

THEORETICAL BASIS OF DEMOGRAPHIC AND PERSONALITY VARIABLES IN  
PRINCIPALS' PERFORMANCE IN THE MANAGEMENT OF SECONDARY  
SCHOOLS

**Walson Ominini Brother Asako**  
&  
**Frederick Amunabo Okwo**  
University of Nigeria, Nsukka

**Abstract**

The paper is concerned with the theoretical basis of demographic and personality factors as they relate to principals' performance in the management of secondary schools. Four theories which identified demographic and personality variables relative to principals' performance were discussed. These theories are: the behavioral theory which identified demographic variables like educational qualification; situational/contingency theory which identified leadership styles and demographic factors like age, working experience, gender and marital status; human relations theory that identified leadership styles and motivation, and Herzberg's two-factor theory that identified motivators. The relationship between these theories and demographic and personality factors were articulated in a theoretical schema to give a diagrammatic picture of their interrelationship. Conclusions were drawn accordingly.

**Introduction**

Every activity becomes more intelligible if there is a statement that explains what it is all about and how it operates in human experience. Theories are used to explain certain concepts and phenomena in a given subject area. A theory is a formal statement of the rules or relation of variables which a subject of study is based on. It consists of ideas which are suggested to explain a fact or event. Joseph, Ilori and Lama (2000) described a theory as a body of concepts, general statements or assumptions used in determining rational aims, values and scientific truth in any given subject. The authors opined that apart from theories being concerned with rational aims and values, it is equally interested in the results of scientific or empirical investigation. This is so because, in order to avoid reliance on purely personal opinions and prejudices in settling educational questions, philosophical reference alone would be inadequate to explain certain concepts. The need to consider sociological and psychological factors that affects educational practices becomes imperative. In this regard, theories are used in an attempt to provide more justifiable explanation of empirical findings in education.

The concept of performance and its measurement in the educational system has posed serious challenges to researchers. Performance is the frequency or how well a job or task is carried out by a person. Principals' performance is the measure of how well or the frequency at which principals carry out their duties in the critical task areas of management of secondary schools (Rosesenthal and Pittky, 2006). The task areas where principal performance is measured according to Stoner (2002) include: instructional supervision, communication, decision-making, human resource development, provision of incentives to staff and students, public relations, financial management, conflict management and resolution, and school plant management. Performance is therefore the measure of how well a job or task is performed by the principal.

### **Demographic variables**

Demographic variables are non cognitive, non personality factors such as age, gender, educational qualification, working experience and marital status that may impact on the performance of the principals in the management of secondary schools.

Age is the number of years a person has lived. Age may not be a determinant of a man's sense of good judgment. Feldman (1996) asserted that the general proposition is that younger principals in their fifties exhibit better management capabilities than the older principals since individuals tend to gradually disengage from active work with age. It may as well be that older principals will be more effective than younger ones, due to vitality and innovativeness associated with being young.

Gender is described as the behavioural characteristics distinguishing between [males](#) and [females](#) in any society. Gender according to Onyeonoru (2005), refers to the differentiation in roles between men and women construed by society through socialization. Sex is the biological differentiation between the roles of men and women. Thus, while sex is biological and fixed, gender is varied in space and time and is culturally determined. Scholars have given contrasting views about gender differences in performance effectiveness among school administrators. Daresh and Male (2000), reported that female principals are more effective and efficient in school administration because they extend their motherhood roles to the school environment. Uko (2002) noted male superiority over females as male principals usually apply their domineering capabilities to achieve the school goals. The assumption according to Ezeh (1997) is that males are superior to females in most things that count. Females are assumed to be dependent on males for taking initiatives and for leadership. Since principalship involves exercising the role of a leader or administrator in secondary schools, one is not sure whether the socio-cultural influences that expose males to different problems solving situations and place females in subordinate position would affect the performance of the different genders in school administration. These suggest that there could be fundamental differences in the leadership, beliefs and practices of male and female leaders. Ezeh further stated that it has been frequently claimed that female leaders are more collaborative and relational. This means that female principals relate more friendly with teachers and students as well as the community where the school situates. There are

indications that these assumptions may not be true always. Recent gender discourse, according to Fadekemi and Isaac (2011), reveals growing skepticism with the validity of gender typecast of men as instrumental, bureaucratic and competitive and women as nurturing, relational and collaborative. To this extent, the performance of principals in the task areas of management of secondary schools could depend on gender.

Professional qualification is the requisite knowledge and skills a person has acquired from training to enable him work proficiently in his occupation. Akpan (2007) described professional qualification as the knowledge and skills acquired after a period of training and instruction by seasoned experts. Professional training could expose one to knowledge, skills, and values needed for effective job performance. However, there are contrasting views on the influence of principals' professional qualification on their performance in the management of secondary schools. Professional qualification could be an obstacle to innovation. It could also bring about ingenuity in the performance of duties. This means that the performance of principals in the task areas of management of secondary schools could depend on professional qualification.

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

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

### **Personality factors**

Personality factors refer to the attributes of a person which provide mental and emotional dimensions to the person's activities. Osuku (2003) described personality factors as those

individual factors which can spur a leader towards achieving prescribed goals. Osuku noted that the effect of these factors in enhancing performance vary depending on individuals. The factors include self concept, honesty, realism, drive, and tenacity or motivation, psychological openness, leadership styles, ambition, emotional stability and conscientiousness. Charan (2007) stated that leadership styles and motivation are personality factors that distinguish people who can perform from those who cannot.

Leadership styles are the behavioural approaches adopted by the principal to influence staff, students and other stakeholders towards the achievement of school goals. Several leadership styles have been advocated, such as democratic, autocratic, laissez-faire, eclectic, transactional, and transformational. Most scholars in the areas of leadership studies, according to Pieters (2008), now agree that neither a set of personality trait approach nor the search for the 'best' leadership style or behaviour is adequate to deal with the complexities of the underlying process in the management of organizations.

Consequently, contingency leadership approach has been advocated. This approach suggests that leadership effectiveness depends upon the fit between personality, task, power, attitudes and perception. It is obvious that most effective school administrators are neither authoritative nor democratic but flexible to select a style that is not only comfortable to them but also appropriate for the situation they are handling. Within the contingency leadership approach, a principal may be more open or close in their leadership style. An open leadership style is one which has the tendencies of democratic and transformational principles, such as collaborative decision making, delegation of authority, concern for people, and creating communication networks. A close leadership style has the tendencies of autocratic and transactional principles such as imposition of task, denial of group members' respect and concern, and use of reward and punishment. A principal may be more open or close depending on the situation, and this reflects the personality of the principal. The open-close leadership style is a continuum, in which a principal may exhibit more frequently an open or close leadership style. The frequency principals exhibit open or close leadership styles may affect their performance.

Motivation is the process of stimulating and directing human behaviour towards achieving desirable goals. Motivation is a very important concept in school organisation and management. It is very essential in achieving effective teaching and learning. Chukwuemeka (2008) argued that while knowledge and skills possessed by the employee are important in determining his job performance, these factors alone are not sufficient. An understanding of what motivates the individual is needed to reveal how abilities and skills are activated and their personal potentials realized. The managerial function and responsibility for eliciting this desired organizational behaviour is referred to as 'Motivation' (Ekere, 2010). Motivation in this context is the process of stimulating principals to action in order to achieve desirable educational objectives. Motivation is what people need to perform better. However, the same things motivate individuals differently. Where one gets motivated, obtains satisfaction, and consequently performs better by getting additional responsibility assigned, another may feel much better valued

and encouraged to higher productivity if he or she is merely being listened to, or given some flexibility in his or her work schedule. This implies that individual differences mediate motivation and performance effectiveness.

The principal as an administrative head, manager, public relations officer, a supervisor, an instructional leader, a curriculum innovator and a catalyst towards the achievement of educational goals in secondary schools (Adenuga, 2008), is expected to be motivated to demonstrate effectiveness in the performance of the duties. Leithwood and Jantzi cited in Udachukwu (2003) noted that school principals who have succeeded in their role performance are properly motivated by way of a range of mechanisms like promotion, recognition, and advancement. The performance of a principal could be effective when the job description of the principal is challenging, and interesting which requires their initiatives and contributions to decision making concerning their schools. Besides, being commended for doing well, with freedom of exercising job roles without restrictions are motivating. In an environment where cordial relationship exists with opportunity for promotion and professional growth and self actualization could lead to strong motivation, satisfaction, and subsequently performance effectiveness.

Demographic and personality factors become important for consideration in the selection of principals with the belief that some individuals would become more effective than others in the management of schools. For instance experience of the principals could enable them monitor and supervise the various aspects of school activities like teaching and learning. Experience could also be a burden to the principals. It might be an obstacle to innovation.

Similarly, marital status could enable a principal adjust properly to handle complex issues since marriage comes with emotional stability, love and tolerance. These attributes of marriage could be extended to relationships with teachers and students to promote cooperation in the general administration of schools. Being married could also be a hindrance to the effectiveness of the principal as marriage subjects couples to more responsibilities which gives them little time to attend to official matters regularly and punctually. Motivation is also important in the performance of duties. Since motivation is measured through perception, the extent a principal is motivated is dependent on how he sees the incentives. Therefore an understanding that individuals are motivated differently, Principals may not be motivated equally and performance may likely vary in course of carrying out their daily duties.

Additionally, Nwankwo, Loyce and Obiorah (2011) noted that principals' leadership has an objective dimension in their performance. It enhances the accomplishment of school goals by applying democratic principles. These principles include overcoming resource constraint, building teams, providing feedback, coordination, and conflict management, creating communication networks, practicing collaborative politics, and modeling the school's vision. The school administrator who adopts such principles tries to be very objective in his praise and criticism and at the same time becomes a regular group

member without doing much of the work. Each group in the school system ensures that their contributions are earnestly made for the success of the task since each member has been involved in the task right from the planning stage hence none of them could allow it to fail. Any form of leadership which is not people-oriented could impact negatively on supervision of instruction, communication, decision making, public relations and other task areas of management of schools. The negative impact may possibly result to poor performance of students, indiscipline among teachers and students, and mismanagement of school resources.

### **A review of the Relevant Theories**

Theories which relate demographic and personality factors and performance have been identified. The theoretical framework is premised on the assumption that these theories prescribe certain demographic and personality factors which relate with principals performance in the management of secondary schools. These theories according to Walson (2015) include: situational/contingency theory, human relations theory, behavioural theory, and Herzberg's two-factor theory.

### **Situational/Contingency theory**

The Situational/Contingency theory identified leadership styles and demographic factors to enhance principals' performance in different task areas. Situational/Contingency theory provides that leadership effectiveness in an organization depends upon the fit between personality, task, power and perceptions. Two perspectives to the theory are: Tannenbaum and Schmidt's situational approach which holds that effective performance of a leader depends on forces in the administrator, situation, and subordinate. The other perspective is Fielder's Contingency Approach which is of the view that leaders achieve greater influence on subordinates for effective performance if: there is positive or good leader-member relations, high task structure, and strong position power.

### **Tannambaun and Schmidt's situational approach**

This perspective of the situational/contingency theory was developed in 1934 by Tannambaun and Schimidt. It describes a set of factors that influence a managers or administrator's choice of leadership style in a particular situation. This theory proposes that managers should not stick to a particular leadership style but rather be flexible enough to cope with different situations. The exponents of this theory argued that administrators are often faced with difficulty in deciding what type of action is most appropriate for handling a particular problem. Taking action in certain situation could be influenced by leadership style that is adopted by the leader. Thus, when faced with a dilemma the school administrator/manager should consider three sets of forces acting in the organization before choosing a type of leadership style. These forces are: those in the administrator, forces in the subordinates and forces in the situation.

Forces in the School administrator are forces within an administrator which influence his behaviour in a particular situation e.g, the value system, background, demographic factors like working experience, age, educational qualification, marital status, gender), confidence in subordinates, leadership tendencies and security. For instance, a school administrator who strongly values individual freedom and has self-confidence and trust in himself could delegate functions to subordinates and allow a great deal of independence in carrying out their assigned duties. Conversely, a school administrator who believes that the needs of the individuals come second to the needs of the organization may take a more directive role in his or her subordinates' activities. Besides, demographic factors like working experience, age, marital status, and gender could also influence the choice of leadership style. For instance, working experience assist in developing the required social and intellectual skills in learning how to work closely with other people. Similarly, marital status influence administrators' commitment to duty and motivation. Anyanwu (2009) noted that married school administrators were more satisfied than the single ones and the traditional virtues of marriage such as love, fidelity and mutual fulfillment imbibed by married men and women are often presumed to transcend to the work place. The married principal (Thompson, 2000) imbibed the culture of tolerance and apply it to their relationship with students and teachers in the general administration of schools. The presumed maturity that comes with marriage could enable the principal to handle some complex problems that face the school rather than delegating functions or keeping them un resolved till they escalate. Married principals may also do better because instructional leadership may be seen as an extension of fatherhood and motherhood responsibilities. Married principals could show more empathy to their subordinates while dealing with them.

Forces in the subordinates are characteristics or behaviour patterns and expectations exhibited by an individual or subordinate in an organization which affect his or her personality. A school administrator can allow a greater subordinate participation and freedom under the following conditions or circumstance: When subordinates crave independence and freedom of action; when they want to achieve decision making responsibility; when they identify with school goals; when they are knowledgeable and experienced enough to deal with the problems efficiently and when their experience with previous boss leads them to expect participative management. When these conditions are missing, school administrators lean towards the authoritarian style, but may however vary their behaviour when subordinates gain self-confidence in working on the assigned duties.

Forces in the situation may influence an administrator to behave in a particular way or choose a type of leadership style. Such situational factors include school climate, the nature of subordinates, work task, members' attitudes towards constituted authorities, group effectiveness, the pressure of time and nature of the problem.

Therefore from this approach, it is deduced that the most effective leaders are not those who are either autocratic or democratic, but those who are flexible to select a style

appropriate for the situation they are handling. Thus, a secondary school principal who uses leadership style depending on the task and situation is most likely to be effective in task performance. When a principal uses predominantly a particular leadership style, then it is possible for performance to vary from task to task, since that leadership style may not suit all tasks. The correlation between leadership styles and performance in different tasks areas may also vary. This theory is related to studies which among other objectives seeks to examine demographic factors in relation to principals' leadership styles and the relationship between leadership style and performance in different task areas.

In summary, the Situational theory states that certain forces in the administrator, subordinates and the situation determines an administrators' choice of a particular leadership style. Hence principals' performance could vary depending on the task since no leadership style will suit all situations. Therefore, this theory becomes relevant in providing the basis to determine among others the relationship between principals' leadership styles and performance in the different task areas of management of secondary schools. On the other hand, the Contingency theory proposes that the performance of a leader is dependent on the interaction of leadership styles and factors like leader-member relations, the task structure and leader's position power. Accordingly, good leader-member relations, simplified task structure and high position power give rise to high effectiveness of principals in secondary school management. However, given the low position power of principals in Nigerian secondary schools, the effect of the interaction of leadership style and other factors on performance in different task areas is not known. This theory becomes relevant to studies that seek to determine how the factors of leader-member relation, task-structure and the low position power of principals relative to their leadership styles influence performance in different task areas.

### **Human Relations Theory**

This theory was propounded in 1904 by Mary Parker Follett as the fore runner and subsequently expanded by her associates Lewin (1938), Roethlisberger (1939), Elton Mayo (1945), and Yauch (1949). This theory proposed that individuals are spurred to participate actively in the pursuit of organizational goals when they are treated adroitly. The proponents of this theory believed that organizational goals will be better achieved with the cooperation of the workers when their welfare is taken into consideration. They were also of the view that human problems in an organisation will be minimized when there is cooperation among the workers. Based on this, they emphasized coordination as the basis of any organization to achieve optimum goals.

The proponents of human relations theory argued that employees are human beings and not machines, as such their welfare should be given due recognition. The theory further hold that economic rewards are not the only motivators, incentives such as recognition of personal values, and encouraging their sense of achievement, could make them productive. This theory apart from being accepted as the basis of democratic administration, is important because, building of a dynamic interpersonal relationship is an important issue in school management. The principal can achieve this through



effective communication; delegation of functions to teachers; collaborative decision making; developing interest in teacher' welfare; and maintaining open-door policy with the staff, students and the public. Besides, this theory will help school administrators to understand the school organization as a complex social group which requires effective handling of its activities. The human relations theory gives cognizance to collective decision. This process gives subordinates a sense of belonging in the implementation of school programmes. Involving subordinates in decision making is an encouragement and motivates them to higher performance in the discharge of their duties. The human relations theory identified leadership styles and motivation as personality factors which enhance principals' performance in different task areas. This theory is relevant to studies that seek to determine the relationship between leadership styles and motivational factors, and principals' performance in different task areas of management of secondary schools.

### **Behavioural Science Theory**

This theory was propounded by Chester Barnard, Max Weber, and Herbert Simon in 1940 when the behavioural science movement started from the social science. They assumed that the best approach to facilitate work and productivity in an organisation is through an understanding of the worker, his job content, and the work environment. The theory proposes that to achieve organizational goals effectively, consideration should be given to both the job content and the worker and the work environment. It is no longer desirable to concentrate on the job alone, as in the classical management era, or on the worker alone, as in the human relations movement. An integration of the two and the work environment was considered more helpful in the realization of organizational and personal goals.

The behavioural theory proposes that administrators should draw their knowledge and experience from the various subjects in the social sciences, such as psychology, philosophy, economics, anthropology, sociology and a host of others. This will enable them to facilitate the job performance of the workers. Based on the three-dimensional concept of administration consisting of the men, the job and the social setting, the school administrator should ensure that there is equal attention to human welfare elements, achievement of set educational objectives and provision of the necessary tools and safe environment in working towards the achievement of school goals. The principals by their training and qualification are expected to have learned some psychology, philosophy, sociology and the like necessary for a more effective performance of their duties.

Therefore, education qualification is a vital factor for Principals to exercise positive influence, control and have authority over the behaviour of the teachers, students and the entire staff in the school. It is a symbol of one's intellectual maturity and experience not only in the management of staff but also in management of school finance, conflict, and public relations (Onyejemezie, 1991). Fletcher and McInemey (2005) opined that educational qualification is critical to efficient performance of school principal. According to Kalagbor (2004), educational qualification of a principal when juxtaposed with administrative effectiveness has some relationship. It serves as a means by which the

principals' potentials for maximum effectiveness are assessed. Ellah (2004) commented on the issue of qualification of principals and noted that the academically qualified principals have shown the tendency to succeed more than their non-qualified counterparts in a situation where many things have to be managed. This is so because adequately qualified ones have the confidence and courage to use their initiative and to experiment. Ibukun (2011) reported that principals with educational qualifications are more productive than those without such qualification. It is believed that specialized training empowers and motivates such principals for better performance. This theory is important as it provides the basis for examining the relationship between principal's education qualification and their performance.

In summary, the behavioural science theory, proposes that effectiveness in performance is achieved through an understanding of the worker, the job and the working environment. This three-dimensional approach to enhancing performance in school management can only strive when principals use the knowledge and experience obtained from their educational training in different subjects like philosophy, sociology and psychology to give optimal attention to human welfare, educational objectives and provision of enviable working environment for a more effective performance of their duties. This theory provides the basis for examining primarily the relationship between principals' qualifications, experience; and to some extent age, gender, marital status, and performance in the management of secondary schools.

### **Herzberg's two-factor Theory**

The two-factor theory of satisfiers and dissatisfiers was developed by Herzberg and his research associates in 1957. They conducted a research on a group of 200 accountants and engineers, as higher level professionals, who worked in different companies in Pittsburgh in the United States of America in which they sought to examine conditions that made them satisfied and dissatisfied with their work. The two-factor theory proposed that one set of factors that consists of the satisfiers or motivators are concerned with the content of the job. The other set of factors are the hygiene factors or dissatisfiers.

The motivators when present in the work situation lead to strong motivation, satisfaction, good job performance, and positive attitudes because they are related to the nature of the work, the content of the job itself and satisfy the employee's need for growth and development in the work place for self-actualization. These motivators include: nature of the work itself, achievement, recognition, advancement, and responsibility. They are seen to be effective in motivating the individual to superior performance and effort.

Herzberg and his associates reiterated that: Nature of work itself relates to the meaningful nature of the work which gives pleasure and spurs one to stay busy on the job to do meaningful and challenging work without possible threats while deriving essential benefits comparable to other professions. The nature of work itself refers to the doing of the work and the type of work. The job can be repetitive or changing, creative or monotonous, easy or difficult. The jobs that are motivating and satisfying are those that

provide skills, variety, task identity, task significance, autonomy and feedback. The nature of the job when challenging and interesting is a possible predictor of overall performance of an individual.

Recognition relates to commendations received from stake holders for work done. This includes praise for valued opinion in PTA meetings and conferences, as well as being used as a point of reference for outstanding performance. Recognition is a fundamental source of self conforming belongingness identity.

Responsibility relates to the freedom of exercising job roles without restrictions and matched with the necessary authority to discharge it properly. This includes presiding over staff meeting, supervising various sections of the school for proper accountability and improvement of teaching and learning. It also includes being the custodian of essential records of the school as well as a PTA officer.

Achievement relates to feeling of accomplishments on the job. This includes students doing well in examinations, staff making some social and economic progress, improvement in infrastructure, cordial school-community relations, and wining laurels in competitions.

Advancement refers to opportunities for professional growth in an organisation. This include: promotion from one grade level to the other, opportunities for personal growth, and professional development on the job such as attaining further education, attending national and international conference for value re-orientation and attitudinal change. Advancement also involves actual changes which enhance position or status at work. Many employees tend to experience job satisfaction and subsequent higher performance if they perceive career advancement to be a real possibility in an organisation.

The other set of factors consists of dissatisfiers or the hygiene factors which are concerned with the context of the job. Among the hygiene factors are supervision, interpersonal relations with superior and peers, physical working conditions, organizational policies and administrative practices, salary, job security, and all other elements that are extrinsic to the job such as personal life, and status. Herzberg believed that improvement in the hygiene factors will serve to remove the impediments to motivation but does not directly result in motivation. This is due to the fact that these factors are all related to the context or environment of the job. When these factors deteriorate beyond a level that is tolerable for the employee, job dissatisfaction ensues. Herzberg also believed that when hygiene factors of a particular job situation are undesirable, organisation members will become dissatisfied. Making these factors more desirable, for example, by increasing salary will rarely motivate people to do a better job, but it will keep them from becoming dissatisfied. In contrast, when the motivating factors of a particular job situation are high, employees usually are motivated to do a better job. Therefore, when principals are motivated by way of recognition in their

achievements, making their job challenging, and providing opportunities for advancement in their job, they will perform better in the management of secondary schools.

In summary, Herzberg’s two-factor theory proposes that certain factors called motivators activate individuals to job satisfaction and subsequent higher performance. They include: the nature of the work, recognition, responsibility, achievement, and advancement. Principals are motivated to higher performance by due recognition of their achievement, making their job challenging, and providing opportunities for advancement in their job. This theory provides the basis for examining the relationship between motivation as a personality non-cognitive variable and principals’ performance in the management of secondary schools in different task areas.

The performance of principals in the stated critical task areas is presumed to have relationship with demographic and personality factors. In order to be able to explain these relationships, it is necessary that the theoretical bases be determined. The relationship between the demographic and personality variables, the theories and performance is presented in fig. 1 below.

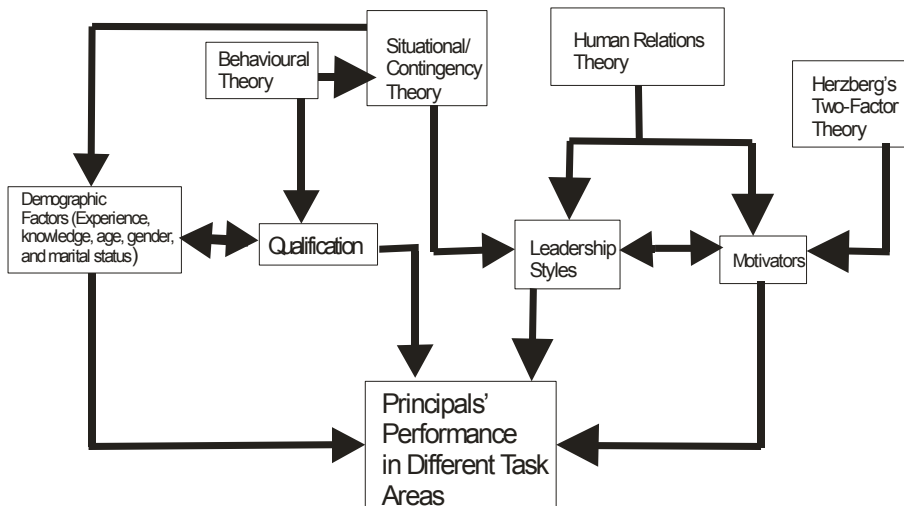


Fig. 1 Schematic representation of the theoretical framework

The relationship between the identified theories namely: Behavioural science, Situational/Contingency, Human Relations, and Herzberg’s two-factor theories, demographic and personality, and principals’ performance is shown in fig. 1. Principals’ performance could be enhanced by the influence of the demographic (age, experience, qualification, gender, and marital status), and personality factors (leadership styles and motivators). These factors are identified by these theories to enhance performance. For

instance, the Situational/Contingency theory identified demographic factors and leadership styles, the human relations theory identified motivators and leadership styles, the Herzberg's two-factor theory recognized motivators, while the behavioural science theory identified qualification as a demographic factor. Premised on these propositions, the theories become the basis for identifying demographic and personality factors, which relate with principals' performance in the management of secondary schools.

### Conclusion

Theories provide the means of explaining certain concepts as they exist in relation to certain events and phenomena. In secondary school management, principals' performance is presumed to relate with certain demographic and personality factors which are identified by the theories so discussed. It is believe that an understanding of the propositions of these theories will give more insight into the concept of performance in school management, and how certain variables relate to it.

### Reference

- Achunine, R.N. (1998). Task and activities of the secondary school principals. Achunine R.N. (Eds.) *Management and administration of secondary education*. Totan publishers Limited.
- Adenuga, R. A.(2008). Principals' personal variables as determinants of administrative effectiveness and efficiency. *Pakistan Journal of Social Science*, 5(8), 799-802.
- Anyanwu, J. (2009). Gender differences in marital dysfunction, occupational maladjustment and performance among clerical workers. *Journal of the Nigerian Academy of Education*, 5(1), 32-46.
- Akpan, F.F. (2007). Administration of community relations and principals effectiveness in Cross Rivers State, Nigeria. *Unpublished Ph.D thesis, University of Calabar, Nigeria*.
- Charan, R. (2007). *What separate people who perform from those who do not? The impact of personality*. University of Missouri. <http://web.missouri.edu/cambellr/Leadership/chapter4.htm>. retrieved 12/6/2013.
- Chukwuemeka, E.O. (2008). *Motivation. The substance of public administration in Nigeria; a compendium of public policy and local government*. Enugu, Nigeria: Computer Edge Publishers.
- Daresh, K.J., & Males, I.R. (2000). *Effect of teachers' age and gender on students' perception*. Georgia: EDRS Books.
- Ekere, J.N. (2010). Motivational factors as correlates of Liberians' job satisfaction in Nigerian University Libraries. *Unpublished Ph.D Thesis, Faculty of Education, University of Nigeria, Nsukka*.

- Ellah, U. (2004). Legal aspect of education in Nigeria: Implication for school administration. *Unpublished M.Ed thesis, Rivers State University of Science & Technology, Port Harcourt, Nigeria.*
- Enukoha, J.O. (1999). Job Satisfaction among teachers: The role of the principal. Conference proceedings on management workshop for principals of secondary schools in Cross Rivers State, Calabar, Nigeria: Ministry of Education.
- Ezeh, V.C. (1997). Relationship between teacher's demographic variables and Classroom Management. *Unpublished M.Ed thesis, Rivers State University of Science and Technology, Port Harcourt.*
- Fadekemi, F.O., & Isaac, A.A. (2011). Role expectations, the actual role performance and administrative effectiveness of academic staff of South West Universities in Nigeria. *European Journal of Educational Studies, 3(1), 181-188.*
- Ferdman, K.A. (1996). Seniority and experience of College teachers as related to evaluations they receive from students. *Research in Higher Education, 18, 3-12.*
- Fletcher, F., & McInemey, E.T. (2005). Promotion to middle management: Some Practitioners' Perception, *Journal of Educational Research, 45(1), 1-15.*
- Ibukun, O.A. (2011). Principal leadership effectiveness, Regent University, *International Journal of Leadership Studies, 6(2), 23-29.*
- Joseph, Ilori and Lama (2000). *Introduction to educational theory: A study guide of the National teachers institute, Kaduna.* Federal Ministry of Education, Nigeria. P. 161 - 165
- Kalagbor, L.D. (2004). *Sensitizing principals on teachers' rights and their legal implications in the administration of Nigerian secondary schools.* A seminar paper presented in partial fulfillment for the Award of Ph.D, Rivers State University of Science & Technology, Port Harcourt, Nigeria.
- Nwangwu, I.O. (2006). Evaluation of the performance of secondary school teachers in Enugu state. *Unpublished Ph.D thesis, Enugu State University of Science and Technology (ESUT), Enugu, Nigeria.*
- Nwankwo, I.N., Locye, C.O. & Obiorah, A.C. (2011). Democratic leadership in handling disciplined problems in schools: Implications for quality assurance in teachers' preparation. *Review of Education Journal, 22(1), 76-85.*
- Okpalugo, E.N. (2008). Relationship between principals demographic variables and the academic achievement of students in Rivers State. *Unpublished M.Ed Thesis, Department of Educational Management, University of Port Harcourt.*
- Onyejemezie, D.A. (1991). Resource development in education, strategies for schools. In Mkpa (ed.). *Contemporary issues in Nigerian education.* Awka, Nigeria: Mekslink Publishers Nig. Ltd.
- Onyeonoru, I.P. (2005). *Industrial sociology: an African perspective.* Ibadan, Nigeria: Samlad Printers.
- Osuku, E.D. (2004). *Managerial Psychology-A Compendium.* Port-Harcourt: Minson Publishers.
- Pieters, H.H. (2008). Policies and practice in developing and improving school leadership, A paper presented at the 5<sup>th</sup> ACP Conference, Kampala, Uganda. Retrieved 4/2/2011.

- Rosenthal, O.A. & Pittinsky, R. (2006). *School improvement information service*. Melbourne: Syknes Press.
- Stoner, B. (2002). *Organizational effectiveness - A behavioral view of School management*. Santa Monica, CA: Good year.
- Sturman, M.C. (2000). Times and job performance: A three-part study examining the relationship of job experience, organizational tenure, and age with job performance. New York: Centre for Advance Human Resources Studies working.
- Thompson, M.D. (2000). Gender, leadership orientation and effectiveness. Teaching theoretical models of Bolman and Deal Quin. Sex roles: *Journal of Sociological Research*, 23, 67-78.
- Uduchukwu, A.N. (2003). The role of school head teachers' administrative style towards successful implementation of UBE. *The Nigerian Universal Basic Education Journal*. 1(2), 106-114, Faculty of Education, University of Nigeria, Nsukka.
- Uko, E.S. (2002). Gender, leadership styles and administrative effectiveness of principals in Cross Rivers State. *Global Journal of Educational Research*, 1(1), 1-8.
- Walson, O.B.A. (2015). Demographic and personality correlates of principals' performance in the management of secondary schools in South-south, Nigeria. *Unpublished Ph.D Thesis, Faculty of Education, University of Nigeria, Nsukka*.