

**COMPARATIVE ANALYSIS OF ADMINISTRATIVE STYLES OF SECONDARY AND
PRIMARY SCHOOLS FOR OPTIMUM PERFORMANCE OF LEARNERS IN OGUN
STATE**

BY

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Abstract

The study analyzed the administrative styles of secondary and primary schools for the purpose of engendering optimum performance of learners in Ogun State. The study adopted a descriptive survey research design. The population comprises of all secondary schools teachers in Abeokuta South Local Government, Ogun State, Nigeria. The simple random sampling technique was used to select ten secondary schools in the Local Government from which fifteen teachers were randomly selected each to make a total of one hundred and fifty teachers as sample for the study. Two research questions were raised and answered in the study. A self-developed questionnaire was used as the instrument for data collection. The reliability of the instrument was determined using the Cronbach Alpha and data collected were analyzed using simple percentage, mean and standard deviation. The findings revealed that head teachers and principals of primary and secondary schools in Ogun state are effective in school administration; that there was relationship between the administrative styles and learners' academic performance and that administrative effectiveness is a major factor that determines school success. It is therefore recommended that principals/head teachers should look inward and ensure that their staff are motivated; they should improve on their skills of time management and ensure supervision of assignments given to their teachers. Principals/head teachers should try to be skillful in their administrative strategies to raise the level of learners' discipline and academic performance.

Keywords: Academic Performance, Administrative Styles, Learners, Optimum Performance, Skillful

Introduction

Academic performance is a major area of concern in education delivery in Nigeria, most especially in the study area. Stakeholders like parents, teachers, students, policymakers and members of the society at large are anxious to see excellent performances from learners in their academic works. Though, there are not enough frameworks and resources, yet everyone expects that the standard of performance should be high at all times and for poor academic performance, heads of the schools are mostly held responsible.

Education is a vital strategy for the development of society (Nsubuga, 2008). This strategy requires careful planning at every stage of its development especially in the development of the human capital. Human resources determine the pace of economic and social development through the principal mechanism of formal education. Education empowers access to the productive nature of man, not only in social and economic terms, but in terms of imparting “values, ideas, attitudes and aspirations important for natural development” (Nsubuga, 2008).

Many people tend to believe that a leader implies one person dominating another person or a group of people. However, a leader is one who unifies and embodies the opinion of the people to any desired goal. Leadership is a key factor to improve the condition of any organisation and it is also the same in the school. Functional educational system and outstanding performance do not exist without effective leadership styles. Strong leadership implies that a supporting principal can foster participation for teachers, can develop clear goals and policies and hold people accountable for results, can be persuasive in building alliances and solving conflicts, can be inspirational and charismatic and encourage professional development and teaching improvement (Taylor, 2006).

Administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goals. The administrative performance in decision making, delegation of duties to subordinates and setting good examples and motivating the teachers and students alike in an effort to create a conducive working environment to accomplish school goals and objectives are seem to enhance subordinate performance for school success. The administrative ineffectiveness of school had been observed by Adegun (2002) as a factor inhibiting attainment of goals in schools. Tess (2003) claimed that administrators must motivate staff to use their creativity and initiative as necessary in making inputs, towards the accomplishment of institutional goals.

It is important to conceptualize school administration as a social system. A social system that involves two classes of phenomena which are independent and interactive. The first class consists of

the institution, its roles and expectations which are in line with the goals of the system. The second class consists of the individuals inhabiting the system with their personalities and dispositions (Okumbe, 2018). A school consists of the principal/head teacher, teachers, non-teaching staff and students/pupils who interact with each other to accomplish predetermined goals. For a school organization to be kept together, effective administrative and efficient management skills are required (Farrant, 2007). Effective administration in the school has been widely noted as a factor that makes a difference between achievers and non-achievers. Dramatic changes noted in work environments will occur due to visionary leadership who encourages and persuades rather than command followers towards common goals. Bukar, Ibi and Abdullahi (2015) emphasize that principals/head teachers are directly involved in influencing the activities of the students/pupils and school towards goal setting and goal attainment.

It has been observed over the years that there is a mix reaction from stakeholders on effective administrative styles among schools in Nigeria. It seems however, that many school leaders have not considered their styles of administration as determinants of students' academic performance both in primary and secondary school levels. Of major concern are the experiences and administrative styles that leaders exhibit as these are found to have direct bearing on the overall performance of students as well as the teachers since both are to perform under their monitoring and supervision. The dwindling performance of students in both secondary and primary schools in core subjects of the school curriculum has been a source of concern to stakeholders and parents in the education industry. Many reasons might have accounted for this. Among this perhaps, is the observed deficient administrative style used by school principals/head teachers which may have direct effect on students' academic performance. Leadership involves critical management skill which include the ability to encourage group of people towards common goal.

Leadership focuses on the development of followers and their needs. It involves managers exercising transformational administrative style focusing on the development of the value system of employees, their motivational level and moralities with the development of their skills (Sashkin & Sashkin 2003). Omolayo (2009) identified different administrative styles of a school leadership which include initiative, consideration and participatory structures of management.

Initiative structure of administration is the extent to which the system defines managers' and group members' roles, initiates actions, organizes group activities and defines how task are to be accomplished by the group. A leader in this structure defines his goals and facilitates group

movement toward them. This administrative style decides everything and tries to manipulate the followers into approving his ideas on how the school should function. A leader in this group does not give trust to any member of the group.

Lee (2005) reported that the initiative structure of leadership style may result in the group members reacting aggressively and apathetically in the work environment. This often results in unending industrial disputes in an organization hence affecting the overall achievement of the organizational goals and objectives. Mwalala, (2008) observed that the initiative structure and harsh climate lead to poor performance of students. Initiative structure of management, also known as autocratic leadership, provides clear expectations for what needs to be done, when it should be done and how it should be done. There is also a clear division between the leader and the followers.

Initiative leaders make decisions independently with little or no input from the rest of the group. Decision-making is less creative under the Initiative structure administrator. Muli (2005) also found that it is more difficult to move from an Initiative structured leadership style to a participatory structured leadership style than vice versa. This style is usually viewed as controlling, bossy, and dictatorial. Initiative structure type of administration is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group.

The Participatory structure of management (Democratic type) emphasizes that not only the designated managers have inputs and influence over the decisions that affect the organization but members of the staff who are affected by those decisions are actively sought to provide observations, analysis, suggestions and recommendations in the executive decision making process. In participatory management, the designated managers (the principals/head teachers) still have the final responsibility for making decisions and answering for them but staff members are involved in the process. In their study, Lewin and Caillords (2001) found that participatory administrator, also known as democratic leadership, is generally the most effective administrative style.

Participatory leadership does not only offer guidance to group members but also allows them to participate in the group and as well allows input from other group members. Hence, children in this group are more productive than the members of the Initiative structure group and their contributions are of a much higher quality. A participative administrator encourages group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are more motivated and creative and who in turn improve their performance as well as the performance of the organization.

The consideration structure administration involves the extent to which a leader exhibits concerns for the welfare of the members of the group. This factor is oriented towards interpersonal relationships, mutual trust and friendship. This type of structure is people-oriented, friendly, and approachable; it treats group member as equal, looking out for the personal welfare of group members and making itself accessible to group members. Consideration structure of management allows the employees to make decisions. The leader tends to avoid power and authority. Consideration structure of management may lead to indiscipline due to non-enforcement of rules and regulations in a school leading to poor performance in national examinations. Children under Consideration structure of management, also known as laissez-fair leadership, are the least productive of all the three groups. The children in this group also make more demands on the leader; they show little cooperation and are unable to work independently. Consideration structure of leadership offers little or no guidance to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation among the group members (Fika, Ibi, & Aji, (2015).

In Nigeria, the success of learners is mainly gauged by their performance in external examinations. When people are educated, their standards of living are likely to improve since they are empowered to access productive ventures which would lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economic and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for natural development.

Leadership at work in educational institutions is a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Aji, 2014). Administration in that context pursues effective performance in students, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000). Administration incorporates the accomplishment of the tasks, which is the organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 1998). Aji (2014) contends that without a proper administrative style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it may not be able to use them effectively if the students are not directed in their use or if

the teachers who guide in their usage are not properly trained to implement them effectively. Therefore, the focus of this study is to compare the effects and contributions of the inherent administrative styles of secondary and primary schools to the performance of learners in Ogun State.

Research Questions

The following questions were answered in the study:

- i. What are the predominant administrative styles in secondary and primary schools in Ogun State?
- ii. What is the level of administrative effectiveness in secondary and primary schools for optimum performance of students in Ogun State?

Methodology

The study adopted a descriptive survey research design. The population comprises of all secondary and primary school teachers in Abeokuta South Local Government Area in Ogun State. Simple random sampling technique was used to select ten schools (both primary and secondary) in the Local Government from which 15 teachers were randomly selected each to make a total of 150 as the sample for the study. A self-developed questionnaire was used as instrument for data collection. The instrument was validated by some secondary and primary school teachers and head teachers. The reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage, mean and standard deviation statistical tools.

Data Analysis and Presentation of Results

Research Question One: What are the predominant administrative styles in secondary and primary schools in Ogun State?

S/N	ITEMS	YES		NO		Total		Mean ($\bar{x}$)	S.D
		N	%	N	%	N	%		
1.	Initiative structure of administration (Autocratic)	108	72	42	28	150	100	3.8	.79
2.	Participatory structure of management (Democratic)	81	54	69	46	150	100	3.5	.77
3.	Consideration structure administrator (Laissez Faire)	77	51.3	73	48.6	150	100	3.4	.75
4.	Total	266	59.11	184	40.89	450	100	3.57	0.79

Table 1 shows the administrative styles predominant in secondary and primary schools in Ogun State. This analysis indicates that the initiative (Autocratic) structure of administration has a mean score of 3.8 with a standard deviation of 0.79; the participatory structure of management (Democratic) has a mean score of 3.5 with standard deviation of 0.77 while the consideration structure administration (Laissez Faire) had a mean score of 3.4 with a standard deviation of 0.75. The analysis therefore, shows that the Initiative structure of administration (Autocratic administration) is the most predominant administrative style in schools in Ogun state.

Research Question Two: What is the level of administrative effectiveness in secondary and primary schools for optimum performance of students in Ogun State?

S/N	ITEMS	YES		NO		Total		Mean ($\bar{x}$)	S.D
		N	%	N	%	N	%		
1.	There is adequate preparation for instruction delivery	101	67.3	49	32.7	150	100	3.7	.77
2.	There is adequate management of time by the teachers on duties.	107	71.3	43	28.7	150	100	3.9	.78
3.	Teachers are highly motivated to attend to their teaching and other assignments	98	65.3	52	34.7	150	100	3.8	.77
4.	There is high level of teachers' job performance.	85	56.7	65	43.3	150	100	3.5	.76
Total		391	65.17	209	34.83	600	100	3.57	0.77

Table 2 shows the level of administrative effectiveness in secondary and primary schools for ensuring optimum performance of students in Ogun State. This analysis indicates that there was adequate preparation for instruction delivery ($\bar{x} = 3.7$, SD = 0.77); that there was adequate management of time by the teachers on duties ($\bar{x} = 3.9$, SD = 0.78); that teachers are highly motivated to attend to their teaching and other assignments ($\bar{x} = 3.8$, SD = 0.77) and that there was high level of teachers' job performance ($\bar{x} = 3.5$, SD = 0.76). The analysis gave a total mean and standard deviation of all the items listed above as very high ($\bar{x} = 3.5$, SD = 0.77) showing the level of administrative effectiveness in secondary and primary schools in Ogun State.

Discussion of Findings

The analysis in table 1 reveals a total mean and standard deviation of the items listed above as very high ($\bar{x} = 3.57$, $SD = 0.79$) and that the initiative structure of administration (Autocratic administration) is the most predominant administrative style in schools in Ogun state with a total mean score of 3.7 and standard deviation of 0.77 while the analysis of the data in table 2 gave a total mean and standard deviation of all the items listed above as very high ($\bar{x} = 3.5$, $SD = 0.77$) showing that the administrative style was effective in secondary and primary schools in Ogun State.

This result is in deviation of Lewin and Caillords' (2001) finding that the participative administrator, also known as democratic leadership, is generally the most effective administrative style. Participatory structure leadership according to them do not only offers guidance to group members, but allows the group participation and inputs from group members. Participative administrator encourages group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are more motivated and creative who in turn improve their performance as well as the performance of the organization.

The analysis in table 2 gave a total mean and standard deviation of all the items listed as very high ($\bar{x} = 3.5$, $SD = 0.77$) showing the level of administrative effectiveness of the autocratic administration in secondary and primary schools in Ogun State. It therefore, means that in some situations, the autocracy may be more effective than other forms of administration which has played out in the area of this study.

Nsubugu (2008) however, said that there is a significant relationship between administrative effectiveness and students' level of discipline. In other words, a school with high level of administrative effectiveness would manifest high level of discipline among students. It could be deduced from this study that high level of administrative effectiveness might have made the level of discipline in schools in Ogun state to be high. He also concluded that stable and supportive administrative leadership was the "overriding factor" determining whether the leadership is effective. Since the respondents agreed that the predominant administrative style in the state (ie. The initiative/autocratic style) is effective, that it give them the opportunity for adequate preparation for instruction delivery, that it enables adequate management of time by the teachers on duties, that it makes teachers to be highly motivated to attend to their teaching and other assignments and that there

is high level of teachers' job performance, hence this administrative style contributes to learners' optimum performance in the area of study.

Conclusions

The findings of the study revealed that principals of both primary and secondary schools in Ogun state are effective in school administration. Effective administrative style is the extent to which the principal/head teacher is skillful in discharging his duties to meet the goal of the school. Administrative effectiveness is a major factor that determines school success. This study revealed the variables that made a manifestation of the extent of principals' administrative effectiveness to include: support for decision making, adequate preparation for instruction delivery, self- discipline, adequate performance of delegated duties, adequate management of teachers' time, motivated to attend to their teaching and other assignments, showing interest in students' discipline and sporting activities

Recommendations

Based on the results of the study the following recommendations are provided:

- i. Principals/head teachers should look inward and ensure that their staff are motivated, to improve in their skills of time management and should ensure adequate supervision of assignments given to them.
- ii. Principals/head teachers should be skillful in their administrative strategies to raise the level of students' discipline.
- iii. School administrators must explore ways and means of using varying administrative styles that could yield the much needed results of enhancing students' academic performance
- iv. Parents and guardians should not rush to condemn a particular principal with a specific administrative style with the notion that a particular disposition improves students' academic performance more than the other.

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