



International Journal of Institutional Leadership, Policy and Management
Volume 2, Issue 4, pp. 754-772. 2020

ISSN: 2735-9220

www.ijilpm.com.ng



DEMOGRAPHIC AND PERSONALITY CORRELATES OF PRINCIPALS' PERFORMANCE IN DECISION MAKING IN THE MANAGEMENT OF SECONDARY SCHOOLS IN SOUTH-SOUTH, NIGERIA

Ominini Brother Asako WALSON

Department of Educational Management,
Ignatius Ajuru University of Education, Nigeria

Lily Adonye HART

Department of Educational Management,
Ignatius Ajuru University of Education, Nigeria

Nancy Abuchi AJIKERE

Department of Educational Management,
Ignatius Ajuru University of Education, Nigeria

Nkesi Adiba KASI

Department of Educational Management,
Ignatius Ajuru University of Education, Nigeria

ABSTRACT

Principals are institutional leaders who carry out specific duties in their day-to-day administration of secondary schools. Decision making is one of the task areas of principals in secondary schools which involves making choices between alternatives for organizational effectiveness. Demographic (age, gender, experience, educational qualification & marital status) and personality (leadership styles) are factors which perhaps may impact on principals' performance. This study therefore, examined the relationship between demographic and personality variables and principals' performance in decision-making in the management of secondary schools in South-South, Nigeria. The study adopted the correlational survey design. Four research questions guided the study, while one hypothesis was formulated and tested at 0.05 level of probability. The population of the study comprised of all 1,356 principals of public secondary schools in South-South, Nigeria. A sample of 310 principals was drawn from the population using Taro Yamen's formula, while 1,860 teachers rated their principals. Proportionate stratified random sampling was used to select the number of principals per state, while disproportionate stratified random sampling was used to select the number of principals and teachers per senatorial zone for fair representation. The instruments for data collection were: Principals' Leadership Style Questionnaire (PLSQ), and Principals' Decision-making Performance Scale (PDPS). The overall internal consistency reliability co-efficient indices obtained through Cronbach Alpha method were: 0.60 for PLSQ, and 0.71 for PDPS. Means, standard deviations, and Pearson Product Moment Correlation Co-efficient were used to answer the research questions, while multiple regressions and associated t-tests were used to test the hypothesis at 0.05 level of significance. The findings revealed that most principals were males, married, had first degrees in different areas of

education, and have served as principals and vice principals for not more than 11 years. Most principals in South-South, Nigeria exhibited open leadership styles. Principals' performance was high in decision-making. Leadership styles and educational qualification had substantial correlation coefficients with principals' performance decision-making. Demographic and personality factors had joint significant relationship ($P < 0.05$) with principals' performance in decision-making. These variables predicted 28.7%, of the variance in decision-making. Leadership style and marital-status predicted the performance of principals in decision-making. Based on these findings, it was recommended that in the appointment of principals, educational qualification and marital status should be considered since these variables had substantial and significant relationship with principals' performance in decision-making. Besides, training and re-training programmes should be given to principals with a view to helping them adopt more open leadership styles characterized by collaborative decision-making.

Keywords: Demographic, Personality, Principals, Secondary Schools, Performance, Decision-Making, Stressors

Reference to this paper should be made as follows:

Walson, O. B. A., Hart, L. A., Ajikere, N. A., & Kasi, N. A. (2020). Demographic and personality correlates of principals' performance in decision making in the management of secondary schools in South-South, Nigeria. *International Journal of Institutional Leadership, Policy and Management*, 2(4), 754-772.

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INTRODUCTION

Secondary education is a six-year form of education which children received after primary school before proceeding to the tertiary level of education. The aim of secondary education according to the National Policy of Education (Federal Republic of Nigeria, 2004), is to prepare individuals for useful living within the society and for higher education. The administrators of secondary school in Nigeria are called principals who function as managers and instructional leaders. They have the primary responsibility of ensuring that effective teaching and learning in the school is achieved. In doing this, they play a number of important roles among which is providing effective leadership through decision-making aimed at enhancing discipline and promoting students' academic achievement in schools.

Decision making is also a critical aspect of an administrator's responsibility in the management of secondary schools. It is simply the process of choosing from among alternatives ways of providing a solution to a problem towards achieving objectives (Mgbodile, 2004). Decision making involves making choices. In the school system, the principal makes informed decisions that guide whatever the school does. Oboegbulem and Onwurah (2011) noted that decision making is vital in such managerial functions as planning, organizing, influencing and controlling. Participatory decision making in a collaborative form with stake holders in school usually improves the quality of decisions since diverse organizational experience is drawn and this increases the understanding of the group as well as their commitment to the decisions. This ownership perception motivates them to successfully implement the decisions.

A good decision could reduce tension in schools. As a fundamental process in an organization, decision making is the central responsibility of the educational administrator (Peretomode, 2001). It involves choice and entails cost although not an end in itself but a means to achieving organizational goals and objectives. Decision making from the view of Heinz and Harold (2005) is the process of selecting a course of action from among alternatives. It is the

core of planning, as a plan cannot be said to be complete unless a decision involving commitment of resources, direction, or reputation been made. Gareth and Jennifer (2006) described decision-making as the process by which school administrators respond to the opportunities and threats by analyzing options and making determinations about specific school goals and courses of action. They pointed out that good decision results in the selection of appropriate goals and courses of action that increase organizational performance while bad decisions result in low performance.

Decision making is also considered as a cognitive process resulting in the selection of a course of action among several alternative possibilities to arrive at a concrete action/decision for organizational development (Ogbaji & Oti, 2016). They asserted that every decision making process produces a final choice that may or may not prompt the development action for knowledge production. It implies that in the management of schools, decision making provides a cause of identifying and choosing alternatives based on the needs/values and preferences of the decision maker in the development of the institution. Decision making in this context is the process by which school principals choose from among alternative ways of achieving an objective or providing a solution to an educational problem in the school system. The decisions principals make and how they make them have a direct impact on working conditions of staff (teaching and non-teaching staff), and students' academic achievement.

Principals have to involve staff in making decisions affecting their jobs and reinforcements for school effectiveness. They also need to involve teachers in making decisions that will contribute to the development of schools as well as generate more positive influence on students. Principals' performance in decision making is how well or frequently the principal carries out his roles in decision making by involving teachers and other stakeholders for school effectiveness.

In the management of secondary schools affairs, the principal's main task according to Ibukun cited in Duze (2012) is to create a conducive atmosphere for staff so as to achieve desired changes in students' learning. In doing this, they make decisions on various activities of the school. Researchers have agreed that the extent to which principals involve staff, students and other stake holders in making decisions in schools determine the level at which goals are achieved (Ijaduola, 2007; Udoh & Akpa, 2007). Thus, the way the principal relates with their staff by involving them in decision making could contribute immensely to the effective achievement of school goals. Where teachers are adequately involved in decision making process, there would be commitment and adequate support for the principal and the realization of school goals will be easy. In this regard, apathy and opposition within the school will be minimized. It is presumed that the possession of certain characteristics by the principal could enhance the process and quality of decisions taken by the principal in the school system.

In the Nigerian setting, it has been observed that demographic factors like: age, gender, educational qualification, experience, specialization, marital status and personality factors such as leadership style may have relationships with principals' performance in the management of secondary schools with the belief that individual difference based on these factors would influence performance.

Age is viewed as the length and time a man has lived from birth (Sturman, 2000). The general proposition is that younger principals exhibit better management capabilities than the older principals since individuals tend to gradually disengage from active work with age (Feldman, 1996). This was buttressed by Okorie (2008) that showed a positive relationship between principals' productivity and age. However, in a study Dididjon (2002) found that there

was no significant relationship between principals' age and administrative performance. Due to these inconsistencies, it has become necessary to determine the extent to which age relate to principals performance in decision making in the management of secondary schools.

Research studies have included gender as an important factor in job performance. Gender according to Pollard and Morgan (2002), refers to the socially constructed expectations for male and female behaviours which prescribe a division of labour and responsibilities between males and females. While some research studies showed evidence of male superiority over females in task performance (Uko, 2002), some others reported that females perform better in school administration (Daresh & Male, 2000). Following these disagreements over which gender performs better, this work seeks to contribute in resolving this controversy on gender as it affects principals' performance decision making in the management of secondary schools.

Educational qualification according to Akpan (2007) is the knowledge and skill acquired after a period of training and instruction by seasoned experts. Professional training exposes one to knowledge, skills, and values needed for effective job performance. Though educational qualification has some research evidence in support of its potential in improving principals' job performance (Nwangwu, 2006). Ogbaji and Oti (2006) posited that educational qualification of principals has no impact on their job performance. It is therefore important that the relationship between educational qualification and principals' performance in decision making be examined.

Experience as viewed by Sturman (2000) is the culmination of context based events that a person perceives. It is the professional growth as a result of a period of continued work, training and retraining on the job and other related processes. Sturman further noted that experience has some level of influence on principals' job performance. It has been suggested by Nwangwu (2006) that experience assists in developing the required social and intellectual skills, in learning how to work closely with other people and in finding out about individual interests and differences. This indicates that experience may be related to performance. However, Achunine (1998) opined that the length of time one stays on a job does not necessarily make one efficient; and argued that professional training is a more important factor than on-the-job experience in an administrator's job performance. It is therefore important to determine the extent experience relates to principals' performance in decision making in the management of secondary schools.

Marital status is the state of being married or not married by a man or a woman (Anyanwu, 2009). It has been suggested by Erukoha (1999) that marital status influences teachers and administrators motivation, commitment to duty and task performance; and that married school administrators and teachers were more satisfied than the single ones. This implies a significant positive relationship between marital status and task performance. However, Okpalogu (2008) found an insignificant relationship between marital status and students' achievement in schools administered by married and single principals. It is therefore necessary that the relationship between marital status and principals' performance in decision making be determined in the management of secondary schools.

Leadership styles, according to Oboegbulem and Onwurah (2011) are the underlining need structure of an individual that determines his behavior in various leadership situation. It is the consistency of the leader's goal or need as their function in different situations. Leadership styles may be task or worker oriented, democratic, autocratic, eclectic or laissez-faire. Oredien (2004) submitted that variables like sex, experience and qualification do not influence performance with respect to staff and students achievement, rather school factors such as style of principal's management do influence the staff and students achievement. While some research studies showed evidence of the superiority of democratic leadership style over

autocratic style in tasks performance of the principals (Linda, 2000; and Peretomode, 2001), some others reported that principals who adopt electric leadership style achieved more results than those who use democratic and autocratic leadership styles (Reyes, 1999; Gareth & Jennifer, 2006). An understanding of the leadership styles used by principals may be very essential. Therefore, it is important to determine the extent to which leadership styles relates to principals' performance in decision making in the management of secondary schools.

According to Nwosu (2009), the methods of selection of secondary school principals in Nigeria, which does not consider these demographic and personality variables is unsatisfactory and gives room for concern. The consequence of this anomaly according to Nwadinigwe (1997), most of the school principals grope around and often use trial and error method in the day-to-day school administration. This gives rise to low morale and poor work attitude that affect their performance. There are theoretical connections among these demographic and personality variables and performance. There is also empirical evidence of the likely connection between these variables and principals' performance. The relationship may differ depending on the task areas of the management of secondary schools. Therefore, there is the need to examine the relationship between these variables and principal's performance in decision making in the management of secondary schools. The extent to which these variables relate with principals performance in decision making in the management of secondary schools in South-South, Nigeria has not been determined. It appears that lack of empirical evidence has limited the consideration of demographic and personality variables in the appointment of principals from the pool of teachers in spite of the presumed connection between these variables and performance.

Although studies have been done on the relationship between these variables and performance, no study to the knowledge of the researcher related the variables to principals' performance in decision making in the management of secondary schools in South-South, Nigeria. The problem of the study is: To what extent do demographic (age, gender, qualification, experience, marital status) and personality (leadership styles) variables relate with or predict principals' performance in decision making in the management of secondary schools in South-South, Nigeria?

Purpose of the Study

The purpose of this study is to determine the relationship between demographic and personality factors, and the performance of principals in decision making in the management of secondary education in South-South Nigeria. Specifically, the study seeks to determine:

- Demographic profile of principals of secondary schools in the South-South Nigeria.
- Personality (leadership) profile of principals of secondary schools in the South-South Nigeria.
- Performance of principals in decision making in the management of secondary schools in the South-South, Nigeria.
- Relationship between demographic and personality variables and principals' performance in decision making in the management of secondary schools in South-South, Nigeria.

Research Questions

The following research questions are posed to guide the study:

- What is the demographic (age, gender, educational qualification, working experience and marital status) profile of principals of secondary schools in South-South, Nigeria?
- What is the personality (leadership styles) profile of principals of secondary schools in South-South, Nigeria?
- What are the principals' mean performance scores in decision making in the management of secondary schools in South-South, Nigeria?
- What are the correlation coefficients between demographic and personality variables and principals' performance in decision making in the management of secondary schools in South-South, Nigeria?

Hypothesis

The following null hypothesis will be tested at 0.05 level of probability.

- Demographic and personality variables do not significantly predict principals' performance in decision making in the management of secondary schools in the South-South, Nigeria.

METHODS

The study adopted the correlational survey design. The population of the study comprised of all 1,356 principals of public secondary schools in South-South, Nigeria. The composition of the population is: 234, 148, 248, 244, 237, and 245 for Akwa-Ibom, Bayelsa, Cross River, Delta, Edo, and Rivers State respectively. The sample for the study consisted of 310 principals obtained using Taro Yamen's formula. To arrive at the sample size of 310 principals, proportionate stratified random sampling technique was used to select the required number of principals per states, while disproportionate stratified random sampling technique was used to select the number of principals per senatorial zone for fair representation.

The sample is composed of: 53, 35, 56, 56, 54, and 56 for Akwa-Ibom, Bayelsa, Cross River, Delta, Edo, and Rivers State respectively. Two instruments namely Principals' Leadership Style Questionnaire (PLSQ) and Principals' Decision Making Performance Scale (PDPS) were used for data collection. The four point response scales used in the questionnaire: Principals Leadership Styles Questionnaire and Principal Decision Making Performance Scale were scored and interpreted as follows: Strongly Agree (SA) and Very Frequently (VF) scored four points; Agree (A) and Frequently (F) scored three points; Disagree (D) and Occasionally (O) scored two points; and Strongly Disagree (SD) and Never (N) scored one point. The negative items (6, 8, 10, 13 and 14) in the Principals' Leadership Styles Questionnaire are scored in the reverse order of Strongly Disagree for four points, Disagree three points, Agree two points and Strongly Agree one point.

These instruments were face validated by three experts in the department of Educational Management, and Measurement and Evaluation of Ignatius Ajuru University of Education who scrutinized and marched the items of the instruments with the research questions in order to determine whether they could measure what they were intended to measure. The reliability of each of instrument was determined using cronbach alpha method. The internal consistency

reliability co-efficient indices of the instruments were: 0.60 for PLSQ, and 0.71 for PDPS. Data were collected through direct delivery method by the researcher and seven research assistants. The research questions were answered using means, standard deviations, and Pearson Product Correlation Co-efficient.

The null hypothesis was tested using multiple regressions and associated t-tests at 0.05 level of significance. Using real limits of numbers, 0.5 - 1.49 correspond to Strongly Disagree, and Never; 1.50 - 2.49 correspond to Disagree, and Occasionally; 2.50 - 3.49 correspond to Agree, and Frequently; 3.50 - 4.49 correspond to Strongly Agree, and Very Frequently. The demographic data of the principals were coded as follows: Gender: male = 1, female = 2; Educational qualification: Ph.D = 4, M.Ed/M.Sc =3, B.Ed/B.A/B.Sc =2; Dip/N.C.E=1; Area of specialty: Educational Admin/Planning =3; All Aspects of Education =2; No Educational Qualification =1; Marital status: Married =4. Single=3, Separated=2, Divorce=1; Years of working experience as principal, Vice principal, and age were entered directly; Schools location: Urban = 1, Rural = 2; States were coded in alphabetical order: Akwa Ibom state = 1, Bayelsa state = 2, Cross River State = 3, Delta State = 4, Edo State = 5, and Rivers State = 6.

RESULTS

The results were presented in line with the research question and null hypothesis that guided the study as showed in the tables below:

Research Question One: What is the demographic (age, gender, educational qualification, working experience and marital status) profile of principals of secondary schools in South-South, Nigeria?

Data for providing answers to the above research questions are presented in tables 1-6.

Table 1: Frequencies and percentage of principals' age in South-South, Nigeria

Category (years)	Frequencies	Percentage
36-40	2	0.60
41-45	7	2.20
46-50	41	13.20
51-55	184	59.30
56-60	76	24.60
Total	310	100.00

Table 1 revealed that 184 (59.3%) principals were within the age bracket of 51-55years, 76 (24.6%,) were within the age bracket of 56-60 years, 41(13.2%) were within the age bracket of 46-50 years, 7(2.2%) were within the age bracket of 41-45 years, while 2 (.6%) were within the age bracket of 36-40 years. A summary of this table revealed that most principals in South-South, Nigeria were within the age bracket of 51-55 years.

Table 2: Frequencies and percentage of principals' gender in secondary schools in South-South, Nigeria

Category	Frequencies	Percentage
Male	201	64.80
Female	109	35.20
Total	310	100.00

Table 2 revealed that 201 principals (64.8%) were males while 109(35.2%) were females. Most principals in South-South, Nigeria were Males.

Table 3: Frequencies and percentage of principals' years of working experience in South-South Nigeria

Category	Frequencies		Percentage	
	Principal	VP	Principal (%)	VP (%)
< 1	-	11	-	3.50
1-5	74	106	23.00	34.20
6-10	116	157	37.40	50.60
11-15	92	27	29.70	7.40
16-20	18	4	5.90	1.20
21-25	4	2	1.20	0.60
26-30	3	7	0.90	2.30
31-35	3	-	0.90	-
Total	310	310	100.00	100.00

Table 3 showed that 116 (37.4%) principals have served for a period 6-10 years; 92(29.7%) principals have served for 11-15 years; 74(23.8%) principals have served for 1-5 years; 18(5.9%) principals have served for 16-20 years; 4(1.2%) principals who have served for 21-25 years; and 3(9%) principals have served for 26-30 and 31-35 years respectively. In addition, the table showed that before becoming principals, 157 (50.7%) of them have been Vice principals for 6-10years; 106(34.2%) have served as Vice principals for 1-5 years; 27(7.4%) have been Vice principals for 11-15 years, 7(2.3%) have been Vice Principals for 20-30 years, 4(1.2%) have served as Vice Principals for 16-20 years; 2(.6%) of them have served for 21-25years as Vice Principals, and 11(3.5%) of them have served as Vice principals for less than a year before being principal. In summary, this table showed that most principals 282 (90.2%) in South-South Nigeria have a working experience of less than 15 years with only 3 who have served for 31-35 years. Majority of them 274 (88.3%) were vice Principals for less than 11 years before becoming Principals.

Table 4: Frequencies and percentage of principals' educational qualifications in South-South Nigeria

Category	Frequencies	Percentage
Ph.D	3	1
M.Sc/ M.A/M.Ed	93	30
B.Sc/B.A/B.Ed/B.Sc(Ed)	213	68.70
Dip/NCE	1	0.30
Total	310	100.00

Table 4 showed that only 3(1%) of the principals had Ph.D; 93(30%) had second degree such as M.Sc/M.A/M.Ed; 213(68.7%) have first degree like B.Sc/B.A/B.Ed/B.Sc(Ed.); and only 1(3%) principal had Diploma or NCE. Most of the principals in South-South, Nigeria had first degree.

Table 5: Frequencies and percentage of principals' area of specialty in secondary schools in South-South, Nigeria

Category	Frequencies	Percentage
Educational Administration /Planning	32	10.30%
Other Aspects of Education	258	83.20%
No Education Qualification	20	6.50%
Total	310	100.00%

Table 5 showed that 32(10.3%) principals specialized in educational administration and planning; 258(83.2%) specialized in other aspects of education, while 20(6.5%) specialized in other areas without any education qualification. This table revealed that most principals in South-South, Nigeria had a qualification in education, and that 6.5% of them were not professionally qualified to be principals.

Table 6: Frequencies and percentage of principals' marital status in South-South, Nigeria

Category	Frequencies	Percentage
Married	302	97.40%
Single	4	1.30%
Divorce	3	1%
Separated	1	0.30%
Total	310	100.00%

Table 6 showed that 302(97.4%) principals were married; 4(1.3%) were single; 3(1%) were divorced, while only 1(.3%) was separated. This table showed that most principals in South-South, Nigeria were married.

Research Question 2: What is the personality (leadership styles) profile of principals of secondary schools in South-South, Nigeria?

The leadership behaviour of secondary schools principals in South-South Nigeria is presented in table 7.

Table 7: Means ratings of principals' leadership behaviours in the management of Secondary Schools in South-South Nigeria

S/N	Questionnaire items	X	SD	DEC
1	communicates openly to staff about school activities	3.44	.68	A
2	encourages self-expression, creativity and interaction in the school	3.31	.68	A

3	showed feeling of concern and respect for staff	3.26	.74	A
4	delegates duties to staff	3.37	.66	A
5	involve teachers in decision making	3.00	.82	A
6	nags at teachers openly	3.00	1.33	A
7	makes appeal rather than commands staff	3.00	.77	A
*8	imposes task and duties on teachers	2.87	.83	A
9	concedes to high level of staff independence in school activities	2.48	.81	D
*10	wants things done in his/her own way	2.77	.95	A
11	is concerned about staff feelings	3.03	.79	A
12	apportions blames to staff when things go wrong	2.47	.94	D
*13	is resistant to change	2.86	.89	A
*14	is indifferent about activities in the school	2.95	.89	A
15	showed concern for school goals and staff welfare	3.27	.38	A
Grand		3.01	.38	A

*Negative items scored in reverse order - A=Agree, D=Disagree, DEC= Decision

Table 7 showed that items 1-8, 10, 11 and 13 – 15 had high means scores above the bench mark of 2.50. Their mean scores were 3.26, 3.37, 3.00, 3.00, 3.00, 3.00, 2.87, 2.77, 3.03, 2.86, 2.95 and 3.27, while their respective standard deviations were .74, .66, .82, 1.33, .77, .83, .81, .95, .79, .94, .89 and .38. Items 9 and 12 had low means scores of 2.48 and 2.47 with standard deviations of .81 and .94 respectively. The grand mean score and standard deviation were 3.01 and .38 respectively.

Based on the data, the respondents shared the view that principals communicate openly to staff about school activities, encourages self-expression, creativity and interaction in the schools, showed feeling of concern and respect for staff, and delegates duties to staff. The principals' also involve teachers in decision making, do not nag at teachers openly, makes appeal rather than commands staff, and do not impose task and duties on teachers. It was also revealed that the principals' are concerned about staff feelings, and do not want things done their own way and apportion blames to staff when things go wrong. It was revealed that principals are not indifferent about activities in the school, as they show concern for school goals and staff welfares. The grand mean score and standard deviation indicated openness and democratic tendencies of principals in the management of secondary in South-South, Nigeria.

Research Question 3: What are the principals' mean performance scores in decision making in the management of secondary schools in South-South, Nigeria?

Table 8: Mean ratings of teachers' responses on the extent of principals' performance in decision making

S/N	Questionnaire items (decision making)	X	SD	DEC
My Principal				
11	involves teachers in decision making process in the school	2.70	.94	F
12	ensures that PTA meetings are held to discuss salient issues of school improvement	2.48	1.00	O
13	takes decision based on available resources	2.75	.85	F
14	considers school programmes in taking decisions	2.97	.82	F
15	involve students representatives in taking decisions concerning them	2.25	.95	O
Cluster		2.63	.62	F

F= Frequently, O= Occasionally, DEC= Decision

Data in table 8 revealed that items 11, 13, and 14 had high mean ratings of 2.70, 2.75, and 2.97 with standard deviation of .94, .85, and .95 respectively. Items 12 and 15 had low means of 2.48 and 2.25 with standard deviation of 1.00 and .95 respectively. The table showed that respondents were of the view that in the management of secondary education, principals frequently involved teachers in decision making process, took decision based on available resources, and considered school programmes in taking decisions. They occasionally ensured that PTA meetings were held to discuss salient issues of school improvement and also involved students' representatives in taking decisions concerning them. The cluster mean of 2.63 and standard deviation of .62 showed that principals frequently make decisions in the management of secondary schools. This indicated that principals' performance in decision making in the management of secondary schools in South-South Nigeria was to a high extent.

Research Question 4: What are the correlation coefficients between demographic and personality variables and principals' performance in decision making in the management of secondary schools in South-South, Nigeria?

Table 9: Correlation Coefficients between principals' demographic and personality variables and performance in decision-making (N = 310)

Variables			r ²	Percentage
Age	Pearson Correlation	.030	0.0009	0.09
	Sig. (2-tailed)	.599		
Gender	Pearson Correlation	-.024	0.00056	0.06
	Sig. (2-tailed)	.674		
Educational Qualification	Pearson Correlation	-.134*	0.0180	1.80
	Sig. (2-tailed)	.018		
Area of Specialty	Pearson Correlation	-.075	0.005625	0.56
	Sig. (2-tailed)	.186		
Experience as Principal	Pearson Correlation	-.070	0.0049	0.49
	Sig. (2-tailed)	.221		
Experience as VP	Pearson Correlation	-.064	0.004096	0.4
	Sig. (2-tailed)	.258		
Marital Status	Pearson Correlation	-.067	0.004489	0.45
	Sig. (2-tailed)	.236		
State	Pearson Correlation	-.084	0.007056	0.71
	Sig. (2-tailed)	.140		
Location	Pearson Correlation	-.045	0.002025	0.2
	Sig. (2-tailed)	.429		
Leadership Style	Pearson Correlation	.495**	0.2450	24.50
	Sig. (2-tailed)	.000		

Table 9 showed the Correlation Coefficients between principals' demographic and personality variables and principals' performance in decision-making. The correlation coefficients between educational qualification and leadership styles of principals and performance in decision making (-.134, and .495 respectively) were substantial though that of educational qualification was negative. Therefore, the lower the educational qualification of principals the more effective they were in decision-making. Educational qualification explains 1.80% of the variance in principals' performance in decision making. Principals that exhibited a more open leadership style are more

effective in decision-making than those that exhibited close leadership style. Leadership style accounted for 24.50% of the variance in principals' performance in decision making. There was no substantial relationship between age (.030), gender (-.024), area of specialty (-.075), experience as Principal (-.070), experience as Vice Principal (-.064), marital status (-.067), state of origin (-.084), location (-.045), and principals' performance in decision-making.

Hypothesis (H₀)

Demographic and personality variables do not significantly predict principals' performance in decision making in the management of secondary schools in the South-South, Nigeria.

Table 10: Analysis of Variance of Regression on Decision-Making

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	216.100	11	19.645	10.879	.000
Residual	538.107	298	1.806		
Total	754.207	309			

Predictors: (Constant), Age, Gender, Educational Qualification, Area of Specialty, Years of experience as Principal, Years of experience as Vice Principal, Marital Status, State, Location, and Leadership style.

Table 10 showed that F-value of 10.879 was significant at 0.000. It showed that the demographic and personality variables of principals were significantly related to principals' performance in decision-making. Therefore, the null hypothesis of no significant linear relationship between demographic and personality factors and principals' performance in decision-making was rejected.

Table 11: Model Summary for Decision making

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.535 ^a	.287	.260	1.34377

The coefficient of determination (R^2) is 0.287. This indicates that 28.7% of the variance in decision making is caused by variations in the predictor variables. Therefore, 28.7% of the variance in decision making is predicted by demographic and personality variables.

Table 12: t-Values of the Demographic and Personality Variables on Decision Making

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.107	2.172		1.891	.060
Age	.038	.025	.080	1.511	.132
Gender	-.125	.170	-.038	-.736	.463
Educational Qualification	-.266	.167	-.084	-1.592	.112

Area of Specialty	-.053	.200	-.014	-.263	.793
Experience as Principal	-.010	.016	-.034	-.643	.521
Experience as VP	-.027	.017	-.084	-1.589	.113
Marital Status	-.618	.243	-.132	-2.543	.012**
State	-.057	.047	-.063	-1.227	.221
Location	-.203	.161	-.065	-1.258	.209
Leadership Style	.250	.025	.497	9.993	.000**

(** Sig. at $P < 0.05$)

To determine which of the variables were significantly related to or predicted principals' performance in decision making, the t-values of each variable were presented in table 17. The t-values were age (1.511, $P < 0.132$), Gender (-.736, $P < 0.463$), Educational qualification (-1.592, $P < 0.112$), Area of specialty (-.263, $P < 0.793$), Experience as principal (-.643, $P < 0.521$), Experience as Vice-principal (-1.589, $P < 0.113$), Marital status (-2.543, $P < 0.12$), State of origin (-1.227, $P < 0.221$), Location (-1.258, $P < 0.209$), and leadership style (9.993, $P < 0.000$). Out of the demographic and personality variables, only marital status and leadership style had significant relationship ($P < 0.05$) with and predicted principals' performance in decision-making. Principals who are not married were more effective in decision-making than the principals who were married. Principals that exhibited open leadership style were more effective in decision-making than those that exhibited close leadership style.

DISCUSSION

Demographic variables of principals of secondary schools

The results on demographic variables (age, gender, educational qualification, area of specialty, experience as principal, experience as Vice-principal, marital status, state, and location) of principals in secondary schools in South-South, Nigeria, showed that most of the principals are within the age bracket of 51-55 years. This means that most of the principals were young. The government of South-South, would have been guided by the proposition of Reyes (1990), and Feldman (1996) that young principals in their fifties exhibited better management capabilities than older principals since individuals tend to gradually disengage from active work with age.

Most principals in the secondary schools were males. Saduwa (2011) pointed out that although gender has its own advantages and disadvantages for management effectiveness, the capability of the principal was more important. Most of the principals had served for a period of not more than 11 years in that capacity. Besides, before most of the principals were appointed they have served as Vice principals for between six and ten years. The findings of the study showed that most of the principals were appointed from those who had served as vice principals. The situation where teachers who served as vice principals were appointed as principals would enable the principals to be effective having understudied a principal in course of their professional growth. This was in line with the assertion of Lazear (2000), who noted that the Peter principle in management theory recommended the selection of persons for superior positions based on their abilities relevant to the intended position.

Most of the principals in the secondary schools had first degrees rather than higher degrees. Besides, most of the principals had their qualifications in education related areas other than specializing in educational administration and planning or non-educational areas. This is in line with different policy presumptions that teachers and principals should be professionally

qualified. Eyike (2001) asserted that specialized training empowers and motivates principals for better performance. Ellah (2004) noted that professionally qualified principals have the tendency to succeed more than their non-qualified counterparts in a situation where many things have to be managed. Therefore, professionally trained principals would perform their roles better than non-professionals in the management of schools.

It was also found that most of the principals were married. Anyanwu (2009) noted that the traditional virtue of marriage such as love, fidelity and mutual fulfillment imbibed by married men and women are presumed to transcend to the work place where they exhibit love, mutual respect, and maturity that enable them handle some complex problems. Thompson (2000) also noted that the performance of the principals would be influenced by their marital status since emotional stability that comes with marriage is important in instructional leadership.

Personality (Leadership Styles) Profile of Principals of Secondary Schools

The results showed that principals in South-South, Nigeria exhibited open leadership style in the management of their schools. This is based on the fact that the principals communicated openly to staff about school activities, encouraged self-expression, creativity and interaction in the school, showed feeling of concern and respect for staff and delegated duties to staff. The principals also involved teachers in decision-making, made appeal rather than command staff, were concerned about staff feeling, as well as showed concern for school goals and staff welfare. Therefore, it was evidently clear that the principals exhibited more of open leadership style rather than close leadership style of imposing task and duties on teachers, wanting things done their own way, being resistant to change and being indifference about activities in the school.

These findings agreed with the views of Udeh (2000) that people-oriented style or open leadership style has democratic tendencies and demonstrates respect for every person in the group. It is characterized by adequate welfare attention, shared responsibilities, and group member's involvement in decision making, which encourages individual and group initiatives and creativity. Adeyemi (2010) noted that the democratic leadership of principals of secondary schools includes open communication, shared decision-making, delegation of duties, support and trust, working with teams, and empathy, improved human relations, corporation, and teaching and learning. Okorie (2010) also observed that principals leadership behaviors which serve as antidotes of motivation of teachers to higher performance are: empathy, delegation of duties, oral commendation, recognition through presentation of gift items and involvement in decision making.

The extent of principals' Performance in decision making in the management of secondary schools

The findings of the study also showed that the principals' performance in decision making in the management of secondary schools was high. This was based on the fact that principals' frequently involved teachers in decision making process, took decision based on available resources, and considered school programmes in taking decisions. Dididjon (2002) observed that involving subordinates in decision making improves the quality of decision and the effectiveness of the organization, which leads to achievement of the organizational goals. Involving teachers in decisions may lead to job satisfaction. Udoh and Akpa (2007) also asserted that where teachers are adequately involved in decision making process, there would be commitment and adequate

support with the principal and the realization of school goals will be easy. In this regard, apathy and opposition within the school will be minimized. As a fundamental process in an organisation, Peretomode (2001) observed that decision-making in the school system which involves subordinates like teachers, is central in the responsibilities of educational administrators as a way to reduce tension, conflict and misgiving in schools.

The findings also showed that principals rarely involved students' representatives in taking decisions concerning them. It is important to note that involvement of students in decisions relating to them will help reduce the level of indiscipline exhibited by students since the student representatives will stand to curtail the exuberance of their fellow students. The results also showed that principals occasionally ensured that PTA meetings were held to discuss salient issues of school improvement. It is important that principals frequently hold meeting with parents to partner on some critical issues about the school.

Buttressing the importance of participatory decision making, Oboegbulem and Onwurah (2011) noted that collaborative decisions with stake holders in schools, like parents, usually improve the quality of decisions since diverse organizational experience is drawn and this increases the understanding of the group as well as their commitment to the decisions. Lack of such meetings to share ideas with stakeholders is detrimental to the health of the school and the performance of the principal will be affected to some extent. The findings are in agreement with that of Agbo (2013), and Walson (2015) who in their respective studies found that measures of promoting collaborative decision making in the management of schools include: participation of teachers in decision making, and welcoming and encouraging teachers' initiatives, open communication, and originality.

Demographic and personality variables as correlates of principals' performance in decision making in the management of secondary schools

The findings showed that there was substantial relationship between some demographic and personality variables and principals performance in decision making in the management of secondary schools. Educational qualification and leadership styles related with principals performance indecision making. Educational qualification related with principals performance in decision making.

Kalagbor (2004) noted that the professional qualification of the principal from training exposes him to rational thinking for proper analysis of situations before taking decisions. The author stated further that qualification is a symbol of one's intellectual maturity and experience in decision-making for the best course of action. Principals would have been exposed to courses during training in decision making and such knowledge would have enhanced their decision making process in school management. There was correlation between leadership style of the principals and performance in decision making. Principals that exhibited open leadership style are more effective in decision-making than those that exhibited close leadership style.

Okorie (2010) noted that leadership is an essential factor that propels the management of all internal and external aspects of an organisation and attributes largely to the achievement of goals. The leader exerts much influence on how people interact, communicate and conduct the activities of the organisation through motivation and delegation of duties. The authors were of the view that principals' effective leadership enhances decision making which removes rift among members in the school and promote cooperation and participation for the achievement of intended goals. Hallinger and Heck (2009) asserted that effective leadership enables staff to be

part of the planning and problem solving process, helps in staff development, motivates staff who are part of the decision making process, and gives them personal interest in seeing that the plan succeed.

Demographic and personality variables as predictors of principals' performance in decision making in the management of secondary schools

The findings of this study showed that the demographic and personality variables (age, gender, educational qualification, experience, marital status, location, state motivation and leadership style) jointly had significant relationship with principals' performance in decision making. The findings further showed significant relationship between some demographic and personality variables with principals performance decision-making. For instance, marital status of principal had significant relationship with principals' performance in decision making. Principals who were not married are more effective in decision-making than those who were married; there was also significant relationship between leadership style and principals' performance in decision making.

The findings of the study showed that married principals were less effective in decision making and public relations than singles. This might be so as Aguh (2003) observed that marriage subjects couples to more responsibilities which gives them little time to follow up official matters or attend to their official work very regularly. These result disagreed with that of Okpalogu (2008) on the relationship between principals' demographic variables and academic achievement. The results showed that schools administered by married principals had the best results. The results also disagreed with that of Schmidt, Kosmosk, and Pollacl (2006) that showed a significant relationship between marital status and principals' effectiveness in the management of human and material resources.

The findings of this study revealed that leadership style had significant relationship with principals' performance in decision-making. Principals that exhibited a more open leadership style were more effective in decision-making than those that exhibited close leadership styles. Most effective administrators were those that exhibited openness and collaboration in decision-making with their teachers in school management. These findings are not surprising because principals whose relationships with others are characterized with collaborative decision making, and optimizing the use of resources for the achievement of school goals should perform well. These findings agreed with those of earlier studies. Kolawole and Fashina (2009) reported that there was a significant relationship between principals leadership style and job performance. Studies by Omeke and Onah (2012), also reported that there was significant relationship between principals leadership style and secondary school teachers job satisfaction and subsequent higher performance. However, these findings were contrary to earlier studies.

EDUCATIONAL IMPLICATIONS OF FINDINGS

The findings of the study revealed that leadership style had significant and positive relationship with principals' performance in decision making. The leadership behaviours exhibited by the principals from the findings of the study such as accessibility, collaborative decision making, encouraging teachers self-expression, creativity and interaction; showed concern and respect for staff, and delegating duties to them enhanced teachers' co-corporation, and commitment to duty impacted positively on performance in teaching and learning process. Principals open leadership

styles were handy in predicting their performance in decision making in the management of secondary schools.

CONCLUSION

The following conclusions were drawn based on the research findings. Principals in South-South, Nigeria are mostly males, young, married who have first degrees, and have served as vice principals before their appointment. Therefore, principals are appointed from the stock of vice principals. Leadership style and marital status predicted principals' performance in decision making. Principals exhibited open leadership styles which was handy in improving their performance in decision making in the management of secondary schools. Principals' performance was high in decision making. This task area is the usual concern of the principals in their day to day management of their schools.

Recommendations

Based on the findings of the study and the various implications which have been highlighted, the following recommendations were made:

- Leadership styles and marital status should be considered in the appointment of principals since they had no significant relationship with principals' performance in decision making in the management of secondary schools.
- Training and re-training programmes should be given to principals with a view to helping them adopt more open leadership styles for effective decision making.
- Effort to improve the level of motivation of principals should be made by the government through the Ministry of Education to involve them in decision making to enhance their performance since they represent government and implement the programmes in the schools.

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