

INFLUENCE OF PRINCIPALS' ADMINISTRATIVE STRATEGIES ON
TEACHERS' TASKS PERFORMANCE IN SELECTED SENIOR
SECONDARY SCHOOLS OF KANO MUNICIPAL ZONAL EDUCATION
DIRECTORATE, KANO STATE, NIGERIA.

BY

BASHIR SHEHU USMAN

SPS/14/MED/0126 BA(ED) ISL. 2:1 (B.U.K) 2014.

SUPERVISOR

PROFESSOR BELLO A. BELLO

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES
THROUGH DEPARTMENT OF EDUCATION BAYERO UNIVERSITY, KANO. IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER
DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING.

DEC, 2019

DECLARATION

I hereby declare that this work is the product of my research efforts undertaken under the supervision of Professor Bello A. Bello and has not been presented anywhere for the Award of a degree or Certificate.

BASHIR SHEHU USMAN

SPS / 14 / MED / 0126

DATE

CERTIFICATION

This is to certify that the research work for this dissertation and subsequent write up of Bashir Shehu Usman with registration number SPS/14/MED/0126 were carried out under my supervisor

Date

Supervisor

Dr. Muhammad A. Kwankwaso. Date _____

H.O.D Education

APPROVAL PAGE

This dissertation has been examined and approved for the award of Master's degree in Educational Administration and Planning. Bayero University, Kano.

External examiner
Maina

Date

Professor Bashir

Internal examiner
Dr. Hafsat Abdullahi Umar

Date

Prof. Bello A. Bello.
Supervisor

Date

Dr. Nasiru Sa'ad
P.G Coordinator

Date

Dr. Muhammad A. Kwankwaso.
H.O.D Education

Date

Professor Umar Fate
Dean school of Postgraduate studies

Date

ACKNOWLEDGEMENTS

In the name of Allah, the Beneficent, the Merciful, all praise is due to Al – Mighty Allah who gave me the ability to complete this research work successfully. From my experience of conducting this research work, it is not easy thing to conduct, the research work demand of financial support, intellectual guidance and cooperation of many people for its success without which it might not have been possible.

Secondly, I am specifically grateful to my research supervisor Professor Bello A. Bello Bayero University, Kano. Unit of Educational Administration and Planning, Education Department who first approved and recommended the topic presented to him. I want register my heartfelt thanks for the unforgettable cooperation I received from him both in guidance and reduction of certain official burdens from my shoulder on time. May Al-Mighty Allah help him and assist him in all his difficulties and reward him with JannahAmeen.

I also wish to extend my warm appreciations to Dr. Isa Ado Abubakar unit of guidance and counseling for his inspiration, support, motivation and encouragement throughout this research work. Entire staff in the Administration and Planning cluster more especially Professor Abdurrahman Fagbemi, Professor Olubadewu S.O, Professor GarbaDahuwaAzare, Professor AliyuDauda, Dr. HafsatAbdullahi Umar, as well as the entire lecturers from Education Department Bayero University, Kano. Special thank also goes to Dr. AbubakarAbdullahi Unit of Test and Measurement for his usual concern and guidance towards accomplishment of this research work, Dr. Kabir Bello Dungurawa Guidance and Counseling Unit, Professor GarbaSaad, Professor TalatuGarba all from Curriculum Studies Unit, Dr. Ahmad Kaugama and the rest. My gratitude also goes to my friends such as Muhammad Bello Musa, Abdulqadir class rep., for their contributions, support, and

encouragement toward the success of this study and the rest of my co students of the admin and planning department.

My gratitude also goes to Dr. Ahmad Muhammad (NECO) Unit of Test and measurement Bayero University, Kano.

Finally, I registered my special thanks to my beloved wife Saudat Musa Abubakar for the advice I have received from her. I acknowledge my elder brother IsahShehu Usman and the entire friends and family.

DEDICATION

I dedicated this research to my beloved father and mother, late Shehu Usman and LubabatuAbubakar May Al-Mighty Allah rest their souls in paradise. Ameen.

TABLE OF CONTENTS

Title page	i
Approval Page	ii
Certification	iii
Dedication	iv
Declaration	v
Acknowledgements	vii
Abstract	viii

CHAPTER ONE: INTRODUCTION

Background of the study	1
Statement of the problem	6
Objectives of the study	9
Research questions	9
Significance of the study	.9
Scope and Delimitation of the study	12

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction	13
2.2 Conceptual framework	14
2.2.1 Influence of Laissez faire leadership style practice of Principals on the performance of teachers in schools.	19
2.2.2 Influence of Autocratic leadership style practice of Principals on the performance of teachers in schools.	19
2.2.3 Influence Democratic leadership style practices of Principals on the performance of	

teachers in schools.

2.2.4 Influence of Principals leadership practices on teacher's task performance in
Secondary schools.

2.4 Theoretical framework	35
2.5 Contingency theory	36
2.6 Review of the related empirical studies	37
2.7 Summary and uniqueness of the study	40

CHAPTER THREE: METHODOLOGY

3.1 Introduction	42
3.2 Research Design	42
3.3 Population	42
3.3.1 Sample size	43
3.3.2 Sampling techniques	44
3.4 Data collection instrument	44
3.5 validity of the instrument	45
3.6 Reliability of the instrument	45
3.7 Data collection Procedure	45
3.8 Procedure for data analysis	46

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction	48
4.2 Summary of the data	48
4.3 Data Analysis	49
4.4 Summary of the findings	53
4.5 Discussions of the findings	53

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	60
5.2 Summary	60
5.3 Conclusion	62
5.4 Recommendations	62.
5.5 Suggestions	64
5.6 Recommendations for further studies	65
References	66
Appendix i	66
Appendix ii	71
Appendix iii	73
Appendixiv	75
Appendix v	76

ABSTRACT

*This study employed survey research design to investigate the influence of principal's administrative strategies on teachers' task performance in selected senior secondary schools of Kano municipal zonal education Directorate. The research was guided by 4 Objectives and 4 Research questions. The main objectives of this work is to find out if there is influence of principal's administrative strategies on teachers' use of lesson planning in selected senior secondary schools of Kano municipal zonal education directorate. To find out if there is influence of principals' of administrative strategies on teachers' punctuality in selected senior secondary schools of Kano municipal zonal education directorate. To find out if there is influence of principal's administrative strategies on teachers' use of methodology in selected senior secondary schools of Kano municipal zonal education directorate. To find out if there is influence of principal's administrative strategies on teachers' task performance in selected senior secondary schools of Kano municipal zonal education directorate. The population of the study comprised 42 senior secondary schools in Kano municipal Educational Zone with the total number of 1164 teachers and 14 principals out of which 217 teachers and principals were sampled using systematic sampling technique in order to avoid bias. Research advisor 2006 table of determining sample from the population was used. And self – developed questionnaire was adopted. Questionnaire was validated and reliability of $r\ 0.61$ was obtained indicating positive coefficient. The data collected were analyzed using mean and standard deviation. The findings indicated that there is insignificant relationship between principals' administration strategies and teachers' task performance in selected senior secondary schools of Kano municipal zonal education directorate. Based on the findings, conclusion were drawn that secondary school principals should not adopt one leadership style to manage their schools, they should also apply different leadership style at different situation this can lead to effective management of our schools. Incentives should also be used, this can contribute toward the accomplishment of the school's set objectives. *Leissez faire* leadership style should be discouraged. School /community relationship must be improved.*

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The wealth of a given country is principally determined by the human resources available natural resources and the state of her economic development of all these, it is the human resources that exploit the natural resources, accumulate physical capital and build the socio – political structure needed for natural growth and development.

Human resources can only be developed through proper education that is geared towards the needs of the individual and the society. This is why every government is concerned with providing education for the citizenry. The need for education draws from the idea that the children of today are the leaders of tomorrow, hence both local, state and federal government are keenly involved in providing educational services to her citizens.

Education in Nigeria is overseen by the ministry of education, state and Local authorities take responsibility for implementing state – controlled policy regarding public education and state schools, the education system is divided into Kindergarten, Primary education, Secondary education and tertiary education.

Education is the pillar of development and determinant of technological, political, and socio – economic growth and development of the nation. Ministry of education must provide adequate infrastructure such as electricity, pipe born water, classroom and blocks in our schools. Schools should be adequately equipped with the necessary modern facilities to allow for easy teaching and learning.

The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society (FGN, 2004). Towards this end, the National Policy on Education set up certain aims and objectives, which were to

facilitate educational development in the country. In fostering these aims and objectives, the school Principal has important roles to play. Among these roles include providing effective leadership in secondary schools, thereby enhancing better job performance among teachers.

Moreover, the issue of leadership style is a major and basic concern for all organizations and institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of efficient leadership styles in various ways in their organizational daily activities, programs and performance.

Quality of education – A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihood, contribute to peaceful and democratic societies and enhance individual well – being. It always has direct relationship with the quality of teachers, teaching aids, curriculum, content and factors as job satisfaction, job knowledge, enumeration, personal will enhance their quality in the market place, It is going to be a standard reformation, a total change in approach, standard setting and professionalism. Quality is a crucial tool for improving the prospects of higher income levels for individuals, and for the economic growth of the nations. Goal 4 for the United Nations Sustainable Development Goals (SDGS) is focused on ensuring inclusive and equitable quality education and promoting life –long learning opportunities for all.

However, in low and middle income countries like Nigeria, many children do not have access to quality education. Dilapidated structures, overcrowding and lack of adequate furniture are common features of public schools in Nigeria.

No doubt, Nigeria experienced significant progress in expanding access to school under the millennium development goals (MDGS) and the domestic Universal Basic Education (UBE) scheme. Quality education is necessary for the preparation of a skilled workforce and

lasting socio – economic development of a country. Hence, the development and implementation of policies aimed towards increasing the quality of education are vital. To achieve the ambitious goals on providing quality education for all by 2030, a UNESCO report suggests that countries would have to allocate at least 20 percent at national budget on education. This seems like a far reality for Nigeria with its 2018 budgetary education allocation of mere 7.04%. There is crucial need for the Nigerian government to prioritizing the education budget for quality education and better education outcomes. In addition, international donors and multilateral corporations need to support domestics' public spending on education.

Secondary education according to Ige (2011) students spend six years in secondary schools that is 3 years of J.S.S (junior secondary school) and 3 years of SSS (Senior secondary school). The senior secondary school end on the WASSCE. Junior secondary is free and compulsory. It leads to the BECE, which opens the gate to senior secondary school. SSS curriculum is based on 4 core subjects complete by 4 or 5 elective subjects. According to UBEC the general certificate of education Examination (GCE) was replaced by (SSCE) conducted at the end of the secondary school studies in May / June. A maximum of 9 and minimum of 7 subjects are registered for the Examination by each student with mathematics and English taken as compulsory.

The National Examination council is another Examination body in Nigeria. It administers the senior secondary school Examination (SSCE) in June / July. The body also administers the general certificate of education (GCE) in December / Jan. Students often take both WAEC and NECO Examinations in SS3.

Administrative strategy. This according to Chaffee, (1985) provides overall direction to the school and involves specifying the schools objectives, developing policies and plans designed

to achieve these objectives, and then allocating resources to implement the plans. Academics and practicing managers have developed numerous models and frameworks to assist in strategic decision making in the context of complex environment and competitive dynamics.

Mintzberg, Henry (1987), states that administrative strategy is not static in nature, the models often include a feedback loop to monitor execution and inform the next round of planning.

Task performance –According to Borman(2009) is the duties / responsibilities by which teacher is expected to perform during instruction. It is related to transforming raw materials into the goods and services which are specific to the job, the core technical skill, contextual performance concerns aspects of an individual's performance which maintains and enhances an organization's social network and the psychological climate that support task. Motowidlo,(1997) contended that it is the contextual dimensions of job performance, rather than the technical components, that can be predicted from personality. Task performance according to DuruminIya (2009), duties and responsibilities of any teacher could be direct or indirect.

Direct duties of Teacher include:

- Classroom management.

- Preparation of scheme of work.

- Mastery of subject matter.

- Preparation of lesson and instructional materials to suit the content of the subject matter.

- Marking of student's exercise books.

- Self-respect.

- Marking of student's exercise books.

- Self-respect.

Indirect Duties of Teacher:

- Observing student's behaviour.
- Imposing good attitudes to student

Kano municipal education zone has a total of 121 public secondary schools out of which 79 are junior secondary schools 42 are senior secondary schools. These secondary schools are managed by principals. Secondary school Principals in Kano state are appointed by the Kano state secondary schools management Board (KSSMB) and run the day- to- day administrative operations of schools. However, beside the responsibilities of principals, Kano Educational Resources Department (K.E.R.D.) served as regulator for the activities of schools. monitors the teachers and the Principals through Quality assurance officers (QASO) who conduct regular inspection in schools and then provide feedback to the Ministry of Education and KSSMB. Due to the concern by the Government on the quality of education and in an attempt to improve the quality of secondary school education and hence quality of education, the government put.

The ministry of education rolled out a program for secondary school principals to attend through one day seminar on quality assurance with the aim of equipping them with the knowledge on effective management of secondary schools with the aim of enhancing quality in education. The areas of concern included amongst others human and financial resources management, procurement, integrity and good governance, strategic leadership and curriculum management.

The identification of quality candidates for principal positions has been an ongoing concern of legislators, educators, and private sector leaders. For some, the principal is considered to be the single most important factor related to a school's success or failure.

The principal is both the teacher and administrator of the school. The school work revolves around the administrator, the school reputation depends on him, and he can make or spoil the school projects.

Principals also serve as chief implementers of government education policies, control school funds and are the chief image maker of their respective schools. Secondary school principals in collaboration with his subordinates can only perform their functions when situations in the school are conducive to doing so. The conditions for smooth administration of secondary school include availability of funds, cooperation among school staff, favourable and consistent government policies and cordial relationship with members of the school host community.

Many studies have shown that the implementation of major school policies and programs depend largely on the principals administrative capabilities. Principals need to be provided with highly valued insight into their daily leadership style that poster an environment which is supportive for teacher's performance.

The researcher observed that sometimes the students, teachers and members of the community make highly critical comment about administrative styles of some secondary school principals. Many of the comments are concerned with understanding between staff and principal, the maltreatment of the young members of staff by the principals and even non-involvement of staff in formulation of school policies and in performance of assign task by the teachers. Sometimes in many secondary schools, the end of academic year often result in the mass transfer of teachers, even students to other schools because of

misunderstanding between principals, teachers and students. This atmosphere of constant misunderstanding hampers the task performance of the teachers.

1.2 Statement of the problem.

The maintenance of an effective leadership style and teachers task performance in school administration held by many educationists to be the foundation of progress. The principal leadership style can affect the teachers other aspect of human relations such as those which exist between the staff and the community on the other.

Sometimes, students, teachers and members of the community make highly critical comments about the administrative styles of some secondary school principals. Many of the comments are concerned with understanding between the staff and principal ,the maltreatment of the young members of staff by the principal and even non- involvement of staff in formulation of school policies and in performance of assign task by the teachers. All those comments may reflect the leadership style projected by the principal.

In many secondary schools, the end of the academic year often result in the mass transfer of teachers, even students to other schools because of misunderstanding among principals, the teachers and students. This atmosphere of constant misunderstanding will definitely hamper the task performance of the teachers. Teachers are supposed to come to school early, teach their subjects and even be involved in other extra-curricular activities if the atmosphere is conducive.

The expansion of secondary schools needs effective leadership. Leaders who are professional and experienced in order to lead schools coping with the development

and improvement for the progress of teachers. School leaders interpret and enact their roles in varieties of ways depending on their individual personalities.

Therefore principals as educational leader play crucial roles in the success of the school. Many studies have shown that the implementation of major school policies and programs depend largely on the principals administrative capabilities. Principals need to be provided with highly valued insight into their daily leadership style that poster an environment which is supportive for teacher's performance.

The researcher observed that sometimes students, teachers and members of the community make highly critical comment about administrative styles of some secondary school principals. Many of the comments are concerned with misunderstanding between staff and principal, the maltreatment of the young members of staff by the principals and even non-involvement of staff in formulation of school policies and in performance of assign task by the teachers. This atmosphere of constant misunderstanding hampers the task performance of the teachers.

Today there is a public outcry on the quality of education of secondary schools, this could be seen at WAEC and NECO results on yearly basis as well as on the teacher – made test in our classrooms, which might be associated with many factors including principals' administrative strategies on teachers' task performance.

1.4 Objectives of the study

The study was set to:

1. Find out the influence of laissez faire, leadership style practices of Principals on the performance of teachers in selected senior secondary schools of Kano municipal zonal education directorate.
2. Determine the influence of autocratic leadership style of Principals on performance of teachers' in selected senior secondary schools of Kano municipal zonal education directorate.
3. Examine the influence of democratic leadership style of principals on the performance of teachers' in selected senior secondary schools of Kano municipal zonal education directorate.
4. Find out the influence of administrative strategies of Principals on teachers' task performance of teachers in selected senior secondary schools of Kano municipal zonal education directorate.

1.5 Research questions

The following research questions were asked to guide the conduct of the research:

1. To what extent does the Laissez faire, leadership style of principal's influence teachers to develop sound lesson plan in senior secondary schools of Kano municipal zonal education directorate?
2. To what extent does the autocratic leadership style of principal's influence teachers in selected senior secondary schools of Kano municipal zonal education Directorate?

3.To what extent does the democratic leadership style of principal's influences teachers in selected senior secondary schools in Kano municipal zonal education directorate?

4.To what extent do administrative strategiesof teacher's influences tasks performance among teachers of senior secondary schools in Kano municipal zonal education directorate?

1.6 Hypothesis

1. There is no significance influence of principal's administrative strategiesonteacher'suse of lesson plan in senior secondary schools of Kano municipal Zonal Education Directorate.
2. There is no significance influenceof principal's administrative strategies on teacher's punctuality in senior secondary schools of Kano municipal Zonal Education Directorate.
3. There is no significance influence of Principals leadership style of principal's administrative strategieson teacher's use of methodology in senior secondary schools of Kano municipal Zonal Education Directorate.
4. There is no significance influence of principal's administrative strategieson teacher's task performance in senior secondary schools of Kano municipal Zonal Education Directorate.

1.6 Significance of the study

In an attempt to understand the need of this research work, it is of paramount important to bear in mind that the research can be conducted on various issues or field of Endeavour hence the need “impact of principals’ administration strategies on

teachers' task performance in secondary schools of Kano municipal zone" which is my topic. As such, an attempt was made and found out the impacts of school principals towards administration more especially among our secondary schools in Kano municipal zone. This research is expected to be of immense benefits to government, school administrators, principals, parents, students and the society at large.

School administrators especially the beginners utilize the findings of this work to increase their awareness on the possible areas of problems in the administration of secondary school. Here it serves as both preventive and corrective measures to the intending and practicing school principals for the full utilization of the objective of secondary education. Parents were informed through the findings of this study on their roles towards assisting secondary school administrators to overcome the problems they may face in the process of performing their duties as principals.

The information provided by this research work serves as a reference material to students, and researchers as well as bases for further research. The findings of this study will be eye opener to the society at large and all the stakeholders of the education industry so as to contribute their quality in laying solid foundation in terms of quality education at the secondary level of education knowing full well that it is the basis of ensuring guaranteed future for our youth. In tackling the problems of poor administration in their various schools and help them to make adjustment in the leadership styles they are applying in dealing with their students and teachers that will help them to perform better in their school administration. Once more, it has been argued by some educationists that the principal is the leading school administrator who is continuously identified with the

secondary school education. He is in fact the institution and as a result the success or failure of a school is ascribed to his ability to promote interpersonal relationship with teachers and students within the school. It is generally assumed that the success of a school depends to a considerable extent, on the leadership style projected by its principal who has much effect on the teachers in the dissemination of knowledge to students that a school will succeed and make progress under the good leadership of the principal. On the other hand, that it will fail and degenerate under poor leadership.

Majority of these principals will adopt several leadership styles and bring their own individual charisma into their new roles which their situation has imposed on them. Some try to copy the administrative style of their favorite former teachers or other professionals. But it must be recognized that administration is a skill, which must be learned. This is why it has become a necessity for every potential school principal administrator to acquire some administrative training and not learn on the job as it is presently done.

Job performance or the success and failure of a school can also be ascribed not only to the principals alone but to the teachers as well. The teachers will like to contribute their quota to the school goals, according to them; they will perform their job well if the atmosphere is conducive.

The research work also traced the difficulty areas encountered by both principals and government in managing our schools. Finally, this research work suggested and recommended the easiest ways of administering our secondary schools efficiently and Suggested the ways of tackling the problems associated with principal's administrative

Strategies on teachers' task performance and try to develop maximum positive attitudes towards effective administration among our secondary school principals, With hope the research work will serve its purpose,

1.6 Scope and delimitation of the study.

This research work was limited to only public senior secondary schools within municipal zonal education directorate. This was mainly due to the availability of data on subject, time and money factors as well as data analysis concerned. This study was also limited to kano municipal educational zone due to the fact that the zone was the largest zone in kano Educational zones and located under three(3) Local government areas viz: Municipal, Nassarawa and Tarauni. The research was primarily concerned with the influence of principal's administrative strategies on teachers' task performance in selected senior secondary schools of Kano municipal zonal Education directorate. It covered the periods of 4 years. Private and junior secondary schools were not covered by the study. Similarly, Influence principals administrative strategies of any other variables were not part of this research work.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of related literatures by different scholars. Therefore this review enables researcher to familiarize himself with the existing researches particularly those that are relevant to the area of his study. It can also help him to find out what has been done on an area so as to be able to add his own little contribution.

In addition, the review can enable the researcher to find out those solutions previously obtained from problems that were similar and enable him to obtain clear statements to a purpose and acquire enough knowledge, methods, and results of previously conducted researchers. Therefore, this chapter has the following sub – headings:

2.2. Conceptual framework.

2.2.1 Influence of laissez faire, leadership style practices of Principals on the performance of teachers in senior secondary schools.

2.2.2 Influence of autocratic leadership style practices of Principals on the performance of teachers in secondary schools.

2.2.3 Influence of democratic leadership style practices of Principals on the performance of teachers in secondary schools.

2.2.4 Influence of Principals leadership practices on teacher's task performance in secondary schools.

2.5 Theoretical framework.

2.6 Empirical Studies of the influence of principals' leadership styles practices on teachers' task performance in Kano municipal Secondary schools.

2.7 Summary and Uniqueness of the Study

2.2 Conceptual framework.

The practice of administration has been on the past thousand years ago. Egyptians for instance were known to have developed sophisticated managerial skills in order to manage their Empire. The professionalization of administration can be considered as a phenomenon of the 20th century.

In 18th and 19th century the scientific and administrative management approach was introduced by Fredric Tylor (1856 - 1915) to effectively use men in industrial organizations.

2.2.1. Influence of leadership style of Principals on teachers use of lesson plan in senior secondary schools.

Lesson plan is a teacher's detailed description of the course of instruction. A daily lesson plan is developed by a teacher to guide class learning.

A laissez faire leader lacks direct supervision of employees and fails to provide regular feedback to those under his supervision. Highly experience and trained employees requiring little supervision fall under the laissez faire leadership style. This leadership style hinders the production of employees needing supervision. The laissez faire style

produces no leadership or supervision efforts from managers which can lead to poor production, lack of control and increasing cost.

Adeyemi(2010) suggested that the use of laissez faire leadership style should be discouraged among school principals as it could not make teachers to design sound lesson plan while teaching.

Bassy(2011), laissez faire leadership style significantly affected the job performance of teachers in form of lesson plan.

Jay (2014), laissez faire leadership style allows teachers to do as they like and the inability to design sound lesson plan depends on their wishes. Principal under this leadership style shows negative attitude towards lesson preparation, which leads to the failure in the accomplishment of the desired educational objectives. This leadership style does not influence teacher's use of lesson plan.

Autocratic leadership style according to Jay (2014) is a style whereby school leaders communicate irregularly to teaching staff with limited involvement in decision making and less delegation. This type of leadership allows managers to make decisions alone without the input of others. Managers impose their will on employees. No one challenges the decisions of autocratic leaders. Ndukwe (2011) stated that Principal under this leadership style, uses his position to enforce rules and regulations so that all teachers should prepare a lesson before entry into class to teach so that it guide teachers into the right direction to follow for effective teaching and learning.

2.2.2. Influence of laissezfaire, leadership style of Principals on teachers punctuality in senior secondary schools.

Punctuality according to Pathak (2013), is doing a thing at the previously designated or appointed time. It enables us to do a great deal of work within a short span of time. Adeyemi (2011), opines that the use of laissez faire leadership style should be discouraged among school principals as it could not bring punctuality among teachers. Bello, M (2014), commented that laissez faire leadership style do not influence punctuality i.e. the more Laissez faire leadership style is employed on teachers the lesser their punctuality. Under this leadership style, principal allow his subordinate to do as they like, members of staff can come to school and leave at their own desired time. Therefore, Principals should imbibe a mixture of autocratic and democratic leadership style in their schools administration in order to enhance better job performance among teachers.

2.2.3. Influence of leadership style of Principals on teachers use of teaching methods in senior secondary schools.

Teaching method according to Aforlabi and Adesope (2010), is a specific instructional process which differs from any other by the diversities of specialized activities. This implies that each teaching method has its own peculiar characteristics and steps which differ from another teaching method. These steps make a teaching method to be different from another method. The teaching method variables are manipulated at a varying

degree. Effective teaching and learning cannot take place without the application of appropriate teaching method.

Susuade (2010), the ability to control the staff of school and teachers under laissez faire leadership style is difficult. Therefore, laissez faire leadership style does not influences teacher's ability to apply relevant teaching methods. This shows that Principal under this leadership style allows teachers to do as they like, their ability to apply different teaching methods depends on the teachers wish.

Adeyemi (2011), autocratic leadership style has strong influence on teacher's use of methodology. Therefore, Principals of secondary schools should use autocratic leadership style in their administration in order to enhance effective teaching and learning.

2.2.4. Influence of autocratic leadership style of Principals on teachers use of teaching methods in senior secondary schools.

Susuade (2010), Principals using autocratic leadership style makes his teachers to use appropriate methodology while teaching a particular subject. Therefore, Principal should always be firm to all teaching staff and force them to use appropriate methods for accomplishment of pre determine goals and objective.

2.2.5. Influence of principal's leadership style practices on teacher's task performance in senior secondary schools.

Bassey (2011) stated that the leadership and motivational behavior of principals significantly does not affect the job performance of his teachers in forms of lesson planning, classroom teaching and the use of methodology.

Jay (2014) stated that democratic leadership style has positive influence on teachers task performance in secondary schools Democratic leadership style was the most practiced leadership style in general secondary schools of Gambella region. Furthermore, the teachers' performance was found to be moderate in general secondary schools. In general, therefore, principals' leadership style had significance effects on decision - making, communication and delegation to improve the level of teachers' performance. He further said there is a positive relationship between leadership styles and teachers ' task performance and the relationship is significance.

Mba (2004), stated that democratic leadership style encourages group and leader participation in policy making as it increases high degree of staff morale. Therefore, democratic leadership significantly contributes to the teachers' job performance.

Adeyemi (2011) democratic leadership style was the most commonly used leadership style among principals of secondary schools teachers' job performance was also found to be at moderate level in the schools.

Ali (2013) viewed that there is significant impact of principal's administrative strategies on teachers' task performance.

Jay (2014) stated that laissez faire leadership style does not influence teachers' task performance.

According to Henry, K (2014) Democratic leadership style had prominent positive influence on teacher's job performance in most secondary schools. Therefore, use of democratic leadership should be encouraged among Principals of secondary schools.

Devis and Wilson (2003), revealed that the more principal engage in behavior that were personally empowering, the more teachers saw that they had choices they could make in completing their work and the greater impact they will perceive they were achieve through their effort. These intrinsic rewards were found to be more beneficial for motivating teachers, effecting climate and reducing stress.

Many people strongly agreed that when there are good educational plans, good school programs, adequate staff and facilities what is more important is a good administrative leadership who can co-ordinate all these for the progress and achievement of the school. The key to any effective leadership is the ability to lead effectively, co-ordinate a complex situation and show concern for the availability of human and material resources.

2.2.1 Theoretical framework.

This study is in line with the contingency theory. Because according to this theory there could not be "one best way" for leadership or organization. Historically, the contingency

theory has sought to formulate broad generalizations about the formal structures that are typically associated with or best fit the use of different technologies. The perspective originated with the work of Joan Woodward (1958), who argued that technologies directly determine differences in such organizational attributes as span of control, centralization of authority and the formalization of rules and procedures. Gareth Morgan in his book "Images of organization" describes the main ideas underlying contingency in a nutshell:

- Organizations are open systems that need careful management to satisfy and balance internal need and to adapt to environmental circumstances
- There is no best way of organizing. The appropriate form depends on the kind of task or environment one is dealing with.
- Management must be concerned above all else, with achieving alignment and good fits.
- Different types or species of organizations are needed in different types of environments.

Fred Fiedler's contingency Model focused on contingency model of leadership in organizations. This model contains the relationship between leadership style and the favourability of the situation. Situational favourability was ascribed by Fiedler in terms of three empirically derived dimensions:

- Leader –member relationship high if the leader is generally accepted by followers.
- Degree of task structure high if the task is very structured

- Leader's position power high if a great deal of authority and power are formally attributed to the leader's position.

Situations are favourable to the leader if all three of these dimensions are high.

William Richard scot describes contingency in the following manner."The best way to organize depends on the nature of the environment to which the organization must relate the work of other.

From John Woodward, Gareth Mogan and fred Fiedler's contingency theories, it can be deduced that there is no best way of organizing. The appropriate form depends on the kind of task or environment one is dealing with, for the attainment of set goals.

2.3 Review of the related Empirical studies.

Adeyemi (2010) department of educational foundations and management, university of Ado – Ekiti, Nigeria. A research journal of economic theory department of educational foundation and management, university of Ado — Ekiti. The title of his study is "principals' administrative strategies and teachers' job performance" the Population of the study were 281 secondary schools in the state, a sample of 240 secondary schools were taken and selected through stratified random sampling technique. Out of 7460 teachers (including principals) in the schools, a sample of 2040 teachers were selected using stratified sampling technique. This made up of 240 principals and 1800 teachers. The data collected were analyzed using frequency counts, percentages, correlation matrix and the t – test. The result revealed that democratic leadership style was the most commonly

used leadership style among principals of secondary schools in the state. Teachers' job performance was also found to be at moderate level in the schools. It was recommended that school principal's should imbibe a mixture of autocratic and democratic leadership style in their schools administration in order to enhance better job performance among teachers. The use of laissez – faire leadership style should be discouraged among school principals, as it could not bring a better job performance among teachers.

.Wudil(2012), in the dissertation submitted to the school of post graduate school, through department of educational administration Bayero University, Kano. In partial fulfillment of the award of master degree in educational administration and planning, titled "impact of principal's leadership styles on teacher's job performance" in public secondary schools in Wudil zonal education area, Kano. The population of the study consist of 21 senior secondary schools, 6 schools were selected as sample. Questionnaire and survey method was used. The outcome of the research revealed that:

Principal alone cannot manage and maintain school. Teachers should also be fully involved in the management of schools, principals should also be encourage to foster good human relations among his staff members.

Jay (2014) in a research thesis submitted to the department of educational planning and management, jimma, titled "principals' leadership styles and teachers' task performance" in general secondary schools of Gambella regional state. A total of 190 individuals participated in the study. 170 teachers were used as a sample through simple random sampling technique. Additionally, 20 general secondary school principals were

included through available sampling technique. Questionnaire and interview were the main instruments for data collection. The instrument for the study was a five – point likert type questionnaire. The questionnaire was used to describe the principal leadership style. The analysis of the quantitative data was carried out using frequency, percentage, mean, standard deviation, one – way ANOVA, post Hoc Test and Pearson correlation. The finding shows that there is a positive relationship between leadership styles and teachers ' task performance ($r = 0.980$) the relationship is significance (at 0.05 level).

The findings revealed that independent variable (democratic was the most practiced leadership style in general secondary schools of Gambella region. Furthermore, the teachers' performance was found to be moderate in general secondary schools. In general, the findings concluded that principals' leadership style had significance effects on decision - making, communication and delegation to improve the level of teachers' performance and thus teachers have not been performing to the expectation. Based on the findings, it is recommended that the principals should have a mixture of autocratic and democratic styles of leadership. While teachers ideas and thought should be considered in decision – making about the training criteria in their administration in order to enhance better performance amongst teachers.

Adeyemi (2011) department of educational foundations and management, university of Ado – Ekiti, Nigeria. A research journal of economic theory. Population of the study was 281 secondary schools in the state out of that population, a sample of 240 secondary schools were taken and selected through stratified random sampling technique. Out of 7460 teachers (including principals) in the schools, samples of 2040 teachers were

selected using stratified sampling technique. This made up of 240 principals and 1800 teachers. The data collected were analyzed using frequency counts, percentages, correlation matrix and the t – test. The result revealed that democratic leadership style was the most commonly used leadership style among principals of secondary schools in the state. Teachers' job performance was also found to be at moderate level in the schools. The use of laissez – faire leadership style should be discouraged among school principals, as it could not bring a better job performance among teachers.

Ali (2013,) conducted a research in Dubai on the topic "leadership style and school performance" conducted research using 2 questionnaires, one for teachers and other for students. He conducted research using 2 questionnaires, one for teachers and other for students and used 170 as his sample size. Analyzed his data using frequencies, percentage, mean and standard deviation the result indicated that there is significant impact on teachers' task performance.

Bassy (2011) conducted his research in cross river state on the topic titled "influence of principals' administrative style on the job performance of secondary school teachers in cross river state". He conducted his research using 400 teachers and 1200 students. Random sampling was selected for the study using ex – post factor research design, questionnaires were used for data collection. The results showed that the leadership and motivational behavior of principals significantly affected the job performance of his teachers in forms of lesson planning, classroom teaching and the use of methodology. It was recommended that principals should share their administrative by delegative responsibilities with their staff by delegating certain functions to them.

Based on the views of different scholars, a lot of suggestions and strategies were made in order to improve the relationship of principals and teachers so that principals should apply appropriate leadership style on teachers in our schools, for teachers to perform their work effectively. Some of such strategies as suggested by scholars includes: creating conducive atmosphere for effective teaching and learning, proper funding of resources to the schools, opportunities of training, workshops, seminars so that principals can get knowledge of administration. With hope this findings can be useful not only to the researcher alone but also to the school principals, community members as well as government in general.

2.4 summary and uniqueness of the influence of principals' leadership style on teachers task performance in selected senior secondary schools of Kano municipal zonal Educational Directorate.

In reviewing of literatures related to the influence of principal's administrative strategies on teacher's task performance in selected senior secondary schools of Kano municipal zonal education directorate, the researcher reviewed some concepts. Such as principal, administrative and administrative strategies, leadership, leadership styles, task performance, as well as teacher's general contributions. Literatures from various scholars were observed on how they perceived the concept. Theoretical framework through which contingency theory was used, review of empirical related literatures of principals administrative strategies show the availability of vast body of literatures in this area which help the researcher to undertake this work.

This research work, is unique from the one reviewed, because most of the researchers conducted their researches in different states not Kano state, and the methods they applied in conducting their researches were quite different. Because most of them used two, three hypothesis and used inferential statistics in analyzing their data, while in this research, the researcher used four objectives and four research questions and the population used were the principals and teachers of senior secondary schools of Kano Municipal zone. Correlation was used for the analysis of data. Similarly using probabilistic sampling techniques make this study unique.

CHAPTER THREE: METHODOLOGY

3.1 Introduction.

This chapter highlighted the design of the study, the target population on which the result was generalized, the sample size and the techniques for the selection of the sample. Explanation was also made on the method of collection and the procedures for administration of the data.

3.2 Research Design.

The study employed a survey research design, in which the differences between two classes of variables were sought (i.e.) influence of principals' leadership style practices with the teachers' task performance. Differences between the two results can help researcher to understand whether or not Principals leadership practices has any impact on teachers task performance among senior secondary schools of kano municipal educational zone.

3.3.1 Population of the study.

The population of the study consisted of 14 principals of public senior secondary schools in Kano Municipal Zonal Education Directorate out of which 4 are female and 10 are male. There are 1,164 teachers in which 33 are female teachers and 631 are male.

Below is the breakdown:

Schools	Female Teachers	Male Teachers	Total
42	533	631	1164

Source:Kano Municipal education Directorate 2016

3.3.1 Sample Size.

From the population of 1164, a total of 217 were selected as sample; this includes both principals and teachers of selected senior secondary schools in Kano municipal zonal educational Directorate. Research advisor table for determining sample size from a giving population was used in obtaining the number of subject used in the study. Therefore, the Schools selected are:

School	No. of Teachers	No. of Principal	Sample of Teachers
1. S.A.S	76	135	
2. Hasiya Bayero G.S.S	46	115	
3. G.S.S Maryam Mukhtar	39	12	
4. G.S.S Namaituwo	12	09	
5. Saudat G.S.S	13	09	
6. Umma Zaria	62	20	
7. G.s.s Hassana Sufi	24	10	
8. G.s.s. Koki	28	11	
9. G. s. s Hausawa Model	42	15	
10. S.H.I Shahuchi	82	140	

11. G.A.S.S Kundila	26	110
12. G.S.S Nassarawa	25	110
13. A.B.Q.S. Kano	29	12
14. Kamaluddeen G.S.S	15	109
TOTAL =	51	914 217

Source:Kano Municipal Educational Zone, 2016.

3.3.2 Sampling Techniques.

Researcher used probabilistic sampling technique in selecting (14) schools. This is because the technique gives every member of the population equal chance of being selected. This has been done by selecting schools systematically. E.g. 3, 6, 9 etc. Research advisor 2006 was used to select the sample size, were 14 principals were selected to represent the entire Principals. 217 teachers were also selected to represent the Teachers. Therefore, out of 42 senior secondary schools in the zone, 14 secondary schools were systematically being selected to represent the entire population. This can be used in order to avoid bias

3.4 Data Collection Instrument.

In an attempt to obtain adequate information regarding the influence of Principals' leadership styles practices on Teachers' task performance in selected senior secondary schools of Kano municipal zonal Education Directorate, the researcher used "questionnaire method" in order to collect the required data from the respondents, two closed ended questionnaires has been employed to collect data from selected principals

and Teachers. Both questions were framed in a similar way to elicit responses from Principals and Teachers. The questionnaires were developed by the researcher. The Questionnaire consist of 15 items for teachers and 15 items for Principals, it also of two sections. Section (1) is personal information, while section (B) is the general information of the research. Therefore, 217 questionnaire items has also been issued to selected senior secondary school teachers under the area of study. The uses of such questions permitted the researcher to collect the dictated and accurate information. The questionnaire was designed in such way that enough information required was obtained. The responses consists of (Strongly agree), (Agree), (Strongly Disagree) (Disagree).

3.4.1 Validity of the Instrument

Nwana(1979) viewed Validity as the degree to which a measuring instrument measures what it is designed to measured. Face and content validity of the questionnaire was sought from the research supervisor, after then it was taken to other experts from English Department, Test and measurement unit of the Department of Education Bayero University, Kano for validation. The Questionnaire undergone all the necessary corrections by the supervisor and experts then the researcher effected the corrections.

3.4.2 Reliability of the Instrument

A test is reliable to the extent that it measures accurately and consistently one situation and another. Therefore, a test and re – test method was conducted by administering 20 copies of the instrument twice to different sample groups within the population in an

interval of 2 weeks. The results obtained from the pilot test were correlated by the use of PPMC Statistical tool in which $r = 0.61$ has been obtained indicating positive coefficient. The coefficient values are considered satisfactory to attest the reliability of the instrument.

3.5 Data Collection Procedure

Researcher collected an introductory letter from Education Department, Bayero University, Kano, to Kano state secondary Schools Management Board where he collected introductory letter to Municipal education Directory seeking permission for going round to the various Senior Secondary Schools for data collection. The researcher visited the selected senior secondary schools and administered the questionnaires to the Principals and teachers accordingly so that they complete and return them back to the researcher in order to reduce the level of mortality, similarly those teachers and Principals that are busy or absent on that day, the researcher have visited such schools later so as to fully collect the data questionnaires to both principals and teachers in senior secondary schools of municipal educational zone, Due to the nature of the respondents,

Copies of the Questionnaire were administered by the researcher with the assistance of Vice Principals, senior masters and H.O.Ds of various departments in the study area. For collection of adequate data, researcher administered 217 questionnaires to both principals and teachers in senior secondary schools of municipal educational zone, 203

questionnaires were administered to Teachers and 14 questionnaires to principals. The researcher was able to retrieve 200 questionnaires out of 217 administered. The remaining 17 questionnaires were missed.

The completed and retrieved copies of questionnaire were analyzed using Mean scores and standard deviation. This procedure is considered to be convenient because of the fact that it can enable the researcher to present the information he extracts easily for any reader to understand without getting much problem.

3.5 Data Analysis procedures.

The completed and retrieved copies of questionnaire were analyzed using ANOVA statistical tool, so as to know whether or not Principal's administrative strategies influence teacher's task performance in selected senior secondary schools of Kano Municipal zonal Education Directorate. This procedure is considered to be convenient because of the fact that it can enable the researcher to present the information he extracts easily for any reader to understand without getting much problems.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the result of the study. The procedures used for data presentation and analysis, the SPSS statistical package was used for testing the Hypothesis. Summary and discussion of the findings. Hypothesis were taken one after the other for easy and clear presentation of the results. The researcher used ANOVA in analyzing the Influence of Principals styles practices on teachers' task performance in selected senior secondary schools of Kano municipal zonal education directorate.

4.2 Summary of Data

For collection of adequate data, researcher administered 217 copies of questionnaires to both principals and teachers in senior secondary schools of municipal educational zone, 203 Questionnaires were administered to Teachers of selected senior secondary schools and 14 copies of questionnaires to principals of selected public senior secondary schools. The researcher was able to retrieved 200 questionnaires out of 217 administered. The remaining 17 questionnaire were missed.

Table 4.1

Ho1. There is no significant difference between Principals administrative strategies on teacher's ability to design sound lesson plan among teachers in senior secondary schools of Kano Municipal Zonal Education Directorate.

ANOVA

Lesson Plan

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.785	2	.393	.243	.784
Within Groups	318.090	197	1.615		
Total	318.875	199			

One way ANOVA was computed for the difference in lesson plan based on leadership styles among teachers of senior secondary schools in Municipal Zonal education Directorate, Kano state. The result show that no significant difference was found in lesson plan ($F = .243$, $p = .784$), indicating that lesson plan among teachers does not vary with leadership styles of principals of senior secondary schools in Municipal education zone. Therefore, the Null hypothesis is hereby accepted that there is no significance influence between principal's Principals administrative strategies on teacher's use of lesson plan in senior secondary schools of Kano municipal Zonal Education directorate.

Table 4.2.

Ho2. *There is no significant difference between Principals administrative strategies on teacher's ability to use appropriate methods in senior secondary schools of Kano Municipal Educational Zone.*

ANOVA					
Methodology					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.455	1	.455	.196	.659
Within Groups	127.440	55	2.317		
Total	127.895	56			

One way ANOVA was computed for the difference in teaching methodology among teachers based on leadership styles of principals of senior secondary schools in Municipal Zonal education Directorate, Kano state. The results show that no significant difference was found in teaching methodology ($F = .196$, $p = .650$), indicating that teaching methodology among teachers does not vary with leadership styles of principals of senior secondary schools in Municipal education zone. Therefore, the Null hypothesis is hereby accepted that there is no significance influence between principal's administrative strategies on teacher's methodology in senior secondary schools of Kano municipal Zonal Education directorate.

Table 4.3.

Ho3. There is no significant difference between Principals administrative strategies on teacher's punctuality in senior secondary schools of Kano Municipal Educational Zone.

ANOVA

Punctuality

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.245	1	1.245	.498	.483
Within Groups	180.160	72	2.502		
Total	181.405	73			

One way ANOVA was computed for the difference in punctuality among teachers based on leadership styles of principals of senior secondary schools in Municipal education zone, Kano state. The result show that no significant difference in punctuality was found among teachers ($F = .498$, $p = .483$), indicating that teaching punctuality among teachers does not vary with leadership styles of principals of senior secondary schools in Municipal education zone. Therefore, the Null hypothesis is hereby accepted that there is no significance influence between principal's administrative strategies on teacher's punctuality in senior secondary schools of Kano municipal Zonal Education directorate.

Table 4.4

Ho4. *There is no significant difference between Principals administrative strategies and teachers task performance in senior secondary schools of Kano Municipal Educational Zone.*

ANOVA					
Tasks Performance					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	67.464	2	33.732	.435	.648
Within Groups	15282.356	197	77.575		
Total	15349.820	199			

One way ANOVA was computed for the difference in task performance among teachers based on leadership styles of principals of senior secondary schools in Municipal education zone, Kano state. The result show that no significant difference in task performance was found among teachers ($F = .435$, $p = .648$), indicating that teaching task performance among teachers does not vary with leadership styles of principals of senior secondary schools in Municipal education zone. Based on this, the Null hypothesis is hereby accepted that there is no significance influence between Principals administrative strategies and teacher's task performance in senior secondary schools of Kano municipal Zonal Education directorate.

4.3 Summary of the Findings

The data collected were analyzed using ANOVA statistical tool to find out whether or not principals leadership style practices influence teachers task performance in selected senior secondary schools of Kano municipal Zonal Education directorate. The study revealed that:

1. Laissez faire leadership style did not influence teachers' use of lesson plan in senior secondary schools of Kano Municipal Zonal Education directorate.
2. Democratic leadership style has no significance difference on teacher's use of methodology in most senior secondary schools of Kano Municipal Zonal Education directorate.
3. Autocratic leadership style has no significance difference on teachers' punctuality in senior secondary schools of Kano Municipal Zonal Education directorate.
4. Principals' leadership style practices has no significance difference on teachers' task performance in senior secondary schools of Kano Municipal Zonal Education directorate.

Discussions

The data in this chapter demonstrate the roles played by Principals in selected senior secondary schools in Kano municipal Zonal Education Directorate. The roles of the Principals in the schools cannot be over — emphasized. Therefore, it has become pertinent that they should not only learn the leadership styles but also use and apply them appropriately in managing the schools. The Principals ability to apply the appropriate leadership style can greatly influence teacher's task performance which can also lead to achievement of goals and objectives for which the schools were set. In other words, the Principals leadership style should be concerned with teacher's task performance in relation to the use of appropriate teaching methodology, teacher's selection of appropriate materials, sound lesson plan and promotion of extracurricular activities in the schools for productivity to be enhanced.

The findings involving the influence of leadership style and teachers ' use of lesson planning indicated that leadership style has no significant difference. This result is consistent with the findings of Bassey (2011) that poor or ineffective influence of leadership style could be attributed to the fact that mostly principals are appointed without thorough knowledge of leadership as well as relevant skills required to influence the system. Researcher observed that teachers are complaining that there is poor condition of teaching in public schools, lack of adequate infrastructural

facilities, salaries inadequacies, interpersonal inadequacies, government lack of interest and commitment to education. There is constant misunderstanding between principals and teachers which hampered the job performance of the teachers. Teachers are supposed to be dedicated to their duties, come to school early, teach their subjects and even involved in other extra – curricular activities if the atmosphere is conducive but opposite is the case with a principal who is not friendly, the teachers are forced to show non challant attitudes to work.

Once more, the researcher was able to observe that some of the principals are non – professionally trained. They are in the position not on merit but due to the experience they accumulated, politics, whom you know and how much you give, that is why some of the principals show I don't care attitude to his subordinates. All these, hampered the job performance of teachers.

The findings involving democratic leadership style and teachers' ability to design sound lesson plan demonstrated that the principals' ability to the staff of school and teachers in particular. The findings shows that principal democratic leadership style has no significance influence on teachers' use of lesson plan, therefore, principals in kano municipal educational zone should use motivational strategies and terminologies in boosting teachers morale towards regular preparation of lesson plan before entry into classroom for better teaching and learning. The ineffective leadership style can be attributed to the fact that most of the Principals are not appointed based on merit.

The finding is in line with that of Bassey (2011) where he revealed that the leadership and motivational behavior of principals significantly affect the job performance of his teachers in forms of lesson planning. This finding agreed with the findings of Wudil (2012) whereby his result indicated that there is an insignificant relationship between democratic leadership style and teachers' task performance.

Ndukwe, (2011) stated that when teachers are unmotivated by their condition of service, they teach in indifferent situation as a result of over population and even lack of enabling working tools well that can make effective performance, underutilization, staff advancement, and seminars..

The findings involving autocratic leadership style and teachers' ability to design a sound lesson plan indicated that in autocratic leadership style, principal use his position to enforce rules and regulations so that all teachers should prepare a lesson plan before entry into class to teach so that it guide teachers into the right direction to follow for effective teaching and learning. The findings indicated that there is insignificant difference between autocratic leadership style and teachers' use of lesson plan. This research finding is not similar to the findings of Bassy (2011) where his results indicated that the leadership and motivational behavior of principals significantly do not affect the job performance of his teachers in forms of lesson planning,

Therefore, this finding also disagreed with the findings of Wudil (2012) where his findings indicated that there is significant relationship between autocratic leadership style and teachers' use of lesson plan.

Principals are expected to demonstrate love for all members of staff, have a clear definition of attainable goals for the staff, he should always show fairness and firmness to members of staff, encourage cooperation between himself and members of staff and his staff must be actively involved in the day to day running of the school this can immensely contribute towards the accomplishment of pre – determine goal and objectives. Because principal alone cannot manage and maintain school alone, he has to encourage to foster good human relations among the staff.

The finding involving laissez faire leadership style and teachers' ability to design sound lesson plan demonstrated that the ability to control the staff of school and teachers in particular is very difficult. The finding shows that laissez faire leadership style does not influence teachers' ability to design a sound lesson plan. This leadership style according to the finding, teachers' are allowed doing as they like and the inability to design sound lesson plan depends on their wishes. Principal under this leadership style, shows negative attitude toward lesson preparation, which leads to the failure in the accomplishment of the desired educational goal and objectives. This finding corroborated with the finding of Wudil (2012) where the finding indicated that laissez faire leadership style does not influence teachers' ability to design a sound lesson plan. Therefore, principals are to be given workshop and professional training in order to administer their schools effectively.

The second Hypothesis revealed that there is weak negative and insignificant difference between Principals leadership style practices and on teachers' punctuality. Therefore, autocratic, democratic and laissez faire leadership style does not have

significance difference on teachers' punctuality among secondary school teachers in kano municipal educational zone. The finding is similar to Wudil (2012). Where his finding shows that there is insignificant relationship between laissez – faire leadership style and teachers punctuality.

The finding involving autocratic leadership style and teachers use of methodology indicate that there is insignificant relationship between autocratic, democratic and laissez faire leadership style and teachers use of methodology. The finding involving laissez faire leadership style and teachers ability to be punctual in the school, the finding disagreed with the finding of Adeyemi (2011) where Teachers' job performance was also found to be at moderate level in the schools, and democratic leadership style was commonly used by the principals in the state. The finding is also in line with the finding of Adeyemi (2012) where his finding indicated that principal leadership style has negative relationship with teachers' punctuality. Under this leadership style, principal allow his subordinate to do as they like, members of staff can come to school and leave at their own desired time.

It was recommended that school principal's should imbibe a mixture of autocratic and democratic leadership style in their schools administration in order to enhance better job performance among teachers.

The finding involving autocratic and democratic leadership style and teacher use of methodology indicated that there is insignificant difference between autocratic and democratic leadership style and teachers' use of methodology in the zone. The finding is

in similar with the findings of Bassey (2011) where his results showed that the leadership and motivational behavior of principals significantly affected the job performance of his teachers in forms of use of methodology. This research agreed with the finding of susuade (2010) where his result indicated that there is insignificant relationship between leadership style and teacher use of methodology in Kwara state. But in the case of laizzes faire leadership style and teachers' use of methodology the finding corroborated with the finding of susuade which indicated that principals' ability to control the staff of school and teachers is difficult. His finding indicated that laizzes faire leadership style does not influence teachers' ability to apply relevant teaching method. This shows that principal under this leadership style allows teachers to do as they like, their ability to apply different teaching methods depends on the teachers wish.

Principals should share their administrative by delegate responsibilities with their staff by delegating certain functions to them.

The finding involving autocratic, democratic leadership style and laizzes faire leadership style indicated that there is insignificant difference between the three leadership style and teachers' task performance. The weak negative and insignificant correlation was found between democratic leader style and task performance, between autocratic leadership style and task performance and between Laizzes-faire leadership style and teachers' task performance indicating insignificant relationships that democratic, autocratic, and Laizzes-faire leadership styles do not influence teachers' performance.

The findings is in line of Bassey (2011) where his findings showed that the leadership and motivational behavior of principals significantly does not affect the job performance of his teachers in forms of lesson planning, classroom teaching and the use of methodology. Therefore, This research disagree with the finding of Jay (2014) where his research work was conducted in Jimma university, Ethiopia and his result indicated that there is moderate relationship between leadership style and teachers' task performance. It also disagreed with the findings Ali (2013) which his result indicated that there is significant impact on teachers' task performance. Also disagreed with the findings of Jay which indicated that laissez faire leadership style does not influence teachers' task performance.

In a nut shell, we can all agree that in an ideal situation, there must be a positive relationship between principals' administrative strategies and teachers' task performance if educational goal and objectives are to effectively be accomplished. But unfortunately, Principals who are adopting laissez faire leadership style find it difficult to control their teachers to perform their job effectively. Which resulted to poor standard of education and resulted to mass failure in external examinations such as WAEC, NECO and JAMB examinations. That is why all secondary schools engaged themselves into examination malpractice. Not only in municipal educational zone but also in the whole country. And this problem becomes the topic of discussions in newspapers, Radios and televisions.

Locke (2006 p.18) pointed out that teachers work better when they are happy with their work environment such as better office to do work, salary promptly paid, provision of

available resources and accommodation. For teacher to deliver the expectations in the high degree of efficiency and commitment

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presented the summary of the entire work, conclusions and recommendations as well as suggestions for further studies. The project studied the influence of Principals leadership style practices on teachers' task performance in kano municipal educational zone.

5.2 Summary

The study focused on the influence of principal leadership styles practices on teachers' task performance in selected senior secondary schools of kano municipal zonal education directorate. The background of the influence of principal's leadership styles on teachers' task performance in senior secondary schools of kano municipal zonal education directorate were extensively conducted. The statement of the problem was clearly stated which served as a guide for the researcher. Four research questions were designed.

Discussions at both levels of theoretical and conceptual framework as well as empirical studies.

Sample size of 217 principals and teaching staff out 1168 was drawn from 14 selected senior secondary schools in kano municipal educational zone. SPSS statistical package was used in analyzing the data. The summary of findings established that there is insignificant difference between principals' autocratic leadership strategies and teachers' use of lesson planning in municipal educational Zone. The result proved that

adopting single leadership style by the secondary school principals will not yield positive result on teacher's use of lesson planning. Therefore, principals have to use different leadership strategies for effective management of their schools, depending on the time and environment they found themselves.

The findings involving principals' democratic leadership style and teachers' use of lesson planning in municipal educational zone. The result shows insignificant difference. The researcher was able to observe that even though principals in the zone are involving teachers for decision making processes, but one major problem was that lack of government commitment to education discourages teachers to engage themselves to the jobs assigned to them effectively.

In the case of influence of principals' laissez faire leadership style practice and teachers' use of lesson planning the result also indicated that there is negative insignificant relationship between this leadership style and teachers task performance. It is obvious that a principal cannot fold his hand and allow teachers and other subordinates to do as they like and expect positive result in his administration.

Finally, all the data collected were analyzed using ANOVA and the results indicated that there is insignificant difference between principals' administration strategies and teachers' task performance in municipal educational zone. Therefore, government, school principals and community members have to wake up and join hands together in providing necessary materials to the schools. Government should provide adequate salaries and other incentives to teachers, administrative training should be given to all principals for

easy administration of their schools, posting of teachers with high grade levels in one school should be discouraged, and if possible, posting them out as principals, vice principals as well as senior masters. Principals in their side should apply different leadership styles and improve school community relationship. Community members should also endeavour to participate fully in the activities of schools. Through all these mentioned above, if carefully implemented, the leadership style can influence teachers' task performance and when principal's administrative strategies influence teachers' task performance, the school goal and objectives can be successfully accomplished.

5.3 Conclusion

Based on the findings of the study, the following conclusions are made:

Leiszez faire leadership styles employed by some of the principals did not influenceteacher's task performance in most of secondary schools in Kano municipal zonal education directorate.

The influence of principal administrative strategies on teacher's task performance in Kano municipal Zonal education directorate have shown insignificant difference. Therefore, principals of secondary schools in kano municipal educational zone have to apply different leadership styles in different situation so as to effectively manage their schools. They are not to use only one single leadership style while managing their schools.

Based on this findings, the researcher was able to observed that in some schools, appointment of vice principals was not on merit. Because you can find a school with high numbers of graduates and teachers with master degree, GL14, 15 and undergone teacher professional institutions and controlled by the vice principal who is on GL12,13 and a Bsc holder without attending any teacher professional training institution, and he was assigned to check their record of work books, register of attendance, lesson note and lesson plan book. How this can be possible? This greatly affects the task performance of teachers in the schools.

5.4.1 Recommendations from the study

Based on the findings presented in this research work, the following recommendations were made:

Principals of secondary schools of Kano municipal educational zone have a lot to grapple with in ensuring successful principal ship. It is the duty of school principals to identify and sustain teachers' interest through the initiation of appropriate leadership style.

1. Principals have to provide those motivational devices that will influence teacher's attitude to work. Since most of the teachers have the same grade levels with the principals, therefore, principals should instructs without ordering, correct without nagging and above all persuade without insisting, among others he should maintain fair play, reasonableness, justice and also establish open – door policy and good communication network. When all

these are done successfully, principals would have been able to win the support of his teaching staff.

2. Principals should always supervise the teaching and learning in his school for effective accomplishment of educational goal and objectives.

3. Government should help encourage innovative and coping strategies that could help school administrators bring about effective management of students acquisition of knowledge.

4. For better administration of our secondary schools, principals are to be given regular workshops, seminars and professional training so as to administer our schools effectively.

School principals should use different leadership strategies while administering their schools not relaying on one single leadership style.

5. Principals are expected to demonstrate love for all members of staff, have a clear definition of attainable goals for the staff, he should always show fairness and firmness to members of staff, encourage cooperation between himself and members of staff and his staff must be actively involved in the day to day running of the school this can immensely contributes towards the accomplishment of pre – determine goal and objectives

6. Government, school principals and community members have to wake up and join hands together in providing necessary materials to the schools.

7. Teachers should be trained on how to handle specific tasks in the schools. They should not also be overloaded and on the other hand under loaded to ensure their proportional use. Management needs to make them feel satisfied and perform well in their jobs.

5.4.2 Recommendations for Further Studies

The study covered only senior secondary schools in kano municipal education zone. It is therefore, recommended that a similar study is to be carried out in junior secondary schools.

It is also suggested that research of this nature be carried out in private secondary schools to compare the impact of principals' administrative strategies on teachers' task performance.

The study was limited to municipal educational zone only, other researchers are encouraged to conduct similar research to cover the whole kano state

REFERENCES:

- Abba, U.E, Anazo, R.O and Okoye J.C (2014) *management and organizational behavior* OnishaAbbat Books Ltd.
- Adebayo, AO (2003), *Leadership styles schools head*, Akure: King Press.
- Adeboyeje, R.A. (2000), *A practical Approach to Effective Utilization and Maintenance of Physical Facilities in Secondary Schools*, in J.O Fadige and E.E. Oluchukwu (Eds), *Educational Planning and Administration in Nigeria Ondo: NIEPA*, 88-103
- Aderounmu W. o. and Ehiametslor E.T. (1981). *Introduction to administration of schools In Nigeria*. Ibadan: Evans Brothers Nigeria publishers Ltd.
- Adesina, S (1990), *Educational Management*, Enugu: fourth dimension publishing
- Adesina, S. (1981) *Introduction to educational planning*, Ile- Ife:
- Adetunji T. (2010) *Challenging of industry in Nigeria*. Lagos: This day Newspaper. May, 6, 2010.
- Adeyemi, T.O. (2004) *Fundamentals of Educational management* Lagos. Atlantic Association Publishers.
- Adeyemi, (2010) *Educational Administration, an Introduction*, Ado – Ekitireen line Publishers.
- Afariogun, AA (2014), *Relationship between Principals leadership styles and teachers job performance in senior secondary schools Ondo state*. Unpublished Phd Thesis. Ambrose Alli University Ekoma, Nigeria.
- Aghenta, J.A, (2000), *Educational planning in the 21st century*. In: Fadipe, J.O, and E.E.
- Aghenta, J.A, (2000), *Organization and management of UBE in Nigeria*. In Aghenta J.A and Awambor D. (eds) Academy congress publication, pp. 22-52.
- Aghenta, J.A, (2001), *Educational planning. A turning point in education and Development in Nigeria*. Inaugural Lecture series 58 University of Benin, Benin city, Nigeria.

- Ajayi, A.O. (1983) *Basic concept in economics planning and administration of Education*. Ibadan. (Unpublished).
- Ajayi, I.A. and J.B. Ayodele, (2001). *Introduction to Educational planning, Administration and supervision*. Yemi Publishing services, Ado – Ekiti.
- Akindehin, A. (2014), *Planning and implementation of universal basic education in Nigeria*. Ibadan: education industries Nigeria Ltd.
- Alele W. (1992) *training and utilization of educational planners and Administration in Africa*. A lead paper presented at the Nwafor Orizu college of education Nsugbe 7th Bi – annual National Conference Tuesday 12th October.
- American journal of Educational Research*, 2014 2(9), pp 801-810.
- Aminu J. (2014) *Education in Nigeria overcoming adversary*.
- Anih B.O (2006) *School Organizational climate*. Duke Publishers, Calabar, Nigeria.
- Apolabi, S.S and Adesope A.O (2010), *General Principles, methods and strategies of teaching (A basic Text for colleges and universities)* Ibadan Everlasting publishers.
- Bassy (2011), thesis on *influence of principals administrative strategies on the job Performance of secondary school teachers*. Cross river state.
- Bello, M. (2014), *Relationship between Principals leadership style and teachers Effectiveness in senior secondary schools of Dutse educational zone*, Jigawa State. *Unpublished masters Dissertation, Bayero University, Kano*.
- Board journal special report. Ed: Vital sign (2003), no. 122, 14- 20
- Borman, C. (2009), *Task performance and contextual performance: The meaning for Personal selection* P.99 – 109 / Publish on line: 13 Nov. 2007
- Carr, N. (2003) *Leadership: The toughness job in America*, American school.
- Chandan, J.S. (1987), *Management theory and practice*. New York: Vikas Publishing House. Co. Nigeria Ltd.
- Crum, K.S. & Sherman, W.H. (2008). *Facilitating High Achievement: High school Principals Reflections on their Successful Leadership Practices*. *Journal of Educational Administration*. 46(5), 562-580.

- Edem (2007) *introduction to educational administration in Nigeria*.
- Danjuma A.J (2014), *the political will and quality basic education in Nigeria*.
- Daresh, Corwin Press J. C (2002). *What it means to be a principal: your guide to Leadership*. California:
- Day, C. Harris. A, and Hadfield, M. (2001), *Challenging the orthodoxy of effective School*
- Douglas, L. M. (1998) *the effective nurse, Leader and Manager*: 5th ed. California: Addison Wesley.
- Drucker P. (1974), *Management: Tasks, Responsibilities*. New York: Harper and Row, Publishers,
- Ehiametalor, E.T (2001), *school facilities management practices in Nigeria*. In N.A
- Enyi, D.N (2010), *administering contemporary colleges of education in Nigeria. Challenges and Options*.
- Federal republic of Nigeria (2004) National policy on education, Lagos: Federal ministry of education.
- Gronn, R. (2000), *Distributed properties: a new architecture for leadership*. *Edu. Manage. Admin.* 28: 317-38.
- Henderson, B. (1987) *the concept of strategy*. Boston consulting group. Retrieved 18th April 2014.
- Henry, K (2014) *Relationship between Principals leadership styles and secondary school teacher's job satisfaction in Nandi south District, Kenya*, *Journal of Education and Human Development*. 3(4)93 —509.
- Hoy,N.(2001) *Educational Administration. Theory Research and Practice*. 2ndEdn, Randam House,New York, pp. 22International journal of *educational management* university of Ilorin, volume no.1, 1989.
- Hurber. S. H. (2004), *School Leadership and Leadership development*: Adjusting theoriesAnd Development programs to values and the core purpose of school, *Journal of Education Administration*, 42(6),669 -684.

- Ibukun. W.O, (1997), *Educational Management: Theory and practice*. Lagos Greenland Publishers.
- Ige, J. (2001) *Teacher data in secondary schools in Ekiti state*. Speech delivered by the Permanent Secretary at the Senior Staff seminar, Ministry of Education, Ado Ekiti, pp: 1 – 9 *International journal Education Administration*. Vol.6 No. 8. Page 144 – 153
- Jamaica Observer Newspaper, Tuesday, 19th April, 2016. Title *Poor administration at Heart of Educational woes*. By Fabian Campbell.
- Jay (2014), *Relationship between leadership style and teachers task performance*. (Published thesis submitted to Jimma University, Ethiopia)
- Journal of Ancopss National. March, 2006. *The Nigerian Principal*.
- Lunnenberg F.C and Orstein A.C (1999) *Educational administration concepts and Practice*.
- Maicibi, N.A (2005) *A study on factors of job satisfaction among Uganda teachers*
- Mba (2004), *Evolutionary leadership: the impact on organizational results and leadership appearance*.
- Mintzberg, H. (1998), *a guide tour through the wilds of strategic management, the free Press, NewYork, 1998*
- Musaazi J.S.S (1982), *The Theory and Practice of educational administration*, Lagos, Macmillan T.
- Nathan, M. (1996), *The Head teacher's guide*. London: Kogan page Limited.
- Ndukwe (2011), *Principal leadership style on teacher's job performance in public Secondary schools*.
- Nigeria Journal of educational Administration and Planning. Volume.11, no. 1 March 2011.
- Nigeria Journal of educational administration and planning. Volume. 10 march 2010.
- Nigerian Journal of educational administration and planning Vol. 11, no. 1, March, 2011.

- Nwadian, (1998), *Educational Management for sub – Saharan African*. Nigeria Society For Educational Planning *Nigerian Journal of educational administration and planning Vol. 10 no.1, March, 2010*.
- Nwagwu, E.T. (Eds) current issues in educational management in Nigeria Benin City: Aribill press.
- Nwana, O.(1984) *Introduction to Educational research*. Longman Publishers: Ibadan, Nigeria. .
- Nwigbo D. (2008) *School Administration Nsukka*: Pacific Publisher, Nigeria
- Okeke, B. (1998), *Educational planning in Nigeria: Asocial process Approach*, Ilesa: Jola Press Ltd.
- Oluchuku (Ed.), *Educational planning and administration in Nigeria in the 21st Century*. National institute for Educational and administration, Ondo, pp: 2- 6
- Olulube, N. P. (2004), *Professional: an institutional approach to teachers' job Effectiveness in Nigeria secondary schools*. A paper presented at the 7th International Jin E. conference. Sept. 23rd-25th, 2014.
- Oyedemi, N.(1998) *Management in education principle and practice*, Lagos publishers, Pp.54- 72.
- Ozigi A.O. (1981) *a hand book on school administration and management*. Lagos Macmillan Nigerian publishing ltd.
- Pathak, V. (2013) *short Essay on Importance of punctuality, India*.
- Sambo, A.A (2005) *Research method in education* Lagos starlings Harden Publishers.
- Sheffield, J. (1972), *Normal education in Africa: micro solutions to problems*. African Studies Review 15 (2):241–254.
- Susuade (2010), *Relationship between principals leadership styles and teachers job Performance in Kwara state*
- Terra. L. (2016), *Symbiotic dynamic: The strategic problem from the perspective of Complexity*. System research and behavioral sciences 235- 48.
- The Nation Newspaper retrieved on (2nd November, 2015), *Ways to improve quality of Education in Nigeria*.

- Ubokudom S. (2004) *Management an analysis of human behavior in organization*, mukabod printers, 9, Adepelestreet, off simbiatAbiola Road, Ikeja.
- Ukeje. B, O. Akabogu G.C, Ndu Alice (1992), *Educational Administration*: Enugu: Fourth Dimension Publishing Co. ltd.
- United Nation Educational, Scientific and Cultural Organization. (UNESCO), (2005) *Managing primary education in Nigeria. A reform agenda*. Abuja.
- Vladimir. K. (2009), *The Global emerging market: strategic management and economics*.
- Vroom, V. M. (1976): *Work and motivation*, New York, john Wiley and sons. Inc.
- Walter. K. (2010), *The Lords of strategy population*. Harvard business press.
- Wilson. M. (2008) *Research* Retrieved on March 25, 2017 from [http:// explorable. Com /](http://explorable.Com/) Research population

APPENDIX I

PRINCIPAL'S LEADERSHIP STYLE QUESTIONNAIRE

(To be completed by teachers).

Dear respondent,

This questionnaire has been developed to collect information on the Impacts of Principal Administration Strategies on Teacher's task Performance among Secondary School Principals in Kano Municipal Educational Zone as part of the research that is currently taking place to meet part of requirements for the award of M. Ed in Educational Administration and Planning, Bayero University, Kano.

All information to be collected will be used for the research purpose only. It is therefore hoped that you will kindly answer the following questions to the best of your knowledge by putting tick (✓) to indicate your choice among the several alternatives of the following questions:

1. Teachers and supporting staff are and encouraged, assisted for better service delivery.

Strongly agree () Agree () Disagree () strongly disagree ()

2. Teachers and other stake holders are involved in decision making.

Strongly agree () Agree () Disagree () strongly disagree ()

3. Teachers are supported by the principal whenever the need arise.

Strongly agree () Agree () Disagree () strongly disagree ()

4. Staff members are assigned roles and responsibilities by the principal.

Strongly agree () Agree () Disagree () strongly disagree ()

5. Clear goals and objectives are set by the principal.

Strongly agree () Agree () Disagree () strongly disagree ()

6. The principal is creative and makes initiative.

Strongly agree () Agree () Disagree () strongly disagree ()

7. The actions and measures taking by the principal make impact on the overall educational success of the school.

Strongly agree () Agree () Disagree () strongly disagree ()

8. Teachers and students are instructed by the principal.

Strongly agree () Agree () Disagree () strongly disagree ()

9. Extra curricula activities are supervised by the principal.

Strongly agree () Agree () Disagree () strongly disagree ()

10. Teachers are just informed about new decision taken in the school.

Strongly agree () Agree () Strongly Disagree () Disagree ()

11. Teachers and supporting staff are allowed to implement their own activities.

Strongly agree () Agree () Disagree () strongly disagree ()

12. The school principal makes clearly defined plans, with mission and vision.

Strongly agree () Agree () Disagree () strongly disagree ().

13. The Principal pay attention to staff professional development.

Strongly Agree () Agree () Disagree () strongly disagree ()

Thank you for responding

APPENDIX II

TEACHERS TASK PERFORMANCE QUESTIONNAIRE (FOR PRINCIPALS)

Dear respondent,

This questionnaire has been developed to collect information on the Impacts of principal administration strategies on teacher's task performance among secondary school principals in Kano municipal educational zone as part of the research that is currently taking place to meet part of requirements for the award of M. Ed in Educational Administration and planning, Bayero University, Kano.

All information to be collected will be used for the research purpose only. It is therefore hoped that you will kindly answer the following questions to the best of your knowledge by putting tick (✓) to indicate your choice among the several alternatives of the following questions;

1. Teachers prepare lesson plan into clearly stated entry behavior.

Always () sometimes () really () Not at all ()

2. Objectives stated are always measurable and attainable.

Always () sometimes () really () Not at all ()

3. Instructional materials are being used to aid learning of students.

Always () sometimes () really () Not at all ()

4. Teachers always provide rich and concise introduction of the lesson.

Always () sometimes () really () Not at all ()

5. Teachers have mastery of teaching students step by step.

Always () sometimes () really () Not at all ()

6. Teachers evaluate all lessons before leaving the class.

Always () sometimes () really () Not at all.

7. Teachers are regular in the school.

Very true () True () sometimes () Not true ()

8. Teachers enter their classes as allocated.

Very true () True () sometimes () Not true ()

9. Teachers carry out their lessons accordingly.

Very true () True () sometimes () Not at all ()

10. Teachers attend staff meetings regularly.

Very true () True () sometimes () Not at all ()

Thank you for responding.

APPENDIX III

School	No. of Teachers	No. of Principal	Sample of Teachers
1. S.A.S	76135		
2. Hasiya Bayero G.S.S	46115		
3. G.S.S Maryam Mukhtar	391		12
4. G.S.S Namaituwo	12	1	09
5. Saudat G.S.S	131		09
6. Umma Zaria 62	1	20	
7. G.s.s Hassana Sufi	241		10
8. G.s.s. Koki 281	11		
9. G. s. s Hausawa Model	421		15
10. S.H.I Shahuchi	82 1		40
11. G.A.S.S Kundila	261		10
12. G.S.S Nassarawa 251		10	
13. A.B.Q.S. Kano	291		12
14. Kamaluddeen G.S.S	151		09
TOTAL =	519	14	217

APPENDIXVI

RESULT OF PILOT TESTING OF QUESTIONNAIRE FOR RELIABILITY.

PPMC (Pearson product moment correlation coefficient (Pearson r)).

Below are scores in a twenty itemed multiple choice in each of schools by 12 Teachers (scores are denoted X&Y respectively).

S/NO.	1	2	3	4	5	6	7	8	9	10	11	12
X	15	9	12	13	6	10	5	11	8	7	14	10
Y	18	10	16	10	8	15	12	13	10	6	12	14

$$X = X - \bar{X}$$

Y = Y - \bar{Y} Deviation from the mean of X and Y scores.

$$\bar{X} = \frac{\sum X}{n}$$

$$= \frac{120}{12} = 10.$$

$$\bar{Y} = \frac{\sum Y}{n} = \frac{144}{12}$$

$$= 12.$$

X	Y	x	y	xy	x	y
15	18	5	6	30	25	35
9	10	-1	-2	2	1	4
12	16	2	4	8	4	16
13	10	3	-2	-6	9	4
6	8	-4	-4	16	16	16
10	15	0	3	0	0	9

5	12	- 5	0	0	25	0
11	13	1	1	1	1	1
8	10	- 2	-2	4	4	4
7	6	-3	-6	18	9	36
14	12	4	0	0	16	0
10	14	0	0	2	0	4
<hr/>						
120	144		00	00	73	110
130						

$$r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} = \frac{73}{\sqrt{(110)(130)}}$$

$$= 73 \div 119.58 = 0.61$$

Appendix V11

ANOVA

Lesson Plan

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.785	2	.393	.243	.784
Within Groups	318.090	197	1.615		
Total	318.875	199			

ANOVA

Methodology

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.455	1	.455	.196	.659
Within Groups	127.440	55	2.317		
Total	127.895	56			

ANOVA

Punctuality

	Sum of Squares	df	Mean Square	F	Sig.
--	----------------	----	-------------	---	------

Between Groups	1.245	1	1.245	.498	.483
Within Groups	180.160	72	2.502		
Total	181.405	73			

ANOVA

Tasks Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	67.464	2	33.732	.435	.648
Within Groups	15282.356	197	77.575		
Total	15349.820	199			

Source: SPSS Statistical package.

