Recommendations

On the basis of the findings and conclusions from the study, the following recommendations were made:

1. Curriculum planners should incorporate the various competencies as perceived by business centre operators in ICT programs both at the secondary school and tertiary levels of education to enable prospective business centre operators acquire the necessary competencies before venturing into the business.
2. Business centre operators who are deficient in the perceived competencies in using word processing and spreadsheet should proceed for further training to acquire the required skills for efficient management of their business.
3. Workshops and seminars should be organized for business centre operators by the ministry of commerce and industry yearly, to teach and enlighten business centre operators on the need to upgrade their competencies on the skills required for success
4. Government policies should be geared towards assisting business centre operators through granting credits for expansion of their business. If this is done it will aid the business centre operators in the area of further training to achieve efficiency
5. Training institutions should endeavour to involve business centreoperators in designing the curriculum contents on software competencies to be taught to trainees to ensure uniformity in their contents.

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BUSINESS STUDIES TEACHERS' PERCEPTION OF THE EXTENT TO WHICH PRINCIPALS ADOPT THREE ADMINISTRATIVE STYLES IN SECONDARY SCHOOLS IN ANAMBRA STATE

Okafor, Joy Ogechukwu
Dept of Vocational Education
Nnamdi Azikiwe University, Awka

Prof. G.I. Ndinechi
Dept of Vocational Education
Nnamdi Azikiwe University, Awka

Abstract

The study was intended to establish the business studies teachers' perception of the extent in which principals in Anambra State secondary schools adopt three administrative styles in their schools. Three research questions and four null hypotheses guided the study. Descriptive survey design was adopted and a population of 295 business studies teachers was used for the study. A 40-item validated questionnaire, structured on a 5-point response options with 0.96 reliability coefficient was used for data collection. Data were analyzed with the arithmetic mean, standard deviation andz-test at 0.05 level of significance. Findings revealed that secondary school principals in the area of study adopt the democratic administrative style to a high extent and adopt autocratic and laissez-faire administrative styles to a low extent. Experience did not significantly affect respondents' opinions but gender and school location did. Based on the findings, it was concluded that secondary school teachers in Anambra State Nigeria should be well equipped on infrastructural facilities in order to perform better in decision making. It was recommended, among others, that the principals should continue to adopt democratic administrative style and also encourage their counterparts in other states to emulate them in order to enhance teacher performance.

Key words: Democratic administrative style, autocratic administrative style, laissez faire administrative style

Introduction

Education in Nigeria is an instrument for effecting national development. The country's educational goals have been set out in the National Policy on Education (NPE) in terms of their relevance to the individual and the society (FGN, 2004). Towards this end, the Federal Government of Nigeria stipulates certain aims and objectives in NPE which are to facilitate educational development in the country. In fostering these aims and objectives, the school principals have important roles to play. Ishaq (2009) opined that a principal is an individual who plans and implements the daily routines in the school system. A principal directs and monitors the academic and non-academic activities in the secondary school system. Some roles of school principals are planning, organizing, leading and monitoring. Generally, planning defines where the school wants to be in the future and how to get there (Parker, 2011). Planning is important because it provides staff with a sense of purpose and direction, outlines the kinds of tasks they will be performing, and explains how their activities

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are related to the overall goals of the school (Oosterlynck, 2011). Organizing at the upper levels of an organization usually includes designing the overall framework for the school district (Grant, 2011). At the building level, however, organizing is usually more specific and may involve the following specific activities. Leading means communicating goals to staff members, and infusing them with the desire to perform at a high level (English, 2008). Because schools are composed largely of groups, leading involves motivating entire departments or teams as well as individuals toward the attainment of goals. Monitoring is the responsibility of every principal. It may simply consist of walking around the building to see how things are going, talking to students, visiting classrooms, talking to faculty, or it may involve designing sophisticated information systems to check on the quality of performance, but it must be done if the principal is to be successful (Blankstein, Houston, & Cole, 2010). Some principals are more experienced than others, some of them may be located either in urban or rural areas of a state depending on where the school is located perhaps some principals could be male or female.

Democratic style of administration emphasizes group and administrator participation in the making of policies while decisions about organizational matters are taken with consultation, communication, and suggestions from the various members of the organization. In this style of administration a high degree of staff morale, motivation, and job satisfaction is always enhanced (Heenon & Dennis 1999; Werndling, 1990; Hersey & Blanchard, 1988). Democracy is defined as the fair and equal treatment of everyone in an organization and their right to take part in decision-making (Hornby, 2007).

Dubrin (1998) posited that democratic administrative style is known as participative administration and is generally the most effective administrative style. Democratic administration offers guidance to group members but, they also participate in the group and allow input from other group members. Principals in the secondary schools use the democratic administrative style to build trust, respect and commitment. Students in schools need to be involved in the school's administration and in the implementation of decision because the decision affects them directly.

Indutocratic administrative style, power and decision-making reside in the administrator; he directs and controls group members on how things must be done. He does not maintain clear channel of communication between him and the subordinates and does not delegate authority or permit subordinate to participate in policy or decision making (Hersey and Blanchard, 1988, Olaniyan, 1999, Smylie and Jack, 2000; Hoy and Miskel, 2001). Peterson and Hunt (1997) pointed out that autocratic administration is the one in which the manager retains as much power and decision-making authority as possible. The manager does not consult employees nor allowed them to make input (De Hoogh and Den Hartog, 2008). To Dubrin (1998), autocratic administrative style, also known as authoritarian administration, is an administrative style characterized by individual control over all decisions and little input from group members. Igwe (1990) posited that autocratic administration is administration by force. It is usually imposed upon the people or

organization.

Laissez-Faire administrative style is also known as delegate administrative style. It offers little or no guidance to group members and leaves decision making up to group members. Rowold and Henintz (2007) found out that laissez-faire administration does not take action but waits for problems to arise before acting; the administrator fails to provide goals and standards for followers and refuses to clarify expectations for the followers. Laissez-faire administration is one in which the manager provides little or no direction and gives employees as much freedom as possible. All authority or power is given to the employees and they must determine goals, make decisions and resolve problems on their own.

Talbert and Milberg (1999) asserted that laissez faire administrative style allows complete freedom to group-decision without the administrators' participation whose involvement here is just to supply the needed materials. Ijaiya (2000) found out that laissez-faire administration allows complete freedom to group decision without the administrator's participation. Laissez-faire administration is not ideal in situations where group members lack the knowledge or expertise they need to complete tasks and make decisions. Business studies teachers' perception of administrative style of principals in school matters has a lot of impact in the school system, because teachers are the key factors in the academic system.

Statement of the Problem

The relationship between administrative styles of principals and business studies teachers' performance has been a subject of controversy by researchers (Nwadiani, 1998, Adeyemi, 2006). The controversy was centered on whether or not the style of administration of principals influences the level of performance of teachers. These researchers observed that the administrative styles adopted by principals have serious impact on teacher's performance. Consequently, Ibuku (2000) affirmed that it is the main task of principals to create a conducive atmosphere for teachers to impart knowledge and skills to students in order to improve their performance.

Omoregie (2006) lamented that secondary education, which is the pivot of the entire educational system anywhere in the world, is fast loosing relevance in Nigeria as it has apparently failed in accomplishing most of its objectives as stipulated in the National Policy on Education (FGN, 2004). These reports suggest that Nigerian students generally are not performing very well in their studies.

The researcher is worried with these reports especially as it implies that teachers are not effective. However, the extent to which the administrative styles adopted by principals contribute to this state of affair is not quite clear. This necessitates the study to determine from business studies teachers the extent secondary school principals in Anambra state adopt the three major styles of administration.

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Purpose of the Study

The purpose of the study is to determine business studies teachers' perception of the extent principals of secondary schools in Anambra State adopt three styles of administration. Specifically, the study will ascertain, from the business studies teachers, the extent to which:

1. Principals in secondary schools in Anambra state adopt the democratic style of administration.
2. Principals in secondary schools in Anambra state adopt the autocratic style of administration.
3. Principals in secondary schools in Anambra state adopt the laissez-fair style of administration.

Research Questions

This study was guided by the following research questions:

1. To what extent do secondary school principals in Anambra state adopt the democratic style of administration?
2. To what extent do secondary school principals in Anambra state adopt the autocratic style of administration?
3. To what extent do secondary school principals in Anambra state adopt the laissez faire style of administration?

Hypotheses

The following null hypotheses were tested at 0.05 level of significant

1. There is no significant difference between the mean ratings of less experienced (1-5yrs) and experienced (6yrs +) business studies teachers in secondary schools in Anambra State on the extent principals adopt the democratic style of administration.
2. There is no significant difference in the mean rating of business studies teachers in secondary schools in Anambra state on the extent principals adopt the autocratic style of administration based on location of their schools (urban/rural).
3. There is no significant difference in the mean ratings of male and female business studies teachers in secondary schools in Anambra state on the extent principals adopt the laissez-faire style of administration.

Method

The population of this study comprises of 295 business studies teachers in all public secondary schools in Anambra State. Questionnaire, constructed by the researcher from literature, was the instrument used for data collection. The first section of the questionnaire consists of background information of the respondents, which includes gender, location of school, and years of teaching experience. The second consists of 40 items organized in three clusters according to the research questions. The questionnaire was validated by four experts all from the Faculty of Education Nnamdi Azikiwe University Awka. Test re-test method was

used to determine the internal consistency of the instrument. The coefficient of 0.96 was obtained using the Pearson Product Moment Formula. Two hundred and ninety five copies of the questionnaire were administered by the researcher with the aid of four research assistants. Out of the 295 copies administered, 250 were retrieved and used for data analysis. Arithmetic mean and standard deviation were used to analyze the data collected. Three research questions guided the study and null hypothesis is upheld if the level of z-calculated is less than the z-critical at 0.05 level of significance and not upheld if z-calculated is greater than or equal to the z-critical.

Research Question 1

To what extent do secondary school principals in Anambra State adopt the democratic style of administration?

The result of the computation is shown in Table 1,

Table 1: Mean and standard deviation of respondents' opinions on the extent secondary schools principals adopt the democratic style of administration

S/N	Characteristics of Democratic style of Administration	X	SD	Remark
1	Offering guidance to group members	4.29	0.85	High extent
2	Recognizing rights of teachers, other staff and students	4.33	0.73	High extent
3	Planning and carrying out activities together with group members.	4.03	0.80	High extent
4	Keeping teachers informed on things that affect their work.	3.94	0.94	High extent
5	Sharing decision making and problems solving responsibilities.	4.04	0.91	High extent
6	Recognizing talents of group members.	4.40	0.92	High extent
7	Consulting group members to obtain their collective ideas and reach consensus decision on issues.	4.04	0.81	High extent
8	Encouraging teachers to share their ideas and opinions even though the principal retains the veto power.	4.47	0.70	High extent
9	Encouraging creativity among teachers through adequate rewards.	4.26	0.89	High extent
10	Promoting team spirit among teachers	4.19	0.73	High extent
11	Communicating freely with his/her staff.	4.23	0.95	High extent
12	Praising good work and avoiding the use of threats, ridicule and intimidation.	3.10	0.92	Moderate extent
13	Maintaining good human relationship with his staff.	4.10	0.96	High extent
	Grand mean and Standard Deviation	**4.90**	**0.85**	**High extent**

Data in Table 1 show mean and standard deviation of respondents' opinions on the extent secondary school principals adopt the democratic style of administration. All thirteen characteristics of the democratic administration style except one with the mean score ranging between 3.94 and 4.47 are used by principals at high extent. It also shows that one with mean

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score of 3.10 is considered moderate extent by the principals. The principals adopt the thirteen characteristics of the democratic administrative style in secondary schools in Anambra State.

Research Question 2

To what extent do secondary school principals in Anambra State adopt the autocratic style of administration?

To answer this research question 2, the data collected were analyzed and presented in Table 2.

Table 2: Mean and standard deviation of respondents' opinions on the extent secondary schools principals in Anambra state adopt autocratic administrative style

S/N	Attributes of the Autocratic style	X	SD	Remark
14	Directing and controlling teachers without regard.	2.57	1.20	Low extent
5	Emphasizing power and intimidating teachers.	2.25	1.17	Low extent
16	Taking decisions without consulting teachers.	2.18	1.25	Low extent
17	Dictating all the work methods and processes.	3.06	0.94	High extent
18	Denying teachers opportunity to participate in policy or decision making process in the school.	2.41	0.81	Low extent
19	Assigning tasks with deadlines attached to it for completion.	3.01	1.13	High extent
20	Imposition of decisions on teachers.	2.71	0.99	Low extent
21	Disregarding creativity among teachers.	2.31	1.12	Low extent
22	Discouraging team spirit among teachers and other staff.	1.93	1.08	Low extent
23	Adoption of closed door policy.	2.29	1.10	Low extent
24	Blaming and Rebuking others for failure.	2.47	0.88	Low extent
25	Making use of threats as a means of ensuring absolute obedience.	2.37	1.07	Low extent
	Grand mean and Standard Deviation	**2.67**	**1.06**	**Low extent**

Data in Table 2 show mean and standard deviation of respondents opinions on the extent secondary school principals in Anambra state adopt autocratic style of administration. Out of twelve listed characteristics of the autocratic style, the principals adopt two with mean scores of 3.06 and 3.01 to a high extent and the remaining ten with mean scores ranging between 1.93 to 2.71 at low extent. The two that are used at a high extent are dictating all the work methods and processes (item 17) assigning tasks with deadlines for completion (item 19). There are positive aspects of the autocratic styles which leaders and administrators are to use even at a very high extent in order to handle assignments correctly and promptly.

Research Question 3

To what extent do secondary school principals in Anambra State adopt the laissez-faire style of administration?

To answer this research question data collected were analyzed and the result presented in Table 3.

Table 3: Mean and standard deviation of respondents' opinion on extent secondary schools principals in Anambra State adopt the laissez-faire administrative style.

S/N	Attributes of Laissez-faire style	X	SD	Remark
26	Allowing complete freedom to everybody.	2.76	0.92	Low extent
27	Letting subordinates to do whatever appeals to them.	4.70	1.00	High extent
28	Giving little or no attention about tools and resources needed for teaching.	1.95	1.15	Low extent
29	Leaving teachers to solve problems on their own.	2.10	1.23	Low extent
30	Leaving teachers to set their own deadline.	2.78	1.13	Low extent
31	Leaving teachers to manage their own project.	2.85	1.11	Low extent
32	Allowing teachers to get the set track at their own pace.	2.59	1.00	Low extent
33	Not requiring feedback on assigned duties.	2.49	1.12	Low extent
34	Providing direction on procedures and methods for work.	3.04	1.21	High extent
35	Waiting for problem to arise before taking action.	2.07	1.13	Low extent
36	Allowing the workers the freedom to work independently at their own pace.	2.95	1.31	Low extent
37	Being frequently absent from the work place.	1.90	1.22	Low extent
38	Not inspiring the devotion, support and enthusiasm of the subordinates.	4.53	1.17	High extent
39	Having natural power of personality but making little use of it.	2.47	1.22	Low extent
40	Showing no devotion to duty.	2.10	1.20	Low extent
	Grand mean and Standard Deviation	2.74	1.14	Low extent

Data in Table 3 show mean and standard deviation of respondents' opinion on extent secondary school principals in Anambra State adopt the laissez-faire administration style. Out of the fifteen attributes of the laissez-faire administrative style listed, the principals adopt two with mean rating of 4.70 and 4.53 at a very high extent, and one with mean rating of 3.04 at a high extent. The other remaining twelve with mean ratings 1.90 - 2.95 were adopted by the principals because they are at low extent. However, this administrative style were adopted at a low extent with the grand mean of 2.75. Therefore, in the opinion of business studies teachers, secondary school principals in Anambra state do not adopt laissez-faire administrative style.

Hypothesis 1

There is no significant difference between the mean rating of less experienced (l-5yrs) and experienced (6yrs+) business studies teachers in secondary schools in Anambra state on the extent principals adopt the democratic style of administration.

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To test this hypothesis, the data relating to it were computed using the z-test and the result presented in Table 4.

Table 4: z-test analysis of difference in the mean ratings of less experienced (l-5yrs) and experienced (6yrs+) business studies teachers in secondary schools in Anambra State on the extent principals adopt the democratic style of administration.

Type	N	X	SD	df	a	z-cal	z-crit	Result
Less Experienced (L-5yrs)	120	54.19	3.25	248	0.05	0.63	1.96	Not
Experienced (6yrs+)	130	54.65	3.21					significant

Data in Table 4 show z-test analysis of difference in the mean ratings of less experienced (1-5yrs) and experienced (6yrs+) business studies teachers on the extent secondary schools principals in Anambra State adopt the democratic style of administration. The z-calculated value of 0.63 is less than the z-critical value of 1.96 at 0.05 level of significance under 248 degree of freedom. This implies that there is no significant difference in the mean ratings of the respondents as a result of experience. The null hypothesis, is therefore, upheld.

Hypothesis 2

There is no significant difference between the mean rating of business studies teachers in secondary schools in Anambra state on the extent principals adopt the autocratic style of administration based on school location (urban and rural).

To test this hypothesis, the data relating to it were computed using the z-test and the result is presented in Table 5.

Table 5: z-test analysis of difference in the mean ratings of business studies teachers in secondary schools in Anambra State on the extent principals adopt the autocratic style of administration based on school location Urban/rural.

Type	N	X	SD	df	a	z-cal	z-crit	Result
Urban	80	29.20	4.06	248	0.05	2.91	1.960	Significant
Rural	170	28.80	3.91					

The data presented in Table 5 show z-test analysis of difference in the mean rating of business studies teachers in secondary schools in Anambra State on the extent principals adopt the autocratic style of administration based on school location (urban/rural). The z-calculated value of 2.91 is greater than the z-critical value of 1.960 at 0.05 level of significance under 248 degree of freedom. This implies that there is significant difference between the mean ratings of business studies teachers in secondary schools in Anambra State

on extent principals adopt the autocratic style of administration based on school location urban/rural. The null hypothesis is, therefore, rejected.

Hypothesis 3

There is no significant difference between the mean ratings of male and female business studies teachers in secondary schools in Anambra state on the extent principals adopt the laissez-faire style of administration.

To test this hypothesis, the data relating to it were computed using the z-test and the result is presented in Table 6.

Table 6: z-test analysis of difference in the mean ratings of male and female business studies teachers in secondary schools in Anambra State on the extent principals adopt the laissez-faire style of administration.

Type	SD	X	SD	df	a	z-cal	z-crit	Result
Urban	65	39.63	4.85	248	0.05	7.69	1.96	Significant
Rural	185	34.48	4.05					

Data in Table 6 shows z-test analysis of difference in the mean ratings of male and female business studies teachers in secondary schools in Anambra State on the extent principals adopt the laissez-faire style of administration,. The z-calculated value of 7.69 is greater than the z-critical value of 1.96 at 0.05 level of significance under 248 degree of freedom. This implies that there is significant difference between the mean ratings of male and female business studies teachers in secondary schools in Anambra state on, the extent principals adopt the laissez-faire style of administration. The null hypothesis is, therefore, rejected.

Discussion of findings

Result of the analysis of data in respect of research question 1 as shown in Table 2 reveals that principals of secondary schools in Anambra state use the democratic style of administration at a high extent. This means that the principals recognize the democratic administrative style as very effective in group work. Yukl (2006) had recommended that teachers be kept informed about everything that affects their work and share in decision making and problem solving to enhance their performance. However, as Oyetunyi (2006) pointed out, the major point of focus is sharing; the manager shares decision-making with the subordinates. The finding also support Dubrin (1998) that democratic administration offers guidance to group members and allows them to make inputs and participate in the decision making process so as get the best from them.

With regard to research question 2, the study revealed that principals adopt the autocratic style at a low extent. This means that the principals are aware that adopting the

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autocratic administrative style at a high extent will not facilitate optimum performance by teachers. This is in line with the views of Hersey and Blachard (1988), which stated the need to control group members on how things must be done. Dubrin (1998), Olaniyan, (1999), Smylie and Jack, (2000), and Hoy and Miskel, (2001) stated that an autocratic principal does not maintain clear channel of communication between him and the subordinate and does not delegate authority or permit subordinate to participate in policy or decision making. Peterson (1997) pointed out that autocratic administration is the one in which the manager retains as much power and' decision-making authority as possible. In this regard, Igwe (1990) posited that dictators hardly delegate power, functions and responsibilities to their subordinates and that autocratic principals use force, threats, fear, power and authority, intimidation and their personal influence to get teachers to obey their will and carry out their orders.

Research question 3 which dealt with the opinion of business studies teachers on the extent secondary school principals in Anambra state adopt the laissez-faire style of administration. The result shows that the principals adopt the style at a low extent. Ijaiya (2000) found out that laissez-faire administration allows complete freedom to group members in decision making without the principal's participation. The author revealed that laissez-faire administrative style does not take actions until problems have arisen; Rowold, and Henintz (2007) further revealed the weaknesses of the Laissez-faire administrative style to include failure to provide goals and standards of performance for subordinates. Okeke (1985) added that this administrative style is characterized by few rules and codes of regulation in the hierarchy of authority. This shows that the administrative style does not facilitate effective group performance and its adoption at a low extent by secondary school principals in Anambra state reveals their high level of commitment to effective group performance.

With respect to the hypotheses which showed that gender and school location have significant effect on the respondents mean ratings of the extent principals adopt the three administrative styles it is an indisputable fact that males and females do not often reason alike. One would, however, expect experience to also have significant effect in the respondents' opinions, however, why this is not so is not immediately clear.

Conclusion

Based on the findings of the study, the researchers conclude that secondary school principals in Anambra state adopt the democratic style to a high extent and do not adopt autocratic and laissez faire administrative styles. Adoption of the democratic administrative style to a high extent by principals of secondary schools in Anambra state will enhance teachers and students' performance since they are carried along in decision-making.

Recommendations

Based on the findings, conclusion and implication of this study, the following recommendations were made:

1. All Principals of secondary schools in Anambra State should adopt the democratic administrative style at a high extent and adopt only the positive aspects of the autocratic and laissez-faire styles since the findings of the study showed that democratic administrative style of leadership enhance performance of both teachers and students.
2. Principals of secondary schools in other states should emulate those in Anambra state in their ample use of the democratic style of administration for good performance of their teachers and students.
3. Leaders of public and private organizations should adopt the democratic administrative styles more to ensure the attainment of their organizational goals and objectives.
4. Government and supervisory agencies in-charge of secondary school education should encourage principals to use democratic style of administration.

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