

STAFF INTERACTION AND SCHOOL INNOVATIVENESS IN
WESTERN NIGERIA SECONDARY SCHOOLS

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STAFF INTERACTION AND SCHOOL INNOVATIVENESS IN
WESTERN NIGERIA/ SECONDARY SCHOOLS

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DEDICATED TO MY PARENTS CHIEF SOLOMON ABEGUNDE ADESUA AND
MRS. IBIJOKE OMOTINUWE ADESUA. THEY TAUGHT ME THE VALUE OF HARD
WORK AND ENDURANCE.

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ABSTRACT

The main purpose of this study is to determine the extent to which the interpersonal relationships among teachers in our secondary schools help or hinder the introduction of educational innovative practices in the direction of encouraging vocational and practical subjects in Nigeria's secondary school curriculum.

557 teachers (these include 30 principals and over 40 heads of departments) were involved in the survey. All the subjects have taught for, at least, six months prior to the period of the survey in the schools that participated.

The findings of the study showed

1. that for the total sample of schools used in this study there is no significant relationship between staff interaction and school innovativeness, talking generally. There are however specific identifiable patterns: (i) schools with low staff interaction and low degree of innovativeness (2) schools with high staff interaction and high degree of innovativeness.
2. There is no significant difference in the degree of Staff interaction among all-boys, all-girls and co-educational schools.
3. There is no significant relationship between the personality variables of principals (age and teaching experience) and the degree of staff interaction.
4. There is no significant relationship between the personality variables of teachers (age and teaching experience) and the degree of

staff interaction.

5. The personality variables of principals (age and teaching experience) are not significantly related to the degree of school innovativeness.

6. The personality variables of teachers (age and teaching experience) are not significantly related to the degree of school innovativeness.

The study has implications for Nigeria's educational system. These include the need for the introduction of a comprehensive secondary school system and the evolvement of new teacher education programmes in the country.

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CERTIFICATION

I certify that this work was carried out by Mr. Adeleye M. Adesua in the Department of Education, University of Ibadan, Ibadan, Nigeria.


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CHAPTER ONEPROBLEM AND BACKGROUND1.1 INTRODUCTION

Despite the incessant outcry by educators, scholars, parents and a host of others about the deficiencies of Nigeria's century old literary and bookish system of education^{1,2,3}, it is disappointing to note that practically in every African country

science and technical subjects take second place to liberal arts, while vocational education has, until very recently, been scorned.⁴

Probably realising that Nigerian builders of tomorrow will be drawn from millions of Nigerian youths with elementary, secondary or university education who possess the knowledge of turning screws, of weilding axes, tending gardens or fixing tyres,^{5,6} and that the

1. (a) FAFUNWA, A. Babs. New Perspectives in African Education
Lagos, Macmillan, 1967, p. 46
- (b) "What is the goal of secondary education?"
Daily Times (Lagos) September 12, 1973, p. 7
2. ALUKO, S. A. "Higher Education and National Development"
The Educator, Vol. 7, May 1966
3. AGUSIOBO, O. N., "Implications of Vocational Education Programmes
for the Nigerian School System" West African
Journal of Education, Vol. 17 (1) 1973, p. 51
4. FAFUNWA, A. Babs. (1967) op.cit. pp. 7 & 75
5. FAFUNWA, A. Babs. (1967) ibid. pp. 76 - 77
6. AGUSIOBO, O. N. (1973) op. cit. p. 51.

survival of Africa during the next decade or two will depend on how much change has taken place in the new content of its education,¹

the Nigeria National Curriculum Conference which met in Lagos from September 8 - 12, 1969 set for itself the task of identifying the objectives of school education at different levels. The Conference stated in respect of secondary education that,

secondary schools should be the nation's ground for inculcation of a spirit of self-reliance, industry, versatility, and self-discipline among the youths, it should be also incumbent on the schools to equip them to be able to live effectively

1. SOLARIN, Tai "The Secondary Schools That Africa Needs",
West African Journal of Education, Vol. 7 (2)
June 1963, p. 78.

in our ever-changing world.¹

The National Curriculum Conference would not want secondary education to be merely academic in orientation. The secondary school curriculum should be diversified to provide useful experiences for differences in talents, and provide opportunities and roles that students may possess or be called upon to display later in life. In spite of these good intentions of the curriculum Conference, Nigeria seems to continue to cherish the production of pen-pushers who abhor soiling their hands with dirt or mud.

Failure in the West African School Certificate examinations becomes synonymous with failure in life for the greater percentage of our secondary school graduates because the school offers them

..... Algebra from which nothing follows,
 Geometry, Science and History from which nothing
 follows..... and lastly most dreary of all,
 Literature, represented by plays of Shakespeare
 (and African authors) with philological notes and
 short analyses of plot and character,
 to be in substance committed to memory.²

-
1. ADARALEGBE, A. (ed.) A Philosophy for Nigerian Education
 Report of the National Curriculum Conference, 8 - 12
 September, 1969, Ibadan, Heinemann, 1972, p. 215.
 2. WHITEHEAD, A. N. The Aims of Education, N. Y. The Free
 Press (1967), p. 7.

Consequently, the rate of unemployment among the youths in Nigeria is increasing at an alarming rate because they are unemployable.

Table 1.1 below shows that there seem to be progressive increase in the rate of unemployed secondary school leavers.

TABLE 1.1¹

Registered Unemployed Persons by Quarter and Educational Level, March 1970 to September, 1971.

QUARTER	PRIMARY AND BELOW	SECONDARY AND ABOVE	PERCENTAGE SECONDARY
March			
1970	11,189	2,630	19.03
1971	12,497	3,722	22.95
June			
1970	11,406	2,152	15.87
1971	11,239	2,306	17.02
September			
1970	11,785	1,722	12.75
1971	10,189	2,114	17.18
December			
1970	10,211	1,521	12.96

Source: Ministry of Labour

Making a comparison between graduates of secondary grammar and technical schools, Okedera found that the rate of employment was higher

1. Second National Development Plan 1970 - 74: 1st Progress Report; Lagos, Central Planning Office, Federal Ministry of Economic Development and Reconstruction.

among the technical school graduates because they possess specific marketable skills needed in the intermediate and high productive sectors which the former group of graduates do not possess.¹

Nigeria, like other emergent countries, is faced with the teething problem of unemployment especially among her youths. Economists and other social scientists have of recent discovered that the most pressing problem in developing countries generally is unemployment. Ranis and Fei² recently reaffirmed the empirical fact that unemployment seems to be on the increase in the developing world. There has been an accelerated scholarly interest in the causal effect between education and employment in African countries in the past few years. Among other things, educators have been more concerned with relevance of the curriculum to the types of jobs available in the society and the effect of education on development in general.³

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1. OKEDARA, J. T. "The Impact of Level of Education and Training on the Rate of Labour Absorption into the Intermediate and Higher Productive Economic Sectors in Ibadan, Nigeria". IBADAN No 29, July, 1971, p. 13f.
 2. RANIS, G & FEI, J. "Technological Transfer, Employment and Development", Geneva 1969, MIMEO.
 3. CURRIE, J. and MASS J. Van L. "Uganda's secondary school Graduates: Postponement of Labour Market Entry." Manpower and Unemployment Research in Africa No 1, April, 1974, p.14

School proprietors and the governments of Nigeria have contented themselves with providing children ^{with} knowledge in the liberal arts and a few science subjects. No thought, except in a few schools, has been given to the idea of introducing vocational and practical subjects into the curriculum of our schools. From the few vocational-oriented schools, there are boys who can carve woods, make mats or baskets, or tend gardens. There are girls from these schools who can process "gaari" mend clothes and shoes, and bake bread.

Because of the absence of innovative practices in the traditional secondary schools graduates from these institutions know next to nothing about vocational and practical subjects such as plumbing, blacksmithing or driving. The lack of innovative practices in the secondary schools may probably be due either to lack of cooperation among teachers in given schools, undynamic leadership ^{among Principals} or some other factors beyond the control of the teaching personnel in a school.

The problem of unemployed youths is causing increasing alarm in the developing world. One, therefore, begins to wonder whether the traditional secondary schools have not outlived their usefulness. The employment prospect of the secondary school graduate may be bright, but his contribution to the economy will continue to be meagre because of the irrelevance of his preparation for modern life in the country. His chances for learning about the technology of food, health, fuel, transport, textiles, housing, publications and mining are severely

limited. This unfortunate and undesirable situation results from lack of innovative practices in Nigerian secondary schools.

Education must change because society is changing. There is the urgent need that concrete and useful steps be taken to reorganize the content of the curriculum in our secondary schools. There is also the urgent need for raising the image of practical subjects and regarding preparation for employment as an integral part of the teacher's work.¹ There is the need to offer the Nigerian youth the type of education which will make him self-reliant, and like the traditional African education, make the youth have respect for honest, hard labour and sweat. There is also the necessity for finding avenues for inculcating in the Nigerian youth wholesome values in addition to having genuine regard for profitable but non-academic pursuits.

1.2 INNOVATION

(a) Definition

Attempts have been made by scholars to define the phenomenon of innovation. These attempts include those of Bhola² who states that "an innovation is always something definable, that is "new" to an adopter

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1. MOHAPHELOA, J. M. "Education for Frustration" West African Journal of Education. Vol. 17 (1) February, 1973, pp.127-142
 2. BHOLA, H.S. The Configurational Theory of Innovation Diffusion, Columbus: School of Education, Ohio State University, 1965, p.5

individual, group or system", Barnett¹ who views innovation as "any thought, behaviour or thing that is new because it is qualitatively different from existing forms"; and Thompson² who defines innovation as "the generation, acceptance, and implementation of new ideas, processes, products or services."

For the purposes of this survey, we will view innovation from Thompson's standpoint because it is useful in identifying innovative practices which are characterized by newness and qualitative differentiation from existing forms in our secondary school curriculum.

The researcher will want the term innovation as used in this study to refer to the introduction of vocational and practical subjects into the secondary school curriculum. Innovation should be seen apart from what is specifically sponsored by a central authority (Federal or State Government) such as the recent change in school year from January through December to September through July.

What one might term innovation in Nigeria may differ markedly from what may be considered as innovation in developed countries like Canada

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1. BARNETT, H. G. Innovation: The Basis of Cultural Change. New York, McGraw-Hill, 1953, p. 7.
 2. THOMPSON, J. D., Organizations in Action: Social Sciences Bases of Administrative Theory, N.Y. McGraw-Hill, 1967, p. 2

(Thomas)¹ and Australia (Clinton & House)². Categories of innovations listed by Thomas included teaching methods and activities, grouping of pupils for effective teaching and learning, equipment, programmed materials, libraries, use of teaching personnel, goals of the school, pupil government and time tabling. Items included in the list by Clinton and House are teacher aides, data processing, ungraded system of organizing teaching, small group instruction, laboratories, team teaching, teaching assistants and electronic study carrels.

For Nigeria, any variable which can help change or modify, to a certain degree, the literary and bookish content and quality of the present secondary education in Nigeria can be regarded as an innovation. Because majority of the secondary school graduates possess no employable skills, failure in the West African School Certificate examinations, more often than not, becomes synonymous with failure in life. Hence, variables which can help to re-orientate the attitude of youth towards vocational education should, in the final analysis be regarded as innovation.

-
1. THOMAS, A. R. "The Innovative School: Some Organizational characteristics", The Australian Journal of Education Vol.17 (2), June 1973, p. 122.
 2. CLINTON, A & HOUSE, J. H. "Attributes of Innovations as Factors in Diffusion". Unpublished paper, January 1970, pp. 25 - 6.

A list of innovative practices according to our thinking will include encouraging such skills as land cultivation, poultry, piggery, fishery, rabbitry, printing, typing, dyeing, driving, carpentry, plumbing, tailoring, hair dressing, photography, bricklaying, shoe repairing, blacksmithing, electrical works and automobile mechanical repairing.

Added to the changes from a bookish course content to one which is vocational in nature, changes in administrative techniques and social services will also be considered as innovations. Administrative and social services have been included because of the belief that greater dividends will be realised if school authorities would care to give students a chance in the management of their own affairs within the limits of the rules and regulations of the schools. Students want to be seen and behave as active initiators.

All things being equal vocational practices such as have been mentioned can be introduced into school curricula through the cooperative effort of both the school authorities and students. Indeed, school authorities will be opening a new chapter in the diversification of the secondary school curriculum in Nigeria if they tried to introduce some of the courses now being pursued in a few technical and vocational educational institutions into their

curriculum offerings.¹

(b) Measurement of School Innovativeness.

The measurement of school innovativeness in an earlier study² involved the use of an adoption scale on which were listed a number of innovations that have appeared on the educational scene during a given period. Respondents, who were headmasters indicated which of the listed innovations they have adopted and when each was first adopted. This method will be followed in the present study. The more innovative schools will be those that

- (a) have adopted more of the listed skills above, and
- (b) have done so earlier than other schools.

The listed innovations will cease to be innovations whenever they have been introduced to all secondary schools in the Western State of Nigeria.

1. There were only nine such institutions in Western Nigeria by 1973 with a student population of 1,715 compared with 246 secondary schools with a student population of 101,409 in 1973 by 1973. (SOURCE: Statistics Division, Ministry of Economic Planning and Reconstruction, Ibadan, July, 1974).
2. THOMAS, A. R. (1973) op. cit., p. 122f.

1.3 STAFF INTERACTION

(a) Definition

One of the two major variables in this study is "Staff interaction". And for the purposes of this study the term "Staff" will be taken to refer to teachers in any given school system. "Teachers" are those persons employed in an official capacity for the express purpose of guiding and directing the learning experiences of students in the school setting. "Interaction" will refer to the observable and measurable mode of behaviour in interpersonal relationships among principals, heads of departments and teachers.

(b) Levels of Interaction

The levels of staff interaction are three, viz:



There is vertical as well as horizontal interaction among teachers in a school setting. Horizontally, the principal is the academic head of the school. He is a subject specialist, as the head of department and the classroom teacher are. Vertically, the principal is the administrative head of the school. He administers the school through the head of department or the teacher.

The idea of staff interaction is germane to this study, because teachers are the ones who must accommodate change in a functional manner, realising that they are the ones who, in the last resort, will act to implement change in a school system. As of now, not enough attention is paid to internal organizational factors of impetus for change and the very important

factor of the teacher seem neglected.^{1,2.}

(c) Measurement of Staff Interaction

The measurement of interpersonal relationship and behaviour among teachers in this study will be taken to mean scores on what the three subscales of School Climate Index³ measure. The three subscales are Teacher Perception of Teacher Group Behaviour (T.P.T.G.B.), Teacher Perception of Head of Department Behaviour (T.P.H.D.B.), and Teacher Perception of Principal Behaviour (T.P.P.B.),. These questionnaires are meant to obtain from teachers their perceptions of certain aspects of the social and administrative behaviour of their colleagues in their respective schools.

1.4 PERSONALITY VARIABLES.

There are a few variables which are assumed to affect staff interaction and school innovativeness. These are factors of age, sex, and teaching experience of teachers as well as of principals. It is considered quite necessary to test whether staff interaction and school innovativeness are related to the age, sex and teaching

-
1. MILES, M. E. "Planned change and Organizational Health: Figure and Ground" as in Richard Carlson et al, Change Processes in the Public Schools, Eugene, Oregon: CASEA, University of Oregon, 1965.
 2. CLINTON, A and HOUSE, J. H. (1970)op. cit.
 3. Developed by FINLAYSON, D. S. et al (1971) and published by the N.F.E.R. Britain. Adapted and modified for use in Nigeria by permission of the publishers.

experience of teachers and of principals.

1.5 RELATIONSHIP BETWEEN INDEPENDENT AND DEPENDENT VARIABLES

In any given school, the professional staff is made up of the principal and the teachers. Since the principal is normally expected to give leadership touch to changes in the school, it is his duty to see that, as far as his school is concerned, a peaceful atmosphere is created. And this will mean that every principal will try to bring about a situation in which there is less of intrigues, cliques, or rancour; and more of useful cooperation which will lead to the realization of the organizational goals.

They need also to allow and encourage free discussions and toying with ideas on the part of the staff members.

1.6 THEORETICAL FRAMEWORK.

The development of an adequate theory which links interpersonal relationship to organizational innovation is lacking.¹ Nevertheless, Carl R. Rogers² presents a theory of creativity which might be considered germane to the two major variables employed in this study. Rogers refers to creativity as

-
1. HILFIKER, L. R. "Factors Relating to the Innovativeness of school systems" Journal of Educational Research, Vol. 64 (1) 1970, p. 23.
 2. ROGERS, C. R. "Towards a Theory of Creativity" in A Source Book for Creative Thinking, S. J. PARNES and H. F. HARDING (eds.) N.Y. Charles Scribner's sons (1962) pp. 63 - 72.

the emergence in action of a novel relational product, growing out of the uniqueness of the individual on the one hand and the material on the other.¹

According to Rogers, the conditions of creativity cannot be forced but must be allowed to emerge. He goes to suggest that three inner conditions are necessary for constructive creativity, viz: openness to experience, an internal locus of evaluation and ability to toy with elements and concepts.

He maps out two general conditions for maximizing the emergence of constructive creativity, namely - psychological safety and psychological freedom. Psychological safety can be established through understanding, genuine empathy and an absence of external evaluation. The latter (external summative evaluation) is often regarded by individuals as a threat and therefore creates a need for defensiveness which may result in a low degree of staff interaction. Psychological Freedom implies a complete freedom of symbolic expression. Here the individual has, "complete freedom to think, to feel to be whatever is most inward within himself."²

1. ROGERS, C. R. in Parnes & Harding (eds.) (1962), *ibid*, p.65

2. ROGERS, C. R. in Parnes & Harding (eds.) (1962), *ibid*, p.68.

A proposition expressed in part by Rogers and used in this study is that the interpersonal relationships that develop within the entire school system have an impact upon the innovativeness of the members of the entire system. In the context of this study it will be assumed that a high degree of staff interaction will generate a high degree of adoption of innovative practices.

Carl Rogers regards leadership as a salient factor in the development of an innovative group. He asserts that if a leader is accommodating and understanding, permits and encourages free discussion, places responsibility with the group; then there will be evidence of personality growth among the members of the group. The group functions more effectively with greater activity and better spirit.¹

The essential argument put forth by Rogers is that if the leader of a group establishes conditions of psychological safety and freedom, the group will spontaneously generate a greater number of creative products which will be more significantly novel, and the group will enjoy more effective and harmonious interpersonal relationships.² But a situation where a teacher is being told

1. ROGERS, C. R., On Becoming a Person: Therapists' View of Psychotherapy, Houghton, Boston, 1961

2. HILFIKER, Leo R. (1970) op. cit., p. 26.

that this was how things have been done before he came to the school and that he's got to keep his ideas till he gets to a new school can never encourage any prospective creative or innovative teacher to experiment with new ideas or concepts for fear of reprisals.

People with useful and educative ideas should be allowed and given every possible encouragement to toy with them because it appears that schools require a flexibility of approach which is willing to question traditional assumptions and practices without uncritically accepting half-baked notions dressed up as significant innovations.¹

1.7 PREVIOUS RESEARCH

In most of the literature on human relations, the term climate is used to define the inter-relationships among people. But the concept of "organizational climate"² as used in the following

-
1. HUGHES, M. F. (ed.) Secondary School Administration: A Management Approach, Oxford, Pergamon Press, 1970, p. 12.
 2. Many attempts have been made to come to terms with this organizational phenomenon. Though popularly attributed to Halpin and Croft, an earlier use of the concept had been made by F. G. Cornell, in "Socially Perceptive Administration" Phi Delta Kappan, 36, March, 1955, p. 222. It was later developed by C. Argyris in his study of the bank where emphasis was placed on interpersonal relationships as being major determinants of the climate of the organization. C. C. Argyris "Some problems in conceptualizing Organizational Climate; A True Story of a Bank", Administrative Science Quarterly, Vol. 2, March, 1958, pp. 502 - 520

review of literature seems too global a term to be useful in describing just the "human relations" aspect of the climate of any given organization. As will be seen in the review of literature, the concept refers specifically to certain interpersonal variables within the context of organizational climate. There are many factors that combine to shape the organizational climate of a school system. These include demographic or economic factors, political flavour of community, socio-economic status of the school's clientele, the teacher's personality variables, parental attitudes towards the school, the school physical layout, the educational and administrative policies of the state or country's Ministry of Education.¹

For the purpose of this study, the human relations aspect of the school climate will be termed staff interaction. It concerns the interpersonal relationships among the professional staff in the school.

Efforts have been made by scholars to investigate the relationship between certain variables linked with organizational climate and the adoption of educational innovations.

For instance scholars like Lokensgard La Mantia, and Roosa failed to find any significant relationship between the rate of adoption of educational innovations and such variables of the

1. HELLER, R. W. "Informal Organization and Perceptions of the Organizational Climate of Schools", Journal of Educational Research, Vol. 61 (2) 1968, p. 405f.

organizational climate as economic factor (cost) and teacher personality variable,^{1,2,3}. This is in contrast to the findings of people like Hilfiker⁴ and Thomas⁵ who reported a significant relationship between the two critical variables.

Thomas⁶ and Hilfiker⁷ as a result of their Findings were unable to agree with the earlier views of Roosa,⁸ Reynolds⁹ and Hughes¹⁰ who reported that there is a significant difference between the rate of adoption of educational innovations and expenditure per pupil

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1. LOKENSGARD, J. K. "Educational Innovations and the Organizational Climate of Schools", Unpublished Ph.D. Thesis 1969, Dissertation Abstract International Vol. 31 (2) August, 1970
 2. LA MANTIA, G. P. "Innovation Adoption and Organizational Climate: Their Relationship to the Job Satisfaction of High School Teachers", Unpublished Ed. D. Thesis 1968 N.Y. University, Dissertation Abstract International, Vol.29 (10) April, 1969.
 3. ROOSA, J. L. "A Study of Organizational Climate leader Behaviour and their relationship to the rate of adoption of educational innovations..." Unpublished Ed.D. Thesis 1968, State Univ.of N.Y. at Albany, Dissertation Abstract International, Vol.29 (10) April, 1969.
 4. HILFIKER, L. R. (1970) op. cit
 5. THOMAS, A. R. (1973) op. cit.
 6. THOMAS, A. R. (1973) ibid
 7. HILFIKER, L. R. (1970) op. cit.
 8. ROOSA, J. L. (1968) op. cit.
 9. REYNOLDS, J. J. "A Study of Factors Affecting the Adoption of Educational Innovations in selected Secondary Schools", Unpublished Ed. D. Thesis, 1970, Indiana University, Dissertation Abstract International, Vol. 31 (6) December, 1970.
 10. HUGHES M. F. (ed.) (1970) op. cit.

(cost). Stolz¹ was of the opinion that more innovative schools were more open in climate than less innovative schools. (In the context of this study, an open climate school will refer to a school where there is a high degree of interaction. A closed climate school has a low degree of interaction.)

According to Roseborough², the teachers in the more open climate schools exchanged views on new educational ideas more frequently than did their counterparts in the more closed schools. There is no significant relationship between school system innovativeness and the age of professional personnel.^{3,4} Thomas did not find any significant relationship between school system innovativeness and the number of years a man has spent as principal of current school.⁵

It is possible for two people put in the same situation to perceive the same stimulus or environment differently because of

-
1. STOLZ, J. F. "The Relationship of Organizational Climate and Authoritarianism to the Innovativeness of Spokane Public Elementary Schools", Unpublished Ed. D. Thesis, 1971, Dissertation Abstract International Vol. 32 (6) December, 1971
 2. ROSEBOROUGH, B. W., "A Study of Organizational Climate in provincially centralized system of public schools", Unpublished Ph.D. Thesis 1971, Dissertation Abstract International, Vol. 32 (11) May, 1972
 3. HILFIKER, L. R. (1970) op. cit.
 4. THOMAS, A. R. (1973) op. cit.
 5. THOMAS, A. R. (1973) *ibid.*

the differences inherent in the nature and behaviour of men. Hence, some studies have shown that the principal of a school perceives the school's climate as being more open than did his teachers.^{1,2,3,4} The findings of Singh, however, did not lend credence to this view.⁵ With the report on mixed schools yet to come, girls' schools are found to be more open in climate than boys' schools.⁶

There seems to be no significant difference between the way

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1. TIRPAK, R. D. "Relationship between Organizational Climate of Elementary Schools and Personal characteristics of the Schools' Principals", Unpublished Ph.D. Thesis 1970, Dissertation Abstract International, Vol. 32 (1) July, 1971
 2. CORPUS, M. C., "Leader Behaviour, Teachers' Behaviour and Organizational climate... Secondary Schools", Unpublished Ph.D. Thesis 1971, Dissertation Abstract International, Vol. 32 (3) September, 1971.
 3. FRENCH, D. G. "The Relationship between teachers' and principals' perceptions of Organizational climate... of administrative skills", Unpublished Ph.D. Thesis 1971, Dissertation Abstract International, Vol. 32 (8) Feb. 1972.
 4. FASCEITI, A. R. "A Study of the Organizational Climate of selected secondary schools and elementary schools", Unpublished Ed. D. Thesis 1971, Dissertation Abstract International, Vol.32 (7) January, 1972
 5. SINGH, S. "A Study of Biographical characteristics of School Personnel as predictors of School Climate", Unpublished Ed. D. Thesis, Dissertation Abstract International, Vol. 32 (2) August, 1971.
 6. MEMRA, N., "Organizational Climate of Secondary Schools", Unpublished Ed. D. Thesis, 1967, Dissertation Abstract International, Vol. 29 (1) July, 1968

male and female teachers perceive the climate of schools.¹ It must be added, however, that though sex differences in person perception may be found at times, they are not always consistent.² Certain teacher personality variables have been found to be related to organizational innovativeness. For instance, Ramer³ and Pratton⁴ found the more innovative principals to be relatively younger than their less innovative counterparts. Gill⁵ found a disposition among the professional staff to innovative an essential condition for change. Nakamura⁶ found a relationship

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1. OWENBY, D. J. "Perceptions of Organizational Climate and Leader Behaviour in Southern Independent Schools", Unpublished Ed. D. Thesis, 1968, Dissertation Abstract International, Vol. 29 (11) May 1969.
 2. WARR, P. B. and KNAPPER, C. The Perception of People and Events, London, John Wiley & Sons, 1968, p. 187
 3. RAMER, B. "The Relationship of Belief Systems and Personal characteristics... Educational Innovation", Unpublished Ed. D. Thesis 1968, Dissertation Abstract International, Vol. 29 (3) 1969.
 4. PRATTON, D. L. R. "Selected characteristics of Innovative Principals in the Milwankie Elementary Schools", Unpublished Ed. D. Thesis 1969, Dissertation Abstract International, Vol. 30 (10) April 1970.
 5. GILL, D. G. "The Relationship of Innovation and Complexity in Public School Systems", Unpublished Ed. D. Thesis, 1969, Dissertation Abstract International, Vol. 30 (7) January, 1970.
 6. NAKAMURA, R. J., "Innovativeness and Belief Systems of High School Principals in Arizona", Unpublished Ed. D. Thesis 1971, Dissertation Abstract International Vol. 32 (3) September, 1971

between the number of innovative practices adopted by a school and the size of a school enrolment, as opposed to the Findings of Thomas who found no relationship between these two variables.¹

There are conflicting views about the segment of the school system that suggests more innovations. Rubenow² found that teachers suggest more innovations as opposed to Wilkes³ who found that principals initiate greater number of innovations than teachers. Current societal trends - political or social - have been found capable of working for or against innovative moves by school systems.^{4,5}

1.8 (a) Problems of Investigation

1. Is there any relationship between staff interaction and school innovativeness?

2. Do differences in type of school (boys', girls', and co-educational) affect the degree of staff interaction ?

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1. THOMAS, A. R. (1973) op. cit.
 2. RUBENOW, R. C. "The Effect of the Innovative process... in Chicago suburban High School Districts". Unpublished Ed. D. Thesis, 1971, Dissertation Abstract International, Vol. 32 (5) November, 1971.
 3. WILKES, S. T. "A Study to determine the relationship between selected school organizational climates and the adoption of Innovations," Unpublished Ed. D. Thesis 1969, Dissertation Abstract International, Vol. 30 (8) Feb. 1970
 4. LOWE, O. P. "A status study of planning major change in a 4 - year college ... "Unpublished Ph.D. Thesis 1971, Dissertation Abstract International, Vol. 32 (9) March 1972
 5. RUBENOW, R. C. (1971) op. cit.

3. Are the personality factors of principals, such as age and teaching experience, related to the degree of staff interaction ?

4. Are the personality factors of teachers, such as age and teaching experience, related to the degree of interaction among teachers ?

5. Are the personality factors of principals, such as age and teaching experience, related to school innovativeness ?

Are the personality factors of teachers, such as age and teaching experience, related to school innovativeness ?

(b) Hypotheses

The main hypothesis of this study is that:

1. Staff Interaction and School Innovativeness will not be related.

No empirical evidence is yet available on the relationship between staff interaction and school innovativeness in Western Nigeria secondary schools. This central hypothesis is structured to examine whether staff interaction is related to school innovativeness. The researcher hopes that this null hypothesis will be confirmed because the traditional emphasis on academic education still continues in our secondary schools. Most Nigerian teachers including principals, continue their endeavours to build characters, mould leaders and develop responsible citizens with

little concern for the labour market into which they are sending their output. And perhaps they fear to experiment with new practices.

2. There will be no difference in the degree of staff interaction among schools, that are all-boys', all-girls' and co-educational.

Mehra¹ gave evidence to the effect that the degree of interaction in boys' and girls' schools differ. There is no empirical evidence yet on co-educational schools. This hypothesis is designed to see what happens in the case of Nigerian boys and girls' schools and also to provide evidence for co-educational schools.

3. The personality factors of principals will not be related to the degree of staff interaction:

- (a) age will not be related to the degree of staff interaction,
- (b) teaching experience will not be related to the degree of staff interaction.

4. The personality factors of teachers will not be related to the degree of staff interaction:

- (a) age will not be related to the degree of staff interaction,
- (b) teaching experience will not be related to the degree of staff interaction.

5. The personality factors of principals will not be related to school innovativeness:

1. MEHRA. N. (1967) op. cit.

(a) age will not be related to school innovativeness

(b) teaching experience will not be related to school innovativeness.

(6. The personality factors of teachers will not be related to school innovativeness:

(a) age will not be related to school innovativeness,

(b) teaching experience will not be related to school innovativeness.

Hypotheses three through six are designed to investigate whether personality factors of professional personnel such as age and teaching experience are related to the degree of staff interaction and school innovativeness in the Nigerian context. This is because earlier studies like those of Hilfiker¹ and Thomas² had found no significant relationship between school innovativeness and the age of the professional personnel, contrary to the findings of Ramer³ and Pratton⁴ to the effect that the more innovative principals were relatively younger than their less innovative counterparts. There is no empirical evidence yet, to the best knowledge of the researcher, on the relationship between age of teachers and staff interaction.

1. HILFIKER, L. R. (1970) op cit.

2. THOMAS, A. R. (1973) op. cit

3. RAMER, B. (1968) op. cit.

4. PRATTON, D. L. R. (1969) op. cit.

CHAPTER TWO

METHOD

2.1 SUBJECTS

The subjects of this study were 557 secondary school teachers selected randomly from 30 secondary schools. They include over 40 heads of departments and 30 principals. To ensure that different types and grades of secondary schools were represented, the stratified¹ random sampling technique was used.² The number of teachers, including the principal, who completed the questionnaires in each participating school ranged from six to twenty seven. These, too, were randomly selected for the filling of the questionnaires.

Those who took part in completing the questionnaires were those teachers, irrespective of qualifications, who have taught for not less than six months in any participating school prior to the period of the survey. This was done to raise the level of confidence obtainable from the response of the subjects. It is assumed that experienced teachers would comment more objectively on the situations

1. There are four educational zones in Western Nigeria. These are Ondo, Ibadan/Oyo, Ijebu/Egba and Ife/Osun/Ijesa. There were 252 secondary schools as per 1973 - 74 session in Western Nigeria spread over the four zones listed above.

2. See Appendix D.

in given schools than newly - employed teachers.

2.2 QUESTIONNAIRE MATERIALS

A. TYPES

Eight sets of scales were used in the survey. These are:

- i. Questionnaire on Teacher Perception of Teacher Group Behaviour (T.P.T.G.B.) This questionnaire is one of the three subscales of school climate Index developed by Finlayson, but adapted and modified for use in Nigeria by the researcher. This questionnaire is made up of items which are meant to draw from teachers their perceptions of certain aspects of the social behaviour of their colleagues in their respective schools. The respondents were asked to express their agreement or disagreement with the perceptual views stated in the questionnaire by circling one of the five alternatives - strongly agree, agree, undecided, disagree and strongly disagree.
- ii. Questionnaire on Teacher Perception of Head of Department Behaviour (T.P.H.D.B.) This questionnaire is meant to obtain from teachers their perceptions of certain aspects of the social and administrative behaviour of heads of departments in their schools. Heads of Departments were required to fill the questionnaire in terms of their own behaviour.

1. FINLAYSON, D. S. et al. (1971) op. cit.

iii. Questionnaire on Teacher Perception of Principal Behaviour (T.P.P.B.) This questionnaire is structured to measure teachers' perceptions of certain aspects of the social and administrative behaviour of heads of schools.

iv. Innovation Adoption Scale (I.A.S.) This is a scale consisting of categories of adoptable innovations in Western Nigeria secondary schools. Principals of schools were required to rate the degree of innovativeness in their schools by using a five point scale to assess what they find adoptable, viz: very high, high, average, low and non-existent. Their assessment indicated the degree to which they accept innovative practices. The date of adoption of any innovation already introduced into any given school was to be given.

v. Innovation Hinderance Scale (I.H.S.) The scale is made up of factors which are considered as capable of hindering the introduction of innovations in a given school. Principals of schools were required to rank the listed factors in order of importance as they interfere with the introduction of innovations in their schools.

vi. Teacher Information Sheet (T.I.S.) This questionnaire was structured to describe personality factors of the participating teachers. The factors are sex, age, marital status, educational qualifications, teaching experience, status held and date of assumption of duty in a given school.

vii. Principal Information Sheet (P.I.S.) This questionnaire was structured to give information about personality variables relating to the principal. The variables are sex, age, teaching experience, educational qualifications, marital status, years spent as principal of the former as well as of the present school.

(viii. School Information Sheet (S.I.S.) This is a scale structured to collect data about the schools involved in the survey. The variables are name of school, date of establishment, status, type, agency, source of school finance, nature of school and student population.

B. RELIABILITY AND VALIDITY

Prior to the commencement of the main survey, a pilot study was carried out to determine the reliability index of the three main instruments used in this study. These are the Questionnaires on Teacher Perception of Teacher Group Behaviour (T.P.T.G.B.); Teacher Perception of Head of Department Behaviour (T.P.H.D.B.); and Teacher Perception of Principal Behaviour (T.P.P.B.) Thirty five teachers, including three heads of randomly selected schools took part in the pilot study. The space of time between the first and the second test was twenty eight days. Using the test-retest method and applying the Pearson Product Moment Correlation, the reliability coefficients obtained for the three questionnaires were .79, .82 and .82 respectively.

A high content validity has already been reported for each of the

above scales by their authors.¹

2.3 PROCEDURE

a. Administration of Questionnaires

The T.P.T.G.B., T.P.H.D.B., T.P.P.B. and P. I. S. were administered to 527 teachers, including heads of departments. Also the T.P.T.G.B., T.P.H.D.B. and T.P.P.B., the P.I.S., I.H.S., I.A.S. and S.I.S. were administered to the thirty heads of schools that took part in the study.

Most of the teachers felt uneasy when called upon to evaluate their principals' behaviour. They, however, sighed an air of relief when their anonymity was guaranteed, in addition to undertaking a confidential treatment of their responses. Many of the principals filled the questionnaires with enthusiasm, a few were reluctant to evaluate their own behaviour. They signified a preference for evaluation by their teachers. With a little bit of persuasion, they agreed to complete the questionnaires.

The questionnaires were personally administered by the researcher to ensure a fair percentage of correct returns and also to make sure that the questionnaires were returned on time. A total of 557 questionnaires were administered. 450 of these were returned. 381 out of those returned were properly completed. The rest 69 were not

1. FINLAYSON, D. S. et al, (1971) op.cit.

used for the purposes of analysis because the subjects failed to follow instructions and therefore did not fill the questionnaires well. The percentage of correct returns of questionnaires was approximately 80.7%

b. Scoring

On the T.P.T.G.B., T.P.H.D.B. and T.P.P.B., all the subjects signified their degree of agreement or disagreement with the items by checking one of the five alternatives, viz: strongly agree, agree, undecided, disagree and strongly disagree. The items were structured to measure certain aspects of the social and administrative behaviour of role incumbents in the participating schools.

Looking through the items of evaluation, one sees that they can either be positively or negatively scored. For example, an item like "The principal sets a good example by working hard himself" can be scored positively, while an item like "The staff members never work as a team" can be scored negatively. Thus, some of the items could be scored positively on a scale ranging from 4 indicating "strongly agree" to 0 indicating "strongly disagree"; or negatively on a scale ranging from 0 indicating "strongly agree" to 4 indicating "strongly disagree."

On the I. A, S., the principals indicated the rate of adoption of innovations in their schools by checking one of five alternatives, viz: very high, high, average, low and non-existent. Each item was

scored on a scale ranging from 4 indicating "very high" to 0, indicating "non-existent". Unlike what we have in the case of the other questionnaires above, the scoring key for each item in the adoption scale was the same.

(c) Computation:

To identify the degree of interaction among the teachers in each of the participating schools, the scores of each subject on TPTGB, TPTDB and TPPB were collated. This was done because all the three questionnaires are subscales of the School Climate Index stated earlier to have been developed by Finlayson et al. The total score of each subject was found. To allow for comparison with scores on innovation, the mean scores for all the subjects in each school were calculated. The scores were rank-ordered. The highest and the lowest scores obtained were 321 and 192 respectively. The range was 129. (See Appendix A for the mean scores on staff interaction for the participating schools.) The scores within the range were divided into three parts to allow for the categorization of the degree of staff interaction into high, average and low.

Each of 321 - 279, 278 - 236, 235,- 192 represents a third of the total range respectively. On the basis of the above ranges, the scores on staff interaction for each school were grouped as follows: 321 - 279 indicates a high score on staff interaction, 278 - 236 indicates an average score on staff interaction, and 235 - 192 indicates a low score on staff interaction. From the above

tabulation, certain degrees of staff interaction are discernable. These are High Interaction, Average Interaction and Low Interaction.

The Innovation Adoption Scale was used to find out the degree of innovativeness in the schools. To identify the degree of innovativeness, the scores of each school on the questionnaire were collated. The scores of the schools were rank-ordered to help in knowing the highest and the lowest scoring school. The highest score was 58 and the lowest was 1. The range was 57. (See Appendix A for the scores of each participating school on Innovation.) The basis for dividing these scores into three was the same as for the scores on staff interaction. Each of 58 - 40, 39 - 21 and 20 - 1 represents a third of the total range respectively. On the basis of the above ranges, the innovation scores for the schools were divided as follows: 58 - 40 represents a high score on innovativeness, 39 - 21 represents an average score on innovativeness and 20 - 1 represents a low score on innovativeness. There are no schools with scores in the average range of scores, 39 - 21. From the above data, the following degrees of school innovativeness were identified: high innovativeness and low innovativeness.

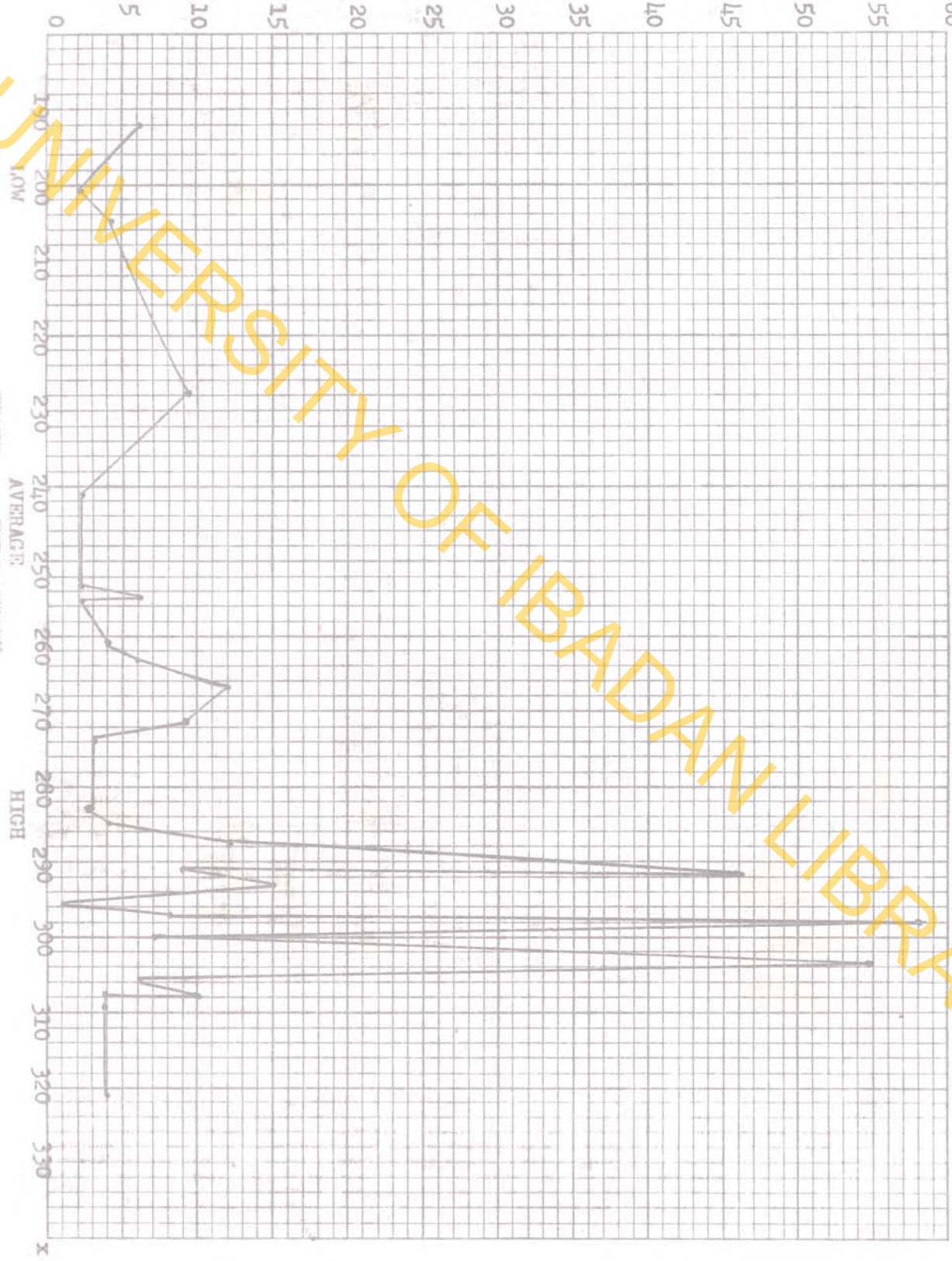
SCHOOL INNOVATIVENESS
AVERAGE

LOW

HIGH

60 Y

FIGURE 2.1 RELATIONSHIP BETWEEN STAFF INTERACTION AND SCHOOL INNOVATIVENESS



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From the above graphical representation, it is possible to establish

1. the degree of interaction among teachers
2. the degree of school innovativeness, and
3. a relationship between staff interaction and school innovativeness.

Certain factors were considered capable of hindering the adoption of innovations in secondary schools. The table below shows the factors ranked in order of importance as considered by principals.

TABLE 2.1

FACTORS CONSIDERED CAPABLE OF HINDERING SCHOOL INNOVATIVENESS

ORIGINAL ITEM NO	FACTORS (I.H.S.)	TOTAL SCORES	RANK \bar{X}	S.DEV	S.ERROR
3	Cost (initial, running, expenditure per pupil)	64	2.17	1.72	0.31
2	Size of School	124	4.13	3.23	0.59
1	Location of School (urban, rural area)	131	4.43	4.22	0.77
6	Physical resources	149	4.97	2.34	0.42
4	Directives from Ministry of Education	194	6.47	2.80	0.51
10	Personality factors of teachers	216	7.17	2.52	0.46
8	Students' demands, needs and interests	231	7.70	3.55	0.64
7	Energy supply (Water and electricity)	233	7.77	3.67	0.67

ORIGINAL ITEM NO	FACTORS (I.H.S.)	TOTAL SCORES	RANK \bar{X}	S.DEV.	S.ERROR
5	Directives from State Schools' Board	250	8.33	3.50	0.64
9	Societal needs and interests	269	8.97	3.84	0.70
11	Characteristics of specific innovations	304	10.13	3.45	0.63
12	School's Board of Governors	348	11.60	3.25	0.59
15	Cooperation between schools and Universities	373	12.43	3.19	0.58
17	Type of school (boys, girls' co-educational)	415	13.83	3.63	0.66
13	Reading of books and journals	421	14.03	2.27	0.41
16	Inter-district cooperation Programmes	426	14.20	2.43	0.44
14	Attendance at professional meetings	439	14.63	2.16	0.39

NOTE: (a) N = 30

(b) For each factor, minimum possible score is 30 and maximum possible score is 510.

(c) The lower the rank mean score, the greater the potential of a factor in hindering school innovativeness.

(d) Statistical Treatments

Different statistical techniques were used in testing the hypotheses embodied in this study. These are (a) one-way analysis of variance. This is useful in testing the extent to which the means of given units vary. The unit in this case is the school: all-boys², all-girls² and co-educational; (b) Spearman Rank Correlation Coefficient: r_s^1 . Because homogeneity may possibly blur relationships between the figures obtained and the fact that the figures obtained are not in the same unit (some are in tens, while others are in hundreds), the measure of association requires that both variables be measured in an ordinal scale so that the individuals under study may be ranked in two ordered series. (c) The student t -test was used to test the level of significance of obtained r_s under the null hypothesis, using the formula:

$$t = r_s \sqrt{\frac{N - 2}{1 - r_s^2}}$$

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1. SIEGEL, S. Nonparametric Statistics for the Behavioural Sciences, N. Y. McGraw-Hill Book Company, 1956, pp. 202 - 213.
 2. SIEGEL, S., (1956) *ibid.* p. 212.

CHAPTER THREE

RESULTS AND CONCLUSIONS

3.1 RESULTS

A. Relationship between Staff Interaction and School
Innovativeness.

In order to test the major hypothesis that staff interaction and school innovativeness will not be significantly related, a transformation of the mean scores of each participating school on staff interaction and of each school's total score on degree of innovativeness was carried out by rank ordering the scores from the highest to the lowest score. This is to allow for the use of Spearman Rank Correlation Coefficient: r_s . The student t-test was used to test the level of significance of the r_s .

TABLE 3.1.0 RELATIONSHIP BETWEEN STAFF INTERACTION AND SCHOOL IN OVATIVENESS.

X	Y	Rank R _X	Rank R _Y	D	D ²
267	12	16	2.5	13.5	182.25
321	4	1	16.5	-15.5	240.25
291	9	10	6	4	16
271	9	15	6	9	81
293	15	9	1	8	64
309	4	2	16.5	-14.5	210.25
297	8	7	8.5	-1.5	2.25
261	4	18	16.5	1.5	2.25
257	1	19	26.5	-7.5	56.25
254	2	22	23.5	-1.5	2.25
205	4	25	16.5	8.5	72.25
263	6	17	12	5	25
201	2	26	23.5	2.5	6.25
241	2	23	23.5	-0.5	0.25
300	7	6	10	-4.0	16
255	6	20.5	12	8.5	72.25
308	10	3.5	4	-0.5	0.25
285	4	12	16.5	-4.5	20.25
228	9	24	6	18	324
288	12	11	2.5	8.5	72.25

X	Y	Rank X	Rank Y	D	D ²
274	3	14	20.5	-6.5	42.25
192	6	27	12	15	225
296	1	8	26.5	-18.5	342.25
255	2	20.5	23.5	-3.0	9
283	3	13	20.5	-7.5	56.25
308	4	3.5	16.5	-13.0	169
306	8	5	8.5	-3.5	12.25
					$\Sigma D^2 = 2321.50$

VAR NO.	MEAN	STD. DEV.	STD. ERROR	rs	t
1	13.9629	7.83856	1.50853	0.29	1.51*
2	14	7.72082	1.48587		

* Not significant at the .05 level of significance.

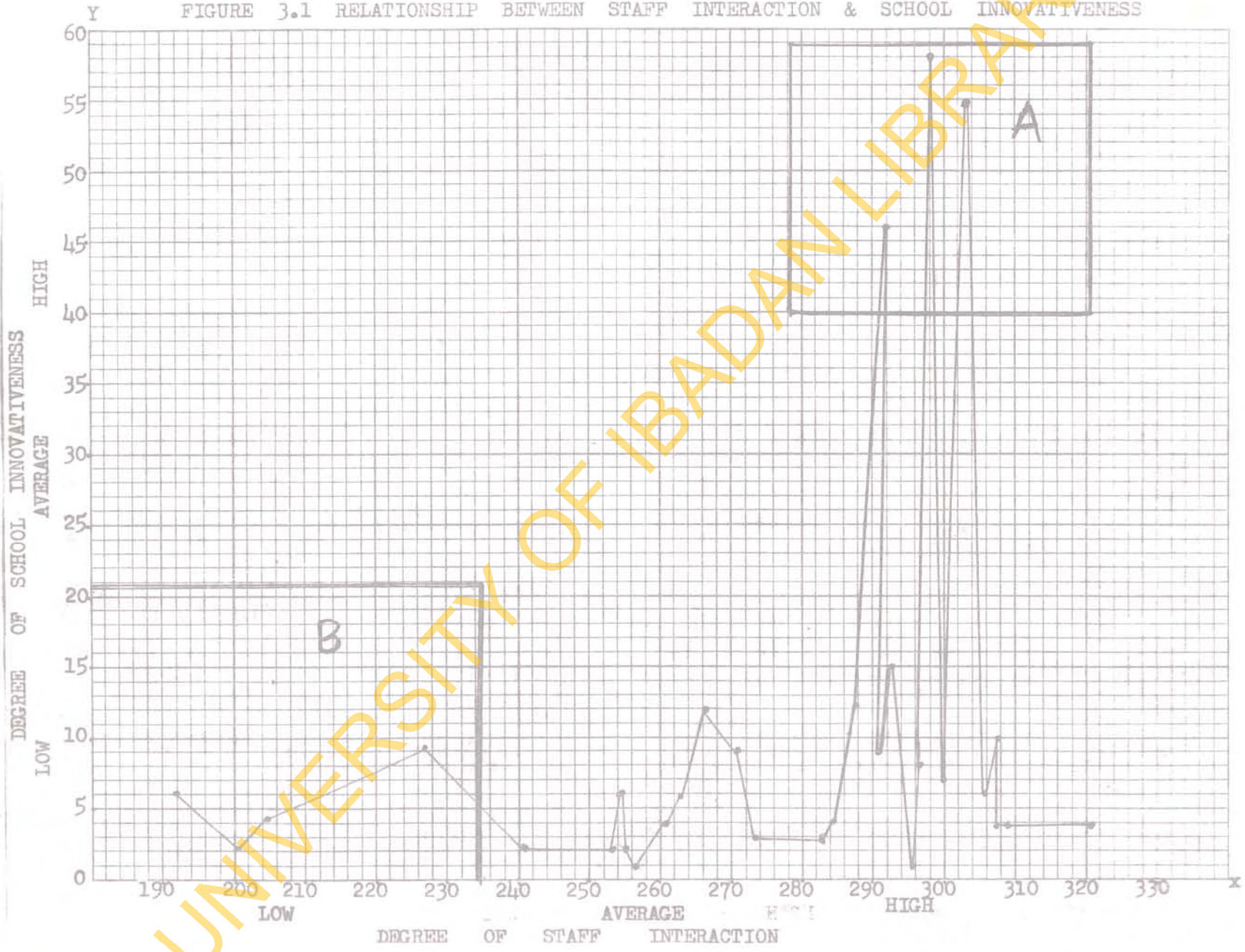
Note: All the hypotheses were tested at the 0.05 level of significance

Table 3.1.0 above show that there is no significant relationship between the two major variables. The result thus confirms the prediction of the hypothesis.

Generally speaking, there is no relationship between staff interaction and school innovativeness. But the case of three schools seems very spectacular. As can be seen from Appendix A, schools 2, 6 and 12 scored very highly on school innovativeness as well as on

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FIGURE 3.1 RELATIONSHIP BETWEEN STAFF INTERACTION & SCHOOL INNOVATIVENESS



staff interaction. And as can be seen from the graph above, it seems evident that a relationship exists between high degree of staff interaction and high degree of school innovativeness in these three schools.

(See the section marked A). There seems also to exist a relationship between a low degree of staff interaction and low degree of school innovativeness. As can be seen from the section marked B, the schools which interact at a low degree innovate on a very low level.

We may then identify three kinds of patterns from the hypothesis above:- viz (1) that for our sample, there is no significant relationship, on the whole, between staff interaction and high degree of innovativeness (2) That those schools with a low degree of staff interaction also tend to have a low degree of innovativeness (3) That those schools with high staff interaction also tend to have a high degree of innovativeness. (See graph Figure 3.1)

B. Staff Interaction

The result below suggests that teachers interact the same way irrespective of their type of school. The result thus confirms the prediction of the hypothesis.

As can be seen from Appendix A, all the thirty schools which took part in the survey had scores on staff interaction. The mean scores for all the schools ranged from 321 to 192. The range was 129. To identify the degree of interaction among the teachers, the scores were divided into three parts (see chapter 2, section 2.3c "computation").

This led to the identification of three degrees of staff interaction, viz: low interaction, average interaction and high interaction. For a graphical representation of the three degrees of staff interaction identified, see Figure 2.1 above.

2. Staff Interaction by type of school

The hypothesis that there will be no difference in the degree of staff interaction among boys', girls' and co-educational schools was tested. The one-way analysis of variance test in Table 3.2 shows that there is no significant difference in the degree of staff interaction among the three types of schools.

TABLE 3.2

One-way analysis of variance for subjects matched by type of school on staff interaction.

<u>GROUP</u>	<u>NUMBER</u>	<u>MEAN</u>	<u>VARIANCE</u>	<u>S. DEVIATION</u>
1	39	277.8972	1912.7893	43.7354
2	39	253.7949	5348.0000	73.1300
3	39	270.8459	3466.6577	58.8783
TOTAL	117	267.5127	3586.4375	59.8869

ANALYSIS OF VARIANCE

<u>SOURCE</u>	<u>SS</u>	<u>MS</u>	<u>DF</u>	<u>F</u>	<u>P</u>
GROUPS	11978.00	5989.00	2	1.67*	0.1918
ERROR	403631.00	3575.71	114		

* Not significant at the .05 level

C. Personality variables and Staff interaction

Although staff interaction has been found to be similar in all the three types of schools investigated, yet it was necessary, out of curiosity, to test whether personality variables had any effect on staff interaction.

In order to test the third hypothesis which states that the personality variables of principals will not be significantly related to the degree of staff interaction, two variables were tested: age and teaching experience.

Thus H_0 3i and 3ii state that:

- (i) age will not be related to the degree of staff interaction;
- (ii) teaching experience will not be related to the degree of staff interaction.

The rho was found for the two variables and the t-test was used in testing for the level of significance of the rs. As can be seen from Table 3.3.1 below, there is no significant relationship between the age of a principal and the degree of interaction among his teachers. The result thus confirms the prediction of the hypothesis.

TABLE 3.3.1: RELATIONSHIP BETWEEN PRINCIPAL'S AGE AND STAFF INTERACTION

X	Y	R _x ^{rank}	R _y ^{rank}	D	D ²
36	267	28	19	9	81
38	291	25.5	12.5	13	169
33	321	29.5	1	28.5	812.25
43	291	17.5	12.5	5	25
48	271	9.5	18	-8.5	72.25
43	298	17.5	8	9.5	90.25
38	293	25.5	11	14.5	210.25
38	309	25.5	2	23.5	552.25
48	297	9.5	9	0.5	0.25
38	261	25.5	21	4.5	20.25
44	257	15.5	22	-6.5	42.25
54	303	2	6	-4	16
66	254	1	25	-24	576
51	205	4.5	28	-23.5	552.25
51	263	4.5	20	-15.5	240.25
51	201	4.5	29	-24.5	600.25
33	241	29.5	26	3.5	12.25
44	300	15.5	7	8.5	72.25
50	255	7.5	23.5	-16.0	256

X	Y	Rank _X	Rank _Y	D	D ²
47	308	11	3.5	7.5	56.25
40	285	22	15	7	49
50	228	7.5	27	-19.5	380.25
46	288	12.5	14	-1.5	2.25
45	274	14	17	-3.0	9
40	192	22	30	-8.0	64
51	296	4.5	10	-5.5	30.25
46	255	12.5	23.5	-11.0	121
42	283	19.5	16	3.5	12.25
40	308	22	3.5	18.5	342.25
42	306	19.5	5	14.5	210.25
					$\Sigma D^2 = 5677$

VAR NO	MEAN	STD. DEV.	STD. ERROR	RS	T
1	15.5	8.62554	1.5748	-0.27	1.48*
2	15.5	8.65255	1.57973		

Table 3.3.2 below shows that the teaching experience of principals and the degree staff interaction in their schools are not significantly related. The result confirms the prediction of the hypothesis.

* Not significant at the 0.05 level of significance.

TABLE 3.3.2 RELATIONSHIP BETWEEN TEACHING EXPERIENCE (PRINCIPALS) AND STAFF INTERACTION

X	Y	R_{x}^{rank}	R_{Y}^{rank}	D	D^2
18	267	20	19	1	1
18	291	20	12.5	7.5	56.25
8	321	29	1	28	784
18	291	20	12.5	7.5	56.25
28	271	7	18	-11.0	121
18	298	20	8	12	144
13	293	26	11	15	255
26	309	8	2	6	36
15	297	24	9	15	225
14	261	25	21	4	16
22	257	13	22	- 9.0	81
19	303	17	6	11	121
43	254	1	25	- 24	576
33	205	2	28	- 26	676
32	263	4	20	- 16	256
32	201	4	29	- 25	625
6	241	30	26	4	16
18	300	20	7	13	169

X	Y	Rank _X	Rank _Y	D	D ²
29	255	6	23.5	-17.5	306.25
22	308	13	3.5	9.5	90.25
12	285	27	15	12	144
20	228	15.5	27	-11.5	132.25
22	288	13	14	-1.0	1
25	274	10	17	-7.0	49
16	192	23	30	-7.0	49
32	296	4	10	-6.0	36
25	255	10	23.5	-13.5	182.25
20	283	15.5	16	-0.5	0.25
10	308	28	3.5	24.5	600.25
25	306	10	5	5	25
					$\sum D^2 = 5800$

VAR.NO	MEAN	STD. DEV.	STD. ERROR	RS	T
1	15.5	8.62361	1.57444	0.30	1.66*
2	14.8333	8.27177	1.51021		

* Not significant at the .05 level of significance.

To test the fourth hypothesis which states that the personality factors of teachers will not be related to the degree of staff interaction, the two variables of age and teaching experience were tested:

- 4 (i) age will not be related to the degree of staff interaction,
- (ii) teaching experience will not be related to the degree of staff interaction.

To test for relationship the r_s was found and the student t-test was used to test the level of significance of the rho.

Table 3.4.1 below shows that there is no significant relationship between the ages of teachers and the degree of interaction among them. The result confirms the prediction of the hypothesis.

TABLE 3.4.1 RELATIONSHIP BETWEEN AGE (TEACHERS) AND STAFF

INTERACTION					
X	Y	Rank X	Rank Y	D	D ²
28	267	21	19	2	4
27	291	25	12.5	12.5	156.25
33	321	11	1	10	100
23	291	29	12.5	16.5	272.25
33	271	11	18	- 7	49
23	298	29	8	21	441
23	293	29	11	18	324

X	Y	Rank _X	Rank _Y	D	D ²
30	309	17.5	2	15.5	240.25
31	297	15	9	6	36
34	261	7	21	- 14	196
32	257	13	22	- 9	81
31	303	15	6	9	81
34	254	7	25	- 18	324
35	205	3	28	- 25	625
36	263	1	20	- 19	361
28	201	21	29	- 8	64
28	241	21	26	- 5	25
34	300	7	7	0	0
33	255	11	23.5	- 12.5	156.25
34	308	7	3.5	3.5	12.25
31	285	15	15	0	0
27	228	25	27	- 2	4
27	288	25	14	11	121
27	274	25	17	8	64
35	296	3	10	- 7	49
30	255	17.5	23.5	- 6	36
35	283	3	16	- 13	169
29	308	19	3.5	15.5	240.25
34	306	7	5	2	4
					$\sum d^2 = 4260.5$

VAR.NO	MEAN	STD. DEV.	STD. ERROR	RS	T
1	15.5	8.59651	1.5695	0.05	0.26*
2	14.9666	8.72824	1.59355		

Table 3.4.2 below shows that there is no significant relationship between the teaching experiences of teachers and the degree of interaction among them. The result confirms the prediction of the hypothesis.

TABLE 3.4.2 RELATIONSHIP BETWEEN TEACHING EXPERIENCE (TEACHERS) AND STAFF INTERACTION

X	Y	R ^{rank} _X	R ^{rank} _Y	D	D ²
4	267	19.5	19	.5	0.25
3	291	24	12.5	11.5	132.25
8	321	12.5	1	11.5	132.25
3	291	24	12.5	11.5	132.25
5	271	17	18	- 1	1
3	298	24	8	16	256
3	293	24	11	13	169
5	309	17	2	15	225
8	297	12.5	9	3.5	12.25
13	261	6	21	- 15	225
11	257	9.5	22	- 12.5	156.25
2	303	29	6	23	529
14	254	3	25	- 22	484
14	205	3	28	- 25	625

* Not significant at the .05 level of significance

X	Y	Rank X	Rank Y	D	D ²
13	263	6	20	- 14	196
3	201	24	29	- 5	25
5	241	17	26	- 9	81
14	300	3	7	- 4	16
13	255	6	23.5	- 17.5	306.25
15	308	1	3.5	- 2.5	6.25
12	285	8	15	- 7	49
4	228	19.5	27	- 7.50	56.25
3	288	24	14	10	100
3	274	24	17	7	49
2	192	29	30	- 1.0	1
10	296	11	10	1	1
2	255	29	23.5	5.5	30.25
11	283	9.5	16	- 6.5	42.25
6	308	15	3.5	11.5	132.25
7	306	14	5	9	81
					$\Sigma D^2 = 4252$

VAR. NO	MEAN	STD. DEV.	STD. ERROR	RS	T
1	15.5	8.58292	1.56701	0.05	0.27*
2	15.5	8.65255	1.57973		

* Not significant at the .05 level of significance.

D. School Innovativeness.

As recorded in Appendix A, all the thirty schools which participated in the survey had scores on school innovativeness. The scores ranged from 58 to 1. The range was 57. To identify degrees of innovativeness in these schools the scores were divided into three parts (see Chapter 2, section 2.3^c "computation") There are no schools with scores in the average range of scores, i.e. 39 - 21. From the data, two degrees of innovativeness were identified, viz: high innovativeness and low innovativeness. For a graphical representation of the two degrees of school innovativeness, see figure 2.1 above.

E. Personality variables and School Innovativeness.

The Fifth hypothesis predicts that personality variables of principals will not be significantly related to school innovativeness:

- 5 (i) age will not be related to school innovativeness,
- (ii) teaching experience will not be related to school innovativeness.

In order to test for relationship, the rho was computed and the students t-test was used to test the level of significance of the rs.

Table 3.5.1 below shows that there is no significant relationship between the age of a principal and the innovativeness of his school. The result confirms the prediction of the hypothesis.

TABLE 3.5.1 RELATIONSHIP BETWEEN AGE (PRINCIPAL) AND SCHOOL INNOVATIVENESS.

X	Y	R ^{rank} _X	R ^{rank} _Y	D	D ²
36	12	25	2.5	22.5	506.25
33	4	26.5	16.5	10	100
43	9	16	6	10	100
48	9	8.5	6	2.5	6.25
38	15	23	1	22	484
38	4	23	16.5	6.5	42.25
48	8	8.5	8.5	0	0
38	4	23	16.5	6.5	42.25
44	1	14.5	25.5	- 12	144
66	2	1	23.5	- 22.5	506.25
51	4	3.5	16.5	13	169
51	6	3.5	12	- 8.5	72.25
51	2	3.5	23.5	- 20	400
33	2	26.5	23.5	3	9
44	7	14.5	10	4.5	20.25
50	6	6.5	12	- 5.5	30.25
47	10	10	4	6	36
40	4	20	16.5	3.50	12.25
50	9	6.5	6	0.5	0.25

X	Y	Rank X	Rank Y	D	D ²
46	12	11.5	2.5	9.0	81
45	3	13	20.5	- 7.5	56.25
40	6	20	12	8	64
51	1	3.5	26.5	- 23	529
46	2	11.5	23.5	- 12.0	144
42	3	17.5	20.5	- 3.0	9
40	4	20	16.5	3.5	12.25
42	8	17.5	8.5	9	81
					$\Sigma D^2 = 3657$

V./R. NO.	MEAN	STD. DEV.	STD. ERROR	RS	T
1	14	7.76029	1.49346	- 0.13	0.65*
2	14	7.72082	1.48587		

Table 3.5.2 below shows that there is no significant relationship between the teaching experiences of principals and the degree of school innovativeness. The result confirms the prediction of the hypothesis.

* Not significant at the .05 level of significance.

TABLE 3.5.2 RELATIONSHIP BETWEEN TEACHING EXPERIENCE (PRINCIPAL)
AND SCHOOL INNOVATIVENESS

X	Y	' Rank X	' Rank Y	D	D ²
18	12	18	2.5	15.5	240.25
8	4	26	16.5	9.5	90.25
18	9	18	6	12	144
28	9	7	6	1	1
13	15	23	1	22	484
26	4	8	16.5	- 8.5	72.25
15	8	21	8.5	12.5	156.25
14	4	22	16.5	5.5	30.25
22	1	13	26.5	- 13.5	182.25
43	2	1	23.5	- 22.5	506.25
33	4	2	16.5	- 14.5	210.25
32	6	4	12.0	- 8.0	64
32	2	4	23.5	-19.0	361
6	2	27	23.5	3.5	12.25
18.	7	18	10	8	64
29	6	6	12	- 6	36
22	10	13	4	9	81
12	4	24	16.5	7.5	56.25
20	9	15.5	6	9.5	90.25
22	12	13	2.5	10.5	110.25

X	Y	R ^{rank} X	R ^{rank} Y	D	D ²
25	3	10	20.5	-10.5	110.25
16	6	20	12	8	64
32	1	4	26.5	-22.5	506.25
25	2	10	23.5	-13.5	182.25
20	3	15.5	20.5	-5.0	25
10	4	25	16.5	8.5	72.25
25	8	10	8.5	1.5	2.25
					$\Sigma d^2 = 3954.25$

VAR. NO	MEAN	STD. DEV.	STD. ERROR	RS	T
1	14	7.76864	1.49507	-0.22	1.13*
2	14	7.72082	1.48587		

The sixth hypothesis states that the personality variables of teachers will not be significantly related to school innovativeness:

- 6 (i) age will not be related to school innovativeness,
- (ii) teaching experience will not be related to school innovativeness.

To test for relationship between the variables, the rho was computed and the student t-test was used to test for the level of significance of the rs obtained.

* Not significant at the .05 level of significance.

Table 3.6.1. shows that no significant relationship exists between the ages of teachers and the degree of school innovativeness. The result confirms the prediction of the hypothesis.

TABLE 3.6.1 RELATIONSHIP BETWEEN AGE (TEACHERS) AND SCHOOL INNOVATIVENESS.

X	Y	Rank X	Rank Y	D	D ²
28	12	20	2.5	17.5	306.25
33	4	11	16.5	- 5.5	30.25
23	9	26.5	6	20.5	420.25
33	9	11	6	5	25
23	15	26.5	1	25.5	650.25
30	4	16.5	16.5	0	0
31	8	14.5	8.5	6	36
34	4	7	16.5	- 9.5	90.25
32	1	13	26.5	-13.5	182.25
34	2	7	23.5	-16.5	272.25
35	4	3	16.5	-13.5	182.25
36	6	1	12	-11.0	121
28	2	20	23.5	- 3.5	12.25
28	2	20	23.5	- 3.5	12.25
34	7	7	10	- 3	9
33	6	11	12	- 1	1

X	Y	R ^{rank} _X	R ^{rank} _Y	D	D ²
34	10	7	4	3	9
31	4	14.5	16.5	- 2	4
27	9	23.5	6	17.5	306.25
27	12	23.5	2.5	21.0	441
27	3	23.5	20.5	3.0	9
27	6	23.5	12	11.5	132.25
35	1	3	26.5	- 23.5	552.25
30	2	16.5	23.5	- 7	49
35	3	3	20.5	- 17.5	306.25
29	4	18	16.5	1.5	2.25
34	8	7	8.5	- 1.5	2.25
					$\sum d^2 = 4164$

VAR. NO.	MEAN	STD. DEV.	STD. ERROR	RS	T
1	13.9814	7.72979	1.48759	- 0.29	1.51*
2	14	7.72082	1.48587		

* Not significant at the .05 level of significance

Table 3.6.2 shows that there is no significant relationship between the teaching experiences of teachers and the degree of school innovativeness. The result confirms the prediction of the hypothesis.

TABLE 3.6.2 RELATIONSHIP BETWEEN TEACHING EXPERIENCE (TEACHERS) AND SCHOOL INNOVATIVENESS

X	Y	R ^{ank} _X	R ^{ank} _Y	D	D ²
4	12	19.5	2.5	17	289
8	4	12.5	16.5	- 4	16
3	9	23	6	17	289
5	9	17	6	11	121
3	15	23	1	22	484
5	4	17	16.5	0.5	0.25
8	8	12.5	8.5	4	16
13	4	6	16.5	- 10.5	110.25
11	1	9.5	26.5	- 17.0	289
14	2	3	23.5	- 20.5	420.25
14	4	3	16.5	- 13.5	182.25
13	6	6	12	- 6	36
3	2	23	23.5	- 0.5	0.25
5	2	17	23.5	- 6.5	42.25

X	Y	Rank X	Rank Y	D	D ²
14	7	3	10	- 7	49
13	6	6	12	- 6	36
15	10	1	4	- 3	9
12	4	8	16.5	- 8.5	72.25
4	9	19.5	6	13.5	182.25
3	12	23	2.5	20.5	420.25
3	3	23	20.5	2.5	6.25
2	6	26.5	12	14.5	210.25
10	1	11	26.5	- 15.5	240.25
2	2	26.5	23.5	3.0	9
11	3	9.5	20.5	- 11.0	121
6	4	15	16.5	- 1.5	2.25
7	8	14	8.5	5.5	30.25
					$\Sigma D^2 = 3683.5$

VAR. NO	MEAN	STD. DEV.	STD. ERROR	RS	T
1	14	7.74596	1.49071	- 0.14	0.82*
2	14	7.72082	1.48587		

* Not significant at the .05 level of significance.

3.2 SUMMARY OF CONCLUSIONS

From the findings of the study the following conclusions may be inferred:

1. That for the total sample of schools used in this study is no significant relationship between staff interaction and school innovativeness, talking generally. There are however specific relationships: (1) schools with low staff interaction and low degree of innovativeness. (2) Schools with high staff interaction and high degree of innovativeness.
2. There is no significant difference in the degree of staff interaction among all-boys, all-girls and co-educational schools.
3. There is no significant relationship between the personality variables of principals and the degree of staff interaction, viz:
 - (a) age is not significantly related to degree of staff interaction.
 - (b) teaching experience is not significantly related to degree of staff interaction.
4. The personality variables of teachers are not significantly related to the degree of staff interaction, viz:
 - (a) age is not significantly related to degree of staff interaction.
 - (b) teaching experience is not significantly related to degree of staff interaction.
5. The personality variables of principals are not significantly related to the degree of school innovativeness, viz:
 - (a) age is not significantly related to the degree of school

innovativeness,

(b) teaching experience is not significantly related to the degree of school innovativeness.

6. The personality variables of teachers are not significantly related to the degree of school innovativeness, viz:

(a) age is not significantly related to the degree of school innovativeness,

(b) teaching experience is not significantly related to the degree of school innovativeness.

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CHAPTER FOUR

DISCUSSION

The findings of the present study are discussed in this chapter in the following order:

- (a) an interpretation of the results and of their significance within the context of previous findings,
- (b) a brief discussion of the implications of the findings for Nigeria's educational system, and
- (c) suggestions for further research.

4.1 Interpretation of the Findings.

All the six hypotheses postulated in this study were supported.

The main hypothesis of the study that there will be no significant relationship between the degree of school innovativeness and staff interaction is supported.

However, two specific patterns were identified: viz:

- (a) schools with a high degree of staff interaction also tended to have a high degree of innovativeness,
- (b) schools with a low degree of staff interaction also tended to have a low degree of innovativeness. (see Figure 3.1)

This results seem to support the view that the teaching personnel in our schools fear to experiment with new practices.

Consequently the majority of the schools ranked low in innovativeness. Very few schools ranked high in innovativeness while no school was found to be in the category of average innovativeness.

The field of educational administration is relatively new as both an academic and a professional discipline. As such, most principals, as school administrators, have not been specially trained on the job they are doing. It is possible that the lack of knowledge in group dynamics may play a large part in principals not knowing how to involve their teachers in staff interaction.

Although Anam¹ showed beyond reasonable doubt that transactional leadership (which is a possible basis for interactive activities) was the preferred style among school personnel, it is doubtful if principals have made any efforts to establish transactional relationships among members of their staff.

The test for hypothesis two showed that there is no significant difference in the degree of interaction among teachers in boys', girls' and co-educational schools. Previous studies have given empirical evidences on boys' and girls' schools to the exclusion of co-educational schools. For instance, Mehra² found that girls' schools have higher degree of interaction among teachers than boys' schools. The differences in findings may be due to the fact that the two studies were carried out in different settings. Mehra carried out his survey

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1. ANAM, A. The Relationship Between Principals' Leadership styles and Teachers' Morale, University of Ibadan, M.Ed. Dissertation 1973.
 2. MEHRA, N. (1967) op. cit.

within an Asian context while the present researcher carried out his own survey within an African context.

In hypotheses three, four, five and six, tests were carried out to ascertain whether certain personality variables - age and teaching experience - have any significant bearing on the degree of Staff interaction and the degree of school innovativeness. Generally no significant relationship was found between, the ages and teaching experiences of teachers and the degree of staff interaction on the one hand, and between ages and teaching experiences of teachers and the degree of school innovativeness on the other hand, in all the participating schools. The same condition applies to the personality factors of all the principals who took part in the study. This finding confirms earlier evidences given by Thomas¹ and Hilfiker.²

That no significant relationship was found between the ages of principals and the degree of school innovativeness do not cause much concern because it is the teaching experience and not the age of would-be principal that is taken into consideration when appointing one as a head of a school in Western Nigeria.

The lack of significant relationship between the teaching experiences and ages of teachers and staff interaction on the one hand; and between ages and teaching experiences of teachers and the degree of school innovativeness on the other hand, should not be construed to mean

1. THOMAS, A. R. (1973) op. cit.

2. HILFIKER, L. R. (1970) op. cit.

that the personality factors are unimportant in given situations. It only shows that staffing schools with teachers who have taught for considerable lengths of time is no guarantee that they would have a high degree of interaction amongst themselves, nor does it logically follow that the schools where such teachers teach will be innovative. The same arguments go for the relationship between the personality factors of teachers and the degree of staff interaction and school innovativeness.

An analysis of the factors that hinder school innovativeness shows that lack of adequate funds (cost) impedes most, their desire to bring useful changes into their schools. (see Table 2.1) For instance, the principal of one of the innovative schools revealed, during an exclusive interview, that for the first six months of 1973/74 session a total of ₦300 was given to his school as grants-in-aid.¹ The principal of another very innovative school, during another exclusive interview complained bitterly of receiving no encouraging financial aid from the Ministry of Education.² According to him, the infrastructure of the school is maintained through overseas financial aids. This clearly points to the necessity for our governments to fund innovative activities in our secondary schools, otherwise the much needed changes will not be carried out successfully. This finding confirms the earlier findings of

1. MR. GUY GARGIULO, Principal, AJUWA GRAMMAR SCHOOL, OKEAGBE,
via IKARE (27/6/74)

2. DR. TAI SOLARIN, Principal, MAYFLOWER SCHOOL, IKLEPNE (4/10/74)

Reynolds,¹ Hughes² and others.

Other factors found to be capable of hindering school innovativeness are size of school; location of school; physical resources; directives from the Ministry of Education; personality factors of teachers; students' demands, needs and interests; energy supply; directives from state schools' Board (on this issue one principal complained very bitterly about the negative effect which the unnecessary and incessant transfer of his teachers had on the work of his school)³, societal needs and interests; characteristics of specific innovations; school's board of governors; cooperation between schools and universities; type of school; reading of books and journals; interdistrict cooperation programmes, and attendance at professional meetings.⁴

4.2 Implications of the Findings for Nigeria's educational system:

(a) Move towards that Comprehensive school system:

One can't but wonder in a Nigeria of the 70's how many of our youths graduate out of secondary schools who are not filled with despair when they discover to their utter dismay that their schooling has prepared them for nothing. This is because our traditional secondary schools lays emphasis on traditional arts and science subjects to the

1. REYNOLDS, J. J. (1970) op.cit.

2. HUGHES, L. W. (1968) op. cit.

3. MR. GUY GARGIULO, op. cit.

4. See Table 2.1 above.

exclusion of vocational and practical subjects.

Subsequently unemployment results since these young secondary school graduates can hardly secure any blue-collar job despite their possessions of certificates of accreditation as secondary school graduates.

Callaway was reported¹ to have suggested that a step towards the solution of the unemployment problems of young school leavers should be through a reduction in the rate of increase in the costs of primary education. He stressed that this could be accomplished by raising the school starting age, or as a last resort, by re-introducing or raising fees for later classes at primary school and hence encouraging a higher rate of withdrawal in earlier standards.

One would like to stress that apart from the fact that this exercise is politically difficult, it should be noted that deliberately weeding out students cannot solve the problem of unemployment at the secondary school level. There is no guarantee that those allowed to go to the secondary schools will be employed after their courses if they have no required manual skills. Any attempt to rear dropouts in our schools simply because we want to combat unemployment will undoubtedly have serious negative effects, among which is, adding to the already chaotic socio-economic infrastructure of the society.

1. FALAE, O. "Unemployment" Manpower and Unemployment Research in Africa, Vol. 5 (1) April 1972, p. 16

Teaching the students (both those who will stay on to complete the post-primary course and the potential dropouts) skills within the context of a varied and diversified curriculum in the erstwhile academic-oriented institutions will go a long way in solving our unemployment dilemma. There is the need to introduce comprehensive (or multilateral) secondary schools into the country's educational set up to allow for the adoption of changes by the teaching personnel. The curriculum of such comprehensive schools must include arts, sciences, vocational and practical subjects. The emphasis of the curriculum should be on quality. The quality here should be seen not in terms of external examination successes but mainly in terms of a fit between school education and the country's manpower needs, especially at the middle level.

The envisaged diversified-curriculum should provide avenues for the training of students for blue-collar jobs and an efficient guidance service for students. The life span of a generation in the comprehensive schools, is suggested to be five years. The first two years would be devoted to general education for all students, followed by three years of specialized and intensive education according to interests and abilities. Courses for the last three years would include academic, technical, vocational, agricultural, commercial and home economics subjects.

The call for an immediate introduction of comprehensive schools is based on the stark realities of the economic life of this country. There is the realisation of the need for educational institutions to provide wide-ranging and diversified programmes which will match the diversification of occupations and interests in the adult society to which the adolescents are going. And since there are presently about three hundred secondary schools in Western Nigeria, it is advisable that the existing secondary schools be merged for the purposes of implementing the changes. In the face of other national pressing problems, our educational systems ought to aim at maximising their resources thereby becoming more cost efficient.

(b) Teacher Education

Teachers in this country can ill afford to be indifferent to what happens to their output (students) in the labour market. This is why they should be involved in any move to improve the earning power of their students. There is, therefore, the urgent need for a re-orientation of our teacher education programmes because their quality and motivation are very crucial for the success of changes, as detailed above, which will involve a total change of the structure and goals of the country's post-primary institutions.

For the foreseeable future, an integral factor in Nigeria's educational development will be the attitudes and performance of individual teachers. The teacher is the liaison between the educational

planners and the consumers of the products of the school. The implication which the introduction of comprehensive schools will have for teacher education will be in form of a diversification of the curriculum to include subjects which will provide teachers with tools and skills in vocational and practical subjects in addition to the traditional arts and science subjects that are being taught in teacher training colleges, advanced teachers' colleges and universities to student-teachers. Community development subjects ought to be included in the envisaged teacher-training curriculum.

To insist that teachers should perform tasks which they have had no chance to understand, or for which they have few resources, or get little encouragement is, to say the least, most unrealistic. Teachers are key factors in bringing about changes in educational institutions. It is obvious that expanding the effective range of each teacher is one of the most important contributions that could be made to educational progress in Nigeria.

4.3 Suggestions For Further Research

Several areas needing further enquiry were revealed by the results of this survey. First, there is the need, as with all studies, for a replication of the survey in other parts of the country to see if the present findings will be bolstered by additional evidence. Secondly, there is the need to examine in greater depths the rationale behind

the existence of comprehensive schools in the country with a view to improving their structure as a prelude to the establishment of truly comprehensive or multilateral schools. A school would be considered truly comprehensive if the curriculum-content include, in addition to the traditional arts and sciences, courses which will allow students to be able to acquire an all round education - i.e. providing courses in the affective, cognitive and psychomotor domains of knowledge. This type of envisaged educational system is not present in the traditional secondary schools some of which are named "comprehensive schools".

Thirdly, there is the urgent need to make a detailed and thorough study of the factors which hinder the introduction of changes into our educational institutions with a view to controlling for them in the new post-primary institutions envisaged.

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APPENDICES

APPENDIX A

Mean scores on Staff Interaction and total scores on Innovation for participating schools.

<u>SCHOOL</u>	<u>STAFF INTERACTION SCORE</u>	<u>INNOVATION SCORE</u>
1	267	12
*2	291	46
3	321	4
4	291	9
5	271	9
*6	298	58
7	293	15
8	309	4
9	297	8
10	261	4
11	257	1
*12	303	55
13	254	2
14	205	4
15	263	6
16	201	2
17	241	2
18	300	7
19	255	6
20	308	10

<u>SCHOOL</u>	<u>STAFF INTERACTION SCORE</u>	<u>INNOVATION SCORE</u>
21	285	4
22	228	2
23	288	10
24	274	3
25	192	6
26	296	1
27	255	2
28	283	3
29	308	4
30	306	8

* Schools with high scores on both variables.

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APPENDIX B

Mean ages and teaching experiences of all teachers in participating schools.

<u>SCHOOL</u>	<u>AGES (IN YEARS)</u>	<u>TEACHINGS EXPERIENCES (IN YEARS)</u>
1	28	4
2	27	3
3	33	8
4	23	3
5	33	5
6	23	3
7	23	3
8	30	5
9	31	8
10	34	13
11	32	11
12	31	2
13	34	14
14	35	14
15	36	13
16	28	3
17	28	5
18	34	14
19	33	13
20	34	15

<u>SCHOOL</u>	<u>AGES (IN YEARS)</u>	<u>TEACHINGS EXPERIENCES (IN YEARS)</u>
21	31	12
22	27	4
23	27	3
24	27	3
25	27	2
26	35	10
27	30	2
28	35	11
29	29	6
30	34	7

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APPENDIX C

Total ages and teaching experiences of principals of participating schools

<u>SCHOOLS</u>	<u>AGES (IN YEARS)</u>	<u>TEACHING EXPERIENCES (IN YEARS)</u>
1	36	18
2	38	18
3	33	8
4	43	18
5	48	28
6	43	18
7	38	13
8	38	26
9	48	15
10	38	14
11	44	22
12	54	19
13	66	43
14	51	33
15	51	32
16	51	32
17	33	6
18	44	18
19	50	29
20	47	22

<u>SCHOOLS</u>	<u>AGES (IN YEARS)</u>	<u>TEACHING EXPERIENCES (IN YEARS)</u>
21	40	12
22	50	20
23	46	22
24	45	25
25	40	16
26	51	32
27	46	25
28	42	20
29	40	10
30	42	25

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SCHOOL	DATE FOUNDED	STATUS	TYPE	AGENCY	SOURCE OF SCHOOL FINANCE	NATURE	POPULATION
1	1971	-	MIXED	PRIVATE	PRIVATE	COMPREHENSIVE	601-800
2	1969	III	MIXED	MISSION	PRIVATE	"	401-600
3	1961	II	GIRLS	"	G.AIDED	ACADEMIC	201-400
4	1957	II	MIXED	"	"	"	401-600
5		III	"	COMM.	"	"	401-600
6	1960	IV	BOYS	"	"	"	201-400
7	1970	III	MIXED	"	PRIVATE	"	201-400
8	1969	III	"	MISSION	"	COMMERCIAL	201-400
9	1958	II	"	COMMUN.	G.AIDED	ACADEMIC	401-600
10	1959	III	BOYS	MISSION	"	"	201-400
11	1960	III	GIRLS	"	"	"	401-600
12	1956	I	MIXED	PRIVATE	"	"	1001 - 1200
13	1965	III	"	"	PRIVATE	"	401-600
14	1959	III	GIRLS	COMMUN.	G.AIDED	"	401-600
15	1956	III	"	MISSION	"	"	401-600
16	1964	II	MIXED	PRIVATE	"	"	401-600

SCHOOL	DATE FOUNDED	STATUS	TYPE	AGENCY	SOURCE OF SCHOOL FINANCE	NATURE	POPULATION
17	1964	III	MIXED	PRIVATE	PRIVATE	ACADEMIC	401-600
18	1955	II	"	MISSION	G.AIDED	"	601-800
19	1960	II	BOYS	"	"	"	401-600
20	1945	SPECIAL	MIXED	"	"	COMPREHEN SIVE	1001-1200
21	1968	III	"	COMMUN.	"	ACADEMIC	201-400
22	1960	III	"	MISSION	"	"	401-600
23	1972	IV	"	PRIVATE	PRIVATE	COMPREHEN SIVE	801-1,000
24		III	"	MISSION	G.AIDED	ACADEMIC	201-400
25		III	GIRLS	"	"	"	201-400
26	1964	III	MIXED	PRIVATE	PRIVATE	ACAD & COMMERCIAL	401-800
27	1952	II	"	COMMUNI.	G.AIDED	ACADEMIC	401-600
28	1950	II	"	"	"	"	401-600
29	1956	III	BOYS	MISSION	"	"	201-400
30	1947	SPECIAL	MIXED	"	"	COMPREHEN SIVE	1001-1200

S U M M A R Y

4 BOYS SCHOOLS
 5 GIRLS SCHOOLS
 21 MIXED SCHOOLS

APPENDIX E

TEACHER INFORMATION SHEET

Kindly complete the items below. The information supplied will be kept CONFIDENTIAL.

1. Sex: _____
2. Age: _____
3. Marital Status: _____
4. Educational Qualifications: _____

5. Teaching Experience: _____
6. School: _____

7. Date you assumed duty in this school: B _____

8. Status held: _____

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APPENDIX F

PRINCIPAL INFORMATION SHEET

Kindly complete the items below. The information supplied will be kept CONFIDENTIAL.

1. Sex: _____
2. Age: _____
3. Marital Status: _____
4. Educational Qualifications: _____

5. Teaching Experience: _____
6. Years spent as principal of this school: _____
7. Years spent as principal of other schools: _____

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APPENDIX G

SCHOOL INFORMATION SHEET

Kindly complete the items below in respect of your school. The information supplied will be kept CONFIDENTIAL.

1. Name: _____
2. Status (Special, Class I, II, III, IV) _____
3. Type (Boys, Girls, Mixed) _____
4. Agency (Government, Community, Private, Mission) _____
5. Method of Financing (Grant-aided, private) _____
6. Nature (Comprehensive, Academic, Commercial) _____
7. Population (0-200, 201 - 400, 401 - 600, 601 - 800,
801 - 1,000, 1,001 - 1,200) _____

INNOVATION ADOPTION SCALE

Below are listed a number of adoptable innovative practices in Western Nigeria secondary schools. Kindly rate your school on each category with regards to the rate of adoption on ONE of the following five alternatives: V.H.-very high; H-high; A-average, L-low; N.E.-non-existent. Please mark an X against each category

CATEGORIES OF INNOVATION	RATE OF ADOPTION					DATE OF ADOPTION
	V.H.	H.	A.	L.	N.E.	
1. Poultry						
2. Piggery						
3. Rabbitry						
4. Fishery						
5. Land Cultivation						
6. Printing						
7. Bricklaying						
8. Plumbing						
9. Tailoring						
10. Hair dressing						
11. Dyeing						
12. Shoe repairing						
13. Carpentry						
14. Photography						
15. Driving						
16. Blacksmithing						
17. Electrical Works						
18. Typing						
19. Student Government						
20. School Medical Services						
21. Automobile mechanical repairing						

APPENDIX I

INNOVATION HINDERANCE SCALE

Below are listed a number of factors which are considered capable of hindering the adoption of innovations in any given school. Kindly rank these factors in order of importance. Put number 1 beside the most important factor to you, number 2 beside the next most important, number 3 beside the next and so on.

FACTORS HINDERING ADOPTION OF INNOVATIONS | RANK

- 1. Location of school (urban,rural area)
- 2. Sixe of School
- 3. Cost (initiaal, running, expenditure per pupil)
- 4. Directives from the State Ministry of Education
- 5. Directives from the State Schools Board
- 6. Physical resources
- 7. Energy supply (water and electricity)
- 8. Students' demands, needs, and interests.
- 9. Societal needs and demands
- 10. Personality factors of teachers
- 11. Characteristics of specific innovations:
 - e.g.(a) Technical expertise of complex operations
 - (b) Implementation in stages
 - (c) Communicability
 - (d) Relevance to school situation
 - (e) Relative advantage
 - (f) Pervasiveness (spread)

FACTORS HINDERING ADOPTION OF INNOVATIONS	RANK
12. Schools' Board of Governors	
13. Reading of books and journals	
14. Attendance at professional meetings	
15. Cooperation between schools and universities	
16. Interdistrict cooperation programmes	
17. Type of school (boys', girls' and co-educational)	

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APPENDIX J

QUESTIONNAIRE ON TEACHER GROUP BEHAVIOUR

Please read the following statements very carefully and kindly say to what extent you think that each of the statements is true for your school. There are no right or wrong answers.

Please circle for EACH statement the alternative which you think best describes your agreement or disagreement with each statement as a description of the situation in your school, among:

- SA = Strongly agree with the statement.
- A = Agree with the statement.
- U = Undecided about the statement.
- D = Disagree with the statement.
- SD = Strongly disagree with the statement.

Please respond to all the statements, but do not put more than ONE circle against each statement.

- | | | | | | |
|---|----|---|---|---|----|
| 1. The morale of the staff is high. | SA | A | U | D | SD |
| 2. There is a group of teachers here who are antagonistic to the rest of the staff. | SA | A | U | D | SD |
| 3. School equipment is inadequate to meet demands. | SA | A | U | D | SD |
| 4. Teachers invite other members of staff to visit them at home. | SA | A | U | D | SD |
| 5. Teachers of certain subjects do not mix freely with the rest of the staff. | SA | A | U | D | SD |

- 6. There is a feeling of "Let's get things done" among the staff. SA A U D SD
- 7. Teachers dislike talking about their personal life to other members of staff. SA A U D SD
- 8. There is little desire among members of staff to undertake in-service courses. SA A U D SD
- 9. The staff never work as a team. SA A U D SD
- 10. There is no real problem if additional materials and books are required. SA A U D SD
- 11. Teachers attend school functions out of normal working hours as a matter of course, even when they are not required to. SA A U D SD
- 12. Teachers cooperate well on joint activities with other members of staff. SA A U D SD
- 13. A group of teachers here never use the staff room. SA A U D SD
- 14. Teachers in this school have regular contact with other teachers of their subject in other schools. SA A U D SD
- 15. The staff here mix together professionally and socially: there are no cliques. SA A U D SD
- 16. There is little chance of getting a school rule changed, even if a majority of staff disagree with it. SA A U D SD
- 17. Obtaining the supplies you need from school stocks is more difficult than it need be. SA A U D SD
- 18. Adequate clerical facilities are available for the staff. SA A U D SD

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19. Most of the teachers here are tolerant of the faults of their colleagues. SA A U D SD
20. Teachers here are reluctant to help out with school activities organized by departments other than their own. SA A U D SD
21. Once completed, the time-table is unalterable. SA A U D SD
22. Teachers spend their break-times by themselves or in little groups. SA A U D SD
23. The staff-room is a very friendly place during break-times. SA A U D SD
24. Staff here frequently arrange informal social get-togethers outside school. SA A U D SD
25. Teachers from this school regularly attend meetings of teachers from the district for various purposes (e.g. curriculum development, Nigerian Union of Teachers, etc.) SA A U D SD
26. Teachers go about their work with enthusiasm. SA A U D SD
27. Teachers get together in small select groups. SA A U D SD
28. There is a minority of teachers who always oppose the majority. SA A U D SD
29. Teachers from this school regularly visit other schools in the area. SA A U D SD
30. Teachers here never choose other members of staff for their closest friends. SA A U D SD
31. Teaching aids are readily available when required. SA A U D SD

32. Teachers here are exceptionally loyal to the school. SA A U D SD
33. It is extremely difficult to get a timetable change made, even a temporary one. SA A U D SD
34. Teachers from other schools often visit this school. SA A U D SD
35. Staff here are proud of the reputation of the school. SA A U D SD
36. Male and female staff generally keep to their own staff rooms or part of their staff room at breaks. SA A U D SD

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APPENDIX K

QUESTIONNAIRE ON TEACHER PERCEPTIONS OF HEAD
OF DEPARTMENT BEHAVIOUR

Please read the following statements very well and kindly say to what extent you think that each of the statements is true for your school. There are no right or wrong answers.

If you are responsible to only one Head of Department for your work, then please consider each item in terms of his or her behaviour. If you are responsible to several Heads of Department, then please, reply to each item in terms of the behaviour of the Head of Department to whom you are chiefly responsible, i.e. the one for whom you teach the greatest number of periods. If you are yourself a Head of Department, please reply to each item in terms of your own behaviour.

Please circle for EACH statement the alternative which you think best describes your agreement or disagreement with each statement as a description of the situation in your school among:

- SA = Strongly agree with the statement.
- A = Agree with the statement.
- U = Indecided about the statement.
- D = Disagree with the statement.
- SD = Strongly disagree with the statement.

Please respond to all the statements, but do not put more than ONE circle against each statement.

The Head of Department:

1. Takes great pains to deal with problems at the earliest possible stage. SA A U D SD
2. Encourages teachers to contribute suggestions about the running of the school. SA A U D SD
3. Does not consult junior teachers about decisions which affect them. SA A U D SD
4. Takes every opportunity of persuading teachers to undertake in-service courses. SA A U D SD
5. Expects you to keep them informed of all that you are doing in the school. SA A U D SD
6. Helps teachers settle minor differences. SA A U D SD
7. Rubs people up the wrong way. SA A U D SD
8. Helps teachers to understand the source of important problems they are facing. SA A U D SD
9. Makes you feel inferior. SA A U D SD
10. Defines teachers' duties and responsibilities clearly. SA A U D SD
11. Helps teachers to solve their personal problems. SA A U D SD
12. Does not notice problems until they are pointed out to him/her. SA A U D SD
13. Expects the junior staff to take view that their seniors are always right. SA A U D SD
14. Encourages staff to use 'initiative' to criticise, and to involve themselves in the solution of school problems. SA A U D SD
15. Has few constructive suggestions to offer to teachers in dealing with their major problems. SA A U D SD

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 16. | Rarely considers more than one possible solution when tackling a problem. | SA | A | U | D | SD |
| 17. | Never attempts to deal with problems until circumstances force him/her to take action. | SA | A | U | D | SD |
| 18. | Is very much on top of his/her job | SA | A | U | D | SD |
| 19. | Sees all school problems from one point of view only. | SA | A | U | D | SD |
| 20. | Is on friendly terms with the rest of the staff. | SA | A | U | D | SD |
| 21. | In considering any problem tends to give the implications for his/her own position the greatest priority. | SA | A | U | D | SD |
| 22. | Really knows what is going on. | SA | A | U | D | SD |
| 23. | Expects teachers to act on decisions without question. | SA | A | U | D | SD |
| 24. | Takes strong interest in your professional development. | SA | A | U | D | SD |
| 25. | Never admits when he/she has made a mistake | SA | A | U | D | SD |
| 26. | Puts you at ease when you speak to him/her | SA | A | U | D | SD |
| 27. | Dismisses ideas about teaching subjects without giving them serious discussion. | SA | A | U | D | SD |
| 28. | Regularly takes decisive action on his/her own to bring about changes in the school. | SA | A | U | D | SD |

APPENDIX L

QUESTIONNAIRE ON TEACHER PERCEPTIONS OF PRINCIPAL'S
BEHAVIOUR

Please read the following statements very well and kindly say to what extent you think that each of the statements is true for your school. There are no right or wrong answers. All we would like to know is whether the statement applies to this school, or whether it does not.

If you are the Principal, then please consider each item in terms of your own behaviour.

Please circle for EACH statement the alternative which you think best describes your agreement or disagreement with each statement as a description of the situation in your school among:

- SA = Strongly agree with the statement.
- A = Agree with the statement.
- U = Undecided about the statement.
- D = Disagree with the statement
- SD = Strongly disagree with the statement.

Please respond to all the statements, but do not put more than ONE circle against each statement.

The Principals:

1. Makes a point of attending as many meetings of the staff within the school as possible in order to be aware at first hand of what is going on. SA A U D SD

- | | | | | | | |
|-----|--|----|---|---|---|----|
| 2. | Takes every opportunity of persuading teachers to undertake in-service courses. | SA | A | U | D | SD |
| 3. | Really knows what is going on. | SA | A | U | D | SD |
| 4. | Discourages teachers who want to try out new ideas. | SA | A | U | D | SD |
| 5. | Rarely considers more than one possible solution when tackling a problem. | SA | A | U | D | SD |
| 6. | Helps teachers to solve their personal problems | SA | A | U | D | SD |
| 7. | Dismisses ideas about teaching subjects without giving them serious consideration. | SA | A | U | D | SD |
| 8. | Encourages staff to use 'initiative', to criticize, and to involve themselves in the solution of school problems. | SA | A | U | D | SD |
| 9. | Is reluctant to support your applications for promotion outside this school. | SA | A | U | D | SD |
| 10. | Tries to assist you further any educational interests that you may have, e.g. going on courses, making special visits. | SA | A | U | D | SD |
| 11. | Sets a good example by working hard himself | SA | A | U | D | SD |
| 12. | Does not notice problems until they are pointed out to him. | SA | A | U | D | SD |
| 13. | Never does personal favours for teachers. | SA | A | U | D | SD |
| 14. | Expects teachers to act on decisions without question. | SA | A | U | D | SD |
| 15. | Takes great pains to deal with problems at the earliest possible stage. | SA | A | U | D | SD |
| 16. | Makes you feel inferior. | SA | A | U | D | SD |
| 17. | Puts you at your ease when you speak to him. | SA | A | U | D | SD |

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| 18. | Does not seem to notice unsatisfactory situations, involving teachers and/or pupils. | SA | A | U | D | SD |
| 19. | Expects the junior staff to take the view that their seniors are always right. | SA | A | U | D | SD |
| 20. | In considering any problems tends to give the implications for his own position the greatest priority. | SA | A | U | D | SD |
| 21. | Encourages teachers to contribute suggestions about the running of the school. | SA | A | U | D | SD |
| 22. | Does not consult junior teachers about decision which affect them. | SA | A | U | D | SD |
| 23. | Tries to make sure teachers are working to their full capacity. | SA | A | U | D | SD |
| 24. | Gives full consideration to several alternatives before deciding how to tackle a problem. | SA | A | U | D | SD |
| 25. | Sees all school problems from one point of view only. | SA | A | U | D | SD |
| 26. | Is in close touch with members of staff. | SA | A | U | D | SD |
| 27. | Is on friendly terms with the rest of the staff. | SA | A | U | D | SD |
| 28. | Develops a real interest in your welfare. | SA | A | U | D | SD |
| 29. | Takes a strong interest in your professional development. | SA | A | U | D | SD |
| 30. | Defines teachers' duties and responsibilities clearly. | SA | A | U | D | SD |
| 31. | Knows very little about what teachers feel about their work. | SA | A | U | D | SD |
| 32. | Will make allowance for a teacher who has a personal problem. | SA | A | U | D | SD |

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| 33. | Never attempts to deal with problems until circumstances force him to take action. | SA | A | U | D | SD |
| 34. | Gives sympathetic consideration to any proposals made by teachers. | SA | A | U | D | SD |
| 35. | Never admits to making a mistake. | SA | A | U | D | SD |
| 36. | Seeks advice from as many members of staff as possible before deciding how a problem is to be tackled. | SA | A | U | D | SD |
| 37. | Has few constructive suggestions to offer to teachers in dealing with their major problems. | SA | A | U | D | SD |
| 38. | Discusses the aims of the school with the staff. | SA | A | U | D | SD |

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