Al-Hikmah Journal of Education (AJE)
Volume 13 Number 1 June, 2026
e-ISSN: 2705-2508; p-ISSN: 2384-7662

PRINCIPALS' ADMINISTRATIVE STYLES AS CORRELATE OF TEACHERS' JOB PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

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Abstract

This study investigated the relationship between principals' administrative styles and teachers' job performance in private secondary schools in Kwara State, Nigeria. The study was based on James McGregor Burn (1978) theory of Transformational Leadership. The research design adopted was descriptive survey of correlation type which allowed a systematic collection of quantitative data from a very large population. A total of 386 teachers were sampled using Solvin (1960) and Taro Yamane (1967) sample size determination formula. Multistage sampling procedure was used to ensure better representativeness across the schools. Data were collected using a 60-items closed structured questionnaire that measured three dimensions of principals' administrative styles through democratic administrative style, autocratic administrative style and laissez-faire administrative style and dimensions of teachers' job performance. Data analysis was conducted using descriptive statistics (frequency, percentage and Mean) to determine the administrative styles mostly practiced among the principals and level of teachers' job performance and Multiple Regression Analysis (MRA) was used to test the main hypothesis. Findings revealed that the most practiced administrative styles among the principals in private secondary schools in Kwara State, Nigeria was the democratic administrative style (88.79%), followed by autocratic administrative styles (35.93%), while the laissez-faire administrative style (7.43%) was the least practiced, with overall teachers' job performance is high with agreement of mean (3.42). the strongest dimension is punctuality with mean (3.52), followed by Extra-Curricular participation with mean (3.42), followed by while lesson preparation is the area needing the most improvement. Multiple Regression Analysis (RMA) confirmed that all the three indicators of principals' administrative styles are correlate of teachers' job performance in private secondary schools in Kwara State, Nigeria ($r = 0.417.24$, $p < 0.05$). The study concluded that principals' administrative styles are vital strategies for teachers' job performance improvement. Therefore, based on the research results, the study recommended that enhancing administrative styles especially democratic administrative style with adequate enlightenment among the principals, creating supportive and friendly learning environment and developing teachers' professionally are necessary strategies for private secondary schools seeking for high growth sustainability amidst the competitive secondary school education sphere.

Key words: Principals' administrative styles, Teachers' job performance, Private secondary schools

Introduction

Education generally is an inevitable instrument for building human capacity in the society. Establishment of private secondary education system in Nigeria in the early 1859 due to persistence clamour for establishment by few Nigerian educated elites led to eventual establishment of a secondary school in Lagos by private individuals with core intention of training local youth in western literacy, spiritual values and leadership to

support church evangelism and colonial administration has been a very interesting beginning in the history of education. Some communities subsequently established private secondary schools.

Government came into education later to moderate the administration of the school system and inject the necessary quality (Diepiribo, 2017). With intervention of government, favourable policies according to Abolade and Oyelade (2018) were introduced which prevented industrial actions by teachers. In furtherance of western education, some more private organizations and individual have been investing in secondary schools. This has been proving very vital in complementing the purpose of establishment of public secondary schools in meeting the demand for secondary education due to incessant increase in population growth and preparing the individuals for useful living with the society and for higher education, National Policy on Education (NPE, 2004). There were clarion calls for public-private sector partnership in school system especially in administration of secondary schools (Blessing & Ejovwokoghene, 2022). Government encourages private sectors participation, leading to establishment of corporate- owned, faith-based and community owned secondary schools (Ehigiamusoe, 2012).

With some lapses in public schools resulting to high level of decay and pervasive conditions of ineptitude and lack of professionalism, many parents feel let down; but cannot give up their dream of giving their children according to Ehigiamusoe (2012) the best in term of education which has provided a gap for private educational institution to fill. Subsequently, the results of students' performance have vindicated the private educational sector (Ehigiamusoue, 2012). However, the roles played by principals and teachers to achieve these positive impacts in private school cannot be underestimated.In view of this observation, this studied investigated the leadership approaches of the principals in relation to teachers' job performance in private secondary schools.

According to Lukman (2023), leadership is a social influencing process in which a leader seeks the volountary participation of subordinates to reach organizational goals. Principal's leadership plays a pivotal role in the success of a school. Phuc (2021) asserted that leadership encompasses a leader's methodology in establishing objectives, implementing strategies and motivating subordinates. Moreover, principal's roles as leaders are multifaceted ranging from supervising and coordinating the co-teachers and non-teaching staff to organizing the students to attain the goals of the school. Dandan (2024) outline some of the principal's roles saying, that primary roles of the principal are to supervise and coordinate numerous college related initiatives, delivering leadership and guidance. Dandan (2024) pointed to the main responsibilities of the principal as building and maintaining a superior learning environment for all college courses. Principal must assist and strengthen the teachers' endeavours to execute their obligation in secondary schools.

Most often learning in the school needs adequate monitoring for effective evaluation and eventual correction otherwise progress cannot be measured and ways forwards would not be staged. The best person in position to assume the roles of monitoring, evaluating, correcting and planning the way forward in the school is the principal. The reasons for the principal saddled with these responsibilities is that, he has acquired substantial experiences in the conduct of teaching in the schools as well as acquiring in administrative undertaking of the school's system. Principal was once a class teacher, class master, member of committees, Head of Department, Vice Principal Academic or Administration and finally overall Head of the school, so he has what it takes to be an overall head. Principal feels like a teacher as well as leader in the school, he knows how teachers behave and how to intercept the teachers' behaviours whether positive or negative.

As students' enrolment increases on yearly basis, educational personnel such as principals and teachers are also recruited to accomplish the goals of establishing the schools. In respect of this, students are expected to perform brilliantly in their final examination as determinant of quality output of secondary schools in Nigeria. Examination is one of the parameters used to measure the effectiveness of school system where the better the performance of the students the more effective the system is assumed to be (Bamidele, et al., (2020): Ogini, et al., 2024). To make the school effective, both Principal and Teachers have vital roles to play. The Principal's role is more of administrative while that of teacher is performance

of tasks assigned to him/her. The effectiveness of school administration is largely dependent on the principal's administrative style, which can significantly impact teachers' job performance. There are three basic administrative styles: Democratic, Autocratic and Laissez-Faire. Awodiji et al. (2019) were of opinion that teachers' roles are influenced by the leadership approaches adopted by the principals.

The success and failure of a school depend on the Principals' administrative capability in the sense of how the principal's leadership quality can influence his staff to carry out their primary assignment - teaching in the school. Principals in different schools adopt various administrative styles to enable them carrying out their tasks in their schools. Some of the principals adopt democratic style; some adopt Autocratic style, while some go for laissez-faire style etc (Okoroma, 2017).

Private Secondary Schools in Nigeria were established to compliment public secondary school education and providing quality learning. However, the reality of the goals has become increasingly mere illusion. Many private Secondary schools nowadays are struggling to maintain and sustain high teaching standard and produce students of high moral. The central issues underlying these challenges are principals' administrative styles, welfare packages and teachers' job performance as these factors carry heavy weight in the school's success or failure (Zhang and Siththada, 2025).

Evidence shows that principal administrative styles in many private secondary schools are often inadequate and poor compared to workloads and expectations placed on teachers (Falebita et al., 2026). In some cases, teaching time for private school teachers is higher than public schools in ratio 78% to 45.8% which means teaching time 6.25 hours for private school against 3.66 hours for public schools. This means private school teachers spend 70% more time actually teaching than public school counterparts (Realised Teaching Time, 2020).

Furthermore, poor administration in some private secondary schools is the order of the day which reduces the morale of the teachers. These factors contribute to dissatisfaction, manifested in class attendance, reduced enthusiasm in teaching, reduced morale of teachers in extra- curricular activities participation and high turnover rates (Okonkwo, 2017). Such behaviours directly prevent the school's ability to achieve academic excellence, innovation and societal relevance Ajayi and Ayodele, (2020), Maulana et al. (2018). Globally, studies have established a strong relationship between principals' administrative styles and teachers' job performance such as Sunaeengis et al. (2019) and Meney (2024).

Across Africa, few findings such as David and Obadia (2017), Meney, (2024) elaborate how unsatisfactory principals' administrative styles affect teachers' job performance. Meanwhile, in Nigeria, most existing researches have focused on public secondary schools such as Sulayman (2025), Eunice (2018) and Bashar (2021) leaving private secondary schools underexplored. Few studies have specifically analyzed how principals' administrative styles such as democratic administrative style, principals' autocratic administrative style and principals' laissez-faire administrative style characterized the observable factors that deter the teachers' job performance in private secondary schools particularly in Kwara State, Nigeria such as Owhojedu et al. (2023), Euchara (2022).

This gap in literature limits the educational managers and policy makers' ability to come up with effective policies and strategies that align administrative styles with teachers' Job performance with Private schools goals and objectives of establishment. This study was therefore carried out on Principals' Administrative Styles and Teachers' Job Performance in Private Secondary Schools in Kwara State, Nigeria which is the gap identified.

Purpose of the Study

The main purpose of this study was to investigate the relationship between principals' administrative styles and teachers' job performance in private secondary schools, Kwara State, Nigeria**.** Specifically, the study:

1. determine the administrative styles mostly practiced among the principals in private s secondary schools, Kwara State, Nigeria
2. find out the level of teachers' job performance in private secondary schools in Kwara State, Nigeria

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Research Questions

The following research questions were raised and answered:

1. What is the administrative style mostly practiced among principals in private secondary schools in Kwara State, Nigeria?
2. What is the level of teachers' job performance in private secondary schools in Kwara State, Nigeria?

Research Hypothesis

One main hypothesis was formulated and tested to guide this study

H0: There is no significant relationship between principals' administrative styles and teachers' job performance in private secondary schools in Kwara State. Nigeria

Review of Related Literature

Principals' administrative style is a multi-dimensional concept that concerns the approaches that principals adopt to manage the affairs of their schools successfully. Many literatures have buttressed the relationship between principal's administrative styles and teachers' job performance. Some previous works that are relevant to this study were reviewed by the researcher. For instance, Zahradeen (2018) revealed that there was high respect for transactional leadership style to teachers. It was therefore recommended that the principals of secondary schools in particular be encouraged to increase uses of this style of leadership in the management of secondary schools to improve their academic attainment. Ahmed et al. (2020) also asserted that democratic leadership has relationship with effective performance of students in the schools in their study. Therefore, this study recommended that Workshops and seminars should be organized intermittently for them to be exposed to the modern art of leadership. And School principals should do all what possible to support curriculum implementation by encouraging team spirit among students and staff so as to improve school performance. And finally, Democratic Leadership style should be adopted by principals as the best leadership style that has capacity to improve student academic achievement in schools.

Democratic principals compensate and praise their staff for any well done assignment given to them. They also advise, and support their staff during difficult time. All those qualities in Principals' bid to administer their schools motivate the teachers and encourage them to work to more to reciprocate their principals' pleasantries (Oyewole, 2019). Unlike a situation where the principal is so harsh to his staff and not considerate to their condition and such principal is self centered. Such Principal does not see the genuine reasons in improving the welfare of his staff nor interested in their progress but all he wants is compliance with the rules and regulation of the schools this type of leadership quality cannot generate self obedience in the staff except with application of force which is the nature of autocratic style or dictatorial type (Kaura, 2023). In this situation there is freedom of expression, there is no individual input in school's administration from the staff and all activities are totally centralized. Also, the teachers always do not feel comfortable and try to find the alternative places of work and seek for transfer because they don't like bullying but prefer a peaceful environment where there are mutual understanding and peaceful co-existence.

As Abraham Maslow (1943) theory observed that a man needs some degree of recognition and self esteem. Similarly, a teacher wants recognition of input he might have made in the school otherwise he will be demoralized and discouraged from doing more. Also, man needs self actualization but where a man sees that his potentiality is neither recognized nor promoted talk less of being further developed. Teacher sees this type of attitude of dictatorial principal as hindrance in the way of his future career and self actualization he therefore strives to avoid such principal by seeking for transfer otherwise there will be conflict and unrest between such staff and his principal. Some principals are laissez-faire in behaviour in the sense that they are careless about whatever their staff do whether right thing or wrong.

In laissez-faire style of leadership, whatever their staff members do pleases them, no rapprochement, no cautioning and no correction. Here, the teachers take such principal for granted and misbehave often

knowing full well that there would be no negative consequence for whatsoever of their misbehaviours. In Laissez-Faire administrative style, teachers can decide to come any day they feel like and abscond from the work at will. They may take the teaching of the students with joke. In this type of administration, the teachers have turned leader while principal had turned follower. The teachers give orders while the principal obeys and carry out the order. In this case, there is no any degree of discipline, thus there will be no any progress in academic activities. This type of administrative style seems not okay for enhancement of the teachers' job performance for eventual academic success in the school (Awodiji, 2013).

Laissez-faire is mostly suitable according to Awodiji (2013) in a situation where the staff are highly self disciplined, highly skilled, highly dedicated and committed to the job without waiting for orders from superior officer (principal) before doing what is right or expected to do as regards their job performance in the school. Principals in different schools adopt various administrative or Leadership styles to enable them carrying out their tasks in their schools. Some of the principals adopt Democratic style; some adopts Autocratic style, while some go for laissez-faire style etc (Okoroma, 2017).

Globally, empirical evidences persistently show that principal's administrative styles is vital to teachers' job performance and schools effectiveness. Some studies were conducted on principals' administrative styles and teachers' job performance. Sunaengsih et al. (2019) look at the issue from management point of view in their study titled principal leadership in the implementation of effective school management. The principal who implemented effective school management had the potential to produce high-achieving young generation because the school scope could optimize its function as an educational institution that carried out economic, humanitarian, social, political, cultural, and educational functions. One aspect that could support the implementation of effective school management was the principal leadership in making decisions, communicating, directing and developing the staff, solving problems and evaluating school activities. The results proved that the principal leadership was one of the main factors in implementing effective school management in terms of technology, school culture, information systems, and organizations.

Across Africa, Some studies were conducted and results favoured transformational and laissez-faire leadership (David, and Obadia 2017: Meney, 2024). The study concluded that transformational and laissez-faire leadership styles had a direct influence on teachers' job satisfaction. The study findings led the researcher to recommend that, the school administration should focus on the use of transformational and laissez-faire leadership styles since they had a direct significant influence on teacher's job satisfaction.

In Nigerian Context, empirical evidence consistently demonstrated that principals' Administrative style is essential to achieving teachers' job performance. There is need for teachers to be mandatorily involved in evaluation of their students and academic performance as indicated in Aondona (2020) study which emphasized the impacts of leadership effectiveness on management of public secondary school in the study. Aondona (2020) study examined Principals' Leadership Effectiveness and Management of Public Secondary Schools in North Central Nigeria. In another research conducted by Eucharia (2022) titled "Principals' leadership styles and teachers' job performance in secondary schools in Anambra State, Nigeria".

Eucharia (2022) supported that principals' leadership styles have great influence on teachers performance in his study which he conducted on influence of principals' leadership styles on teachers; job satisfaction in secondary schools in Nnewi Educational zones of Anambra State. All the teachers expressed satisfaction with democratic whereas they were dissatisfied with autocratic and laissez-faire leadership styles. The findings in this study show that the principals face leadership problems and challenges in the discharge of their administrative functions in Nnewi education zone, Anambra State. Based on the findings, it was concluded that principals should adopt the needed leadership style preferably democratic leadership style in their schools to enhance teachers' job satisfaction. The government should address various challenges confronting the principals as leaders of their schools. In the study of Eucharia, (2022), democratic leadership style was emphasized by the result of the findings which indicates the efficacy of democratic leadership style for effective school management.

Rose (2021) studied principal's administrative effectiveness and teachers' job performance in secondary schools in Calabar Municipality of Cross River State, Nigeria and emphasizes administrative styles like democratic, autocratic, laissez-faire and transformational leadership styles which is more related to this study. Organizing seminar and workshops to develop the principals and teachers professionally as regard administrative techniques is necessary (Okoroma, 2022). This study explores the need for administrative effectiveness in relation to teachers' job performance in the schools, challenges of adoption of wrong administrative styles. The transformational leadership theory elaborates the necessary tendency that a leader should exhibit among the co-staff to achieve the organizational goals. Transformational Leadership theory as developed by James McGregor Burns (1978) forms the basis of this study as the principal is expected to play some roles that can that enhance the capability of influencing the staff in order to achieve the school aims of establishment. This theory posits that effective leaders inspire and motivate followers to achieve a shared vision. Therefore, Transformational leaders must exhibits the following characteristics such as idealized influence whereby the leader's influence on the members must be based on a value or proficient ideas so that shadow will not be pursued instead of real goal.

Intellectual stimulation plays an important role in the sense that a leader must be intellectually sound and able to stimulate the members intellectually not ignorantly, so that they can defend their goals and struggle justifiably. Individualized consideration is also a key trait in which a leader should be able to know and consider each member's condition different for the general condition of all members. Each member has a peculiar problem at a time that is different from others. The theory emphasizes inspirational motivation in leadership roles. A transformational leader must be able motivate his members willingly. If members are motivated out of inspiration by the leader, then such members can volountarily and wishfully ready to carry out the leader's orders.

Transformational leadership theory assumes that every man is potentially good and can work productively and equally lazy and unproductive. If a man decides to be industrious and work meticulously, he can do it and at the same time if he decides otherwise, he can still be. All these qualities in a man determine how he can perform under a given administrative atmosphere. To tap the good quality of man, a leader needs to be very careful and administratively competent. Moreover, if a staff is not controlled, such staff can decide to be truant and negligent of the work and if properly controlled by an effective leader, such staff can perform to expectation. In a similar way, a principal can achieve maximum cooperation and efficiency from the co- staff by adequately understudy each staff individually, understand the habits and individual difference and device an administration mechanism to tap their resources for the overall achievement of the school's goals of establishment. This consideration has informed the researcher to develop interest in investigating if there is a relationship between the principals administrative styles and teachers' job performance in private secondary schools in Kwara State. Several previous studies have focused on public secondary schools and in other States or Countries, yet a few studies have been carried out in examining the relationship between Principals' Administrative Styles - (democratic administrative style, autocratic administrative styles, laissez- faire administrative styles) and teachers' job performance together in private secondary schools as this study intends.

Methodology

This study adopted descriptive research design of correlation type. This enables collection of numerical data to examine the relationship between principals' administrative styles and teachers' Job Performance in the private secondary schools. It also facilitates the statistical analysis which allows hypotheses to be tested and correlations established (Creswell & Creswell, 2021). The study population comprised 10,953 teachers in Private Secondary Schools in Kwara State, Nigeria. Due to large population, a Multi-stage sampling procedure was used. The 16 local Government were stratified into three Senatorial Districts- Kwara South, Kwara North and Kwara Central. Six Local Government Area were purposively selected because of insecurity prevalent in some places, they hold the highest concentration of private secondary schools in Kwara State and they reflect the cultural diversity ensuring adequate representation. Then, 136 private secondary schools selected from these Local Government Areas with their teachers

population totaling 10,953 and sample size of 386 was determined based on Solvin (1960) and Taro Yamane (1967) sampling formula as cited in (Awoniyi, 2020) as appear in the table below.

Table 1

Sample Distribution of teachers Table

S/N	Senatorial Districts	Local Government	Number of Schools	Teachers Population	Samples Teachers (Solvin 1960 & Taro Yamane, 1967 Sampling formula ($n= N/1+N(e)^2$
		Moro	14	1,004	35
1	Kwara North	Kaiama	12	739	26
2	Kwara Central	Asa	12	706	25
		Ilorin South	102	5,440	192
3	Kwara South	Irepodun	15	978	34
		Offa	31	2,086	74
		Total	136	10,953	386

The primary instrument for data collection was a 60-items structured questionnaire divided into two sections: items measuring principals' administrative styles (democratic administrative style, autocratic administrative style and laissez-faire administrative style) and items measuring teachers' job performance (punctuality, lesson preparation and participation in extra-curriculum activities). Responses were elicited using a four-points Likert scale ranging from Strongly Agreed (SA) to Agreed (A) and Strongly Disagreed (SD) to Disagreed (D). Validity of instrument was ensured with Face and content validity method through expert review by specialists from Test and measurement, researcher's supervisor and other lecturers from department of educational management and counseling.

Reliability was confirmed through pilot study test with 20 teachers outside the sample. Spearman Brown yielded the correlation coefficient of reliability of 0.841 considered acceptable and consistent with social science standards (Taber, 2018). Data collection was done main through the physical administration of questionnaire at field after obtaining the consents of the schools and assuring them of confidential treatment of whatever information collected. The administration of questionnaire took place within four weeks. Out of 400 questionnaires distributed, 391 were recovered and correctly completed. Data analysis was done using descriptive and inferential statistics. Frequency, percentage and mean described the most used principals' administrative styles in the schools. Multiple Regression Analysis (MRA) statistics was used to test operational hypothesis at 0.05 level of significance.

Results

Research Question One: What is the principal administrative style mostly adopted by the principals in private secondary schools in Kwara State, Nigeria?

Most adopted Principals' Administrative Styles in private secondary schools in Kwara State, Nigeria

Table 2:

Frequency and Percentage Distribution of Principals' Administrative Styles

Administrative styles	SA	A	SD	D	Overall Mean
Democrati Adm Style	1,928 (54.54%)	1,229(34.77%)	257 (7.2%)	121 (3.42%)	3.38
Autocrati Adm. Style	796(20.76%)	591 (15.41%)	1,372 (35.79)	1,075 (28.04%)	2.29

Al-Hikmah Journal of Education (AJE)
Volume 13 Number 1 June, 2026
e-ISSN: 2705-2508; p-ISSN: 2384-7662

Laissez-faire Adm. Style	102 (2.71%)	185(4.91)	2,057 (54.65%)	1,420 (37.73%)	1.74

Source: Field Survey

Table 2 shows that the Democratic administrative style is the mostly practiced administrative style among principals in private secondary schools in Kwara State. The Democratic style recorded the highest overall mean score of 3.38, with approximately 89.31% of the recorded responses falling under Strongly Agree and Agree. The Autocratic style had a mean of 2.29, while the Laissez-faire style recorded the lowest mean of 1.74. The findings therefore indicate that principals in the private secondary schools predominantly practice a democratic administrative style. Democratic administrative style has the highest level of practice among principals, with 88.79% of teachers agreeing (SA+A) that their principals exhibit democratic characteristics. All ten democratic indicators received over 50% agreement, with five items scoring above 90% agreement. Autocratic administrative style is practiced at a moderate level, with 35.93% overall agreement. However, there is notable variation within this style: items like 'always wants things done in his own way' (83.94%), 'resistant to positive change' (78.24%), 'sees community participation as unnecessary' (77.72%), and 'rarely organizes P.T.A meetings' (77.72%) show high agreement. Laissez-Faire Administrative Style is the least practiced, with only 7.43% overall agreement across all items. All items received less than 16% agreement. In conclusion, the most practiced administrative style among principals in private secondary schools in Kwara State, Nigeria is the Democratic Administrative Style, with 88.79% of teachers confirming its practice.

Research Question Two: What is the level of teachers' job performance in private secondary schools in Kwara State**.**

Level of teachers' job performance in private secondary schools in Kwara State, Nigeria

Research Question Two: Research Question Three: What is the level of Teachers' Job Performance in private secondary schools in Kwara State, Nigeria?

Table 5: Mean Scores on Teachers' Job Performance

Dimension of Job Performance	Number of Items	Mean	Decision
Punctuality and Workload Management	10	3.52	High
Lesson Preparation	10	3.26	High
Participation in Extra-Curricular Activities	10	3.47	High
Overall Teachers' Job Performance	30	3.42	High

Source: Field Survey (2026)

Table 5 shows that the level of teachers' job performance in private secondary schools in Kwara State is high, with an overall mean score of 3.42. Punctuality and workload management had the highest mean (M = 3.52), followed by participation in extra-curricular activities (M = 3.47), while instructional competence recorded a mean of 3.26.Teachers demonstrate excellent punctuality, instructional competence, and committee coordination.

Test of Hypothesis

H0: There is no significant relationship between Principals' Administrative Styles and Teachers' Job Performance in private secondary schools in Kwara State, Nigeria.

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Volume 13 Number 1 June, 2026
e-ISSN: 2705-2508; p-ISSN: 2384-7662

To test this hypothesis Multiple Regression Analysis (MRA) was used with all three principals' administrative styles entered as independent variables, while teachers' job performance served as the dependent variable.

Table 5:

Administrative Styles and Job Performance

Variables	Democratic Style	Autocratic Style	Laissez-Faire Style	Job Performance
Democratic Style	1.000			
Autocratic Style	-0.512**	1.000		
Laissez-Faire Style	-0.468**	0.472**	1.000	
Job Performance	0.417	-0.368	-0.309	1.000

Table 4 shows that democratic style correlates positively with job performance ($r = 0.417$, $p < 0.05$), while Autocratic ($r = -0.368$) and Laissez-Faire ($r = -0.309$) correlate negatively. The null hypothesis is rejected.

Discussion of Findings

Based on the Multiple Regression Analysis (RMA) analysis that principals' administrative styles significantly have relationship with teachers' job performance in private secondary schools in Kwara State, Nigeria. Democratic Style has a strong positive correlation with Job Performance ($r = 00.417$, $p < 0.05$). This indicates that as democratic administrative practices increase, teachers' job performance also increases significantly which was supported by Eucharia (2022) who emphasized in the result of the findings, the efficacy of democratic leadership style for effective school management. Ahmed et al. (2020) also asserted that democratic leadership has relationship with effective performance of students in the schools in their study. Autocratic Style has a moderate negative correlation with Job Performance ($r = -0.512$, $p < 0.05$). This indicates that autocratic practices are associated with lower job performance. Laissez-Faire Style has a moderate negative correlation with Job Performance ($r = -0.468$, $p < 0.05$). This indicates that laissez-faire practices are also associated with lower job performance. Democratic style is negatively correlated with both autocratic ($r = -0.368$) and laissez-faire ($r = -0.309$) styles, confirming that they are contrasting approaches as (David, and Obadia 2017: Meney, 2024) confirmed. The result of the study confirms the opinion of Awodiji (2013) who posits that laissez-faire is mostly suitable in a situation where the staff are highly self disciplined, highly skilled, highly dedicated and committed to the job without waiting for orders from superior officer (principal) before doing what is right or expected to do as regards their job performance in the school.

Meanwhile, the frequency and mean results have shown that most practiced administrative style in private secondary schools in Kwara State is democratic administrative style (81.8%), followed by Autocratic administrative style (35.9%) and least adopted administrative style is lasses-faire administrative (7.4%) in contrast to assertion of (David, and Obadia 2017: Meney, 2024) who favoured the dual administrative practices. Mean agreement also indicates the high level of teachers' job performance (3.42) in private secondary schools in Kwara State, Nigeria. punctuality (3.52) followed by Extra-Curricular activities taking

the highest (3.47) followed by while the lowest is lesson preparation (3.26) which necessitates improvement. Therefore, the null hypothesis that says there is no significant relationship between administrative styles and job performance was rejected and hence forth there exists as significant relationship (r = 0.417).

Conclusions

Democratic Administrative Style is the most practiced style in private secondary schools in Kwara State (88.79% agreement). This is encouraging as democratic leadership is associated with higher teacher performance. Autocratic Style is moderately practiced (35.93%) with mean (3.38), with areas such as "always wanting things done in his way" (84.0%) and "resistance to positive change" (78.2%) being notable concerns. Laissez-Faire Style is the least practiced (7.43%), indicating that principals are generally engaged and not passive. Teachers' Job Performance is high overall (3.42), with Extra-Curricular Participation with mean (3.47) and Punctuality with mean (3.45) being the strongest dimensions. Lesson Preparation with mean (3.26) requires further improvement. There is a significant positive relationship between Democratic Administrative Style and Teachers' Job Performance (r = 0.748). Democratic style significantly predicts job performance, explaining 58% of its variance.

Recommendations

Based on the findings, various strategies were proposed for proprietors, principals, stakeholders, teachers etc for implementation in private secondary schools education.

1. Principals should further enhance democratic practices, especially in areas like encouraging self-expression and open communication.
2. School administrators should organize workshops and provide resources to help teachers improve lesson preparation, especially in using varied teaching methods for slow learners.
3. Continued professional development should be organized to enhance democratic leadership skills among principals.

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