted in the years 2017 at Jigawa State and analyzed the data by using frequency and percentages for the demographic variable, the analysis of variance (ANOVA) was further used to test the postulated hypotheses.“the similarities is that he recommended that the principals should adopt democratic leadership style to boost better job performance and enhance their administration effectiveness and student academic performance. This study also had similar recommendation.

Jerotich (2013) conducted his study in Kenya on influence of head teacher leadership style on employees in secondary school. The study used the total population 2254. The data

was obtained using two set of questionnaire for teachers and support staffing. The data was analyzed using frequencies and percentages. The study reveals that the most commonly used leadership style by school head teacher is democratic style although some support staff indicated that their head teachers used laissez faire style. The differences is that he carryout his research in the year (2013) and the research was conducted at Kenya and he use the population size 2254 and he obtained data throughtwo set of questionnaire and also he analyzed data by using frequencies and percentages. But my own research is in the year 2017 and the research was conducted in Jigawa State. The population size is 478 and I analyzed data by using frequencies and percentage for the demographic variables. But the similarities isthat both study used frequencies and percentage to analyze the demographic variables of the study

In another development Munir and Igbal (2005)Conducted a research titled Impact of leadership style of principals on organizational commitment of teachers. The studyused sample size of 1100 teachers and principals form 100 colleges all over the Funjab region in India. Structured questionnaire was used to collect data for the study.The study analyzed the data using descriptive and inferential statistics in their study, and it revealedthatprincipal's performance has positive impact on organizational commitment of teachers.This was found in their study. The difference of this research with my own is that his research was carryout in India and the research was conducted in the year (2015) but the data was analyzed by descriptive and inferential statistics. However, my own study was carryout in Nigeria but in Jigawa State in the year 2017 and the population is 478 but the data is analyzed by frequencies and percentage demographic variables is used but in similarities the democratic

leadership style in woman colleges and has positive impact on organizational commitment of teachers.

2.5 Summary

In this chapter attempts was made to review some relevant literature on leadership of principals in the administration of secondary schools. Part of the reviews was on conceptual frame work. Most of the literature review in this study are on the leadership of principals in senior secondary schools as being very effective in Education administration and that there were no relationship between the leaders and the staff students administration.

The first part of the review provided conceptual framework. This aspect reviewed opinion of scholars on impact of democratic leadership in Education. The reviews on the conceptual framework clarified the concepts/leadership style of principals that were used in this study.. The leadership of principals inthe administration of secondary schools reviewed in the literature include opinions of scholars on record management, school community relationship, communication, decision-making process staff development, maintenance of school facilities, maintenance of discipline Record management is Education data bank where information are stored, and can be retrieved and used for verity of important purposes the review shows that records are group into statutory and non-statutory. The statutory record include admission register, attendance register, scheme of work, time table, log-book visitor book where asnon-statutory records include cash book, stock book, punishment book school calendar inventory book and staff movement book.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the methodology used in the research. This include among others: research design, population of the study, the sample and sampling techniques, instrumentation, reliability of instrument, validity of instrument, pilot test, Administration of instrument and methods of data analysis.

3.2 Research Design

A survey research design was adopted for this study and the survey design is descriptive in nature. According to Ary, Lucy and Razavieh (2002), a descriptive survey design is used to obtain information concerning the current position of a phenomenon. Welberge and Bowen (1977) supported that a survey design "is appropriate for any study that involves a large population of respondents".

3.3 Population of the Study

The population of the study comprised 567 Teachers, 34 Principals and 24 Supervisorsfrom 34 Secondary Schools in the two Education Zones of HadejiaandKafin Hausa in Jigawa State. The total population of the study is 625. However, HadejiaEducation Zone has 23 secondary schools and Kafin Hausa has 11, in all there were34 Secondary Schools in the two Education Zones. Table 3.1 shows the population of the study.

Table 1: DISTRIBUTION OF POPULATION OF THE STUDY

S/N	NAME OF SCHOOL	NO. OF TEACHERS	SUPERVISORS	NO OF PRINCIPALS	TOTAL
1	GUSS (FANTAI)	43	-	1	44
2	GDSS (WUNTI)	24	-	1	25
3	GDSS(F/GOMA)	27	-	1	28
4	GDSS HADEJIA	19	-	1	20
5	GDASS HADEJIA	32	-	1	33
6	GDASS SAMBO	27	-	1	28
7	GSTC HADEJIA	35	-	1	36
8	SAIS HADEJIA	37	-	1	38
9	GDSS ABDULKADIR	13	-	1	14
10	GDSS GAWUNA	16	-	1	17
11	DEAP SCHOOL	03	-	1	04
12	GUSS M/MADORI	28	-	1	29
13	GGUSS M/MADORI	24	-	1	25
14	GDSSM/MADORI	10	-	1	11
15	GGADSS DANTAMO M/MADORI	10	-	1	11
16	GDASS DANTAMO M/MADORI	10	-	1	11
17	GDSS G/GABAS	10	-	1	11
18	GGASS KAUGAMA	25	-	1	26
19	SGDSS KAUGAMA	07	-	1	08
20	GDSS DAKAYAWA	11	-	1	12
21	GDASS MADANI	16	-	1	17
22	GDSS MARKE	08	-	1	09
23	GDSS YALO	05	-	1	06
24	GDSS K/HAUSA	13	-	1	14
25	SSS K/HAUSA	30	-	1	31
26	GDSS AUYOKAYI	08	-	1	09
27	GDSS BULLANGU	09	-	1	10
28	GDASS IMAM HASSAN	09	-	1	10
29	GDSS AUYO	17	-	1	18
30	GDSS G/KUKA	06	-	1	07
31	GDSS SARAWA	12	-	1	13
32	GDSS JABO	07	-	1	08
33	GDSS S/GIDA	07	-	1	08
34	GDASS AUYO	09	-	1	10
	TOTAL	**567**	**24**	**34**	**625**

Source: Ministry of Education, Science and Technology DutseJigawa State (2010)

3.4 Sample and Sampling Techniques

In selecting the sample size of the respondents, the researcher used research advisor (2006) which indicated that population of 600 and little above has a corresponding sample size of 248. Hence, the use of research advisor is deemed appropriate. Simple random sampling technique was adopted for this study. Sampling with replacement was adopted when it was discovered that some participants who were randomly selected were unable to participate in the study.

3.5 Instrumentation

The research instrument used for this study was questionnaire with the Likert five point scale options for the collection of data. The Likert five (5) options which include: Strongly Agreed, Agreed, Undecided, Strongly Disagreed and Disagreed, were designed to gather data/response. Bowling (1999) as cited by Nabeela (2014) states that, the use of questionnaire for survey research was the best instrument for collecting data because as survey are carried out in natural settings, questionnaire increases the external validity of the study. The questionnaire included: section one request letter, section two personal data of the respondents, Section three guidelines and section four to ten opinion statement for testing the hypothesis.

3.5.1 Validity of Instrument

The content validity was determined by given to my supervisors to check whether the instrument was able to check what it was expected to check. Kerlinger (1986) and Gay (1976) both hold in view that the "Validation of the content of the research instrument by expert is an important and acceptable technique".

3.5.2 Pilot Study

Pilot testing was conducted in five Secondary Schools namely, Government Girls Secondary School (GGSS) Taura, Government Day Arabic Secondary School (GDASS) Taura, Unity School Ringim, Government Day Secondary School Ringim and Government Day Arabic Secondary School Ringim. 25 copies of the questionnaires were used for the pilot testing using test re-test method at interval of two weeks. More so, the schools were not part of the sample size.

3.5.3 Reliability of the Instrument

The reliability of the instrument was ascertain by using test and retest method. The instrument was administered on twenty-five members of the population but not part of the sample size and after fourteen days, the same instrument was administered on the same group of people. The two result were correlated using Pearson product moments correlation coefficient (PPMC) and the result is got at 0.8. This implies instrument reliability. Spiegel (1992) and Steven (1986) supported that "An instrument will be considered reliable if it lies between 0 and 1 and that the closer the calculated reliability coefficient to zero the less reliable is the instrument and the closer the calculated reliability coefficient to 1, the more reliable is the instrument". This therefore confirms that the instruments design for this study was highly reliable.

3.6 Method of Data Collection

The following methods were used for this research: the researcher made personal visit to principal, teachers and the supervisors to the sampled secondary schools in Hadeja and Kafin Hausa educational zones. A letter of introduction was received from the department of

educational foundations and curriculum, educational administration and planning section, Ahmadu Bello University, Zaria to facilitate the above mentioned process. For the successful distribution and administration of the research instrument, A section of questionnaire were designed to generate data which would help to answer the research question set for the study. The questionnaire was designed in such a way to help in finding the information which analyzed the questionnaire through the assistance of the principals, teachers and supervisors within sampled area.

3.7 Method of Data Analysis

The data collected from the respondent for this research were analyzed using frequency counts and percentages. These were presented in tabular forms. Interpretation of data analysis was made after every table. The raw scores from the frequencies were converted to percentages through the descriptive statistical techniques such as mean, standard deviation and percentage and answered the research questions. The overall frequencies and percentages for items in the instrument were computed and shown in the tables in chapter four. Frequency and percentage distribution were used to show the respondents' distribution on a given item on the table. To test the postulated hypothesis of this research, Analysis of Variance(ANOVA) was employed; this was because the researcher used more than two categories of respondents.

CHAPTER FOUR

DATA PRESENTATION,ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter presents the data collected, the analysis carried out and the discussion of the result obtained. The analysis is presented in sections. The first section presents the frequency and percentage distribution of bio data respondents and nominal questions as responded by respondents. The second section presents the answers to the research questions using descriptive parameters of mean scores, standard deviation and standard errors. The major findings are then revealed before the discussion of the major findings.

Table 4.1: Bio-Data of Respondents

S/N	Bio-data	Category	Frequency	Percentage	Cumulative percentages
1	Status	Principals	11	4.4	4.4
		Teachers	229	92.3	96.7
		Supervisor	8	3.2	100
2	Genders	Male	164	66.1	66.1
		Female	84	33.9	100
	Qualification	NCE	166	66.9	66.9
		Diploma	20	8.1	75
		Degree	62	25	100
5	Location	Urban	156	62.9	62.9
		Rural	92	37.1	100

Table 3 shows the status of the respondents, 11 representing (4.4%) are principals, 229 representing (92.3%) are teachers, while 8 representing (3.2%) are Supervisors. On the

gender, the table showed that 164 respondents, representing (66.1%) are male and 84 representing (33.9%) are females.

The qualification of the respondents from the table above shows that, 166 people representing (66.9%) of the respondents have NCE. 20 people representing (8.1%) have Diploma, while 62 people representing (25%) of the respondents have Degree..

The location of the respondents showed that, 156 representing (62.9%) are from urban area while, 92 representing (37.1%) are from rural area.

4.2 Answering of Research Questions

The researcher used 3.000 as the mean otherwise known as decision mean, since the instrument was structured along a modified five point Likertscale structure to take decision on whether to accept or reject the research question after comparing it with the cumulative mean. Therefore, a mean score of 3.0 and above indicates positive response to the research question and accepted, while a mean score below 3.0 indicates negative answer to the research question and rejected. This is shown below:

SA - 5point
A - 4point
UD- 3point
SD - 2point
D - 1point

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.000 \text{ (Decision mean)}$$

4.3.1: Opinion of Respondents on the Impact of Democratic Leadership Style on Record Management in Secondary Schools in Haejia and Kafin Hausa Education Zones in Jigawa State

Table 4: Opinion of Respondents on the Impact of Democratic Leadership Style onRecord Management in Secondary SchoolsinHadejia and Kafin Hausa Education Zone

S/N	Item Statement	Categories of Respondents	SA	A	U	SD	D	Mean
1	The principal ensures that teachers assess and mange record of academic performance and conduct of the students by providing them with all necessary items/facilities	Principals	6	2	1	1	1	3.2500
		Teachers	53	52	14	32	20	3.113
		Supervisor	4	2	-	2	-	3.5882
2	The principal ensures that schemes of work of all subjects are duly entered and managed	Principals	7	2	-	1	1	3.0833
		Teachers	40	59	1	31	44	3.2010
		Supervisor	7	1	-	-	-	3.6471
3	The log book is provided and managed by the principal	Principals	5	3	-	2	1	3.000
		Teachers	53	52	14	32	20	3.0825
		Supervisor	5	2	-	1	-	3.5294
4	The principal ensures that the punishment book is managed by the person assign to manage it	Principals	9	1	-	1	-	3.1667
		Teachers	50	55	12	30	24	3.0201
		Supervisor	5	1	1	-	1	3.4118
5	The principal ensures that the name of visitors to the school are entered in the record book for proper record keeping	Principals	6	2	1	1	1	3.917
		Teachers	53	52	14	32	20	3.1392
		Supervisor	3	3	-	2	-	3.7059
6	The principal ensures that teaching and non-teaching staff register their names in the attendance register every morning	Principals	8	1	1	-	1	3.6667
		Teachers	53	52	10	32	24	3.7712
		Supervisor	4	1	1	2	-	3.2353
7	The principal is very mindful of the proper management of the minutes book. Thus	Principals	5	2	2	1	1	2.9583
		Teachers	60	55	14	22	20	3.0412

	minutes of every meeting is recorded in the minutes book.	Supervisor	4	2	-	2	-	3.5294
8	All items provided in the offices classroom, laboratories, staff quarters and stores are documented in the inventory boo for proper record keeping	Principals	9	1	-	1	-	3.8333
		Teachers	50	55	12	30	24	3.1031
		Supervisor	5	1	1	-	1	3.000
9	The principal ensures that movement of staff and students outside the school are properly kept and recorded in the exist record book	Principals	8	1	1	-	1	3.8333
		Teachers	53	52	10	32	24	3.9433
		Supervisor	4	1	1	2	-	3.0588
10	The principal ensure that the health records of all staff and students are documented in the health record book	Principals	5	3	-	2	1	3.8333
		Teachers	53	52	14	32	20	2.9433
		Supervisor	5	2	-	1	-	3.0588

Table 4 shows item 1-10 in the opinion of respondents on the Impact of Democratic Leadership Style of principals on Record Management in Secondary Schools in Hadejia and Kafin Hausa EducationZonesinJigawa State, Nigeria. Item 1 shows that principal ensures that teachers assess and mange record of academic performance and conduct of the students by providing them with all necessary items/facilities, this could be seen from the responses of the respondents where the mean of principals is 3.2500, teachers is 3.113 and Supervisor is 3.5882. From item 2, the responses of the respondents were all agree that principal ensures that schemes of work of all subjects are duly entered and managed with the mean score of principals 3.0833, teachers is 3.2010 and Supervisor is 3.6471. Items 3, from the respondents were all agreed that log book is provided and managed by the principal with their means score 3.000 for principals, 3.0825 for teachers and 3.5294 for Supervisor. Items 4 and 5 the

respondents were all agreed thatprincipal ensures that the punishment book is managed by the person assign to manage it. Item 6 were also agreed from the responses of the respondents that principal ensures that teaching and non-teaching staff register their names in the attendance register every morning with the mean score of 3.6667 from principals, 3.7712 from teachers and 3.2353 from Supervisor. Items 7 agreed form the responses of the respondents that principal is very mindful of the proper management of the minutes book. Item 8 were all agreed by the respondents. 9 were also agreed from the mean score of the responses of the respondents that principal ensures that movement of staff and students outside the school are properly kept and recorded in the exist record book with the mean score of 3.2667 from principals, 3.1712 from teachers and 3.5353 from Supervisor. Item 10 were also agreed from the responses of the respondents that principal ensure that the health records of all staff and students are documented in the health record book with the mean score of 3.833 from principals, 2.9433from teachers and 3.0538 from Supervisor in secondary schools in Jigawa State, Nigeria.

4.3.2: Opinion of Respondents on the Impact of Democratic Leadership Style on School Community Relationship in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State

Table 5: Opinion of Respondents on the Impact of Democratic Leadership Style on School Community Relationship in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State

S/N	Item Statement	Categories of Respondents	SA	A	U	SD	D	Mean
1	The principal establishes cordial relationship with the members of the local community of the school	Principals	5	2	2	1	1	3.1250
		Teachers	60	55	14	22	20	3.3041
		Supervisor	4	2	-	2	-	3.4116
2	In the event of vacancies, for junior staff, the principal ensures that members of the local community are recruited	Principals	9	1	-	1	-	3.2917
		Teachers	50	55	12	30	24	3.23371
		Supervisor	5	1	1	-	1	3.0588
3	As a result of the harmonious working relationship between school and local community, the principal is able to establish a functional PTA, which strengthens the relationship	Principals	8	1	1	-	1	3.000
		Teachers	53	52	10	32	24	3.1753
		Supervisor	4	1	1	2	-	3.5294
4	Because of the good relationship between the school and the local community created by the principal, teaching and non-teaching staff are able to get accommodation in the community	Principals						3.1667
		Teachers	5	3	-	2	1	3.0464
		Supervisor	53	52	14	32	20	3.4118
5	The principal allows members of the local community to share facilities of the school such as football fields and water	Principals	6	2	1	1	1	3.0417
		Teachers	53	52	14	32	20	3.2784
		Supervisor	3	3	-	2	-	3.4706
6	Because of the good relationship created by the principal, between the school and local community, the staff and students can easily get water from the	Principals	8	1	1	-	1	3.1250
		Teachers	53	52	10	32	24	3.3093
		Supervisor	4	1	1	2	-	3.8824

	community in event of needs							
7	The principal makes use of the members of the local community to provide security to the school	Principals	6	2	1	1	1	3.2500
		Teachers	53	52	14	32	20	3.32165
		Supervisor	4	2	-	2	-	3.5294
8	The principal makes use of the resource person from the local community to educate the students and staff on personal hygiene	Principals	7	2	-	1	1	2.9583
		Teachers	40	59	1	31	44	3.1237
		Supervisor	7	1	-	-	-	3.000
9	The principal makes use of the local community embers to give lectures on the religious activities	Principals	5	3	-	2	1	3.0833
		Teachers	53	52	14	32	20	3.0464
		Supervisor	5	2	-	1	-	3.0588
10	The principal ensures that children of local community qualified are given automatic admission		9	1	-	1	-	
		Principals	50	55	12	30	24	3.8333
		Teachers	5	1	1	-	1	2.9433
		Supervisor	6	2	1	1	1	3.0588

Table 5 shows item 1-10 in the opinion of respondents on the Impact of Democratic Leadership Style of principals onSchool-Community Relationship in Secondary Schools in Hadejia and Kafin Hausa EducationZoneinJigawa State, Nigeria. Item 1 shows that principal establishes cordial relationship with the members of the local community of the school, this could be seen from the responses of the respondents where the mean of principals is 3.125, teachersis3.3041 and supervisor is 3.4118. From item 2, the responses of the respondents were all agree that in the event of vacancies, for junior staff, the principal ensures that members of the local community are recruited with the mean score of principals 3.2917, teachers is 3.2371 and supervisor is 3.0588. Items 3, from the respondents were all agreed that as a result of the harmonious working relationship between school and local community, the principal is able to establish a functional PTA, which strengthens the relationship with

their means score 3.000 for principals, 3.0825 for teachers and 3.5294 for supervisor. Items 4 and 5 the respondents were all agreed thatbecause of the good relationship between the school and the local community created by the principal, teaching and non-teaching staff are able to get accommodation in the community. Item 6 were also agreed from the responses of the respondents that because of the good relationship created by the principal, between the school and local community, the staff and students can easily get water from the community in event of needs with the mean score of 3.1250 from principals, 3.3093from teachers and 3.8824 from supervisor. Items 7 and 8 were all agreed form the responses of the respondents that principal makes use of the resource person from the local community to educate the students and staff on personal hygiene and item 9, were agreed from responses of the respondents that principal makes use of the local community embers to give lectures on the religious activities. Item 10 were also agreed from the responses of the respondents that principal ensures that children of local community qualified are given automatic admission with the mean score of 3.833 from principals, 2.9433from teachers and 3.0538 from Supervisor in secondary schools in Jigawa State, Nigeria.

4.3.3: Opinion of Respondents on the Impact of Democratic Leadership Style of principals on School Communication in Secondary SchoolsinHadejia and Kafin Hausa Education Zones in Jigawa State

Table 6: Opinions of Respondents on the Impact of Democratic Leadership Style on School Communication in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State.

S/N	Item Statement	Categories of Respondents	SA	A	U	SD	D	Mean
1	The principal notice board only to communicate to all staff and students.	Principals	8	1	1	-	1	3.2500
		Teachers	53	52	10	32	24	3.113
		Supervisor	4	1	1	2	-	3.5882
2	The principal communicates to the all staff and students by the use of circular	Principals	5	2	2	1	1	3.0833
		Teachers	60	55	14	22	20	3.2010
		Supervisor	4	2	-	2	-	3.6471
3	The principal communicates to the students about the daily events and activities of the school through assembly	Principals	5	3	-	2	1	3.000
		Teachers	53	52	14	32	20	3.0825
		Supervisor	5	2	-	1	-	3.5294
4	The principal communicates to the teachers about the school events and activities only during staff meeting	Principals	5	3	-	2	1	3.1667
		Teachers	53	52	14	32	20	3.0201
		Supervisor	5	2	-	1	-	3.4118
5	The principal communicates to all members of school through bulleting only, which comes out every day	Principals	6	2	1	1	1	3.917
		Teachers	53	52	14	32	20	3.1392
		Supervisor	3	3	-	2	-	3.7059
6	The principal communicates to all members of the school only through bulletin which comes out once in a week	Principals	8	1	1	-	1	3.6667
		Teachers	53	52	10	32	24	3.7712
		Supervisor	4	1	1	2	-	3.2353
7	The principal ensures that rules and regulation in the school are communicated to the students effectively	Principals	5	2	2	1	1	2.9583
		Teachers	60	55	14	22	20	3.0412
		Supervisor	4	2	-	2	-	3.5294
8	The principal ensures that the	Principals	9	1	-	1	-	3.8333

	rules and regulations of the school are communicated effectively	Teachers	50	55	12	30	24	3.1031
		Supervisor	5	1	1	-	1	3.000
9	The principals ensures that information received from the ministry/proprietors are communicated effectively to all members of the school	Principals	6	2	1	1	1	3.8333
		Teachers	53	52	14	32	20	3.9433
		Supervisor	4	2	-	2	-	3.0588
10	The principal employs effective means of communication between school and ministry of Education/proprietor		7	2	-	1	1	
		Principals	40	59	1	31	44	3.8333
		Teachers	7	1	-	-	-	2.9433
		Supervisor	6	2	1	1	1	3.0588

Table 6 shows item 1-10 in the opinion of respondents on the Impact of DemocraticLeadership Style principals on School Communication in Secondary Schools in Jigawa State, Nigeria. Item 1 shows that principal notice board only to communicate to all staff and students, this could be seen from the responses of the respondents where the mean of principals is 3.2500, teachers is 3.113 and Supervisor is 3.5882. From item 2, the responses of the respondents were all agree that principal communicates to the all staff and students by the use of circular with the mean score of principals 3.0833, teachers is 3.2010 and Supervisor is 3.6471. Items 3, from the respondents were all agreed that principal communicates to the students about the daily events and activities of the school through assembly with their means score 3.000 for principals, 3.0825 for teachers and 3.5294 for Supervisor. Items 4 and 5 the respondents were all agreed thatprincipal communicates to the teachers about the school events and activities only during staff meeting. Item 6 were also agreed from the responses of the respondents that principal communicates to all members of the school only through bulletin which comes out once in a weekwith the mean score of

3.6667 from principals, 3.7712 from teachers and 3.2353 from Supervisor. Items 7 agreed form the responses of the respondents that principal ensures that rules and regulation in the school are communicated to the students effectively. Item 8 were all agreed by the respondents. 9 were also agreed from the mean score of the responses of the respondents that principals ensures that information received from the ministry/proprietors are communicated effectively to all members of the school with the mean score of 3.2667 from principals, 3.1712 from teachers and 3.5353 from Supervisor. Item 10 were also agreed from the responses of the respondents that principal employs effective means of communication between school and ministry of Education/proprietor with the mean score of 3.833 from principals, 2.9433from teachers and 3.0538 from Supervisor in secondary schools in Jigawa State, Nigeria.

4.3.4: Opinions of Respondents on the Impact of Democratic Leadership Style of principals on School Decision-Making Process in Secondary SchoolsinHadejia and Kafin Hausa Education Zones in Jigawa State

Table 7: Opinion of Respondents on the Impact of Democratic Leadership Style on School Decision-Making Process in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State

S/N	Item Statement	Categories of Respondents	SA	A	U	SD	D	Mean
1	The principal encourages participative decision-making process where all members are involved	Principals	5	2	2	1	1	3.1250
		Teachers	60	55	14	22	20	3.3041
		Supervisor	4	2	-	2	-	3.4116
2	All teaching staff participate in decision making process on issues that relate to them	Principals	9	1	-	1	-	3.2917
		Teachers	50	55	12	30	24	3.23371
		Supervisor	5	1	1	-	1	3.0588
3	All non-teaching staff are involved indecision making process on issue that involved	Principals	8	1	1	-	1	3.000
		Teachers	53	52	10	32	24	3.1753

	them	Supervisor	4	1	1	2	-	3.5294
4	Students through the perfects, participate in the decision making process on issue that affect them	Principals						3.1667
		Teachers	5	3	-	2	1	3.0464
		Supervisor	53	52	14	32	20	3.4118
5	The principal does not allow influence peddling to make him or her change decision that were made by the school	Principals	6	2	1	1	1	3.0417
		Teachers	53	52	14	32	20	3.2784
		Supervisor	3	3	-	2	-	3.4706
6	The principal does not involved members of the school on decision making process because he feels he knows best	Principals	8	1	1	-	1	3.1250
		Teachers	53	52	10	32	24	3.3093
		Supervisor	4	1	1	2	-	3.8824
7	The principal involves PTA officials members on decision making process of the school	Principals	6	2	1	1	1	3.2500
		Teachers	53	52	14	32	20	3.32165
		Supervisor	4	2	-	2	-	3.5294
8	The principal does not involve school based management committee in decision making process on issue that relate to management of school	Principals	7	2	-	1	1	2.9583
		Teachers	40	59	1	31	44	3.1237
		Supervisor	7	1	-	-	-	3.000
9	The principal ensures that decision agreed by members of the school are implemented	Principals	5	3	-	2	1	3.0833
		Teachers	53	52	14	32	20	3.0464
		Supervisor	5	2	-	1	-	3.0588
10	The principal ensures that takes decision in consultation with the heads of departments/unit on issue that relate to them	Principals	9	1	-	1	-	
			50	55	12	30	24	3.8333
		Teachers	5	1	1	-	1	2.9433
		Supervisor	6	2	1	1	1	3.0588

Table 7 shows item 1-10 in the opinion of respondents on the Impact of Democratic Leadership Style of principals onSchool Decision-Making Process in Secondary Schools in Jigawa State, Nigeria. Item 1 shows that principal encourages participative decision-making

process where all members are involved, this could be seen from the responses of the respondents where the mean of principals is 3.125, teachers is 3.3041 and supervisor is 3.4118. From item 2, the responses of the respondents were all agree that all teaching staff participate in decision making process on issues that relate to them with the mean score of principals 3.2917, teachers is 3.2371 and supervisor is 3.0588. Items 3, from the respondents were all agreed that all non-teaching staff are involved indecision making process on issue that involved them with their means score 3.000 for principals, 3.0825 for teachers and 3.5294for supervisor. Items 4 and 5 the respondents were all agreed thatbecause of the good relationship between the school and the local community created by students through the perfects, participate in the decision making process on issue that affect them. Item 6 were also agreed from the responses of the respondents that principal does not involved members of the school on decision making process because he feels he knows best with the mean score of 3.1250 from principals, 3.3093from teachers and 3.8824 from supervisor. Items 7 and 8 were all agreed form the responses of the respondents that principal does not involve school based management committee in decision making process on issue that relate to management of school and item 9, were agreed from responses of the respondents that principal ensures that decision agreed by members of the school are implemented Item 10 were also agreed from the responses of the respondents that principal ensures that takes decision in consultation with the heads of departments/unit on issue that relate to themwith the mean score of 3.833 from principals, 2.9433from teachers and 3.0538 from Supervisor in secondary schools in Jigawa State, Nigeria.

4.3.5: Opinion of Respondents on the Impact of Democratic Leadership Style of principals on Staff Development in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State

Table 8: Opinions of Respondents on the Impact of Democratic Leadership Style on Staff Development in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State

S/N	Item Statement	Categories of Respondents	SA	A	U	SD	D	Mean
1	The principal is professionally minded	Principals	9	1	-	1	-	3.2500
		Teachers	50	55	12	30	24	3.113
		Supervisor	5	1	1	-	1	3.5882
2	The principal ensures that qualified teaching and non-teaching staff to go for in-service training	Principals	8	1	1	-	1	3.0833
		Teachers	53	52	10	32	24	3.2010
		Supervisor	4	1	1	2	-	3.6471
3	The principal encourages the qualified non-teaching staff to go for in-service training	Principals						3.000
		Teachers	5	3	-	2	1	3.0825
		Supervisor	53	52	14	32	20	3.5294
4	The principal encourages teaching staff to go for conference	Principals	9	1	-	1	-	3.1667
		Teachers	50	55	12	30	24	3.0201
		Supervisor	5	1	1	-	1	3.4118
5	The principal encourages staff to go for conference	Principals	6	2	1	1	1	3.917
		Teachers	53	52	14	32	20	3.1392
		Supervisor	3	3	-	2	-	3.7059
6	The principal encourages the teaching staff to go for workshop	Principals	8	1	1	-	1	3.6667
		Teachers	53	52	10	32	24	3.7712
		Supervisor	4	1	1	2	-	3.2353
7	The principal ensures that non-teaching staff participate and attend seminars	Principals	5	2	2	1	1	2.9583
		Teachers	60	55	14	22	20	3.0412
		Supervisor	4	2	-	2	-	3.5294
8	the principal ensures that	Principals	9	1	-	1	-	3.8333

	non-teaching staff participate and attend seminars	Teachers	50	55	12	30	24	3.1031
		Supervisor	5	1	1	-	1	3.000
9	The principal organize symposium for teaching and non-teaching staff in the school	Principals	8	1	1	-	1	3.8333
		Teachers	53	52	10	32	24	3.9433
		Supervisor	4	1	1	2	-	3.0588
10	The principal ensures that the newly recruited staff are mentored	Principals	5	3	-	2	1	3.8333
		Teachers	53	52	14	32	20	2.9433
		Supervisor	5	2	-	1	-	3.0588

Table 8 shows item 1-10 in the opinion of respondents on the Impact of Democratic Leadership Style of principals on Staff Development in Secondary Schools in Jigawa State, Nigeria. Item 1 shows that principal is professionally minded, this could be seen from the responses of the respondents where the mean of principals is 3.2500, teachersis 3.113 and Supervisor is 3.5882. From item 2, the responses of the respondents were all agree that principal ensures that qualified teaching and non-teaching staff to go for in-service training with the mean score of principals 3.0833, teachers is 3.2010 and Supervisor is 3.6471. Items 3, from the respondents were all agreed principal encourages the qualified non-teaching staff to go for in-service training with their means score 3.000 for principals, 3.0825 for teachers and 3.5294 for Supervisor. Items 4 and 5 the respondents were all agreed thatprincipal encourages teaching staff to go for conference. Item 6 were also agreed from the responses of the respondents that principal encourages the teaching staff to go for workshop with the mean score of 3.6667 from principals, 3.7712 from teachers and 3.2353 from Supervisor. Items 7 agreed form the responses of the respondents that principal ensures that non-teaching staff participate and attend seminars. Item 8 were all agreed by the respondents. 9 were also

agreed from the mean score of the responses of the respondents that principal organize symposium for teaching and non-teaching staff in the school with the mean score of 3.2667 from principals, 3.1712 from teachers and 3.5353 from Supervisor. Item 10 were also agreed from the responses of the respondents that principal ensures that the newly recruited staff are mentoredwith the mean score of 3.833 from principals, 2.9433from teachers and 3.0538 from Supervisor in secondary schools in Hadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria.

4.3.6: Opinion of Respondents on the Impact of Democratic Leadership Style of principals on Maintenance of School Facilities in Secondary SchoolsinHadejia and Kafin Hausa Education Zones in Jigawa State

Table 9: Opinions of Respondents on the Impact of Democratic Leadership Style on Maintenance of School Facilities in Secondary SchoolsinHadejiaandKafin Hausa Education Zone in Jigawa State

S/N	Item Statement	Categories of Respondents	SA	A	U	SD	D	Mean
1	The principal ensures that teaching facilities such as chairs, desks are properly managed by the students	Principals	5	2	2	1	1	3.1250
		Teachers	60	55	14	22	20	3.3041
		Supervisor	4	2	-	2	-	3.4116
2	The principal ensures that the chalk board is properly managed	Principals	9	1	-	1	-	3.2917
		Teachers	50	55	12	30	24	3.23371
		Supervisor	5	1	1	-	1	3.0588
3	The principal ensures that the teaching aids provided to the teachers are properly utilized	Principals	8	1	1	-	1	3.000
		Teachers	53	52	10	32	24	3.1753
		Supervisor	4	1	1	2	-	3.5294
4	The principal ensures that laboratory facilities such as chemical and other essential items are provided and utilized	Principals						3.1667
		Teachers	5	3	-	2	1	3.0464
		Supervisor	53	52	14	32	20	3.4118
5	The principal ensures that relevant textbooks are provided and utilized properly	Principals	6	2	1	1	1	3.0417
		Teachers	53	52	14	32	20	3.2784
		Supervisor	3	3	-	2	-	3.4706
6	The principal ensures that library is well maintained	Principals	8	1	1	-	1	3.1250
		Teachers	53	52	10	32	24	3.3093
		Supervisor	4	1	1	2	-	3.8824
7	The principal ensures that welfare service facilities are provided and utilized	Principals	6	2	1	1	1	3.2500
		Teachers	53	52	14	32	20	3.32165
		Supervisor	4	2	-	2	-	3.5294
8	The principal ensures that	Principals	7	2	-	1	1	2.9583

	health facilities are well provided and utilized	Teachers	40	59	1	31	44	3.1237
		Supervisor	7	1	-	-	-	3.000
9	The principal ensures that games facilities are well provided and utilized	Principals	5	3	-	2	1	3.0833
		Teachers	53	52	14	32	20	3.0464
		Supervisor	5	2	-	1	-	3.0588
10	The principal ensures that teaching facilities are provided and utilized		9	1	-	1	-	
		Principals	50	55	12	30	24	3.8333
		Teachers	5	1	1	-	1	2.9433
		Supervisor	6	2	1	1	1	3.0588

Table 9 shows item 1-10 in the opinion of respondents on the Impact of Democratic Leadership Style of principals on Management of school Facilities in Secondary Schools in Jigawa State, Nigeria. Item 1 shows that principal ensures that teaching facilities such as chairs, desks are properly managed by the students, this could be seen from the responses of the respondents where the mean of principals is 3.125, teachers is 3.3041 and supervisor is 3.4118. From item 2, the responses of the respondents were all agree that principal ensures that the chalk board is properly managed with the mean score of principals 3.2917, teachers is 3.2371 and supervisor is 3.0588. Items 3, from the respondents were all agreed that principal ensures that the teaching aids provided to the teachers are properly utilized with their means score 3.000 for principals, 3.0825 for teachers and 3.5294 for supervisor. Items 4 and 5 the respondents were all agreed thatprincipal ensures that laboratory facilities such as chemical and other essential items are provided and utilized. Item 6 were also agreed from the responses of the respondents that principal ensures that library is well maintained with the mean score of 3.1250 from principals, 3.3093from teachers and 3.8824 from supervisor. Items 7 and 8 were all agreed form the responses of the respondents that principal ensures

that welfare service facilities are provided and utilized and principal ensures that health facilities are well provided and utilized. Item 9, were agreed from responses of the respondents that principal ensures that games facilities are well provided and utilized. Item 10 were also agreed from the responses of the respondents that principal ensures that teaching facilities are provided and utilized with the mean score of 3.833 from principals, 2.9433from teachers and 3.0538 from Supervisor in secondary schools in Hadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria.

4.3.7: Opinion of Respondents on the Impact of Democratic Leadership Style of principals on School Maintenance of Discipline in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State

Table 10: Opinions of Respondents on the Impact of Democratic Leadership Style on School Maintenance of Discipline in Secondary SchoolsinHadejia and Kafin Hausa Education Zones in Jigawa State

S/N	Item Statement	Categories of Respondents	SA	A	U	SD	D	Mean
1	The principal is morally sound as such staff and students see him as a role model	Principals	5	2	2	1	1	3.1250
		Teachers	60	55	14	22	20	3.3041
		Supervisor	4	2	-	2	-	3.4116
2	Teachers are morally upright such that students see them as roles model	Principals	9	1	-	1	-	3.2917
		Teachers	50	55	12	30	24	3.23371
		Supervisor	5	1	1	-	1	3.0588
3	Principal ensures that teachers who are found wanting are disciplined by means of dismissals or suspension	Principals	8	1	1	-	1	3.000
		Teachers	53	52	10	32	24	3.1753
		Supervisor	4	1	1	2	-	3.5294
4	Principal ensures that teachers who are found wanting are demoted or transferred to another school	Principals						3.1667
		Teachers	5	3	-	2	1	3.0464
		Supervisor	53	52	14	32	20	3.4118
5	The principal ensures that students found wanting are dismissed or suspended	Principals	6	2	1	1	1	3.0417
		Teachers	53	52	14	32	20	3.2784
		Supervisor	3	3	-	2	-	3.4706
6	The principals ensures that students found wanting are served with warning letter	Principals	8	1	1	-	1	3.1250
		Teachers	53	52	10	32	24	3.3093
		Supervisor	4	1	1	2	-	3.8824
7	The principal uses in disciplinary committees in the maintenance of the behavior of staff and students	Principals	6	2	1	1	1	3.2500
		Teachers	53	52	14	32	20	3.32165
		Supervisor	4	2	-	2	-	3.5294
8	The Principal Uses School	Principals	7	2	-	1	1	2.9583

	Based Management Committee to maintain discipline in the school	Teachers	40	59	1	31	44	3.1237
		Supervisor	7	1	-	-	-	3.000
9	The principal ensures no teacher is above the law when it comes to enforcement of discipline in the school	Principals	5	3	-	2	1	3.0833
		Teachers	53	52	14	32	20	3.0464
		Supervisor	5	2	-	1	-	3.0588
10	The principals believes that all students are equal when it comes to enforcement of discipline in the school		9	1	-	1	-	
		Principals	50	55	12	30	24	3.8333
		Teachers	5	1	1	-	1	2.9433
		Supervisor	6	2	1	1	1	3.0588

Table 10 shows item 1-10 in the opinion of respondents on the Impact of Democratic Leadership Style of principals on School Management of Discipline in Secondary Schools in Jigawa State, Nigeria. Item 1 shows that principal is morally sound as such staff and students see him as a role model, this could be seen from the responses of the respondents where the mean of principals is 3.125, teachers are 3.3041 and supervisor is 3.4118. From item 2, the responses of the respondents were all agree teachers are morally upright such that students see them as roles model with the mean score of principals 3.2917, teachers is 3.2371 and supervisor is 3.0588. Items 3, from the respondents were all agreed that Principal ensures that teachers who are found wanting are disciplined by means of dismissals or suspension with their means score 3.000 for principals, 3.0825 for teachers and 3.5294 for supervisor. Items 4 and 5 the respondents were all agreed thatPrincipalensures that teachers who are found wanting are demoted or transferred to another school. Item 6 were also agreed from the responses of the respondents that principals ensures that students found wanting are served with warning letter with the mean score of 3.1250 from principals, 3.3093from teachers and 3.8824 from supervisor. Items 7 and 8 were all agreed form the responses of the respondents

that principal uses in disciplinary committees in the maintenance of the behavior of staff and students and Principal Uses School Based Management Committee to maintain discipline in the school. Item 9 were agreed from responses of the respondents that principal ensures no teacher is above the law when it comes to enforcement of discipline in the school. Item 10 were also agreed from the responses of the respondents that principals believes that all students are equal when it comes to enforcement of discipline in the school with the mean score of 3.833 from principals, 2.9433from teachers and 3.0538 from Supervisor in secondary schools in Jigawa State, Nigeria.

4.3 Hypotheses Testing

This section deals with hypotheses testing. The hypotheses are related to variables identified in the research objectives. These issues include; impact of democratic leadership style on Record management, impact of democratic leadership style on school community relationship, school communication, school decision-making process, school staff development, maintenance of school facilities and school maintenance of disciplineinsecondary schools in Hadejia and Kafin Hausa EducationZoneinJigawa State, Nigeria. Seven objectives were tested using (ANOVA) at 0.05 level of significant. A hypothesis is rejected if p-Value is less than the level of significance set by the study.

Hypothesis 1

Hypothesis one states that there is no significant difference in the opinions of Respondents on Impact of Democratic Leadership Style of principals on Record Management in Secondary Schools in Hadejia and Kafin Hausa education zones

Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all Stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 11 gives the details.

Table 11: Summary of Analysis of Variance on Impact of Democratic Leadership Style on Record Management in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria.

Status	**Sum of Square**	**Df**	**Mean Square**	**F**	**Prob.**	**F. critical**
Between groups	1003.512	2	57.546	1.048	0.353	2.55
Within groups	10274.287	187	54.943			
Total	**10389.416**	**189**				

Table 11 shows, F-ratio value (1.048) at 2 df187 and at the level 0.05. The critical value (2.55) is greater than F ratio values (1.048), the probability level of significance P (0.353) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Teachers and Supervisors, on the impact of democratic leadership style on record management in secondary schools in Hadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria. Therefore, the null hypothesis was retained.

Hypothesis 2

Hypothesis one states that there is no significant difference in the opinions of Respondents on Impact of Democratic Leadership Style of principals on School Community Relationship in Secondary Schools in Hadejia and Kafin Hausa Education Zones

Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 12 gives the details.

Table 12: Summary of Analysis of Variance on Impact of Democratic Leadership Style of principals on School Community Relationship in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria.

Status	**Sum of Square**	**Df**	**Mean Square**	**F**	**Prob.**	**F.critical**
Between groups	206.215	2	103.108	1.791	.170	3.55
Within groups	10767.027	187	57.578			
Total	**10973.242**	**189**				

Table 12 shows, F-ratio value (1.791) at 2 df187 and at the level 0.05. The critical value (3.55) is greater than F-.ratio values (1.791), the probability level of significance P (.170) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Teachers and Supervisors, on the Impact of Democratic Leadership Style on School Community relationship in Secondary Schools in Hadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria. Therefore, the null hypothesis was retained.

Hypothesis 3

Hypothesis one state that there is no significant difference in the opinions of Respondents on Impact of Democratic Leadership Style of principals on School Communication in Secondary Schools in Hadejia and Kafin Hausa Education zones

Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 13 gives the details.

Table 13: Summary of Analysis of Variance on Impact of Democratic Leadership Style of principals on School Communication in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	232.805	2	116.403	1.998	.133	3.55
Within groups	10897.137	187	587.273			
Total	**11129.942**	**189**				

Table 13 shows that, F-ratio value (1.998) at 2 df187 and at the level 0.05. The critical value (3.55) is greater than F-.ratio values (1.998), the probability level of significance P (.133) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Teachers and Supervisors, on the Impact of Democratic Leadership Style on School Communication in Secondary Schools in Hadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria. Therefore, the null hypothesis was retained.

Hypothesis 4

Hypothesis one state that there is no significant difference in the opinions of Respondents on Impact of Democratic Leadership Style of principals on School Decision-Making process in Secondary Schools in Hadejia and Kafin Hausa zones

Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all Stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 14 gives the details.

Table 14: Summary of Analysis of Variance on Impact of Democratic Leadership Style of principals on School Decision-Making Process in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	344.358	2	172.179	2.291	.104	3.55
Within groups	14052.384	187	75.146			
Total	**14396.742**	**189**				

Table 14 shows that, F-ratio value (2.291) at 2 df187 and at the level 0.05. The critical value (3.55) is greater than F-.ratio values (2.291), the probability level of significance P (.104) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Teachers and Supervisors, on the Impact of Democratic Leadership Style on School Decision-Making process in Secondary Schools in Hadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria. Therefore, the null hypothesis was retained.

Hypothesis 5

Hypothesis one states that there is no significant difference in the opinions of respondents on impact of democratic leadership style on staff development in secondary schools Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all Stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 15 gives the details.

Table 15: Summary of Analysis of Variance on Impact of Democratic Leadership Style of principals on Staff Development in Secondary SchoolsinHadejia and Kafin Hausa Education Zones in Jigawa State, Nigeria.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	140.964	2	20.482	.227	.797	3.55
Within groups	16891.586	187	90.329			
Total	**16932.553**	**189**				

Table 15 shows that, F-ratio value (.227) at 2 df187 and at the level 0.05. The critical value (3.55) is greater than F-.ratio values (.227), the probability level of significance P (.797) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Teachers and Supervisors, on the Impact of Democratic Leadership Style on Staff Development in Secondary Schools in Hadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria. Therefore, the null hypothesis was retained.

Hypothesis 6

Hypothesis one states that there is no significant difference in the opinions of respondents on Impact of Democratic Leadership Style on Maintenance of School Facilities in Secondary Schools

Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all Stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 16 gives the details.

Table 16: Summary of Analysis of Variance on Impact of Democratic Leadership Style of principals on Maintenance of School Facilities in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	150.417	2	75.209	.672	.512	3.55
Within groups	20934.194	187	111.948			
Total	**21084.611**	**189**				

Table 16 shows that, F-ratio value (.672) at 2 df187 and at the level 0.05. The critical value (3.55) is greater than F-.ratio values (.72), the probability level of significance P (.512) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Teachers and Supervisors, on the Impact of Democratic Leadership Style on Maintenance of School Facilities in Secondary Schools in Hadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria. Therefore, the null hypothesis was retained.

Hypothesis 7

Hypothesis one states that there is no significant difference in the opinions of respondents on impact of democratic leadership style on maintenance of school discipline in secondary schools

Items 1-10 in the questionnaire relate to these Hypotheses. Responses of all stakeholders were collected, analyzed and presented in a table using ANOVA. Thus, Table 17 gives the details.

Table 17: Summary of Analysis of Variance on Impact of Democratic Leadership Style of principals on Maintenance of School Discipline in Secondary SchoolsinHadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria.

Status	**Sum of Square**	**Df**	**Mean Square**	**F**	**Prob.**	**F.critical**
Between groups	128.762	2	14.381	.118	0.888	3.55
Within groups	22702.233	187	121.402			
Total	**22730.995**	**189**				

Table 17 shows that, F-ratio value (.118) at 2 df187 and at the level 0.05. The critical value (3.55) is greater than F-ratio values (.118), the probability level of significance P (.888) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, Teachers and Supervisors, on the Impact of Democratic Leadership Style on Maintenance of School Discipline in Secondary Schools in Hadejia and Kafin Hausa Education Zone in Jigawa State, Nigeria. Therefore, the null hypothesis was retained.

Table 18: Summary of Hypotheses Testing

S/N	Ho Statement	Statistical Tested Used	Result	Level of Sig.	Decision
1	There is no significant difference in the opinions of respondents on impact of democratic leadership style on Record management in secondary schools in Jagawa State, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 1.048, while f-critical is 2.55 level of significance	0.05	**H_o** was retained. This means there was no significant difference in the opinions of the respondents
2	There is no significant difference in the opinions of respondents on impact of democratic leadership style on school community relationship in secondary schools in Jagawa State, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 1.791, while f-critical is 3.55 level of significance	0.05	**H_o** was retained. This means there was no significant difference in the opinions of the respondents
3	There is no significant difference in the opinions of respondents on impact of democratic leadership style on school communication in secondary schools in Jagawa State, Nigeria	Analysis of Variance (ANOVA)	f-ratio is 1.998, while f-critical is 3.55 level of significance	0.05	**H_o** was retained. This means there was no significant difference in the opinions of the respondents
4	There is no significant difference in the opinions of respondents on impact of democratic leadership style on decision making process in secondary schools in Jagawa State, Nigeria	Analysis of variance (ANOVA)	f-ratio is 2.291, while f-critical is 3.55 level of significance	0.05	**H_o** was retained. This means there was no significant difference in the opinions of the respondents
5	There is no significant difference in the opinions of respondents on impact of democratic leadership style on staff development in secondary schools in Jagawa State, Nigeria	Analysis of Variance (ANOVA)	f-ratio is .227, while f-critical is 3.55 level of significance	0.05	**H_o** was retained. This means there was no significant difference in the opinions of the respondents

6	There is no significant difference in the opinions of respondents on impact of democratic leadership style on maintenance of school facilities in secondary schools in Jagawa State, Nigeria	Analysis of Variance (ANOVA)	f-ratio is .672, while f-critical is 3.55 level of significance	0.05	**H_o** was retained. This means there was no significant difference in the opinions of the respondents
7	There is no significant difference in the opinions of respondents on impact of democratic leadership style on maintenance of discipline in secondary schools in Jagawa State, Nigeria	Analysis of Variance (ANOVA)	f-ratio is .118, while f-critical is 3.55 level of significance	0.05	**H_o** was retained. This means there was no significant difference in the opinions of the respondents

4.4 Summary of Major Findings

The summary of the major findings revealed that:

1. Principals ensured that teachers assessed and managed record of academic performance and conduct of the students by providing them with all necessary items/facilities;
2. Through harmonious working relationship between school and local community, the principals were able to establish functional PTA, in most schools, which strengthened the relationship;
3. Principals encouraged teamwork and resolved conflict among staff in most secondary schools
4. Democratic leadership style of principals allowed all teaching staff and nonteaching staff to participate in decision making process on issues that relate to them in secondary schools
5. Principals ensured that qualified teaching and non-teaching staff go for in-service training, attending conferences and seminars in most secondary schools;
6. Principals ensured that teaching aids and facilities such as, computer, textbooks, chairs, desks are properly managed by the students; and
7. Principals ensured that teachers who are found wanting are disciplined by means of dismissals or suspension in most secondary schools.

4.5 Discussion of the Findings

The following are discussions arising from the major findings of the study.

The finding shows the opinion of respondents on the Impact of Democratic Leadership Style on Record Management in Secondary Schools in Jigawa State, Nigeria. The study showed that principal ensures that teachers assess and mange record of academic

performance and conduct of the students by providing them with all necessary items/facilities, this could be seen from the responses of the respondents.The respondents all agree that principal ensures that schemes of work of all subjects are duly entered and managed.From the findings, respondents all agreed that log book is provided and managed by the principal. Similarly, respondents all agreed thatprincipal ensures that the punishment book is managed by the person assign to manage it among others.

The second finding showed opinions of respondents on the Impact of Democratic Leadership Style on School-Community Relationship in Secondary Schools in Jigawa State, it shows that principals established cordial relationship with the members of the local community of the school; this could be seen from the responses of the respondents.Thefinding also showed that in the event of vacancies, for junior staff, the principal ensures that members of the local community are recruited to cover the vacancy for the main time.Respondents also agreed that as a result of the harmonious working relationship between school and local community, the principal is able to establish a functional PTA, which strengthens the relationship the school and the community.It was also established thatbecause of the good relationship between the school and the local community created by the principal, teaching and non-teaching staff are able to get accommodation in the community.

The finding shows the opinion of respondents on the Impact of Democratic Leadership Style on School Decision-Making Process in Secondary Schools in Jigawa State. That principal encourages participative decision-making process where all members are involved, this could be seen from the responses of the respondents, the respondents all agree that all teaching staff participated in decision making process on issues that relate to them.

From the finding, respondents all agreed that all non-teaching staff ware involved indecision making process on issue that involved them. Items 4 and 5 the respondents all agreed thatbecause of the good relationship between the school and the local community created by students through the perfects, participated in the decision making process on issue that affect them.

The finding showed the opinions of respondents on the Impact of Democratic Leadership Style on Staff Development in Secondary Schools in Jigawa State. It shows that principalsare professionally minded, this could be seen from the responses. The responses of the respondents all agree that principal ensures that qualified teaching and non-teaching staff to go for in-service training ., From the responses, all agreed that principal encourages the qualified non-teaching staff to go for in-service training.The findings also showed that respondents all agreed thatprincipals encourages teaching staff to go for conference. It was also shown that respondents agreed that principal encourages the teaching staff to go for workshop.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The background to the study, impact of democratic leadership style of principals on record keeping in Secondary Schools in Hadejia and Kafin Hausa Education Zones in JigawaState;ascertain the impact of democratic leadership styles of principals on school Community relationship in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State; find out the impact of democratic leadership style ofPrincipals on Communication in Secondary Schools in Hadejia and Kafin Hausa Education Zones in JigawaState;examine the Impact of democratic leadership Style of Principals on decision Making Process in Secondary Schools in Hadejia and Kafin Hausa Education Zones in Jigawa State; the research questions are; What is the impact of Democratic leadership style of principals on the Management of Records in Secondary Schools in Hadejia and Kafin Hausa Education Zones in JigawaState?, How does the democratic leadership style of principals impact on schools in Community Relationship in Secondary Schools in Hadejia and Kafin Hausa Education Zone in JigawaState?What impact does democratic Leadership style of Principals have on Communication in Secondary School in Hadejia and Kafin Hausa Education Zones in JigawaState, among others. More so review of relevant and related literature to the study. This consists of conceptual frame work, concept of leadership, democratic leadership, administration. Few theories off leadership were reviewed. Other aspects of the review are; School records management, School-community relationship, School Communication, School Decision-making, School Staff development, School Facilities, School Discipline andEmpirical Studies.

More over research methodology which involves research design, population, sample and sampling technique, instrumentation, validity, pilot study, reliability of the instrument, method of data collection, method of data analysis.

After that data presentation and analysis. Table of frequency and percentages were used to analyze the bio data of the respondents. Decision mean was used to answer the research questions, while One Way Analysis of Variance was used to test the hypotheses of the study. Conclusion and recommendations were drown in chapter five.

5.2 Conclusions

From the finding of the study, it was concluded that the democratic leadership style of principals ensure that teachers access and manage record of academic performance of the student by providing them with all necessary items facilities. And the principal ensure that scheme of work of all subject are duly entered and manage in the school. democratic leadership style of principal creates good cordial relationship between school and the members of the local community of the schools to give lecture in the school. Democratic leadership style of principalshad fostered good interpersonal relationship between principals their subordinates and used the participatory approach to decision making.

There was cooperation between the principals and teachers in the school. Also, principal coordinate the relationships between teachers, parents and the students through effective communication for proper teaching and learning in secondary schools in Hadejiaand the KafinHausa Education Zone Jigawa State Nigeria

Through democratic leadership style, school principal allows teaching and non-teaching staff to embark on staff development programme.

A part of discipline matters the democratic leadership style of principal ensures that effective supervision take place in the class and outside the classroom and teachers found wanting are disciplined appropriately.

The democratic leadership style of principal ensures that teaching materials, game facilities, and welfare services facilities are provided and utilized in the schools.

5.3 Recommendations

The study arrived at the following recommendations based on the finding and conclusion

1. Principals should endeavor to promote community involvement in school administration in order to maintain cordial relationship between the community and the school authorities,
2. Principals should use communication in secondary school to encourage team work and resolve conflict between teachers and student.
3. Principals should allow teaching staff and non-teaching staff to participate in decision making process in schools.
4. Principals should encourage qualified teachers and non-teaching staff to go for in-service
5. Principals should ensure maintenance facilities such as teaching aids, computers, desk and chairs are properly manage by the student in the schools
6. Principal ensure in the maintenance of discipline in secondary school because teacher who found wanting and discipline by means of suspension or dismissal

5.4 Suggestions for Further Studies

Based on the finding and recommendation of this study, the following suggestions offered for further studies

1. A study should be conducted on the influence of leadership theory on instructional supervision of principals' public secondary schools in Jigawa State.
2. This study should be replicated in other Northern states in order to compare the findings with that of this study.
3. The study is limited in scope, as the sample only represented two educational zones in Jigawa State northern part of Nigeria and have generalizability of the finding to other educational zones such as Dutse zone, Birnin Kudu zone, Gumel zone and Kazaure zone even though cannot be made. There might be differences in outcome as it involves doff rent geographical area.al
4. The study has a typical limitation for its methodology, especially concerning data collection under the cross sectional design.
5. The accordance with the objective of this study the analysis was limited only to the testing of direct relationship between independence and dependence variables of the study in order to understand the impact of democratic leadership style of principal on the administration of secondary school in Hadajia and Kafin Hausa education zone therefore, this study suggest the use in direct relationship between the variable under the study by introducing mediator or moderator.

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APPENDIX I

QUESTIONNAIRE ON IMPACT OF DEMOCRATIC LEADERSHIPSTYLE OF PRINCIPAL ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN HADEJIA AND KAFIN HAUSA EDUCATION ZONES, JIGAWA STATE, NIGERIA

Department of Education,
Foundation and Curriculum,
Education Administration and Planning
Ahmadu Bello University,
Zaria.

Dear Sir/Madam,

Attached is a questionnaire of impact of democratic leadership style on the administration of secondary schoolsinHadejia and Kafin Hausa Educational Zone. The questionnaires are in two sections; section (A) is design to obtain personal information about the respondent while section (B) is designed to seek the opinion of respondents on the research questions.

Please kindly provide honest answers to the research questions with the assurance that the information you provide shall be strictly used of academic purpose.

Thanks for your much needed supports.

Yours sincerely

HarunaMoh'd
M. Ed (P14EDFC8026)

QUESTIONNAIRE

IMPACT OF DEMOCRATIC LEADERSHIP STYLES OF PRINCIPALS ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN HADEJIA AND KAFIN HAUSA EDUCATION ZONE

DEPARTMENT OF EDUCATION FOUNDATION AND CURRICULUM
EDUCATION ADMINISTRATION AND PLANNING
AHMADU BELLO UNIVERSITY, ZARIA

Dear Sir,

Attached is a questionnaire of Impact of Leadership Styles on the Administration of Secondary Schools in Hadejia and Kafin Hausa Education Zone. The questionnaire is in two sections, section A is design to obtain personal information about the respondent while section B is designed to seek the opinion of respondents on the research question.

Please kindly provide honest answers to the research question with the assurance that the information you provide shall be strictly used for academic purpose. Thanks for your much needed supports.

Section A:bio-data

(1) Status: (a) Teacher( ) (b) Principal ( ) (c) supervisor ( )

(2) Academic qualification:(a) NCE ( ) (b) Diploma ( ) (c) Degree ( )

(3) Sex (gender)**:** (a)Male ( ) (b) Female ( )

SECTION B

Instruction: please (✓) tick in the column that relates to your opinion

Section C: Opinion of Respondent on impact of democratic leadership style on Record management in secondary schools

/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Decided
1	The principal ensures that teachers assess and manage record of academic performance and conduct of the students by providing them with all necessary items/facilities					
2	The principal ensures that schemes of work of all subjects are duly entered and managed					
3	The log book is provided and managed by the principal					
4	The principal ensures that the punishment book is managed by the person assign to manage it.					
5	The principal ensures that the name of visitors to the school are entered in the record book for proper record keeping					
6	The principal ensures that teaching and non-teaching staff register their names in the attendance register every morning					
7	The principal is very mindful of the proper management of the minute's book. Thus minutes of every meeting is recorded in the minutes book.					
8	All items provided in the offices classroom, laboratories, staff quarters and stores are documented in the inventory book for proper record keeping					
9	The principal ensures that movement of staff and students outside the school are properly kept and recorded in the exist record book					
10	The principal ensure that the health records of all staff and students are documented in the health record book.					

TABLE 2: Opinion of Respondent on Impact of democratic leadership styles on school community relationship in secondary schools

S/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Decided
1	The principal establishes cordial relationship with the members of the local community of the school					
2	In the event of vacancies, for junior staff, the principal ensures that members of the local community are recruited					
3	As a result of the harmonious working relationship between school and local community, the principal is able to establish a functional PTA, which strengthens the relationship.					
4	Because of the good relationship between the school and the local community created by the principal, teaching and non-teaching staff are able to get accommodation in the community					
5	The principal allows members of the local community to share facilities of the school such as football fields and water					
6	Because of the good relationship created by the principal, between the school and local community, the staff and students can easily get water from the community in event of needs					
7	The principal makes use of the members of the local community to provide security to the school					
8	The principal makes use of the resource person from the local community to educate the students and staff on personal hygiene					
9	The principal makes use of the local community embers to give lectures on the religious activities					
10	The principal ensures that children of local community qualified are given automatic admission					

Table 3: Opinion of Respondent on Impact of democratic leadership styles on school communication in secondary school

S/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Decided
1	The principal notice board only to communicate to all staff and students					
2	The principal communicates to the all staff and students by the use of circular					
3	The principal communicates to the students about the daily events and activities of the school through assembly					
4	The principal communicates to the teachers about the school events and activities only during staff meeting					
5	The principal communicates to all members of school through bulleting only, which comes out every day.					
6	The principal communicates to all members of the school only through bulletin which comes out once in a week					
7	The principal ensures that rules and regulation in the school are communicated to the students effectively					
8	The principal ensures that the rules and regulations of the school are communicated effectively					
9	The principals ensures that information received from the ministry/proprietors are communicated effectively to all members of the school					
10	The principal employs effective means of communication between school and ministry of Education/proprietor					

TABLE 4: Opinion of Respondent on Impact of democratic leadership styles on school decision-making process in secondary schools

S/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Decided
1	The principal encourages participative decision-making process where all members are involved					
2	All teaching staff participate in decision making process on issues that relate to them					
3	All non-teaching staff are involved indecision making process on issue that involved them					
4	Students through the perfects, participate in the decision making process on issue that affect them					
5	The principal does not allow influence peddling to make him or her change decision that were made by the school					
6	The principal does not involved members of the school on decision making process because he feels he knows best					
7	The principal involves PTA officials members on decision making process of the school					
8	The principal does not involve school based management committee in decision making process on issue that relate to management of school					
9	The principal ensures that decision agreed by members of the school are implemented					
10	The principal ensures that takes decision in consultation with the heads of departments/unit on issue that relate to them					

TABLE 5: Opinion of Respondent on Impact of democratic leadership styles on school staff development in secondary schools

S/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Decided
1	The principal is professionally minded					
2	The principal ensures that qualified teaching and non-teaching staff to go for in-service training					
3	The principal encourages the qualified non-teaching staff to go for in-service training					
4	The principal encourages teaching staff to go for conference					
5	The principal encourages staff to go for conference					
6	The principal encourages the teaching staff to go for workshop					
7	The principal ensures that non-teaching staff participate and attend seminars					
8	the principal ensures that non-teaching staff participate and attend seminars					
9	The principal organize symposium for teaching and non-teaching staff in the school					
10	The principal ensures that the newly recruited staff are mentored					

TABLE 6: Opinion of Respondent on Impact of democratic leadership styles on school maintenance of school facilities in secondary schools

S/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Decided
1	The principal ensures that teaching facilities such as chairs, desks are properly managed by the students					
2	The principal ensures that the chalk board is properly managed					
3	The principal ensures that the teaching aids provided to the teachers are properly utilized					
4	The principal ensures that laboratory facilities such as chemical and other essential items are provided and utilized					
5	The principal ensures that relevant textbooks are provided and utilized properly					
6	The principal ensures that library is well maintained					
7	The principal ensures that welfare service facilities are provided and utilized					
8	The principal ensures that health facilities are well provided and utilized					
9	The principal ensures that games facilities are well provided and utilized					
10	The principal ensures that teaching facilities are provided and utilized					

TABLE 7: Opinion of Respondent on Impact of democratic leadership styles on school maintenance of discipline in secondary schools

S/N	Item statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Decided
1	The principal is morally sound as such staff and students see him as a role model					
2	Teachers are morally upright such that students see them as roles model					
3	Principal ensures that teachers who are found wanting are disciplined by means of dismissals or suspension					
4	Principal ensures that teachers who are found wanting are demoted or transferred to another school					
5	The principal ensures that students found wanting are dismissed or suspended					
6	The principals ensures that students found wanting are served with warning letter					
7	The principal uses in disciplinary committees in the maintenance of the behavior of staff and students					
8	The Principal Uses School Based Management Committee to maintain discipline in the school					
9	The principal ensures no teacher is above the law when it comes to enforcement of discipline in the school					
10	The principals believes that all students are equal when it comes to enforcement of discipline in the school					

TABLE 3: SAMPLE OF THE STUDY

S/N	EDUCATION ZONE	PRINCIPALS	TEACHER	SUPERVISOR	TATAL
1	Hadejia	6	165	5	176
2	k/ Hausa	5	64	3	72
3	total	11	229	8	248