Principals’ Administrative Styles and Teachers’ Performance In Public Senior Secondary Schools in Port Harcourt Metropolis

Dr. Opunne Tekena Amie-Ogan & Patience Ndidi Brown

Department of Educational Management
Faculty of Education, Rivers State University
Port Harcourt, Nigeria
“opunne@gmail.com”

ABSTRACT
The study investigated the relationship between Principals’ Administrative Styles and Teachers’ Performance in Public Senior Secondary Schools in Port Harcourt Metropolis, using 2 research questions and 2 hypotheses. The research design adopted in the study was a correlational survey research design. The population of the study was six hundred and fifty-one (651) teachers from thirty-four (34) Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State, which comprised of twenty (20) Public Senior Secondary Schools in Obio/Akpor Local Government Area and fourteen (14) Public Senior Secondary Schools in Port Harcourt Local Government Area (PHALGA). The sample size of the study was 479 teachers from 17 Public Senior Secondary Schools in Port Harcourt Metropolis which represents 20% of the population adopted with the aid of the simple random sampling technique. The instrument for the study was a self-designed questionnaire titled: “Principals’ Administrative Styles and Teachers Performance Questionnaire (PASTPQ)” using a four point rating scale. The content and face validity were ascertained by two experts in educational management and measurement and evaluation. A reliability index of .90 was arrived at using the test-retest method of reliability, while the hypotheses were tested at 0.05 level of significance using the Pearson Product Moment Correlation Coefficient with the aid of SPSS. The result of the findings showed that Principals’ Administrative Styles have positive significant relationship with Teachers’ Performance in Public Senior Secondary Schools in Port Harcourt Metropolis. Some of the recommendations made include: School principals should adopt a combination of administrative styles in the administration of their school in order to enhance better job performance among teachers. Autocratic and laissez-faire administrative styles were found to increase teaches performance in public senior secondary schools. Hence the study recommended, that the Rivers State Ministry of Education should organize regular inspection of schools to monitor the administrative styles used by principals that would enhance better performance among teachers. This has become necessary in order to achieve the objectives of public senior secondary education as entrenched in the National Policy of Education.

Keywords: Principle, Autocratic Administrative Styles, Laissez-Faire Administrative Style, Teachers Performance

INTRODUCTION
In Nigeria, secondary school management is the responsibility of the school administrator, otherwise referred to as the Principal. The Principal is usually an academic staff who grew through the ranks before his/her appointment. As a seasoned academic who must have performed some administrative tasks as class teacher, subject head, and student adviser, he/she
is expected to exhibit good administrative traits that should attract good followership. Studies have proven that the Principal dictates the tune of the school. Also, the school activities revolve around him/her, and thus, he/she can make or mar a school (Abdulrasheed & Bello 2015; Adeyemi 2011; Nosike & Oguzor 2011 & Koko, 2010). It is therefore advocated that good administrative qualities will enable the Principal achieve success in managing the school. There is the argument also that some secondary school Principals lack administrative skills/styles. Aina as cited in Abdulrasheed and Bello, (2015), opined that lack of administrative competency in some principals result in low quality of instruction, indiscipline among staff and students competencies which culminated in low quality instruction in secondary schools. Furthermore, the authors stressed that different styles of administration produce different outcome. The question then is which administrative style influence teachers’ performance negatively or positively? Scholars have observed that an effective principal can demonstrates such administrative styles that will create confidence, inspires others, objectively evaluates the qualities and contributions of staff and take difficult decisions. (FMEAYD, 1993). Therefore, there is no doubt that there are some styles of administration that can assist secondary school Principals to achieve success in the management of the school. Administration has been described by researchers as an act of influencing the activities of an organized group in its effort towards goal setting and achievement. This entails a curious blending of leading and followership: where one person influences other members to voluntarily contribute towards achieving established tasks and goals (Koko, 2005). It is the ability to implement predetermined goals with affordable human, material, financial resources, methods and machines. Contrarily, Chandan (1987) cited in Jay (2018) defined administrative style as the ingredient of personality embodied in leaders that cause subordinates to follow them. It is a process through which Principal influences a teacher or other groups in the attainment of educational goals (Adeyemi, 2006). Although it is obvious that no two administrators are the same and no two administrators will adopt the same way of doing things to achieve results, administrative theorists have identified some administrative styles that can be applied in school administration. These styles include autocratic style and laissez-faire style.

The autocratic style depicts a Principal who superintends over the school as a sole administrator (Koko 2005). He/she arrogates absolute power and controls all decision-making processes of the school. He/she hardly delegates authority but rather directs all subordinates to obey outlined instructions. Unfortunately, experience reveals that the use of this style of administration may stifle cooperation and self-motivation of subordinates as well as discourage them. However, Adeyemi (2011) in his study, was of the view that autocratic leadership style is the best style that enhances better job performance among teachers in Rivers State. Studies from scholars have revealed the impact of administrative styles on organizational outcomes (Oldham & Cummings in Abwala, 2014)). A study conducted by Ochieng (2001) on the effect of administrative styles on teacher productivity in private secondary schools showed that autocratic leaders usually emphasize authority as a means of having the work done. Principals generally emphasize it, since it gives repeated results very quickly as subordinates work under pressure to meet deadlines.

On the other hand, the description of the laissez faire administrative style seems to project the belief that some administrators are not firm on the organizational structure especially in decision making. This style of management when adopted by a Principal, indicate a ‘free-for-all affair’. The head invariably sits back and allow subordinates to work according to their desires. No direction is given to workers rather they make their own decisions either to work or not (Koko 2010).

Teachers perform diverse functions in secondary schools. Outside classroom teaching and management, teachers perform other duties assigned by the Principal. Most often, teachers are delegated to perform some aspects of the Principal’s role particularly in decision making. When there is a cordial relationship between the Principal and the teacher, it becomes easy to
harmonize the workforce. In line with these observations, Ibukun (1997) contends that a major task of the Principal is to create a conducive atmosphere to enable teachers achieve desired performance. Thus, it can be argued that there is a close relationship between the Principals’ administrative style and teachers’ performance. In fact, studies have shown that teachers perform better under different administrative styles, (Jay, 2018 & Akinyemi, 2006).

Based on the foregoing, the study hopes to ascertain the relationship between principals’ administrative styles and teachers’ performance in public senior secondary in Port Harcourt Metropolis, Rivers State.

The Concept of Administrative Style
One major index that is of utmost importance in every institution or organization is the administrator’s style of managing human and material resources: because of its far-reaching effects on the accomplishment of objectives and organizational growth. It is believed that effective functioning of social systems is largely dependent on the quality of administrative style. The administrative behavior and style of managers have been consistently associated with employee output and a powerful predictor of organizational effectiveness. People, often get excited about topics on administrative style as they want to know what makes a great administrator.

Bennis and Nanus (2005), defined an administrator as one who commits people to action, convert followers into administrators and convert administrators into agents of change. From the above, we can say administrative style is having the ability to influence and to be influenced by individuals and groups to take them in a desired direction. In practice, this means ensuring that their needs are met and agreed task performed so that a team spirit and teamwork are established and maintained, thus, maximizing the resources of the organization. Organisations cannot only depend on good administrative style to achieve their intended purposes but also effective management. The term “management” and “administrative style” are often used interchangeably. Many view them as the same yet clear distinction can be drawn between them. According to Bennis in Stoner and Freeman (1995), most organisations are over-managed and under-led. A person can serve as an effective manager that is, a good planner and a fair, organized administrator but may lack the motivational skills of an administrator. Kotter, (2007) asserted that a combination strong administrative style and weak management is not good rather a combination of strong administrative style and strong management enhance organizational equality. There is therefore no doubt that administrative styles have either positive or negative impact employees and the organisation as a whole.

In corroboration, Kotter (2007), asserted that a combination of strong administrative style and weak management is not good, rather a combination of strong administrative style and strong management is preferred. This in essence is to ensure organizational justice.

Types of Administrative styles

Autocratic Administrative Style and Teachers Performance
Abwala (2014) defined autocratic administrative style as a system that gives full empowerment to the administrator with minimal participation from the followers. The autocratic administrator does not confer with members of the organization on the resolution making processes. In the view of Pareck (2010), autocratic style of administration is effective if there is no need for others to contribute to decision making in the organization. He or she takes charge of decision making in the school system. This type of administrative styles can be used but with caution to ensure high productivity. Autocratic administrators create domineering atmosphere where subordinates who do not want to appreciate the significance of work are convincingly led to work. According to Astin and Astin (2001), autocratic administrator administers subordinates very closely to ensure conformity and conclusion of work within the designated time. In agreement Ochieng (2001) opined that authoritarian administrators update their subordinates on what has to be done, how it has to be done and when to it has to be completed.
Authoritarian administration is suitable in settings with a constant influx of new employees, limited decision-making time or resources, and the need for large-scale coordination with other groups and organizations. Performance is slightly higher under the authoritarian administration than under the democratic one. However, it is the lowest under the laissez-faire leader’s supervision. This is because the administrator makes most or all of the decisions, without the involvement or input of the employees. He/she ensures that employees conform to set rules, regulations, targets, task and responsibilities to achieve organizational goals.

As revealed by Ochieng (2001), there is also a clear division between the administrator and the followers as decisions is independently made with little or no input from the rest of the group. For this scholar, decision-making will be sometimes less creative. Thus, it is best applied to situations where there is little time for group decision making where the administrator is the most knowledgeable member of the group. This implies that choices based on independent ideas and judgments devoid of followers contribution.

Autocratic administration can be beneficial at times, in spite of the fact that there are instances where it can be problematic especially, when it is viewed as bossy, controlling and dictatorial hence could cause resentment among group members. In other words, making decisions without consulting the group, may lead to dislike thus provide an avenue for discord and less perfunctory attitude among the staff.

If an administrator exercises an autocratic or authoritative administrative style, he/she shows consistent behavioural patterns involving acting alone and making unilateral decisions. An autocratic administrator is a leader who tries to exert powerful authority using reward and coercion to influence his/her followers; focusing his/her attention on the product instead of making human needs the centre of attention (Bogler in Ayene, 2016).

Ochieng (2001) work on the effect of administrative styles on teacher productivity in private secondary schools revealed that autocratic leaders usually emphasize authority as a means of having the work done and that principals generally emphasize it, since it reaps results very quickly as subordinates work under pressure to meet deadlines.

Laissez faire administration style and teacher performance

The Cambridge dictionary defines laissez –faire as an willingness to get involved in or influence other people is activities (dictionary Cambridge.org).

Laissez faire is the act of delegating task and responsibilities. Laissez faire administrative styles therefore entails freely delegating tasks and responsibilities to a completely skilled and knowledgeable work force that is most likely is succeed in organizational operation. School administrators who entrust special projects to particular teachers delivering are certain of their ingenuity and capability of delivering desirable outcomes. Some characteristics of laissez administration are: very little guidance from leaders, complete freed on for followers to make decisions, leaders are expected to provide tools and resource needed group members on their own and power is handed to followers (www.verywellmind.com). In spite of setbacks this form of administrative style, some benefits that accrue from this process include: creativity, ingenuity, working in motivated team, knowledge sharing and knowledge utilization.

According to Pareck (2010), laissez faire leaders have minimum involvement in decision making. Hackman and Johnson (2009) given credence, posited that laissez faire administrative style is the most effective administrative style, especially where followers are mature and highly motivated.

METHODOLOGY

The study adopted the correlational survey design. Correlation measures the strength of only a linear relationship between two variables. This design was appropriate for this study because it helped the researcher to collect information on the administrative styles of principals and influence on teachers performance in senior secondary schools in Port Harcourt City based on the opinion of the respondents (principals and teachers). The population of the study comprised (34) of Principals and (617) Teachers in the (34) public secondary schools in Port Harcourt and Obio-
Akpor Local Government Areas. The sample for the study comprised (479) teachers in the (17) selected senior secondary schools in Port Harcourt and Obio-Akpor Local Government Areas. The Simple random sampling technique was utilized to select (17) out of the 34 senior secondary schools, in the study area. This procedure was adopted to ensure equal representation of the respondents. The instrument for gathering data in this study was a self-designed questionnaire titled, “Principals’ Administrative Styles and Teachers Performance Questionnaire (PASTPQ)”, developed by the researcher with the assistance of the thesis supervisor. The ideas utilized in the development of the instrument were derived from the reviewed literature, research questions and hypotheses postulated in the study. The instrument was divided into two sections: section A comprised of demographic data of the respondents while section B consisted of twenty four items based on postulated research questions and hypotheses. The response scale was structured according to the modified 4-point Likert scale of Very High Extent (VHE =1); High Extent (HE=2); Low Extent (LE = 3) and Very Low Extent (VLE = 4). The instrument was used to elicit respondents’ views on the influence of principals’ administrative styles and teachers’ performance in public senior secondary schools in Port Harcourt and Obio-Akpor Local Government Areas of Rivers state. To validate the instrument, the face and content validity was determined by the researcher’s supervisor and two experts in Education Management. Thus, gave given the initial draft of the instrument to study and make necessary inputs to improve its quality. Their corrections contributions were adopted by the researcher to form the final draft of the instrument.

This shows the extent to which the study is without bias or error free and provides consistence measurement across various items in the instrument. The reliability coefficient of the measure is therefore, an indication of the level of stability and consistency with which the instrument measures the concept and helps to assess the goodness of the measure. To ascertain the consistency of the instrument, the test-retest reliability method was adopted. The instrument was administered on10 principals and 10 teachers outside the study area. After a period of two weeks interval, the same instrument was re-administered to the same group. The reliability coefficient of the two scores was established using Cronbach alpha value of 0.7., which gave a reliability index of 0.70. The data that were gathered from the respondents were collated, hand scored on a raw data sheet for analysis. Mean and standard deviation were used to provide answers to the five research questions. The acceptance level for the mean score of question item will be $\bar{X} = 2.50, (VHE=4; HE=3; LE = 2; VLE=1) = \frac{4+3+2+1}{4} = 2.50$ while the Pearson Product Moment Correlation Coefficient ‘r’ statistical tool was utilized to test the four postulated hypotheses at 0.05 level of significance.
RESULTS

Research Question 1: To what extent does autocratic administrative style influence teachers’ performance in Senior Secondary Schools in Port Harcourt metropolis, of Rivers State?

Table 1: Mean Score Ratings of Respondents on Autocratic Administrative Style in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State

<table>
<thead>
<tr>
<th>Opinion</th>
<th>N</th>
<th>Sum</th>
<th>X</th>
<th>S. D.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Decisions regarding teachers’ commitment to their jobs are made solely by the principal.</td>
<td>455</td>
<td>1271</td>
<td>2.79</td>
<td>0.92</td>
<td>Accepted</td>
</tr>
<tr>
<td>2. The principal gives directives and expect conformance without fail.</td>
<td>455</td>
<td>1281</td>
<td>2.82</td>
<td>0.84</td>
<td>Accepted</td>
</tr>
<tr>
<td>3. The principal orders teachers around in school.</td>
<td>455</td>
<td>1263</td>
<td>2.78</td>
<td>0.82</td>
<td>Accepted</td>
</tr>
<tr>
<td>4. Principal’s classroom supervision is more of witch-hunting and bullying.</td>
<td>455</td>
<td>1240</td>
<td>2.73</td>
<td>0.78</td>
<td>Accepted</td>
</tr>
<tr>
<td>5. Teachers detest the principal’s style of administration because he/she claims he/she knows it all.</td>
<td>455</td>
<td>1274</td>
<td>2.80</td>
<td>0.84</td>
<td>Accepted</td>
</tr>
<tr>
<td>6. Teachers work performance is high under a principal whose directives are sacrosanct.</td>
<td>455</td>
<td>1250</td>
<td>2.75</td>
<td>0.89</td>
<td>Accepted</td>
</tr>
<tr>
<td>Grand Mean</td>
<td></td>
<td></td>
<td>2.77</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


The result on table 1 showed that the respondents agreed to all items on Principals’ Autocratic Administrative Style in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State, with mean scores greater than 2.50. Item 1-6 of the questionnaire had mean scores of 2.79; 2.82; 2.78; 2.73; 2.80; and 2.75 respectively. The result further showed that these agreements among the respondents were very strong as the standard statistical tools for measuring level of dispersion were close for all the questionnaire items with standard deviation of .83 and .82 and variance of .69 respectively for items 2 and 5.

Research Question 2: To what extent does laissez faire administrative style influence teachers’ performance in senior secondary schools in Port Harcourt metropolis, of Rivers State?

Table 2: Mean Score Ratings of Respondents on Laissez-faire Administrative Style in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State

<table>
<thead>
<tr>
<th>Opinion</th>
<th>N</th>
<th>Sum</th>
<th>X</th>
<th>S.D.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. You are of the opinion that the level of freedom and liberty given to teachers by the principal for job performance is high in your school.</td>
<td>455</td>
<td>1291</td>
<td>2.84</td>
<td>0.78</td>
<td>Accepted</td>
</tr>
<tr>
<td>8. Teachers are allowed to take decision on any issue in the school all the time.</td>
<td>455</td>
<td>1375</td>
<td>3.02</td>
<td>0.76</td>
<td>Accepted</td>
</tr>
<tr>
<td>9. The principal does not dictate the actions and inactions of the teachers in order to make them perform maximally.</td>
<td>455</td>
<td>1350</td>
<td>2.97</td>
<td>0.74</td>
<td>Accepted</td>
</tr>
<tr>
<td>10. The freedom given to teachers by the principal to take action and decisions independently helped them to perform their job professionally.</td>
<td>455</td>
<td>1382</td>
<td>3.04</td>
<td>0.89</td>
<td>Accepted</td>
</tr>
<tr>
<td>11. The principal allows teachers to work according to their desire without supervision and this improves work performance.</td>
<td>455</td>
<td>1293</td>
<td>2.84</td>
<td>0.87</td>
<td>Accepted</td>
</tr>
<tr>
<td>12. You believe that the improvement in job performance by the teachers is because of principals’ style of administration.</td>
<td>455</td>
<td>1388</td>
<td>3.05</td>
<td>0.82</td>
<td>Accepted</td>
</tr>
<tr>
<td>Grand Mean</td>
<td></td>
<td></td>
<td>2.96</td>
<td></td>
<td></td>
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</tbody>
</table>

The result on table 2 showed the mean ratings of respondents on Principals’ Laissez-faire Administrative Style in Public Senior Secondary School in Port Harcourt Metropolis of Rivers State. The result on table 2 showed that the respondents agreed to all items on Principals’ Laissez-faire Administrative Style in Public Senior Secondary School in Port Harcourt Metropolis of Rivers State, with mean scores greater than 2.50. On the question Items 7, 10 and 12 for “Teachers are allowed to make decision on any issue in the school.”; “The freedom given to teachers by the principal to take action and decisions independently helped them to perform their job professionally” and “You believe that the improvement in job performance by the teachers is because of principals’ style of administration.” their mean score ratings were 3.02, 3.04 and 3.05 respectively. The result further showed that these agreements among the respondents were very strong as the standard deviation statistical tools for measuring level of dispersion were close for all the question items with standard deviation of 0.7, .90 respectively for questionnaire items 8, 10 and 12.

**Hypothesis 1:** There is no significant relationship between Principals autocratic administrative styles and Teachers performance in senior secondary schools in Port Harcourt metropolis of Rivers State

**Table 3: Summary of Pearson Product Moment Correlation Coefficient (PPMCC) on the relationship between Principals autocratic administrative (AAS) styles and Teachers performance (TP) in public senior secondary schools in Port Harcourt Metropolis of Rivers State**

<table>
<thead>
<tr>
<th></th>
<th>AAS</th>
<th>TP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.403**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>455</td>
<td>455</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.403**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>455</td>
<td>455</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).**

**Source: Field Survey (2018).**

The result shows that the moderate significant relationship between principals’ autocratic administrative style is a positive one. This moderate positive significant relationship is indicated with PPMCC value of .403** and P-value of 0.000 at 0.05 level of significance at 454 degree of freedom. This result implies that when principals adopted the autocratic administrative style, teachers’ performance was moderate. By this result, the null hypothesis which states that, there is no significant relation between Principals’ autocratic administrative style and teachers performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State was rejected and upheld the alternate which states that there is a significant relationship between Principals autocratic administrative styles and teachers performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

**Hypothesis 2:** There is no significant relationship between principals’ laissez-faire administrative style and teachers’ performance in public senior secondary schools in Port Harcourt of Rivers State Metropolis.
Table 4: Summary of Pearson Product Moment Correlation Coefficient on the relationship between Principals Laissez faire administrative styles (LFAS) and Teachers performance (TP) in public senior secondary schools in Port Harcourt Metropolis of Rivers State

<table>
<thead>
<tr>
<th></th>
<th>LFAS</th>
<th>TP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.401**</td>
</tr>
<tr>
<td>LFAS</td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>455</td>
</tr>
<tr>
<td>TP</td>
<td>Pearson Correlation</td>
<td>.401**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>455</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).


The result shows that the moderate significant relationship between principals’ laissez-faire administrative style is a positive one. This moderate positive significant relationship is indicated with PPMCC value of .401** and P-value of 0.000 at 0.05 level of significance at 454 degree of freedom. This result implies that when principals adopted the laissez-faire administrative style, teachers’ performance was moderate. By this result, the null hypothesis which states that, there is no significant relation between Principals’ laissez-faire administrative style and teachers performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State was rejected and upheld the alternate which states that there is a significant relationship between Principals laissez-faire administrative styles and teachers performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

DISCUSSION OF FINDINGS

Autocratic administrative style and Teachers’ performance in Public Senior Secondary School of Rivers State

On research question 1, the result on table 1 showed the mean ratings of respondents on Principals’ Autocratic Administrative Style on teachers’ performance in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State. The result showed that the respondents agreed to all questionnaire items on Principals’ Autocratic Administrative Style in Public Senior Secondary School in Port Harcourt Metropolis of Rivers State, with a grand mean of 2.77 which was above the criterion mean of 2.50. The result further showed that these agreements among the respondents were very strong as the standard and the variance statistical tools for measuring level of dispersion were close for all the questionnaire items with standard deviation of .831 and .821 and variance of .691 respectively for items 2 and 5. By implication, this result indicates that majority of the respondents to a very high extent agreed that autocratic administrative style and influences the performance of teachers in Public Senior Secondary School in Port Harcourt Metropolis of Rivers State.

The findings are in agreement with the works of Nadeem, Ghulam, Naveed, Muhammad, and Faiz (2012), who found that autocratic administrative style has a positive impact on job satisfaction and public teachers have high level of job satisfaction of teachers in Public Senior Secondary Schools.

For hypothesis 1, the result showed a moderate significant relationship between autocratic administrative style and teachers’ performance in Senior Public secondary schools in Port Harcourt Metropolis of Rivers State with PPMCC value of .403**, P-value of 0.000 at 0.05 level of significance with 455 degree of freedom. This result implies that when principals adopted the autocratic administrative style, teachers’ performance was moderate. Hence, the null hypothesis
which states that, there is no significant relationship between Principals autocratic administrative styles and teachers performance in senior secondary schools in Port Harcourt Metropolis of Rivers State was rejected and upheld the alternate which states that there is a significant relationship between Principals autocratic administrative styles and Teachers performance in senior secondary schools in Port Harcourt Metropolis of Rivers State. The findings are in agreement with Austin and Austin (2001) who univocally stated that autocratic administrators supervise subordinates very closely to ensure conformity and conclusion of work within the designated time. Similarly, Ocheng (2001) opined that authoritarian leaders update their subordinates on what must be done, how it has to be done and when to complete it.

Laissez-faire administrative style and Teachers’ performance in Public Senior Secondary School of Rivers State

On research question 2, the result on table 2 showed the mean ratings of respondents on Principals’ Laissez-faire Administrative Style in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State. The result showed that the respondents agreed to all items on Principals’ Laissez-faire Administrative Style in Public Senior Secondary Schools in Port Harcourt Metropolis of Rivers State, with mean score ratings greater than 2.50, which represents the criterion mean. Questionnaire items 2, 4 and 6 had mean score ratings of 3.02, 3.04 and 3.05 respectively. It also showed that these agreements among the respondents were very strong as the standard and the variance statistical tools for measuring level of dispersion were close for all the questionnaire items with standard deviation of .751, .891, .821 and variance of .901, .801 and .671 respectively for items 4, 5 and 6. By implication, this result indicates that majority of the respondents to a very high extent agreed that Laissez-faire administrative style has a high relationship with the performance of teachers in Public Senior Secondary School in Port Harcourt Metropolis of Rivers State.

On hypothesis 2: The result showed that there is moderate significant relationship between laissez-faire administrative style and teachers’ performance in Senior Public secondary schools in Port Harcourt Metropolis of Rivers State with PPMCC value of .401**, P-value of 0.000 at 0.05 level of significance at 455 degree of freedom. This result implies that when principals adopted the laissez-faire administrative style, teachers’ performance was moderate. Hence, the null hypothesis which states that, there is no significant relationship between Principals’ laissez-faire administrative style and Teachers performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State was rejected and alternative upheld which states that there is a significant relationship between Principals laissez-faire administrative styles and teachers performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State. The findings are in agreement with Pareck, (2010), who found that laissez-faire administrative style is the most effective administrative styles especially where followers are mature and highly motivated.

CONCLUSION

School Principals can only be said to be effective when predetermined secondary school goals are achieved. As a policy implementer he/she implements the policy through available human and material resources. The human resources who are mainly teachers, administrative staff, technical staff, students and custodial staff must be coordinated using effective administrative styles which are autocratic and laissez-faire administrative styles. These styles have been found to have a positive relationship with teacher’s performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State.
RECOMMENDATIONS
The following recommendations were made.
1. The Rivers State Government through the Ministry of Education should organize development programme for principals especially on the use of administrative styles in secondary schools.
2. School principals should adopt a combination of administrative styles in the administration of their school administration in order to enhance better job performance among teachers.
3. The Rivers State Ministry of Education should organize regular inspection of schools to monitor the administrative style used by principals that could enhance better performance among teachers. This is necessary in order to achieve the objectives of public senior secondary education as entrenched in the National Policy on Education.
4. Autocratic and laissez faire administrative styles should be used sometimes by the principals because they support teachers performance to a great extent.

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