

Head-Teachers' Demographic Characteristics and Managerial Behaviour in Primary Schools in Osun State, Nigeria

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Abstract

The main thrust of this paper is to examine head-teachers' demographic characteristics and managerial behaviour in primary schools in Osun State, Nigeria. The descriptive research design of the survey type was adopted for the study. The population of the study comprised all the 246 public primary and 88 government approved private primary schools in Ife Zonal Education Area of Osun State. Stratified sampling technique was used to select 108 teachers from 27 public and 9 private primary schools in the State. Three research questions and three hypotheses were raised to guide the study. The research questions were analysed using frequency counts, simple percentage and mean scores (with criterion mean of 2.50) while the hypotheses were analyzed with t-test and Pearson product moment correlation coefficient (PPMCC) at 0.05 level of significance. A vetted, face and content validated researcher constructed questionnaire titled "Teacher's Perception of Head-teachers Demographic Characteristics and Managerial Behaviour" (TPHCMB) was designed to elicit information from the respondents. Findings from the research questions revealed that there was no significant difference in the gender characteristics of head-teachers in public and private primary schools. However, there was a significant difference in the age as well as the educational qualification of head-teachers in public and private primary schools. Also, there was a significant difference in the teaching experience of head-teachers in public and private primary schools in Osun State, Nigeria. There was also a significant difference in the managerial behavior of public and private primary school head-teachers in Osun State: while head-teachers in public primary schools are better in keeping statutory records, and in enabling teachers to grow professionally those of private schools are also better model of virtues to staff and students. Findings also revealed that the major managerial problems experienced in Nigerian public primary schools are: irregular monthly salaries, unconducive classroom environment, over-crowded classrooms, religious interference and inadequate funding. On the strength of these findings it was recommended that head teachers should actively involve the teachers in mapping out certain school goals, programmes, clarifying objectives, assigning responsibilities, job analysis, job specification, and job description to individuals in the school system.

Keywords: *Head teacher, Demographic characteristics, Managerial behaviour, Primary schools, Teacher*

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Background to the Study

Head-teachers' awareness of self in relation to his influence on his subordinates, ordinates and super-ordinates is crucial to a successful teaching-learning process in the school system. This is due to the fact that the head-teacher is the middle-manager between the school and the proprietor (government or private) who harmonizes interests and demands of stakeholders (students, teachers, parents, employers of labour and governments) using appropriate managerial behaviour to achieve the organizational goals. Nwankwo (2014) notes that management in education is undertaken at four major levels: (1) the top policy, legislative and resourcing level; (ii) the middle planning, programming, directing and coordination level; (iii) the lower implementing, supervising, monitoring and implementation level; and (iv) the front-line community and grassroots level. At the school level, the head-teacher charts the paths, sets the goals, allocate resources, organizes, coordinates, and controls resources as well as ensuring student personnel services and maintaining effective relationships with the community and external agencies for goals realization. According to Babalola and Ayeni (2009), the head-teacher takes care of staff and students' personnel services, instruction and curriculum development, and school financial management. He also sees to maintenance of cordial relationships with the community.

For the past four decades considerable search attention have been focused on the description of teachers' instructional behaviour and academic performance in secondary schools and tertiary institutions in efforts to ensure quality teaching and realization of school goals perhaps because they are the key players in the school enterprise (Brok, Bergen and Brekelmans, 2004). This however has been found to be defective as Complaints of students leaving one school for another or preferring one school to another on account of the managerial behaviour of the headship in place has continued to be on the increase. Also, There has been little or no consideration for research work on Head-Teachers' managerial behaviour in relation to the head-teacher's demographic characteristics, particularly at the primary school level. Whereas the primary school is the bedrock of the Universal Basic Education (UBE) (FGN, 2004) upon which the quantum of the entire body of knowledge, skills and competence at the senior secondary schools and tertiary institutions rest. Moreover, the issue of head-teachers' characteristics is very critical in the performance of managerial functions so as to ensure efficiency and effectiveness in the school system.

The Head-teacher is not only the administrative head of the school but also the supervisory manager of the teacher. He is responsible for whatever happens in the school. He is statutorily expected to provide a thorough appraisal of the teacher under him based on certain pedagogically approved standard which could be differently or prejudicially appraised from the actual standard if individual teacher was to give self-appraisal. The head-teacher desires teachers who are positive, dynamic, fair, students' centred and actively involved in the instruction life of the school. According to the Federal Government of Nigeria (1990) as reported in Alimi (2013) "The head-teacher of a primary school shall be a professionally trained teacher....., He shall maintain a pleasant personality, be approachable, courteous, firm, consistent, honest and just...." In the performance of his leadership roles. This study therefore aims at investigating head-teachers' demographic characteristics and managerial behaviour in Osun state, Nigerian primary schools from the perspectives of the teachers who are the primary change agents in the education industry. Teachers, especially in the primary schools are very sensitive to head-teachers' managerial behaviours towards them. They often label them as either "nice" or "wicked", depending on whether they involve them in the decision making in

the school administration or not. Some other parameters for measuring the school-heads' managerial behaviours are planning ability, supervision and coordination (Ijaiya, 1991), methods of motivation (Adesina, 1981) and communication strategies (Ogunsaju, 1990). The teacher's demographic characteristics in this study are those variables such as age, gender, educational qualifications and cognate experience which distinguish one teacher from the other.

Statement of the Problem

There has been growing concern about the make-up that is the demographic characteristics of head-teachers in the primary school due to different negative behavioural tendencies manifested by the teachers as well as the pupils, resulting in difficulty in the actualization of the school goals. There are increasing cases of lateness to school, drop in enrolment, truancy, absenteeism and cultism as some parents would remove their children from a detested school to a preferred school or pupils staying away from school on account of either the proprietorship or the head-teacher factor.

Consequently, some schools have been experiencing sharp drop in enrolment, resulting in small class-size and attendant economic waste, while some others have been experiencing increasing enrolment, resulting in over-population and large class-size, over-stressing the use of available resources and the attendant decline in academic performance and non-realization of the educational goals.

Objectives of the Study

The objectives of the study is to:

1. Examine the demographic characteristics of head-teachers in Osun state primary schools.
2. Examine the relationship between head-teachers' demographic characteristics and managerial behaviour in Osun state primary schools.
3. Investigate the managerial problems experienced in primary schools in Osun state.

Research Questions

- 1 What are the demographic characteristics of head-teachers in Osun state public and private primary schools?
- 2 What is the teachers' perception of head-teacher's managerial behaviour in Osun State public and private primary schools?
- 3 What are the major managerial problems experienced in public and private primary schools in Osun State, Nigeria?

Hypotheses

- 1 There is no significant difference between public and private school head-teachers' demographic characteristics with regard to (1) Age, (2) Gender, (3) Educational qualifications, and (4) Teaching experience.
- 2 There is no significant relationship between head-teachers' demographic characteristics and their managerial behaviour in Osun state primary schools.
- 3 There is no significant difference between public and private primary school head-teachers' managerial behaviour in Osun state, Nigeria.

Research Design

The study adopted the descriptive survey research design. The population for this study consisted of all the 246 public primary and 88 government approved private primary schools in Ife Zonal Education Area of Osun State of Nigeria. However, the study sample was made up of 108 teachers drawn from 27 public and 9 private primary schools in Osun State, Nigeria. Stratified sampling technique was used in selecting sampled schools for the study. The first level of stratification was based on the 3 local government areas. Schools were selected from each of the 3 local government on the basis of proprietorship (public and private). The selection on Ratio 3:1 for public and private respectively was purposively adopted on the fact that public schools were more in number than private schools in the state.

In stage two, 9 public primary schools and 3 private primary schools were selected from each local government through stratified and purposive sampling technique to reflect variation in head-teacher's demographic variables, thus making a total of 36 schools. In stage three, 3 teachers were selected from the class-teachers from primary 1 to 5 in each school by simple random technique.

A research instrument titled "Teacher's Perception of Head-teachers Demographic Characteristics and Managerial Behaviour" (TPHDCMB) was designed by the researcher to gather information. It consisted of two sections, A and B. section A consisted of 10 items seeking information on the respondent's demographic characteristics (Proprietorship, Age, Gender, Educational Qualification and Teaching experience) while section B contained 24 items that probed the respondents perceptions of managerial behaviour of the head-teachers in public and private primary schools. The questionnaire was subjected to face and content validity by colleagues, and pilot-tested specifically for the study. The reliability co-efficient was 0.84. All the 108 questionnaires administered were retrieved and used for analysis.

Method of Data Analysis

Descriptive statistics was used to analyze the research questions while inferential statistics was employed to test the hypotheses. The statistical techniques employed for the collected data varied in accordance with the nature of research questions and hypotheses for the study. Tables, frequency counts and mean scores were used to answer the three research questions (1, 2, and 3) the decision rule was determined by a criterion mean of 2.50 which was derived from the values assigned to the response value. Therefore any item with mean of 2.50 and above is positive while any one with mean below 2.50 is negative. By using the statistics package for the social science (SPSS) the hypotheses were tested using inferential statistics, which were t-test and Pearson Product Moment Correlation Coefficient (PPMCC).

Analysis of Results

Research Question 1: What are the Demographic Characteristics of Head-teachers in Primary Schools in Osun State, Nigeria?

Table 1: Descriptive Analysis of Head-teachers Demographic Characteristics in Primary Schools in Osun State, Nigeria

Variables	Level	Frequency (F)		Percentage %	
		Public	Private	Public	Private
Gender	Male	34	12	42.3	44.0
	Female	47	15	57.7	56.0
	Total	81	27	100	100
Age	25 years and below	11	02	13.9	7.4
	26-35 years	19	07	23.1	26.0
	36-45 Years	27	09	33.3	33.3
	46 years and above	24	09	29.6	33.3
	Total	81	27	100	100
Marital Status	Single	16	08	19.4	29.6
	Married	60	16	74.1	59.3
	Widow/Widowers	3	01	3.7	3.7
	Divorced	2	02	2.7	7.4
	Total	81	27	100	100
Highest Education Qualification Obtained	NCE	16	13	19.7	48
	OND or HND	25	07	30.9	26
	B.Sc./B.Ed./HND+PGDE	34	07	42.0	26
	Master's Degree	06	-	7.4	-
	Doctoral Degree	-	-	-	-
Total	81	27	100	100	
Teaching Experience	Less than 10 years	22	09	27.2	33.3
	10-19 years	29	05	35.8	18.5
	20-29 years	21	04	25.9	15
	30 years and above	09	09	11.1	33.3
	Total	81	27	100	100

From table 1, it is shown that in public schools, 42.3 % of the participants were male while 57.7% were female. The same trend flows in the private schools as 44% were male while 56% were female. Thus, there are more females than males in both schools in the sample.

On age, 13.9% of the participants in public schools were below 25 years of age, 23.1% were aged between 26 and 35 years, 33.3% were between the ages of 36 and 45 years while 29.6% of the participants were 46 years of age and above. However, there was a noticeable difference in private schools as relatively lower percentage(7.4%)were below 25 years of age, and higher percentage (26%)were aged between 26 and 35 years, while 33.3% were 45 years and above, As regards marital status in public schools, 19.4% of the participants were single, 74.1% were married while 3.7% were widows/widowers and 2.7% were divorced. However, in private schools, there was also a noticeable difference as there was a relatively higher percentage of “single” participants(29.6%),while less percentage (59.3%) were married, 3.7% were widows/widowers and the remaining 7.4% were divorced.

Concerning highest educational qualification of the participants, in public schools, (19.7%) had Nigeria Certificate in Education (NCE), 30.9% had Higher National Diploma (HND), none with Ordinary National Diploma (OND), 42.0% had Bachelor's degree or HND + Post Graduate Diploma in Education (PGDE) while 7.4% had Masters Degree. There were no subjects with Doctoral degree. In private schools on the other hand, 48% had (NCE), 26% had

Ordinary National Diploma (OND) while 26% had Bachelor degree or HND. There were no subjects with Masters or Doctoral degree. Thus, more teachers with highest educational qualifications were found to be in public primary schools than in private primary schools while on the corollary, more teachers with less educational qualifications were found in the private primary schools than in public. On the teaching experience of the sample, 61.7% of the teachers in the sample in public schools were between 10 and 29 years as against 33.5% in private schools. Also, fewer teachers, 11.1% in public schools had 30 years and above as against high percentage, 33.3% recorded in private schools.

From the percentage ratings of the demographic characteristics of the subjects above, it is obvious that there are more female teachers. Also, older teachers represented by those between 36 – 45 years and 46 years and above far outweighs the younger ones (25 years and below, and 26 – 35 years). This portends dangerous succession signal in the school in the near future more so that the recurring curricular change requires young and dynamic minds that can cope with the fast changing realities of modern world, except the federal government's new retirement 70 years age of the lecturers in Nigerian universities is extended to the primary school.

Research Question 2: What is the teachers' perception of head-teachers' managerial behaviour in Osun State, Nigeria's public and private primary schools?

Table 2: Teachers Perception of Head-teachers' Managerial Behaviour

S/N	ITEMS		SA	A	D	SD	Total	Mean
1.	My head-teacher Plans out what should be done, such as mapping out certain school programme, clarifying objectives, assigning responsibilities, job analysis, job specification and job description to individuals in the school system.	Public	12	27	34	08	205	2.5
		Private	09	06	08	04	74	2.7
2.	He/She organizes the structural line of authority which defines what is to be done either on daily, weekly, termly or sessional basis or by whom, such as organizing the school calendar and seeing to the day to day activities of the school.	Public	20	25	15	21	206	2.5
		Private	12	06	05	04	80	2.96
3.	My head-teacher co-ordinates the activities of various units and departments within the school system harmoniously.	Public	28	20	16	17	221	2.7
		Private	10	09	06	02	81	3.0
4.	He/she Motivates the staff by boosting their morale in order to obtain maximum efficiency and effectiveness from them.	Public	15	17	29	20	189	2.33
		Private	09	09	06	03	78	2.9
5.	My head-teacher ensures effective use of the school buildings, grounds, equipment and facilities.	Public	17	20	22	22	194	2.4
		Private	09	06	08	04	74	2.7
6.	He/She maintains discipline in the school among staff and pupils.	Public	28	20	20	13	225	2.78
		Private	08	08	06	05	73	2.7

S/N	ITEMS		SA	A	D	SD	Total	Mean
7.	He/She Keeps statutory records	Public	30	27	20	04	245	3.02
		Private	11	05	09	02	79	2.92
8.	He She Supervises the instructional activities of teachers	Public	16	20	22	23	191	2.36
		Private	12	08	06	01	85	3.15
9.	He/She Helps teachers to grow professionally by encouraging them to attend conferences, in- service training programmes, workshop and refreshers courses	Public	38	22	17	04	256	3.16
		Private	07	06	07	07	67	2.48
10.	Establishes methods of evaluating, examining and reporting pupils' progress in school.	Public	30	31	15	05	248	3.06
		Private	13	06	06	02	84	3.11
11.	Maintaining good school-community relationships	Public	39	24	15	03	261	3.22
		Private	09	06	08	04	74	2.7
12.	He serves as a model of virtues to staff and students	Public	26	30	15	10	234	2.89
		Private	10	11	03	03	82	3.04

The table above shows that the mean rating for public schools and private schools are above 2.50 in most of the items on head-teachers' managerial behaviour, implying high or positive display of managerial behaviour with regard to such managerial items as clarifying objectives, assigning responsibilities, job analysis, job specification and job description to individuals in the school system and harmonious co-ordination of the activities of various units and departments within the school system. Also there is a high level of managerial behaviour in both public and private schools with regard to maintenance of discipline in the school among staff and pupils, keeping of statutory records, establishing methods of evaluating, examining and reporting pupils' progress in school and maintenance of good school-community relationships. However, in public schools, there is low level of managerial behaviour as revealed in the mean ratings on such managerial items as motivating the staff by boosting their morale in order to obtain their maximum efficiency and effectiveness (2.33), ensuring effective use of the school buildings, grounds, equipment and facilities (2.4) and supervision of instructional activities of teachers (2.36). Private schools on the other hand displayed low level of managerial behaviour with regard to helping teachers to grow professionally by encouraging them to attend conferences, in- service training programmes, workshop and refreshers courses.

Research Question 3: What are the major managerial problems experienced in public and private primary schools in Osun State?

Table 3: Major managerial problems experienced in Osun State public and private primary schools

S/N	ITEMS	SA		A		D		SD		Total		Mean	
		Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.	Pub.	Priv.
1.	Inadequate funding	30	07	25	06	14	09	12	05	235	69	2.90	2.56
2.	Over- crowded classrooms	38	04	18	04	15	11	10	08	246	58	3.04	2.15
3.	Inadequate instructional materials	2108		23	05	24	10	13	04	214	71	2.64	2.63
4.	Unconducive classroom environment	3505		28	04	18	09	09		260	59	3.21	2.19
5.	Under supply of qualified teachers.	10	06	18	09	29	06	24	06	176	69	2.17	2.56
6.	Frequent changes in curriculum	-02		-	04	53	14	28	07	134	55	1.65	2.03
7.	Shortage of textbooks	1206		26	07	11	09	32	05	180	68	2.22	2.52
8.	Religious interference	2803		30	04	20	07	3	11	245	49	3.02	1.81
9.	Refusal of some teachers to change.	0804		10	04	28	11	35	08	153	58	1.89	2.15
10.	Irregular monthly salaries	50	04	21	05	10	10	03		273	54	3.37	2.00
11.	Government bureaucracy and red tapism.	17	05	21	09	18	08	25	05	192	68	2.37	2.52
12.	Sex stereotype (Not - fully accepting women or men)	02		04	05	48	12	29	08	13755		1.27	2.04

The table above shows that both public and private primary schools in Osun state encounter managerial problems of inadequate funding and inadequate instructional materials, as they both have means above 2.50. However, while problems of government bureaucracy and red tapism (2.52), shortage of textbooks (2.52) and under supply of qualified teachers (2.56) are peculiar to private schools, public schools alone manifest the following major managerial problems: irregular monthly salaries (3.37), unconducive classroom environment (3.21), Over-crowded classrooms (3.04) and religious interference.

Test of Hypotheses

H_{01} : There is no significant difference between public and private school head-teachers' characteristics with regard to

- (1) Gender
- (2) Educational qualifications
- (3) Teaching experience.

Table 4: Difference between Public and Private School Head-teachers' Demographic Characteristics with regard to Gender

School type	N	Mean	Std. Deviation	t.cal	t.tab
Public	81	4.83	1.72189	2.342	1.984
Private	27	4.16	1.86219		

Source: Field, 2017

In the table above, the t cal (2.342) is higher than the t tab (1.984). The findings from the table shows that there is a significant difference in the gender characteristics between public and private primary schools head teachers. This implies that the null hypothesis is rejected.

Table 5: Difference between Public and Private School Head-teachers' Characteristics with regard to Educational Qualification

School type	N	Mean	Std. Deviation	t.cal	t.tab
Public	81	6.33	1.36790	2.221	1.984
Private	27	5.72	1.41124		

Source: Field, 2017

In the table above, the t cal (2.221) is higher than the t tab (1.984). The findings from the table show that there is a significant difference in the educational qualification between public and private primary schools. This implies that the null hypothesis is rejected.

Table 6: Difference between Public and Private School Head-teachers' Characteristics with regard to Teaching Experience

School type	N	Mean	Std. Deviation	t.cal	t.tab
Public	81	8.77	2.33168	2.101	1.984
Private	27	6.42	1.97281		

Source: Field, 2017

In the table above, the t cal (2.101) is higher than the t tab (1.984). The findings from the table show that there is a significant difference in the teaching experience of teachers between public and private primary schools. This implies that the null hypothesis is rejected.

H₀₂: There is no significant relationship between head-teachers' characteristics and their managerial behaviour in Osun state primary schools.

Table 7: Relationship between Head teachers' Demographic Characteristics and Managerial Behaviour

Demographic Characteristics	N	df	P.	r.cal	r.tab	Remark
Gender	108	106	0.05	2.11	1.96	Sig.
Educational Qualification	108	106	0.05	2.87	1.96	Sig.
Teaching Experience	108	106	0.05	2.43	1.96	Sig.

Significant at 0.05

The result as presented on table 7 reveals that a significant relationship exists between head teachers' characteristics with regard to gender, educational qualification and teaching experience, (r. cal 2.11 > r. tab 1.96; r.cal 2.86 > r.tab 1.96; and r. cal 2.43 > r.tab 1.96 at 0.05 level of significance. This result shows that there is a significant relationship between head teachers' gender, educational qualification and teaching experience and managerial behaviour in Osun State primary schools. Therefore, the null hypothesis is rejected.

H₀₃: There is no significant difference between public and private primary school head-teachers' managerial behaviour in Osun state, Nigeria

Table 8: Difference between public and private school head-teachers' managerial behaviour in Osun State

School type	N	Mean	Std. Deviation	t.cal	t.tab
Public	81	14.88	2.5174	3.112	1.984
Private	27	14.16	2.4862		

Source: Field, 2017

In the table above, the t cal (3.112) is higher than the t tab (1.984). The table above shows that there is a significant difference in the public and private primary school head-teachers' managerial behavior in Osun state, Nigeria. Therefore, the null hypothesis is rejected.

Discussion of Findings

The results from table 1 clearly show that there are more female teachers in the primary schools irrespective of proprietorship. This finding is in congruent with Helgeson (1990) and Charloet (1993) who found that teaching especially in the primary school is feminine. Findings also reveal that more teachers with highest educational qualifications were found to be in public primary schools than in private primary schools while on the corollary, more teachers with less educational qualifications were found in the private primary schools than in public. The reason for this scenario could be the high earning potentials of teachers with high educational qualifications which most private school proprietors may not be able or willing to employ.

Findings also show that head teachers' managerial behaviour in public and private primary schools include planning and mapping out school programmes and activities to individuals in the school system, organizing the school activities, harmonious coordination of the various units and departments in the school system, maintenance of discipline, keeping of statutory records, establishing methods of evaluating pupils' progress, maintenance of harmonious school-community relations and exhibiting model of virtues to staff and pupils. This concurs to the opinion of Nwankwo (2014) that the school heads as the lower level implementing, supervising, monitoring and evaluating educational managers engage in policy making, planning, resourcing, programming, organizing, improving and coordinating resources, including students personnel and community relations for the achievement of school goals.

From the findings it is also revealed that the major managerial problems faced by head teachers in both public and private primary schools are inadequate funding and inadequate instructional materials, as they both have means above 2.50. However, while problems of government bureaucracy and red tapism, shortage of textbooks and under supply of qualified teachers are peculiar to private schools, public schools alone manifest the following major managerial problems: irregular monthly salaries, unconducive classroom environment, Over-crowded classrooms and religious interference. This finding is consistent with the observation of Babalola and Ayeni(2009) and Ibukun (2004)who noted that inadequacy in the supply of fund, personnel, curriculum and instructional materials are barriers to Nigerian schools effectiveness.

Also, the study shows that there is a significant difference between public and private school head-teachers' characteristics with regard to gender, educational qualifications and teaching experience. This finding agrees with Alhourani (2013) and Thomas and Inkson(2004) that there was no significant effect of gender on leadership effectiveness. The result as presented on

table 7 reveals that a significant relationship exists between head teachers' characteristics with regard to gender, educational qualification and teaching experience and managerial behaviour in Osun State primary schools, ($r. cal 2.11 > r. tab 1.96$; $r.cal 2.86 >r.tab 1.96$; and $r. cal 2.43 >r.tab 1.96$ at 0.05 level of significance. This finding agrees with Alhourani (2013) who found that there was no significant relationship between principals' gender and effectiveness in management of personnel and students' management. The finding however contradicts Matheri, Cheloti and Mulwa (2015) who found that there was significant relationship between the school head's gender and management of discipline in the school system.

Findings further revealed that there is a significant difference in the public and private primary school head-teachers' managerial behavior in Osun state Nigeria. The reason for this obvious difference might be because while public schools in general terms are established to provide social service to the society without economic interest in view, private schools are established to provide social service with economic gains in view.

Conclusion

In light of the findings, it is clear that a significant relationship exists between head teachers' characteristics with regard to gender, educational qualification and teaching experience and managerial behaviour in Osun State primary schools. There is a significant difference in the public and private primary school head-teachers' managerial behavior in Osun state. The study also showed that there is a significant difference in the public and private primary school head-teachers' managerial behavior in Osun state.

However, it is surprising that teacher's commitment in public schools, where majority has higher educational qualifications, is low while in private schools with majority teachers having relatively low educational qualifications, teacher's commitment is high. This negates the human capital theory as corroborated by Babalola (2003), that there is a direct relationship between education and productivity on one side and between productivity and earning on the other side. This then justifies the importance of this study.

Recommendations

Based on the discussion and conclusion of the study the following recommendations were made:

1. Decision makers must realize the importance of managerial behavior of the school heads to attainment of educational goals while encouraging today's teachers who are the head-teachers of tomorrow to have high educational qualifications.
2. In order to accelerate organizational commitment of teachers, head-teachers should serve as a model of virtue to staff and students.
3. Head teachers should actively involve the teachers in mapping out certain school goals, programmes, clarifying objectives, assigning responsibilities, job analysis, job specification, and job description to individuals in the school system.

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