



Perceived influence of Principals' Administrative Styles on Teachers Commitment in Junior Secondary Schools in Port-Harcourt Metropolis: Evidence of Business Studies

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ABSTRACT

This study investigated the perceived influence of principals' administrative styles on Business teachers' commitment in Secondary Schools in Port-Harcourt metropolis: evidence of business studies. Three research questions and three null hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of the study consisted of 184 Business Studies teachers. The entire population was studied using purposive sampling techniques. The instrument for data collection was a self-structured questionnaire titled Questionnaire on the "Perceived Influence of Principals' Administrative styles on Business Subject Teachers Commitment in Secondary Schools in Port-Harcourt metropolis" (PIPASBSTCQ). The instrument was designed on 4-point rating scale with options: High Extent (HE – 4 points), Moderate Extent (ME – 3 points), Low Extent (LE – 2 points) and Very Low Extent (VLE – 1 point) respectively. The instrument was subjected to face and content validity by three experts, one in Measurement and Evaluation and two from Business Education, all in Rivers State University. The reliability of the instrument was ascertained through Pearson Product Moment Correlation Co-efficient (P.P.M.C.) to be 0.86. Mean and standard deviation were used to answer the research questions, while z-test statistics was used to test the null hypothesis formulated at 0.05 level of significance. Findings of the study shows that principals of junior secondary schools in Port-Harcourt metropolis in Rivers State accepted the democratic style of administration to a high extent. Based on the findings, it was recommendation that: Principals of junior secondary schools in Port-Harcourt metropolis should adopt the democratic administrative style of leadership to enhance performance of teachers and students; the management of private secondary schools in Port-Harcourt and its environ should adopt the democratic administrative styles to enhance the achievement of their school goals; the Ministry of Education should make policies that will encourage the use of democratic style of administration in public secondary schools in Rivers State.

Key words: Administrative Styles, Business Subject Teachers, Principals

Introduction

Business studies as a subject in junior secondary school curriculum is highly essential, especially this era that white collar job have been overtaken by businesses and other enterprising ventures. The term Business Studies is concerned with inculcating into the learner the knowledge and skills needed to manage and operationalize small scale business. In Nigeria, particularly in Rivers State the benefit accrued to the study of business studies cannot be underestimated; given that it will salvage the individual from the untold hardship of economic slavery, in that the individual would be self reliance. A self reliant is an individual that is financially independent. This individual can cater for their needs after graduation, they can work as a clerical staff, secretary, receptionist or as a manager, etc. To ensure that this feat is achieved, the school principal has a vital role to play. The principal could be referred to as a manager, leader, head, chief executive officer, and an administrator. As an administrator, the duty of coordinating of the entire secondary school activities is his primary function. According to Igoni (2020), the principal has the responsibility of coordinating and to maintain a harmonious relationship with teachers as subordinate for the success of the school. The principal is also responsible for the efficient and effective coordination of school resources for the attainment of set goals. These resources include the teachers, students, materials / facilities, time and finance. Igwe (2003) equally outlined the duty of the school principal to include: proper running of the school, in terms of staff and students' welfare, development and implementation of educational programmes, school community relation and, discipline.

Furthermore, Aneke (2012) included supervision decision making, communication, conflict management and resolution, school plant management and other critical task expected by the office. The principal is equally expected to provide a leveled play ground conducive for effective teaching and

learning. A leveled play ground in school is characterized by adequate provision of instructional facilities and equipment an atmosphere devoid of problematic behaviour respect, security and safety measures, good communication, reward and recognition, incorporation of teachers and other stakeholders in decision making process. The principal as the head is envisaged to portray timely administrative style in the day to day operation so as to ensure that teachers remains committed to school. The term administrative style is an eminent subject in this study, in that it is a force that positively or negatively determines teachers' commitment. Principal administrative style as applied to this study is the approach adopted by the school head in coordinating the affairs of the school. According to Clark (2000) in Ijekpa and Mkpa (2020) administrative style are the pattern through which the leader guides and encourage members of the organisation.

Irrespective of the position of the principal in the helm of affair, the teachers are equally indispensable in policy implementation, their knowledge, skills and abilities in the transformation of the learner is second to none. Based on this, teachers commitment is a nitty-gritty for student performance in business studies. Teachers' commitment is the deep connection and feeling of identification to the goals and values a teacher has for the school. By implication, where teachers are not committed, the possibility of the school to achieve its stated goals will be far-fetched. Although, some educationist and researchers believes that students needs to extend discretionary efforts to their studies. Teacher's commitment connotes selfless services to their school and assigned roles. According to Porter, Steer, Monday and Boulain (1974) committed employees posses three distinct attributes: A strong desire to remain as a member of an organisation, a strong belief in and acceptance of the values and goals of the organisation and a readiness to exert considerable effort on behalf of the organisation. For this factors to facilitated, Omotayo (2020) disclosed that principal leadership approach have a remarkable impact on teachers' behaviour. Peretomode and Bello (2018) revealed the several benefits accruable to teachers' commitment to include: team work, job satisfaction, openness, dedication to duty, responsible and high productive work, decrease turnover, decrease disagreement and conflict, and unexcused stay away from work. Other derivable benefits include: increased educational standard, high productivity, good public image, as well as increase enrolment of students. Therefore, it behooves on the principal to adopt an administrative style capable of motivating teachers' behaviour. In view of this, Aja-Okorie (2010) opined that different leader used different administrative style. This article will x-ray three of the principal's administrative style.

Democratic administrative style involves the workers in all aspects of school management. Democratic leadership style is otherwise known as people-oriented style, it demonstrates openness, and respect for every individual in the group (Balyer, 2012). It is characterized by adequate welfare attention, shared responsibilities, and group members involvement in decision making, these encourages individuals and group initiatives and creativity. Involving teachers in taking decision in issues that affect their welfare in schools remain not only an important strategy but a vital leadership style (Igoni 2020). In Blake and Moutons' managerial grid, democratic leadership style depicts high concern for people and low concern for task (Donnelly, 2009). Atsebeha (2015), noted that democratic leadership of the principal in his performance effectiveness has an objective dimension of accomplishing school goals by applying democratic principles. These principles are overcoming resource constraint, building teams, providing feedback, coordination, and conflict management, creating communication networks, practicing collaborative politics, and modeling the school's vision. The school administrator who adopts the style tries to be very objective in the implementation of reward and sanction and at the same time becomes a regular group member without doing much of the work. Each group in the school system ensures that their contributions are earnestly made for the success of the task since each member has been involved in the task right from the planning stage hence none of them could allow it to fail.

In decision making, the principal shares the leadership functions with members of the group where he or she takes part as a team member. The principal would categorically lay the problems before the subordinates for discussion. In this respect, the principal's role is to be a conference leader rather decision taker. The principal allows the decision to emerge out of the process of the group discussion, instead of imposing it on the group as the head. This leadership style is appropriate only in areas where the nature and responsibility associated with the decision is such that group members are willing to share with their principal, or alternatively the principal is willing to accept responsibility for decisions, which he or she has not made personally.

The point of focus is the principal's decision-making with the subordinates. Even though he or she invites contributions from the subordinates before making a decision, he or she retains the final authority to make decisions (consultative). The principal may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He or she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). He or she coaches subordinates and negotiates their demands.

Duze (2012), noted that the autocratic administrative style is directly opposite the democratic administrative style and signifies a self-centered leader whose administration is centered on him. Onyiri reiterated that the autocratic leader is the center of all the activities that goes on in the organisation by his dogmatic nature and leads by withholding or giving rewards and punishment. The school principal adopting this style may be feared and not respected (Dididjon, 2002). He further stated that autocratic leaders have the advantage of taking speedy decisions since he does not consult others most times. The implication of this is that a principal who adopts autocratic management style may not achieve much result through the co-operation of teachers and other staff. This according to Ekere (2010), will be a direct reflection of teachers' reaction in many ways to cope with the stringent management style for which many may show resentment and resort to eye service and sycophantic behaviors. In this way, the leader will find it difficult to get genuine love, support and co-operation from teachers who regard his administration as a one man show thereby achieving few results. The author further noted that autocratic leadership cause test subjects to become aggressive, discontented, and lack initiative and commitment when accomplishing task. In the school system, teachers will pretend to be serious in the presence of the leader while the task is left non-accomplished in his absence.

Autocratic style is also known as the authoritarian or directive style of leadership. The entire authority is centred on the leader who decides policies, projects, procedures, issue orders and demands complete obedience. He withholds rewards or gives punishment accordingly (Eyike, 2012). The leader

structures the complete work situation for his employees. He takes full authority and assumes full responsibility (Enyi 2012). This implies that an autocratic leader maintains most of the authority by issuing orders and telling group members what to do without consulting them. The autocratic leaders may have a few favourite subordinates but they usually regard close interpersonal relationships with group members superfluous. The autocratic style of leadership is generally in disfavor in modern organisation as expressed by the consensus of several leadership theorist (Arnett, 2010).

Laissez-faire administrative style is also known as delegate administrative style. Iguisi (2009) stated that a Laissez-faire leader turns over almost all authority to group members and does as little leading as possible. This makes the study of Ejike (2011) to be thoughtful as the author noted that Laissez-faire in French language literally means, allowing one to act on his own. Such leaders maintain hands-off policy. They make few attempts to increase the productivity of their employees. At times, the Laissez-faire leader cares little for achieving productivity, developing subordinates, the leader's only job is to supply various materials and information requested for. Mgbodie (2013), stated that this leadership style is considered unsatisfactory because it signifies the absence of visible leadership which often leads to a number of undesirable behaviours among workers leading to poor work performance. Discipline might become a problem among the staff and a prevailing atmosphere of chaos might ensue. Some workers might pay less attention to their work while others might completely abandon their work or perform below expectation. Linjuan (2011), further noted that in school organizations such leadership might lead to poor performance of students as teachers might exploit the situation and engage in unproductive activities detrimental to the welfare of the school. The teachers may come late to school or leave the school at will. Work operations depend entirely on the conscience level of the individual. A prevailing atmosphere of chaos might ensue as some influential teachers of the school may want to sort their way in. Most times, the Laissez-faire leader is sometimes said to be afraid of the teacher or afraid of displeasing them through his use of authority. Business subject teachers' perception of administrative styles of principals in school matters therefore, has a lot of impact in the school system because teachers are the key factors in the academic system.

Statement of the Problem

Despite the relevance of business studies to the school and the society at large, it seems that students are only subjected to the theoretical aspect of teaching without any hand-on experience on the nitty-gritty of the subject. This issue appears to be triggered by the non-flexibility of principals to involve teachers in decision making and the likes. This scenario may have led to decrease morale of teachers in the discharge of their responsibilities. To support this view, Aneke (2015) accounted that the responsibility of the principal as the chief administrator is to create conducive work environment for teachers to carry out their duties. However, this appears to be far-fetched. It is against this backdrop that the researchers are keen to examine the extent to which principal administrative style contributes to teachers commitment in business studies in Port Harcourt metropolis.

Purpose of the Study

The purpose of the study was to determine the perceived influence of principals' administrative styles on teacher's commitment in junior secondary schools in Port-Harcourt metropolis. Evidence of Business Studies specifically, the study sought to:

1. Determine the extent to which principals' adoption of democratic administrative style contribute to teachers commitment in Business studies in junior secondary schools in Port-Harcourt metropolis.
2. Determine the extent to which principals' adoption of autocratic administrative style contribute teachers commitment in Business studies in junior secondary schools in Port-Harcourt metropolis.
3. Determine the extent to which principals' adoption of Laissez-faire administrative style contribute teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis.

Research Questions

The following research questions guided the study:

1. To what extent does principals' adoption of democratic administrative style contributes to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis?
2. To what extent does principals' adoption of autocratic administrative style contribute to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis?
3. To what extent does principals' adoption of Laissez-faire administrative style contribute to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis?

Hypotheses

The following null hypotheses formulated were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of male and female teachers on the extent to which principals' adoption of democratic administrative style contributes to teachers' commitment in Business studies in junior secondary schools in Port-Harcourt metropolis.
2. There is no significant difference in the mean ratings of male and female teachers on the extent to which principals' adoption of autocratic

- administrative style contribute to teachers' commitment in Business studies in junior secondary schools in Port-Harcourt metropolis.
3. There is no significant difference in the mean ratings of male and female teachers on the extent to which principals' adoption of Laissez-faire administrative style contributes to teachers' commitment in Business studies in junior secondary schools in Port-Harcourt metropolis.

Methodology

The study adopted descriptive survey design. The population of the study consisted of 184 Business Studies teachers in junior secondary schools in Port Harcourt metropolis using purposive sampling techniques. Three research questions and three null hypotheses guided the study. The instrument for data collection was a self-structured questionnaire titled "Perceived Influence of Principals' Administrative Style on Teacher's Commitment in Junior Secondary Schools in Port Harcourt Metropolis" (PIPASTCJSPMQ). The instrument has two parts. Part "A" focused on the respondents personal data, while part "B" contains three clusters, B1, B2 and B3 with 16-items covering the research questions. Part "B" was designed on a 4-point rating scale of High Extent (HE – 4-points), Moderate Extent (ME – 3-points), Low Extent (LE – 2-points), and Very Low Extent (VLE – 1-point) respectively. The validity of the instrument was established by three experts in Faculty of Education, Rivers State University, Port-Harcourt. The Cronbach alpha method was used to measure the internal consistency which yielded co-efficient values of 0.83, 0.75 and 0.70 respectively for the three sections and the total reliability instrument was 0.76. These values were considered high enough to regard the instrument as reliable. Out of the total number of 184 questionnaires administered, 184 were retrieved, representing 100% return. The administration and retrieval of questionnaires were done through personal contact of the researchers and two research assistants. Data collected from the respondents were analysed using mean statistics and standard deviations to answer the research questions, and z-test to test the hypotheses at 0.05 level of significance. A mean rating that was equal to or greater than 3.50 was regarded as High Extent, while any item with a mean rating that was less than 3.50 was regarded as Low Extent. A hypothesis was upheld if the calculated z-value is less than the significant level of 0.05 and rejected if the calculated z-value is equal or greater than the significant level of 0.05.

Results

Research Question 1

To what extent does principals' adoption of democratic administrative style contribute to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis?

Table 1: Mean and Standard deviation of respondents' opinions on the extent to which principals' adoption of democratic administration style contribute to teacher's commitment in business studies in junior secondary schools in Port-Harcourt metropolis.

(N = 184)							
S/N	Item-Statements	Male Bus. Studies Teachers (n = 63)			Female Bus. Studies Teachers (n = 121)		
		\bar{X}_1	SD ₁	Rmks	\bar{X}_2	SD ₂	Rmks
1.	Principals recognise rights of teachers, other staff and students.	3.41	0.80	HE	3.43	1.05	HE
2.	Principals plan and carryout activities together with group members.	3.04	1.01	HE	3.30	0.87	HE
3.	Principals share decision making and solving of problems together with teachers.	3.51	0.99	HE	3.28	1.03	HE
4.	Principals promote team spirit among teachers.	3.20	0.82	HE	3.39	0.62	HE
5.	Principals reward good work and avoid the use of threats.	3.50	0.98	HE	3.26	0.97	HE
6.	Principals consult group members to obtain their collective ideas to effect decision making.	3.10	0.89	HE	3.16	0.47	HE
Grand Mean and SD		3.29	0.92	HE	3.30	0.84	HE

Source: Field Survey, 2021

Data in table 1 above shows that all the items (1 – 6) had weighted mean scores above the criterion mean on the extent to which principals' adoption of democratic administrative style contribute to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis. In summary, with an aggregate weighted mean of (3.29, 3.30) that was above the criterion mean of 2.50, male and female Business studies teacher's agreed to a high extent that principals' adoption of democratic administrative style contribute to teacher's commitment, as follows: principals recognise

rights of teachers, other staff and students, principals plan and carryout activities together with group members, principals allow teachers to participate in decision making, principals promote team spirit among teachers, principals reward good work and avoid the use of threats and principals consult group members to obtain their collective ideas to effect decision making.

Research Question 2

To what extent does principals' adoption of autocratic administrative style contribute to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis?

Table 2: Mean and Standard deviation of respondents' opinions on the extent to which principals' adoption of autocratic administration style contribute to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis.

(N = 184)							
S/N	Item-Statements	Male Bus. Studies Teachers (n = 63)			Female Bus. Studies Teachers (n = 121)		
		\bar{x}_1	SD ₁	Rmks	\bar{x}_2	SD ₂	Rmks
7.	Principals emphasize power and intimidate teachers.	2.10	0.94	ME	1.99	0.45	ME
8.	Principals usually adopt close door policy.	2.03	0.89	ME	2.07	0.63	ME
9.	Principals usually blame teachers and rebuke other for failure.	2.07	0.96	ME	2.00	0.91	ME
10.	Principals issue threats as a means of ensuring obedience.	2.17	0.96	ME	2.27	0.94	ME
11.	Principals assign task with deadlines attached to it for completion.	2.24	0.47	ME	2.34	0.45	ME
Grand Mean and SD		2.12	0.84	ME	2.13	0.68	ME

Source: Field Survey, 2021

Data in table 2 above shows that all the items (7 – 11) had weighted mean scores below the criterion mean on the extent to which principals' adoption of autocratic administrative style contribute to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis. In summary, with an aggregate weighted mean of (2.12, 2.13), that was below the criterion mean of 2.50, male and female Business studies teacher's agreed to a moderate extent that principals' adoption of autocratic administrative style contribute to Business studies teacher's commitment as follows: principals emphasize power and intimidate teachers, principals usually adopt close door policy, principals usually blame teachers and rebuke other for failure, principals issue threats as a means of ensuring obedience, Principals assign task with deadlines attached to it for completion.

Research Question 3

To what extent does principals' adoption of Laissez-faire administrative style contribute to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis?

Table 3: Mean and Standard deviation of respondents' opinions on the extent to which principals' adoption of Laissez-faire administration style enhances Business Subject teacher's commitment in secondary schools in Port-Harcourt metropolis.

(N = 184)							
S/N	Item-Statements	Male Bus. Studies Teachers (n = 63)			Female Bus. Studies Teachers (n = 121)		
		\bar{x}_1	SD ₁	Rmks	\bar{x}_2	SD ₂	Rmks
12.	Principals allow teachers to get the set track of their pace.	1.07	0.28	VLE	1.17	0.37	VLE
13.	Principals allow subordinates to do whatever appeals to them.	2.30	0.91	ME	2.45	0.50	ME
14.	Principals provide procedures and methods for work.	1.13	0.38	VLE	1.14	0.20	VLE
15.	Principals wait for problems to arise before taking action.	2.09	0.53	ME	2.15	0.45	ME
16.	Principals show no devotion to duty.	1.09	0.28	VLE	1.09	0.36	VLE
Grand Mean and SD		1.44	0.40	VLE	1.80	0.31	VLE

Source: Field Survey, 2021

Data in table 3 above shows that all the items (12 – 16) had weighted mean scores below the criterion mean on the extent principals' adoption of Laissez-faire administrative style contribute to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis. In summary, with an aggregate weighted mean of (1.44, 1.80), that was below the criterion mean of 2.50, male and female Business studies teacher's agreed to a very low extent that principals' adoption of Laissez-faire administrative style contribute to Business studies teacher's commitment as follows: principals allow teachers to get the set track of their pace, principals allow subordinates to do whatever appeals to them, principals provide procedures and methods for work, principals wait for problems to arise before taking action, principals show no devotion to duty.

Hypothesis 1

There is no significant difference in the mean ratings of male and female Business studies teachers on the extent to which principals' adoption of democratic administrative style contribute to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis.

Table 4: Z-test Analysis on the Mean Rating of Male and Female Business Studies Teachers on the Extent Principals' Adoption of Democratic Administrative Style contribute to Teachers Commitment in Business Studies in Junior Secondary Schools in Port-Harcourt Metropolis.

Variable	N	\bar{X}	SD	DF	Z-cal	Z-crit	α	Decision
Male Teachers	63	3.29	0.92	182	-0.07	1.96	0.05	Accepted
Female Teachers	121	3.30	0.84					

Data in table 4 shows summaries of mean, standard deviation and z-test analysis of the mean rating of male and female Business Studies Teachers on the extent principals adoption of democratic administrative style contribute to teachers commitment in Business studies in Junior Secondary schools in Port-Harcourt metropolis. The calculated z-value stood at -0.07 while the z-critical value stood at 1.96, using 182 degree of freedom at 0.05 level of significance. The calculated z-value of -0.07 was less than the z-critical value of 1.96. Hence, the hypothesis was upheld.

Hypothesis 2

There is no significant difference in the mean ratings of male and female Business Studies teachers on the extent to which principals' adoption of autocratic administrative style contribute to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis.

Table 5: Z-test Analysis on the Mean Rating of Male and Female Business Studies Teachers on the Extent Principals' Adoption of Autocratic Administrative Style contribute to Teachers Commitment in Business studies in Junior Secondary Schools in Port-Harcourt Metropolis.

Variable	N	\bar{X}	SD	DF	Z-cal	Z-crit	α	Decision
Male Teachers	63	2.12	0.84	182	-0.08	1.96	0.05	Accepted
Female Teachers	121	2.13	0.68					

Data in table 5 shows summaries of mean, standard deviation and z-test analysis of the mean rating of male and female Business Studies Teachers on the extent principals' adoption of autocratic administrative style contribute to teacher's commitment in Business studies in Junior Secondary Schools in Port-Harcourt metropolis. The calculated z-value stood at -0.08 while the z-critical value stood at 1.96, using 182 degree of freedom at 0.05 level of significance. The calculated z-value of -0.08 was less than the z-critical value of 1.96. Hence, the hypothesis was upheld.

Hypothesis 3

There is no significant difference in the mean ratings of male and female Business Studies teachers on the extent to which principals' adoption of Laissez-faire administrative style contribute to teacher's commitment in Business studies in junior secondary schools in Port-Harcourt metropolis.

Table 6: Z-test Analysis on the Mean Rating of Male and Female Business Studies Teachers on the Extent Principals' Adoption of Laissez-faire Administrative Style contribute to Teachers Commitment in Business studies in Junior Secondary Schools in Port-Harcourt Metropolis.

Variable	N	\bar{X}	SD	DF	Z-cal	Z-crit	α	Decision
Male Teachers	63	1.44	0.40	182	-6.23	1.96	0.05	Accepted
Female Teachers	121	1.80	0.31					

Data in table 6 shows summaries of mean, standard deviation and z-test analysis of the mean rating of male and female Business Studies Teachers on the extent principals' adoption of Laissez-faire administrative style contribute to teacher's commitment in Business Studies in Junior Secondary schools in Port-Harcourt metropolis. The calculated z-value stood at -6.23 while the z-critical value stood at 1.96, using 182 degree of freedom at 0.05 level of significance. The calculated z-value of -6.23 was less than the z-critical value of 1.96. Hence, the hypothesis was upheld.

Discussion of Findings

The analysis of data in research question 1 shown in table 1 revealed that principals of secondary schools in Port-Harcourt metropolis in Rivers State uses the democratic style of administration at a high extent. This means that the principals' recognised the democratic administrative style as very effective in harmonizing issues with teachers. Yukl (2006) has recommended that teachers should be kept informed about everything that affects their work and involve in decision making and problem solving for better performance. Furthermore, Oyetunyi (2006) pointed out, the major point of focus is sharing: the manager shares decision-making with the subordinates. In support of this, Akemolafe (2011), claimed that democratic administration style offers guidance to group members and allow them to make inputs and participate in the decision making process so as to get the best from them.

In research question 2, the study revealed that principals adopt the autocratic style of administration at a moderate extent. This means that the principals are aware that adopting the autocratic administrative style at a high extent will not facilitate optimum performance by teachers. This is in line with the views of Ebirim (2010), which stated the need to control group members on how things must be done. An autocratic principal does not maintain clear channel of communication between him and the subordinate and does not delegate authority or permit subordinate to participate in policy or decision making.

Research question 3 which dealt with the opinion of Business Subject teachers on the extent to which secondary school principals in Port-Harcourt metropolis, Rivers State, adopt the laissez-faire style of administration. The result shows that the principals adopted the style at a very low extent. Ijaiya (2000), found out that laissez-faire administration allows complete freedom to group members in decision-making without the principal's participation.

Also, the null hypotheses 1, 2 and 3 shows no significant difference and was upheld.

Conclusion

Based on the findings of the study, the researchers concluded that secondary school principals in Port-Harcourt metropolis in Rivers State adopted the democratic style to a high extent and do not adopt autocratic and laissez-faire administrative styles. Adoption of the democratic administrative style to a high extent by principals of secondary school in Port-Harcourt metropolis in Rivers State, will contribute to teachers' commitment and students' academic performance since they are carried along in decision-making.

Recommendations

Based on the findings, the following recommendations were made:

1. Principals of public secondary schools in Port-Harcourt metropolis, Rivers State should adopt the democratic administrative style of leadership in their day to day operations so as to increase teachers' performance and moral.
2. The management of private secondary schools in Port-Harcourt and its environ should adopt the democratic administrative styles to enhance the achievement of their school goals.
3. The Ministry of Education should make policies that will encourage the use of democratic style of administration in public secondary schools in Rivers State.

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