

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background to the Study**

Education and human capital development are key drives of global economic development and competitiveness. Educational organizations are established to produce competent and adequate human resources for the development of nations. Education is viewed by Ofojebe and Nnebedum (2016) as a vital tool for inculcation of the right values and skills necessary for the development of individuals and the society at large. This vital role of education explains why many nations place education on the concurrent list and give a substantial percentage in their budgetary allocations. Babatunde (2014) avers that education is the backbone of development in any nation and that it serves as a tool for a united, independent, wealthy and egalitarian society. There are three tiers of education in Nigeria: primary, secondary and tertiary.

Secondary education system in Nigeria is described by Federal Republic of Nigeria (FRN) (2013) as a crucial link between primary school, tertiary education and the labour market. Secondary education is of strategic importance to Nigerian development and capacity building process, given the fact that 60% of Nigeria population are made up of students of secondary school age and young people in general (Bregman and Stallmeister, 2002; Lewin, 2004). This apparently underscores the need for improved secondary education that is closely linked to effective school management.

A very crucial ally in secondary school management is the principal who is at the helm of affairs in secondary school administration in Nigeria. The vital role which the principal plays in the school makes his position very strategic. Ikediugwu and Chukwuma (2015) recognize that the secondary education develops and equips the Nigerian child with knowledge, skills, habits and powers that enable him find his place and use that to shape both himself and the society towards nobler ends. Being the umpire and the chief executive who dictates the tone of the school, the success or failure of the school is largely dependent on his effectiveness as a leader.

Effectiveness is defined as the extent to which an activity fulfils given purpose or function (Harvey, 2004). Effectiveness is seen by Sullivan (2011) as the capability to develop plans, hire effectively, coach, motivate, and develop employees so as to produce desired output. According to Druckner (2006) effectiveness relates to getting the right things done. To these authors, effectiveness is seen as the capability and ability of the principals to do the right things so as to achieve desired goal: school success.

Principal's administrative effectiveness is therefore expressed more likely in the ability of the principal to create and sustain friendly educational climate, ensure accountability, manage personnel and influence decision making that guarantees success in the educational system (Aja-Okorie, 2016; Igbokwe, Okorji, & Asiegbu, 2016). The viewpoint of Ereh and Okon (2015) is that principals' administrative effectiveness refers to the extent to which the set goals and objectives of a school programme is accomplished through administrative practices of the principals. To this end, Ereh and Okon (2015) list

some of the indicators of principal's administrative effectiveness as accountability, performance improvement, curriculum development, personnel management, monitoring, and evaluation.

In accountability, the principal carefully assesses the school's strengths, areas for development, and develops school budget. In this way, the principal builds up a strong leadership team and develops the financial strength of the school. He is to research and write a convincing theory of action for attracting funds, grants, and donations to the school. It is his duty to write a comprehensive, measurable strategic plan with annual goals. The principal presents the annual plan to stakeholders and asks them to support it. Finally, he periodically measures progress, gives and takes feedback, and continuously improves performance.

Also, in performance improvement, the principal suggests effective macro-strategies to improve student learning such as team teaching, class size reduction. By so doing, he creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions. This means that the principal must be transparent about how and why decisions are made, involving stakeholders whenever possible. He should skillfully manage the budget and finances to maximize student achievement and staff growth. The principal is responsible for fulfilling all compliance and reporting requirements, and creating new opportunities to support learning. He should also tap all possible human and financial resources to support the school's mission and strategic plan.

More so, curriculum development deals with the principal telling teachers exactly what students should know and be able to do by the end of each class period. The principal has the responsibility to ensure that all teachers have high quality curriculum materials, technology and training on how to use them. He is to insist that teachers focus on the areas in which students have the most difficulty. The principal should monitor data in several key areas and use them to inform improvement efforts. He also draws attention to student, classroom, and school-wide successes, giving credit where credit is due.

Again, personnel management ensures that the principal uses a variety of means to communicate goals to staff and students. He frequently solicits and uses feedback and help from staff, students, parents, and external partners. The principal writes down important information, remembers, prioritizes, and almost always follows up. He also makes sure staff know what is expected for management procedures and discipline. The principal delegates appropriate tasks to competent staff members and checks on progress. He is effective at preventing and or deflecting many time wasting assignments and activities.

In addition, monitoring and evaluation involve the use of staff meetings by the principal to announce decisions, clarify policies, and supervises their implementation. In this way, he reads and shares research and fosters an on-going, school wide discussion of best practices. The principal organizes on-going workshops and training that builds classroom proficiency. Moreover, he is also to instruct teachers to cooperatively plan curriculum units following a common format. In fact, he steps up his supervisory roles by

making unannounced visits to a few classrooms every day and gives helpful feedback to teachers.

Meanwhile, one can say that principals' administrative effectiveness is the ability of the principals to exercise leadership roles, efficiently harness human and material resources, translate educational policies into outputs objectively, and to positively influence teachers, students, and other stakeholders of school community into realization of educational objectives.

However, administrative ineffectiveness is the negative response to administrative efforts and action or administrative roles and skills not well carried out. Some factors appear to relate to principals' ineffectiveness and some of them include lack of motivation, poor working conditions, alienation, and so on. Among these factors, alienation appears to be a major concern that impact on principals' administrative effectiveness. Principals' alienation reflects a position where a principal does not care much about his job nor have the zeal and enthusiasm for work (Mohan, 2013). Alienation of principals seems to refer to all those factors that impact on the principal and separate him from achieving both his personal goals and that of the school.

Alienation is expressed as a condition of dissatisfaction experienced by an employee on the areas of power, values, norms, recognition, acceptance, control, work, change, and belief in personal ability. It could cause someone to become withdrawn, isolated, indifferent, or hostile. Originally, alienation is traceable to theoretical works of Karl Marx (1844). Alienation relates to work and attitude to work in an organization. Interestingly,

principals' alienation has become an important area of study in investigating the sociological and psychological perspective of administrative effectiveness (Kocoglu, 2014). The alienated workers ignore the work processes that are given to them because they feel a sense of alienation, they do not have the freedom to exercise control over the process.

Alienation contains five different dimensions as articulated by Karl Marx (1844) and alienation of principals exists in these dimensions, namely 'meaninglessness', 'powerlessness', 'normlessness', 'isolation', 'self-alienation'. The researcher adopts these dimensions like some scholars have done in their contributions to education (Erkmen & Bozkurt, 2016; Kocoglu, 2014; Temel, Mirzeoglu & Mirzeoglu, 2013). Some authors refer to 'isolation' as 'seclusion', normlessness' as 'anomy', and 'self-alienation' as 'self-estrangement' (Saeed, Arbabisarjou, Zivarirahman, & Shokouhi, 2012). Accordingly, this work will focus on the five dimensions of principals' alienation as they relate to administrative effectiveness.

The first dimension of alienation is meaninglessness. Meaninglessness is a dimension of principals' alienation that might relate to administrative effectiveness. Meaningfulness deals with task significance and skill variety which every principal is to enjoy. Meaninglessness involves a situation where a principal feels that he does not have an important role in the school or believes he is insufficiently equipped to contribute maximally to the educational goals and objectives. When an employee believes he does not have important role in the activities of an institution or organization, meaninglessness

occurs (Sarros, Tanewski, Winter, Santora & Densten, 2002). It is not just a question of having a role but a significant role. Sometimes the government treats the principals in such a way that some of them feel untrusted, unwanted, unimportant, and of course, unappreciated. Some principals with just minimum qualifications seem to be more affected. Study by Ozbek (Kocoglu, 2014) shows that there is relationship between alienation, trust, job performance, productivity, and administrative effectiveness.

Evidently, the researcher's interactions with some principals in Oyo state appears to give the impression that the principals are not trusted by the government and because of this, principals seem not to be allowed to carry out their statutory duties. The role of financial management and planning seems to be usurped by the Oyo State Teaching Service Commission (TESCOM) that sometime accuses principals of financial impropriety and not being transparent enough. For instance, the principals seem to be denied access to useful information and such information is needed for administrative effectiveness. The principals do not appear to participate in policy formulation and the implementation of such policies may become almost impossible because the principals who are on the ground in the schools may not be willing to cooperate.

The second dimension of alienation is powerlessness. Powerlessness is a dimension of principals' alienation that seems to be associated with administrative effectiveness. Powerfulness deals with control and autonomy which a principal enjoys. Powerlessness is a consequence of alienation. It is a situation in a school or institution where a principal thinks that he exists merely to receive order or to carry out instruction from someone else.

It is a lack of job autonomy. If a principal cannot control his work process, powerlessness sets in (Sarros, Tanewski, Winter, Santora & Densten, 2002). Controlling is a function of management. If a principal who is the manager of a school is not given the opportunity to control his work environment, powerlessness occurs.

Therefore, when a principal feels powerless in his school, the principal becomes alienated from his work. Apparently, high work autonomy decreases powerlessness while low work autonomy increases it. Each secondary school in Oyo State is governed by School Governing Council where the principal of each school serves as a secretary (Ministry of Education, Science and Technology, Oyo State, 2016). The presence of powerlessness among principals may relate to principals' administrative effectiveness.

The third dimension of alienation is normlessness. Normlessness is acting inappropriately to reach aims and a framework of attitudes that have not been determined by society (Kocoglu, 2014). It can cause principals to violate social norms like using things distractingly (Chen, Shang, Avus, & Lee, 2012). Thus, anarchy and instability can occur in the school. In one case, a principal in one of the schools in Oyo State confided in the researcher that the Muslim students have no right to wear Islamic outfit (hijab for females) in a public school and vows to resist it in his own school. The kind of attitude where a principal does what he likes in his own school brings normlessness as a form of alienation in public schools. The principals may decide to pursue their own moral beliefs as against the values of the students or parents. This leads to disorder in the school system. Often said, alienation is conscious perversion of values. This has occurred recently in Osun State

where the court ruled that Muslim females are free to wear hijab in public schools. Other students, parents, and most strongly, principals who were Christians saw it as islamization of public schools and vowed to resist it, an act against court decision (Soyinka, 2016; Omorotionmwan, 2016). In this way, normlessness brings disorder, anarchy and disunity in a school system.

Another dimension of alienation is isolation. Isolation is one dimension of principals' alienation that occurs when a principal separates himself from the socially acceptable behaviour in his school, as well as from the government and other school staff. Isolation means being emotionally distant from the organization and other employees (Sulu, Adnan, & Ramazan, 2010). For Erkmen and Bozkurt (2016), it indicates individual's deliberate avoidance of communicating with other individuals in the work environment. It may mean failure to identify with the organizational goals and objectives despite being aware of these objectives.

Besides, the employee is aware of the social demands and expectations of the organization or institution but refuses to abide by them. He is not willing to adopt, integrate, or appropriate the social processes as operational in the organization. A principal is isolated when he alienates himself from the social values of the organization and from his colleagues. When a principal is emotionally distant from his social expectations at work place, his employer, and his colleagues, isolation as a form of alienation occurs. Worse still, the employee who is under isolation may begin to put up some anti-social behaviour in the work place (Erkmen & Bozkurt, 2016).

The researcher observed that some of them seem to absent themselves from school with flimsy excuses; some appear to come late to school and when they eventually arrive, sometimes refuse to see the parents except on particular days of the week. The researcher has experienced this situation on two occasions while carrying out the research. He also observed that some principals in Oyo State spend their time chatting with friends during school hours and give little attention to their supervisory roles.

Lastly, self-alienation is another dimension of alienation. It occurs when a principal's job does not satisfy his needs for self-importance and fulfilment (Valadbigi & Ghobadi, 2011). It is a form of psychological disorder. An alienated principal sees himself as either too small or too big in his institution. He oscillates between these two distortions. He feels less or more than others. The principal is not his real self. The presence of others makes him feel less important, less independent, or inflates his ego. He also seeks for extrinsic needs like personal importance but sees that his work can no longer satisfy it. This occurs, according to Erkmen and Bozkurt (2016), when the individual could not express his actual needs, values, and expectations. A principal with a sense of self-alienation feels like a stranger to himself. He may not have proper understanding of what he needs and as such, his work cannot satisfy his needs. He may also not know his expectations and so, his work will not be able to fulfill his expectations. It is an emotional gap created in organizations such as school by the overall climate of the school. It may be caused through bureaucratic and administrative domination. That is to say that it does occur when an employee conditions himself into becoming a mechanistic part of a ruling or governing

class. Consequently, the employee loses the ability to think properly, define relationships with other people, own his actions, and be himself.

A principal who shows self-alienation may not be aware of his true potential. Self-alienation hides one's potentials. He also perceives the truth about himself as alien. He might construct what he thinks is his identity and authentic self. It is usually associated with the problem of knowledge, truth, and authenticity. It is also known as self-estrangement. Like other dimensions of principals' alienation, it appears to relate strongly to what the principals do- and thus, their administrative effectiveness.

Anyway, it seems that when principals are allowed to enjoy work autonomy, helped to develop self-discipline and self-efficacy through seminars, rewards and motivations, their sense of alienation decreases. However, if the principals perceive inequity or organizational injustice, when their output does not correspond to their input, they feel a sense of alienation. When the principals' outputs (promotion, pay, praise, recognition, allowances and job security) do not correspond to their inputs (sacrifice, education, experience, commitment, skill, effort, enthusiasm, energy, perseverance and loyalty), the principals may feel alienated. For instance, humiliating and threatening situations can reduce or lower a principal's self-efficacy while pleasant experience, exhortation or reduced fear can increase it. This shows that a sense of inequity in the secondary school administration in Oyo State appears to create a sense of alienation on the part of the principals.

In Nigeria, the management, strategies and provisions for effective administration of educational institutions are properly articulated in the National Policy on Education (FRN, 2013), in a manner that will enhance the achievement of national objectives. Egsgasi (2006) argues that schools in Nigeria especially the publicly owned institutions enjoy supplies of funds, facilities, and personnel from all levels of governments, whether at the federal or at the state government, while the privately-owned institutions are recognized, approved and controlled by government. This perhaps justifies the actions of some States Governments like Oyo State to set up the Teaching Service Commission (TESCOM) for management of schools and provisions of educational services to school personnel especially to the principals whose primary function is to ensure a favourable and productive atmosphere that will facilitate teaching and learning. The government has also encouraged non-governmental organizations to support secondary schools' administration (Okwuofu & Johnson, 2016). These, among others, are numerous attempts by government to make the work of Principals effective.

In other words, the government seems to invest a huge amount of resources to train principals and teachers of secondary schools in Nigeria to improve their vital and indispensable positions (Arikewuyo, 2009). Yet, stories of their ineffectiveness persist (Oyewole, 2013). The general public complain bitterly that administrative effectiveness of principals in the secondary schools have not been improved as expected (The Constraint, 2014). In sum, the researcher's observations show that some principals in Oyo State seem to feel alienated from their work. This probably relates to their administrative effectiveness.

Apparently, alienation seems to be the cause of lower commitment, low satisfaction and may ultimately result in poor performance, frustration, intention to leave the work place, and most strongly, administrative inefficiency and ineffectiveness (DeHart-Davis & Pandey, 2005; Erkmen & Bozkurt, 2016). In spite of the large amount of information available on the relationship between alienation and employees' job effectiveness, to date, there seems to be almost no study on principals' alienation and their administrative effectiveness. For this reason, this work seeks to investigate the relationship between principals' alienation and their administrative effectiveness.

### **Statement of the Problem**

In Oyo State, the effective functions of any principal is creating of friendly climate for realization of educational goals, cultivating leadership in others, improving classroom instruction, influencing decisions for academic success of all students through adequate supervision and so on. However, the researcher observes that some principals in Oyo State feel alienated from their legitimate duties and discriminated against on the basis of their educational qualifications, ethnic and religious affiliations which undermine their administrative effectiveness.

Some principals have little or no control over the administrative processes in their various schools. For instance, the Oyo State government established a board which seems to have subtly usurped some functions of the principals (Okwuofu & Johnson, 2016). This makes some principals feel powerless, neglected, and unimportant. One is therefore worried that some principals see themselves as mere figure heads.

In Oyo State, some principals hide under the umbrella of being alienated and neglected by the government to show laissez-faire attitude towards their routine supervisory roles in the schools (Olorode & Adeyemo, 2012). Observation and grapevine reveal that some principals use their privileges to open up business centres within the school. Some principals seem to be more interested in their 'pay' (salary) than in the work.

Thus, the need for the study, to examine the relationship between principals' alienation and their administrative effectiveness.

### **Purpose of the Study**

The main purpose of this study is to determine the relationship between principals' alienation and their administrative effectiveness in secondary schools in Oyo State.

Specifically, the study aims at determining:

1. the relationship between the principals' scores on meaninglessness and their scores on administrative effectiveness in secondary schools in Oyo State;
2. the relationship between the principals' scores on powerlessness and their scores on administrative effectiveness in secondary schools in Oyo State;
3. the relationship between the principals' scores on normlessness and their scores on administrative effectiveness in secondary schools in Oyo State;
4. the relationship between the principals' scores on isolation and their scores on administrative effectiveness in secondary schools in Oyo State;
5. the relationship between the principals' scores on self-alienation and their scores on administrative effectiveness in secondary schools in Oyo State, and

6. the composite contribution of the principals' scores on meaninglessness, powerlessness, normlessness, isolation, self-alienation to their administrative effectiveness in secondary schools in Oyo State

### **Significance of the Study**

The study would be of immense benefit to the government, principals, teachers and future researchers. The findings of the present study would benefit the government. It would help the government identify those problem areas in secondary schools administration and attitudes that create a sense of meaninglessness, powerlessness, normlessness, isolation and self-alienation among principals. The findings, for instance, would assist the government to identify why principals feel they are not allowed to exercise significant roles of control in secondary schools or feel insufficiently equipped to contribute maximally to educational goals. With this understanding, they would be able to make policies that would be geared towards reducing the alienation of principals in the state, by improving principals' relationship with the ministry of education. This would also help the government in their intervention programmes like providing professional training for principals. It would help the government to provide a motivational platform where principals could be honoured, recognized, rewarded, appreciated, and affirmed.

The findings of the present study would benefit the principals. It would help principals identify much more closely with the Ministry of Education as well as improve their administrative effectiveness. It would help them identify some leadership training required of them to control the implications of alienations. When they are armed with this

knowledge, it would help them act appropriately towards school goals and values in order to reduce the fact of normlessness and isolation among principals. For instance, making provision for principals' Code of Conduct in schools and ensuring that principals and other school staff have regular meetings to work as a team.

Furthermore, the findings of the current study would be beneficial to teachers. The findings would help teachers identify the factors responsible for alienation and the relationship between principals' alienation and their effectiveness. In this way, it would help them relate well with the principals in the realization of educational objectives and prevent the resurfacing of principals' alienation in schools.

Finally, the findings of the present research would benefit future researchers. It would help them to explain the relationship between principals' alienation and their administrative effectiveness. With the knowledge provided, they would know where more research efforts are needed instead of duplicating already researched areas. Also, it would contribute significantly in the quest for understanding the relationship between principals' alienation and their administrative effectiveness.

### **Scope of the Study**

This research work is on investigation of principals' alienation as a correlate of their administrative effectiveness in secondary schools in Oyo State. The study specifically focuses and uses five key dimensions of principals' alienation. Namely, meaninglessness, powerlessness, normlessness, isolation, and self-alienation in relation to principals' administrative effectiveness in public secondary schools in Oyo State. The principals'

administrative effectiveness is measured in terms of accountability, performance improvement, curriculum development, personnel management, monitoring and evaluation. The study is delimited to public secondary schools in Oyo State. Public secondary schools are secondary schools owned by the state government.

### **Research Questions**

The following research questions are formulated to guide the research.

1. What is the relationship between the principals' scores on meaninglessness and their administrative effectiveness in secondary schools in Oyo State?
2. What is the relationship between the principals' scores on powerlessness and their administrative effectiveness in secondary schools in Oyo State?
3. What is the relationship between the principals' scores on normlessness and their administrative effectiveness in secondary schools in Oyo State?
4. What is the relationship between the principals' scores on isolation and their administrative effectiveness in secondary schools in Oyo State?
5. What is the relationship between the principals' scores on self-alienation and their administrative effectiveness in secondary schools in Oyo State?
6. What is the composite contribution of the principals' scores on meaninglessness, powerlessness, normlessness, isolation, self-alienation to their administrative effectiveness?

### **Hypotheses**

The following null hypotheses are tested at 0.05 level of significance.

1. The relationship existing between the principals' scores on meaninglessness and their administrative effectiveness is not significant.

2. The relationship existing between the principals' scores on powerlessness and their administrative effectiveness is not significant.
3. The relationship existing between the principals' scores on normlessness and their administrative effectiveness is not significant.
4. The relationship between the principals' scores on isolation and their administrative effectiveness is not significant.
5. The relationship between the principals' scores on self-alienation and their administrative effectiveness is not significant.
6. The composite contribution of the scores of meaninglessness, powerlessness, normlessness, isolation, self-alienation to principals' administrative effectiveness is not significant.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In keeping with the plan of this study, this chapter presents a review of the related literature under limited subheadings as follows: conceptual framework, theoretical framework, theoretical studies, empirical studies and summary of literature review.

#### **Conceptual Framework**

Alienation

Principals' Alienation

Principal

Administrative Effectiveness

Principals' Administrative Effectiveness

#### **Theoretical Framework**

Equity Theory

Self-Efficacy Theory

#### **Theoretical Studies**

Factors that influence Alienation

Dimensions of Principals' Alienation

Determinants of Principals' Administrative Effectiveness

Principals' Alienation and Their Administrative Effectiveness

#### **Empirical Studies**

Studies on Principals' Alienation

Studies on Principals' Administrative Effectiveness

#### **Summary of Literature Review.**

## **Conceptual Framework**

Here, the concepts are briefly explained in the study for a better understanding of the work.

### **Alienation**

Alienation is one of the sociological concepts that emerged in organizational behaviour (Yorulmaz, Altinkurt & Yilmaz, 2015). As Caglar (2013) puts it, the concept of work alienation is a striking subject for education institutions. Although alienation as a concept is difficult to define, it originally became a concept of social discussion through the works of Karl Marx. In his early work, Marx (1844) analyses alienation from both historical, anthropological, and socio-economic perspective (Christ, 2015; Unguren, Kacmaz & Yilmaz, 2016). Marx describes alienation as the destruction and decay of the natural, social, psychological and cultural dimensions of human existence and people's alienation and estrangement from each other in social relations (Erbaş, 2014). Alienation is a condition that educational institution must vigorously prevent (Kacire, 2016). For Agrawal (2007), alienation is a socio-psychological condition of an individual, which involves his estrangement from certain aspect of his social existence. This condition, according to him, may be expressed by passive withdrawal, turnover, absenteeism or active attacks and disruption of work routines.

There is no scholarly consensus on the definition of alienation. However, alienation refers to the experience or situation whereby people are estranged and isolated from the groups and activities in which they are supposed to be included (Erbaş, 2014; Mann, 2010). It can be defined as the state of dissatisfaction in the authority of an institution or

organization, and in his perspective for occupational development, change, recognition, and acceptance by his superiors (Eryilmaz & Burgaz, 2011). For Yavarzadeh, Rabie, Hoseni (2015), alienation is a psychological state in which the person experiences a generalized psychic separation from his/her image and social relationship inside and outside the work place. It is a separation of individual from the real and actual self. It brings personality crisis and identity loss. Thompson and McHugh (2002) for example describe several responses to problems of identity loss at work: contradictory consciousness, resulting in deviant behavior, unconscious resistance which may give rise to mental disorder, development of individual capacities and interests outside of work and participation in collective action through unions or other coalitions. From the foregoing, the researcher admits that alienation as a natural, cultural, anthropological, and socio-psychological condition of principals which separates them from certain aspect of their social existence: work, themselves, and from others.

### **Principals' Alienation**

Unguren, Kacmaz and Yilmaz (2016) argue that every discipline should form its own concept and definition of alienation, that is, from its own perspective. Wilson (2010) shows that the best way to capture the true meaning of principals' alienation is to perceive what they feel when they are at work. Therefore, principals' alienation is a situation where principals begin to feel a sense of meaninglessness, powerlessness, normlessness, isolation, or self-estrangement in their work place or school environment. It can occur when the principal begins to nurse the feeling of meaninglessness. That is to say when he is not given

an important role in his work place or is not allowed to perform an important part of his job. It can also occur when the worker, whether a principal or some other person feels that the training and seminars available are not able to prepare him primarily for his future responsibility or assignment.

Principals' alienation can be evoked when principals begin to feel a sense of powerlessness at their work places. When a principal feels powerless in his school, the principal becomes alienated from his work. A worker who feels a sense of powerlessness is most likely to become embittered over his superiors or authority figures as a way of reaction. This may in turn influence relationship and work performance. It is often believed that a principal with sense of control of his work is likely to be more effective and make prudent judgments. A principals' lack of job control may result to negative emotions and spillover (Butler, Grzywacz, Bass, Linney, 2005). When a principal is emotionally distant from his social expectations at work place, his employer, and his colleagues, isolation occurs. Worse still, a principal who is under isolation may begin to put up some asocial behaviour in the work place (Erkmen & Bozkurt, 2016). A principal who feels a sense of isolation may not attend some functions in the school such as morning assembly. He may absent himself from school with flimsy excuses.

In fact, alienation seems to weaken a principal's interest and creativity. Alienation can have some indicators in an educational environment (Kurtulmus, 2016). An alienated principal fails to actualize the educational creative vision and objective (Tutar. 2010). Principals' alienation may undermine principals' productivity (Eryilmaz and Burgaz,

2011). It can lead to inattentiveness, aloofness, disconnection and withdrawal from fellow workers, work, and work outcome (Tastan, Isci, & Aslan, 2014). Principals' alienation can cause principals to be dissatisfied or to resign from the work or engage in institutional silence and disloyalty (Unguren et al., 2016). It is believed that principals' alienation may be the cause of low commitment, low satisfaction and might result in poor performance, frustration, intention to leave the work place, and administrative inefficiency and ineffectiveness (Erkmen & Bozkurt, 2016; DeHart-Davis & Pandey, 2005). By and large, it is Caglar's (2012) findings that principals' alienation may prevent educational organizations from achieving their organizational goals. Meanwhile, putting the views of the authors into consideration, alienation of principals seems to refer to all those factors that impact on the principal and separate him from achieving both his personal goals and that of the school.

### **Principalship**

Principalship describes a person in the rank of a principal in any given organization, school or institution or office. In an educational institution, principalship actually refers to the position of a head teacher, principal, governing or highest ranking or presiding officer of any school (Drake & Roe, 2003; Igbokwe, 2015). Sindhi (2013) and Sergiovanni, (2009) consider school principalship as a well-established position that provides instructional leadership by coordinating curricula, co-curricular programmes, administrative roles and is responsible for the general administration of the school. They go on to say that they are therefore in the right position to supervise, monitor, assess, evaluate and disseminate

current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery. Principals are those who are expected to perform administrative functions including: planning, organizing, supervising, staffing, evaluating, coordinating, leadership and purchasing and maintenance of instructional materials, equipment and facilities (Uzoigwe, 2013). Principals are usually identified by what they do in an organization or precisely, in what they do in schools. Principals are responsible avenue for the smooth running of schools and play multifaceted roles in setting the direction of secondary schools (Adeniyi, 2014). They are defined by their functions and roles. Roles assigned to principalship are management roles because it is a management position.

Furthermore, the principal looks after the educational programs of the school and ensures effective flow of communication in the school. The principal is the head of secondary school and responsible for directing and running the institution (Kalra, 2008). Marshall (2011) makes a very wonderful attempt to organize the roles of principals in six standard domains. The six standard domains are designed to give principals and other school-based administrators an end-of-the-year assessment of how far they have gone. It enables the making of an administrative effective principal. These standard of effectiveness and performance include: diagnosis and planning, priority management and communication, curriculum and data, supervision, evaluation, and professional development, discipline and parent involvement, and management and external relations. Though, the principal is the most complex and contradictory figure in the pantheon of educational leadership, the complex role of the principal is not an accidental by-product of

history; rather, the principal's position at the nexus of educational policy and practice was an intentional component of the role when it was originally conceived (Rousmaniere, 2013). The roles of principals are very important for a better understanding of principalship in schools.

Meanwhile, principals' roles can be examined from a number of perspectives according to Lunenburg (2010), namely: leadership functions, administrative roles, management skills, task dimensions, human resource activities, and behavioural profiles of effective versus successful administrators. Principals carry out four basic leadership functions in order to enhance performance and achieve administrative effectiveness. These four basic functions are planning, organizing, leading, and monitoring. The four leadership functions of a principal are interrelated (Lunenburg, 2010). Planning provides a sense of purpose and direction in a school, where the school wants to be in the future, how to get there and how to know that it is going there, where it should go (McDonnell, 2011; Oosterlynck, 2011; Parker, 2011). Organizing involves principal's work of establishing policies and procedures of activities, creation of organizational structure, distribution of responsibilities, job descriptions, training of staff and so on (Grant, 2011; Jones, 2010; Lunenburg, 2010). Leading is coordinating of activities to achieve educational goals. It could be called *facilitating, collaborating, or actuating* such that planning tells principals *what* to do and organizing tells principals *how* to do it, leading tells principals *why* the staff member should want to do it (Lunenburg, 2010). Monitoring is another leadership function of the principals. Lunenburg (2010) sees monitoring as comparing of expected results with actual results so as to take corrective steps.

Though authorized to be employer, supervisor, professional figurehead, and inspirational leader, the principal's core training and identity is as a classroom teacher (Rousmaniere, 2013). High-quality research confirms that great schools do not exist apart from great leaders, the principals or head teachers (NASSP & NAESP, 2013). In post primary education, school effectiveness, students' behaviour, and academic outcomes are greatly influenced by the principals and what they do (Okorji, Igbokwe, & Ezeugbor, 2015).

All and all, the principals are the highest-ranking officers in secondary schools that administer the school towards the achievement of educational goals and objectives. The principal is the umpire, the administrator, the chief executive whose effectiveness generally predicts the school effectiveness. Consequently, the principals' administrative effectiveness is the hallmark of school effectiveness.

### **Administrative Effectiveness**

Effectiveness is getting right things done in the right way (Druckner, 2006). According to Akomolafe (2012), administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goal. Administrative roles and skills well carried out bring about administrative effectiveness. Effective administration also involves taking rational decisions that will lead to the selection of the best way to reach the educational goal (Uzoechina & Nwankwo, 2016). Administrative roles of principals are activities, responsibilities that principals perform to attain high level of effectiveness and performance. Researches show that administrative

roles of principals involve those activities principals actually do to plan, organize, lead, and monitor on an hour-to-hour, day-to-day basis and which can be divided into three general characteristics: heavy workload at a fast pace, variety, fragmentation, and brevity and oral communication (Lunenburg, 2010). Heavy workload at a fast pace involves numerous scheduled and unscheduled meetings, unexpected disturbances that usually require immediate attention, and so on. Variety, fragmentation, and brief activities involve voluminous things to do that require little or no time for reflection. For Lunenburg (2010), principals engage in at least 149 different activities per day, half of which take less than five minutes each. Oral communication involves principals' roles of interpersonal communication done face to face or by the use of phone unlike written communication. Hearsay and gossip are included.

Another approach of looking at what the principals do is to look at the skills they use to perform their responsibilities. Some necessary skills are needed by the principals to perform their work of planning, organizing, leading, and monitoring. Some of the skills include technical skills, communication skills, human relationship skills, disciplinary skills, etc. Three major skills are conceptual, human, and technical. Conceptual skill is needed by principals who are at the top of the school administration for the ability to acquire, analyze, and interpret information received from various sources and to make complex decisions that achieve the school's goals (Kowalski, 2005; Lunenburg, 2010). Human skills are the ability of the principals to communicate, challenge, motivate, facilitate, manage conflict, relate well, and coordinate in the school system for the purpose of actualizing the educational goals and objectives (Arnett, 2010; Lunenburg, 2010).

Technical skills are the ability of the principal to know and apply the knowledge, methods, and techniques of a specific discipline or field (Locke, 2010 as cited in Lunenburg, 2010). In collaboration with these authors, administrative effectiveness refers to the extent to which an administrator is skillful in discharging his duties so as to accomplish a definite goal through administrative practices.

### **Principals' Administrative Effectiveness**

The concept of principals' administrative effectiveness is the degree to which secondary school principals achieve goals and objective of their schools which involve the act of coordinating both human and material resources available and using them systematically for the achievement of educational objectives (Adeniyi, 2014). For Adeniyi and Omoteso (2014), administrative effectiveness for principals in secondary school deals with the ability of school principals to carry out administrative tasks related to instructional management, internal relations, organization management, administration, students' performance and school community relations toward achieving the school goals and objectives. Akomolafe (2012) shows that principals' administrative effectiveness is the administrative performance in decision making, delegation of duties to subordinates, and setting good examples and motivating the teachers and students alike in an effort to create a conducive working environment to accomplish school goals and objectives so as to enhance subordinate performance for school success. In other words, principals' administrative effectiveness is prudential means of getting the expected end in the

educational system. That is to say that it the ability of the principal to carry out his roles so well as to achieve the expected educational goals and objectives.

Wallace Foundation (2013) identifies five effective functions of any principal as shaping a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving classroom instruction (to enable teachers teach at their best and students learn at their utmost), and finally, managing people, data and processes with the goal of school improvement. In the studies of Ereh and Okon (2015), an effective administrator manages all the school's instructional programmes and their various educational activities in the school, monitors teachers: their progress and job performance, using their records and appropriately recommends them for staff development to the appropriate authority, motivating them accordingly through various welfare schemes such as recommending them for promotions when due and being interested in their personal matters. One can measure administrative effectiveness (Karsli & Sahin, 2015). Administrative effectiveness of a principal should be noticed in the kind of climate he creates.

An effective principal should be someone who is able to promote an atmosphere of respect and trust and makes the teachers and students have a sense of belonging (Adeniyi, 2014). Some of the indicators of principals' administrative effectiveness include high productivity, morale (high motivation) turnover rate of teachers, degree of integration, maximization of individual potentialities, maximum utilization of available resources and value contribution to the society (Adegun, 2005). Also, according to the All Nigeria Conference of Principals of Secondary Schools (ANCOPSS), the indicators of principals'

administrative effectiveness in secondary schools are disciplined staff and students, students and teachers staying in school for classes during school hours, drastically reduced examination malpractice, keeping all school records, high performance in junior and senior secondary certificate examinations, exemplary leadership by the principal, clean school environment and parents rush for admission of their children into the school (Babayemi, in Uzoigwe, 2013). In all, effective principals create more effective schools. To this end, this work sees principal's administrative effectiveness as the ability of the principal to effectively manage human and material resources of a school towards successfully accomplishing school goals and objectives.

### **Theoretical Framework**

Here, the researcher explains two theoretical frameworks that relate to the study: Equity theory, and Self-efficacy theory.

#### **Equity Theory**

With evidence based observational field studies supporting the theory and laboratory experiments applied, John Stacey Adams (1963), a work and behaviour psychologist, propounds the theory that individuals are motivated by fairness and equity such that if they identify inequities in the input or output ratios of themselves and their referent group, they will naturally adjust their input to correspond to their perceived equity. The outputs include things like pay, allowances, recognition, responsibility, promotion, praise, job security, training, awards, reputation and other benefits. Inputs include things like work, education, experience, commitment, skill, effort, sacrifice, enthusiasm, energy,

perseverance, loyalty and so on. This theory acknowledges that employees have subtle ways of maintaining balance at work and assessing their work and employer. This inbuilt mechanism in the theory shows that workers tend to get de-motivated and adjust their work pattern if they sense that their inputs are greater than their outputs. They may resign, withdraw, or become less committed, reduce, productivity, become disloyal, antagonistic, or alienated and so on. Four propositions of equity theory include:

1. Individuals seek to maximize their outcomes (where outcomes are defined as rewards minus costs).
2. Groups can maximize collective rewards by developing accepted systems for equitably apportioning rewards and costs among members.
3. When individuals find themselves participating in inequitable relationships, they become distressed. That is, equity theory shows that the one who gets “too much” (feels guilty and shameful) and the person who gets “too little” feel distressed (feels angry or humiliated).
4. Individuals who perceive that they are in an inequitable relationship attempt to eliminate their distress by restoring equity.

The relationship between this theory and the present study is that principals of secondary schools are motivated to contribute more to the effectiveness of the school when they perceive equity in their reward system. They will put in more efforts, have more sense of commitment, dedication to their work, and less sense of alienation. They will make more sacrifice for their schools, trust their pay masters more, show more loyalty and commitment

to the educational goals. On the contrary, if the principals perceive inequity or organizational injustice, when their output does not correspond to their input, they feel a sense of alienation. When a principal's (output) promotion, pay, praise, recognition, allowances, job security does not correspond to the principal's (input) sacrifice, education, experience, commitment, skill, effort, enthusiasm, energy, perseverance, loyalty, the principal may feel alienated. A sense of inequity in the secondary school administration in Oyo State could create a sense of alienation on the part of the principals.

It is argued here that equity theory is absolutely based on striking or achieving a balance between input and output among the principals. One observes that personal gains (output) may likely outweigh the sacrifice (input) and the like. This is because human beings by nature do not like to work, unless when their wants are satisfied to the highest. There may be this tendency or attitude of selfishness, aloofness to work, and ineffectiveness is likely to be found and may persist among principals in their schools. Hence, the choice of a second theory in this research work is eminent and necessary.

### **Theory of Self-Efficacy**

As a result of Bandura's dissatisfaction with the extremists' principles of behaviorism and psychoanalysis where the role of cognition in motivation and the role of the situation are largely ignored, self-efficacy theory is developed. According to Bandura, self-efficacy is social cognitive theory that has to do with "people's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1997). Again, he sees self-efficacy as a person's belief

about his ability to organize and execute courses of action necessary to achieve a goal and this is applicable to managers (Bandura, 2000; Bandura, 2006). He goes on to show that self-efficacy can adequately predict actual performance provided that necessary skills and appropriate incentives are present. He makes a distinction between knowing that a particular response will result in a particular outcome, and believing that one has the capability of executing such a response. In other words, belief about one's self-efficacy strongly influences one's goals, accomplishments, performance, and effectiveness. Self-efficacy has significant influence on personal choice, motivation, effort, and persistence. For instance, humiliating and threatening situations can reduce or lower one's self-efficacy while pleasant experience, exhortation or reduced fear can increase one's self-efficacy.

To develop self-efficacy in principals as managers, Bandura proposes three valid and specific approaches for helping managers reinforce their administrative effectiveness. They are guided mastery, cognitive mastery and self-regulatory approach (Bandura, 2000; Tschannen-Moran & Gareis, 2004). Guided mastery approach deals with self-influence, instructive modeling to acquire a skill or competency, guided skill perfection, and then transfer of the training back to the job context to ensure self-directed leadership success. Cognitive mastery involves a kind of modeling for new or novice managers to learn from successful models, the skills of thinking, and its application while observing the decision rules and reasoning strategies. Finally, self-regulatory approach has to do with self-management, developing competences using self-monitoring, self-efficacy appraisal, personal goal setting, and the use of self-motivation incentives.

Bandura (1977) identifies the characteristics of people with high assurance in their capabilities and people who doubt their capabilities. People with high assurance in their capabilities usually:

1. approach difficult tasks as challenges to be mastered;
2. set challenging goals and maintain strong commitment to them;
3. heighten or sustain their efforts in the act of failures or setbacks;
4. attribute failure to insufficient effort or deficient knowledge and skills which are acquirable;
5. approach threatening situations with assurance that they can exercise control over them;

On the contrary, people who doubt their capabilities usually:

1. shy away from tasks they view as personal threats;
2. have low aspirations and weak commitment to goals they choose to pursue;
3. dwell on personal deficiencies, obstacles they will encounter, and all kinds of adverse outcomes, rather than concentrating on how to perform successfully;
4. slacken their efforts and give up quickly in the face of difficulties;
5. find it difficult to recover their sense of efficacy following failure or setbacks, and
6. fall easy victim to stress and depression;

Four main sources of influence by a person's self-efficacy can be developed and maintained. They are (Bandura, 1977);

1. Personal Performance accomplishments or Mastery experiences: This source of self-efficacy is the most important. Positive or negative experiences can influence the ability of an individual to perform a given task effectively such that if one has successfully performed a certain task previously, one is more likely to feel competent to perform well and effectively a similar task. For instance, repeated success can increase self-efficacy and performance accomplishment can be increased through performance exposure, self-instructed performances, and performance desensitization.
2. Vicarious experiences: This deals with observing others perform threatening activities without adverse consequences and it enhances personal self-efficacy. One can discover that a particular action is “do-able” by watching others do it with little effort or persistence. If a person sees someone similar to them succeed, it can increase their self-efficacy. For instance, organizing mentoring programs where a skilled or successful individual is paired with someone in similar career to be trained.
3. Verbal or social persuasion: This has to do with developing one’s self-efficacy through the use of exhortation, encouragement, positive self-talk, self-instruction and suggestion. One can encourage oneself, a manager can encourage a junior staff or discourage him just by what is said.
4. Physiological, or somatic and emotional arousal: This deals with increasing self-efficacy by diminishing emotional arousals such as fear, stress or physical agitation. For instance, one can develop and maintain high self-efficacy by avoiding

potentially threatening situations and activities, not because they experience anxiety arousal or anticipate they will be anxious, but because they foresee that they may not handle it well when it comes.

In relation to this work, the feeling of incompetence, feeling of fear, lack of independent, lack of encouragement, lack of personal recognition, insensitive environment, threatening situations, exclusion in decision-making, sense of powerlessness and meaninglessness can decrease or lower a principal's self-efficacy and a principal's self-inefficacy will adversely influence his administrative effectiveness. In view of this, the government can significantly impact on administrative effectiveness of principals by increasing their self-efficacy through exhortations, recognitions, motivations, inclusion in decision making, stress and fear reduction. Self-efficacy has a significant impact on goal-setting, level of aspiration, effort, adaptability, and persistence. Consequently, principals with higher self-efficacy are more likely to use internally-based personal power like expertise knowledge, leadership skill, information ability, referent power, when carrying out its administrative functions while principals with low efficacy seem to perceive an inability to control the environment, inability to identify appropriate strategies and remedies to educational problems.

## **Theoretical Studies**

In the theoretical studies, the researcher explains the dimensions of principals' alienation, determinants of principals' administrative effectiveness, and then engages the works of scholars in the discussions on principals' alienation and their administrative effectiveness.

## **Factors that influence Alienation**

There are factors that appear to influence alienation. Some of these factors are organizational injustice (Sulu, Adnan, & Ramazan, 2010), inappropriate management styles and practices (Dipietro & Pizam, 2008), organizational cynicism (Kocoglu, 2014), low autonomy, low assertiveness, low motivation, role conflict (Kothandaraman & Agnihotri, 2012; Nair & Vohra, 2010), poor leadership skill, organizational silence, occupational burnout, unfriendly organizational climate (Sarros, et al., 2002), lack of technological expertise, inadequate social support, poor working condition, industrialization, urbanization, social disintegration, different beliefs and attitudes (Korkmaz & Aydemir, 2015; Cheung, 2008).

Moreover, principals' alienation may result in the change of employees' emotion, attitude and behaviour (Guo, Dai & Yang, 2016). It may affect job development, quality of work life (Abdollahi, Namvar, Zahed, 2014), job satisfaction, organizational commitment (Hirschfeld, Field & Bedeian, 2000), low motivation, low work involvement (DeHart-Davis & Pandey, 2005), work efficiency (Huang, as cited in Guo, et al., 2016), job engagement (Armstrong-Stassen, 2006), organizational citizenship behaviour which will

in turn predict and diminish task performance, interpersonal facilitation, job dedication and effectiveness (Chen, Shang, Hou, & Lee, 2012; Guo, et al., 2016; Salanova, Agut & Peiro, 2005; Valikhani & Soltani, 2015; Amazue, Nwatu, Ome, & Uzuegbu, 2016).

Again, principals' alienation is known to have the possibility of causing some negative attitudes in an organization like increased turnover, absenteeism or destructive behaviours. For instance, a worker who has the sense of powerlessness may even engage in sabotage to regain control (Ambrose, Seabright & Schminke, 2002). Alienation in an organization can be caused or increased by several factors such as lack of proper communication (Abdollahi, et al., 2014), nepotism or favouritism at work place (Pelit, Dincer, and Kilic, 2015), inappropriate management styles and practices (Dipietro & Pizam, 2008), unfair or exclusive treatment of an employee (Enshner, Grant-Vallone, & Donaldson, 2001), organizational injustice and low participation in decision making (Ceylan & Sulu, 2016). Alienation can be caused by introduction of new change in an organization. This kind of change may affect one's self-identity, sense of belonging, self-esteem or self-recognition and the entire psychological make-up of a person like introduction of computer or WebCT use in schools (Chen, Shang, Hou, & Lee, 2012; Johnson, 2005). Bureaucratic control may lead to alienation (DeHart-Davis & Pandey, 2005) and Matheson (2007) clarifies six features of bureaucracy that can breed alienation: its clerical work, control imperative, organizational structures, impersonality, and language. Finally, in collaboration with Agrawal (2007), Erbas (2014) and Mann (2010), the researcher sees alienation as a natural, cultural, anthropological and socio-

psychological condition of an individual which involves estrangement or separation from certain aspect of his social existence: his work, product, himself, and from others.

### **Dimensions of Principals' Alienation**

There are five dimensions of alienation according to Karl Marx, namely: meaninglessness, powerlessness, normlessness, isolation and self-alienation (Unguren, Kacmaz, & Yilmaz, 2016). Each of these dimensions relate to principals' alienation. Theories of alienation in education show that dimensions of organization alienation is fitting, significant, and applicable (Caglar, 2013). The dimensions of alienation are explained below as it pertains to education.

#### **Meaninglessness**

Meaninglessness involves a situation where a principal feels that he does not have an important role in an organization or believes he is insufficiently equipped to contribute maximally to the educational goals and objectives. When a principal believes, he does not have important role in the activities of an institution or organization, meaninglessness occurs (Sarros, et al., 2002). It is not just a question of having a role but a significant role. Meaninglessness dimension involves an individual's lack of attributing meaning to his or her own actions and of the inability to establish a relationship between the present and the future (Erbaş, 2014). A sense of meaninglessness can occur when the individual or worker does not possess information other than the work that he does and therefore, he does not know what contribution his job does to the establishment (Unguren et al., 2016). Meaninglessness is diminished, according to O'Donohue, Wayne, Nelson and Lindsay

(2014), by increased job design, motivation, skill variety, task significance etc. It can also be remedied through instilling sense of purpose on principals.

### **Powerlessness**

This dimension of alienation manifests itself due to the inability of the principal to have a voice in his school and its management or have a voice that is less than optimal (Unguren et al., 2016). It is a lack of job autonomy. If a principal cannot control his work process, powerlessness sets in (Sarros, et al., 2002). In this case, a principal may think that he exists merely to receive order or to carry out instruction from the government. He has no power and control. Controlling is a function of management. If a principal who is the manager of a school is not given the chance to control his work environment, powerlessness occurs. He does not participate in the decision making that affects the core values of the school. Ceylan and Sulu (2010) observe that principals neither participate nor participate in institutional decision-making in an alienated school climate. Alienation according to Mendoza and Lara (2007) happens when an employee feels loss of control over the product and process of his labour. This is why Saragih (2011) thinks job autonomy is a remedy to powerlessness. For him, job autonomy results in an improved job performance because individuals think and consider themselves skillful and creative in accomplishing their tasks.

To pursue this further, this form of alienation usually occurs when a worker, teacher or learner feels incapable of achieving an expected end. When a principal or student has low expectation in terms of achieving a role to which he or she attaches importance, he or she experiences powerlessness (Erbaş, 2014). Power and control help workers to resolve

conflict in their work environment. One way of dealing with powerlessness is empowerment. Advocates of empowerment, according to Varma, Stroh, and Schmitt (2001), believe that it, along with related forms of power sharing, provide antidotes to the problem of powerlessness. Empowerment helps the employee to be more certain of the relationship between efficiency and effectiveness.

### **Normlessness**

This occurs when a principal begins to act inappropriately to reach some aims, and a framework of attitudes that has not been determined by the government or institution (Kocoglu, 2014). This occurs, according to Valadbigi and Ghobadi (2011), when norms or codes of conduct do not lead to efficient behaviour in relation to individual aims. In this case, the employee ignores both the social and corporate rules for corporate aims and objectives, carving out his own path (Umguren et al., 2016). In particular, normlessness deals with the absence of guiding ethical principles or norms for employees' behaviours towards achieving both individual and organizational goals (Erkmen & Bozkurt, 2016). For this reason, organizational goals and values tend to clash with individual goals and values. It follows that normlessness as a dimension of principals' alienation can evoke lack of discipline or failure to comply with task order of the organization. Often said, alienation is the perversion of all values and normlessness can breed chaos and instability in a school system (Erkmen & Bozkurt, 2016; Fromm, 1966; Polat & Yavas, 2012). Students who suffer a sense of normlessness can display behaviours that are disapproved of, by society and the school administration to achieve their objective as principals who experience a

sense of normlessness can engage in any anti-social against the basic practices of the school to get his way (Atas & Ayik, 2013). The principals who feel a sense of normlessness may decide to pursue their own moral beliefs as against the values of the school. This kind of attitude can lead to disorder in the school system.

### **Isolation**

According to Erbas (2014), isolation includes feelings such as estrangement from, a failure to integrate into and lacking a sense of belonging to school. Isolation is one dimension of principals' alienation that occurs when a principal separates himself from the social acceptable behaviour in his school as well as from his employer and fellow employees. In other words, it means being emotionally distant from the school and other employees. In other words, it means being emotionally distant from the school and other employees (Sulu, Adnan, & Ramazan, 2010). For Erkmen and Bozkurt (2016), it indicates individual's deliberate avoidance of communicating with other individuals in the work environment. It means failure to identify with the school goals and objectives despite being aware of these objectives. However, isolation may simply be an expression of one's uniqueness which may also result in anxiety and a sense of threat at work place (Nelson & O'Donohue, 2006; O'Donohue, Wayne, Nelson & Lindsay, 2014).

It is believed that an isolated worker is not often being supported by his colleagues or superiors (Yang, Yang & Kawachi, 2001) and as such, they do not have enough inclusion and social acceptance in the organization (Banai & Reisel, 2007). A worker who feels a sense of isolation in an institution will not be willing to adopt, integrate, or appropriate the

social processes as operational in the organization. A principal is alienated when he isolates himself from the social values of school and from his colleagues.

### **Self -alienation**

Lastly, self-alienation occurs when principals' work does not satisfy their extrinsic needs (Valadbigi and Ghobadi, 2011). This occurs, according to Erkmen and Bozkurt (2016), when the individual could not express his actual needs, values, expectations, concerns or interests. Consequently, an employee thinks his work satisfies his external needs rather than a tool that reveals his potential (Erkmen & Bozkurt, 2016). When this happens, work alienation appears because his potential becomes seriously hidden. Self-alienation is like lost of sense of personal identity, loss of self-definition, self-experience, self-assertion, self-understanding and fulfilment which throws one into personal crisis, loss of completeness. In this case, a person loses touch with the authentic self and perceives it is acting contrary to the valued self (O'Donohue, Wayne, Nelson & Lindsay, 2014). It is a rupture (inordinate breakaway) between the inner self and the artificial self, created by internal and external forces. It could be caused by interpersonal traumatic condition, affective illness or psychological disorder like schizophrenia. It is self-disorientation or pervasive feeling of unworthiness, annihilation and psychological breakdown or neurodegeneration.

## **Determinants of Principals' Administrative Effectiveness**

Researchers have demonstrated some of the ingredients of principals' administrative effectiveness. This is to say that there are attributes, situations, styles, tasks, attitudes and administrative practices that would contribute towards the administrative effectiveness of a principal of a secondary school. While principals' administrative effectiveness is an invaluable school asset, Etuk (cited in Ereh and Okon, 2015) empirically acknowledges that principals' administrative effectiveness depends so much on management of teachers. This is because effective management of teachers invariably brings about the attainment of educational goals. This argument is consistent with Egharevba and Omorigiwa's (2006) position that a principal who cannot properly manage the teachers, ensure that they are punctual and ready for their duties will never be effective, as the entire school objective would not be realized in such situation. Similarly, administrative effectiveness also depends on the size of the organization (Hofler, 2010). If the school size is much more than what a principal can handle, an assistant is to be appointed for him or his effectiveness will be undermined.

In a study conducted by Ereh and Okon (2015) which examines the relationship between keeping of teachers' records and administrative effectiveness of principals in public secondary schools in Uyo Local Education Committee of Akwa Ibom State, it is observed that principals' administrative effectiveness is also contingent on the ability of the principals to ensure that teachers' records are properly created, stored, retrieved, and appropriately utilized in the execution of administrative functions. Such records are necessary for the appraisal of teachers' performance and monitoring of students' academic

performance. In other words, principals' ability to keep accurate and up-to-date records, especially teachers' records will bring about the achievement of organizational standard which Ereh and Okon (2015) see as the hallmark of principals' administrative effectiveness. They further suggest other determinants of principals' administrative effectiveness as accountability, performance improvement, monitoring and evaluation.

Also, school climate is one of the determinants of principals' administrative effectiveness. This argument is supported by Bakhsh, Saadi and Rassol (2014), who believe that school climate is a significant predictor of administrative effectiveness. Admittedly, positive school climate is relevant to principal's administrative effectiveness as unfriendly, rigid, and closed school climate undermines the attainment of educational objectives and thus, principals' administrative effectiveness (Azhar, 2013; Batista, 2012; Bush, 2003; Chesterfield, 2009; Mendel, 2012; Smith, 2009). In an empirical research carried out in Edo State on the relationship between school climate and school management effectiveness, Adeyanju's (2012) findings demonstrate that school climate positively relates to school management effectiveness, thereby relating to the administrative effectiveness of principals. This is in line with the findings of Oyetunju (2006) and supported by the works of Igbokwe, Okorji and Asiegbu (2016). The principal is likely to perform optimally and effectively if the organizational support is high, school environment is friendly, and interpersonal relationship is enjoyable.

Another obvious determinant of principals' administrative effectiveness is the personality traits of the principals. Adeniyi (2014) has found out after an investigative

study that conscientiousness was the necessary personality trait, which predisposed secondary school principals to be administratively effective. With the help of sophisticated techniques, researchers have confirmed that certain personality traits predict principals' administrative effectiveness (Bakhsh, Saadi & Rassol, 2014). They point out that effective administrators are usually alert to social environment, dependable, dominant, physically charming, ambitious, achievement oriented, gallant, exciting, assertive, cooperative, adaptable to situations, decisive, willing to assume responsibility, energetic, having good sense of humour, persistent, self-confident, tolerant to stress and so on. Adeniyi (2014) is also of the opinion that an effective principal must have certain qualities; he must be someone who is pragmatic, dynamic, warm-hearted, attentive, emotionally mature and of pleasant personality because he is seen as a standard-setter and a crucial component of the social system. This is to show that some administrative problems in secondary schools are caused by the negative attitudes and poor personality traits of some principals. Emotional intelligence also helps the principals to influence both the teachers and students towards achievement of educational goals (Adeniyi & Omoteso, 2014).

### **Principals' Alienation and Administrative Effectiveness**

The connection between alienation and education in general is essential, never to be overlooked (Dean, 1961). In the study of Adewumi (cited in Duvie, 1994), he examines worker alienation in some selected establishments in Ibadan, Nigeria, including a university. The findings of the study show that alienation is a reality every institution whether educational or non-educational establishments face. The findings reveal that there

is the tendency of alienation being higher among the junior workers who mostly perform routine tasks. On the foregoing, principals are managers and mostly perform the administrative and managerial tasks. And so, if research shows that the staff in the lower positions are likely to feel more alienated than those in the higher positions, it means that principals may feel little or no alienation. Although, the implication of the study is that it has given a possible feeling of alienation of staff in Nigerian educational institutions.

Furthermore, studies have shown, according to Duvie (1994) that alienation correlates negatively with education, organizational rank, socio-economic status, social participation while the ability to socialize or socialization has no total and direct effect on alienation. She further shows that alienation also correlates negatively with organizational participation and general job satisfaction. In the same vein, where alienation is treated unidimensionally with several related social referents, there is often a positive relationship between alienation in each one of the referents. Nevertheless, Duvie (1994) contends that the predictors of alienation are expected to be universal, irrespective of differences in the political and cultural situations of the environments under consideration.

Sometimes, it appears that factors that create alienation among principals invariably undermine principals' administrative effectiveness while factors that cause principals' administrative ineffectiveness tend to fall in line with those agents of alienation. For instance, one factor that relates to attitude is alienation and anything that relates to attitude may relate to administrative disposition (Caglar, 2013). Oyewole (2013) asserts that principals of secondary schools in the Southwestern Nigeria, (precisely in Ondo and Ekiti States), are faced with inadequacy and sometimes non-availability of infrastructural

facilities that should help smoothen the teaching and learning process, thus, posing special administrative problems. He further states that the list does not include the social stresses and conflicts, accompanying social interaction in the schools, nor does it include the social and psychological conflicts resulting from ethnic and personality differences in the school setting. It is very important to recall that these inadequacies, differences, and conflicts are also agents of principals' alienation.

Principals' administrative effectiveness predicts the end or goal of educational objectives of schools. An effective administrator or principal is one who has achieved educational goals of his school. However, studies show that powerlessness as a dimension of principals' alienation, which is expressed as the absence of control over the products presented and the tools used by the principals', relates to the individual's low expectations of success, despite the presence of high-level goals (Erbas, 2014). This seems to say that principals' alienation may not have positive relationship with administrative effectiveness. In the same way, it seems that almost all the dimensions of alienation influences institutional goals in one way or the other. For instance, Erbas (2014) observes that normlessness, a dimension of principals' alienation, entails not approving of the need for behaviours that are deemed as necessary for achieving schools goals. This is the same with isolation which expresses the lack of friendship ties and results in the lowest participation rates in the organizational context (Seeman, cited in Erbas, 2014). This seems to apply to other dimensions of principals' alienation in relation to principals' administrative effectiveness. Anyway, an empirical research by Guo, Dai and Yang (2016) indicates that

there is a significant relationship between principals' alienation and job performance which automatically relates to principals' administrative effectiveness.

Alienation disrupts power and control of an employee who may be a principal and this powerlessness can be eradicated through empowerment. Empowerment helps the employee to be more certain of the relationship between their efforts (inputs) and outcomes such as promotion (Brashear, Manolis, & Brooks, 2005). Empowerment may increase job satisfaction, administrative effectiveness and organizational commitment (Beecroft, Dorey, and Wenten, 2008). The more control a worker has, the less alienated the work is.

### **Empirical Studies**

This section contains both empirical studies on principals' administrative effectiveness and principals' alienation.

#### **Empirical Studies on Principals' Administrative Effectiveness**

Akomolafe (2012) carries out a comparative study on the level of administrative effectiveness of principals of public and private secondary schools in Ekiti State, Nigeria. To guide the research, two research questions are raised and answered. Two hypotheses are formulated at 0.05 level of significance. Descriptive research design is adopted for the study. The population for the study consists of teachers in both public and private schools. 295 respondents are sampled, 191 from public institutions, 104 from private institutions. Data are gathered using a self-constructed questionnaire titled, "Principals' Administrative Effectiveness in Secondary Schools (PAESS). Descriptive analysis is adopted and the mean score obtainable on each item is 4.00. The mean rating below 2.00 is rated low, while

mean rating from 2.00 to less than 2.49 as moderate, and mean rating from 2.50 to above 3.00 is rated high.

Meanwhile, the hypotheses are tested using t-test statistical method and the findings reveal that the calculated value is greater than the table value. The result is significant at 0.05 and therefore is rejected. Therefore, there is significant difference in administrative effectiveness in public and private secondary schools. The mean for the private school is higher than the public schools, therefore the level of administrative effectiveness in private schools is higher than that of public schools. It is also revealed that schools with high level of administrative effectiveness manifest high level of discipline. It is therefore recommended among others that the principals of public schools should be more skillful in their administrative strategies to enhance the level of students' discipline.

The study shares some similarities and dissimilarities with the present study. Both researches study public secondary schools' principals from the same South West geographical zone. The two studies use questionnaire for collection of data. Again, both study principals' administrative effectiveness in secondary schools. However, the area of study is not the same, while the study under review is done in Ekiti State, the present study is carried out in Oyo State. Whereas the previous study is a comparative study between public and private school principals, the present study concentrates on public school principals only. The previous study uses one self-constructed questionnaire for data collection while the present study makes use of two self-constructed questionnaires. It also adopts descriptive research design while the present study adopts a correlational research design. The previous study makes use of t-test for testing the hypotheses and the present study uses

Pearson Product Moment Correlation and Multiple Regression Analysis for data analysis. Finally, the previous study, even though it studies administrative effectiveness, does not show its relationship with principals' alienation.

Udalla (2014) conducts a study on principals' administrative effectiveness in secondary schools in Anambra State. The aim of the study is to identify competencies that are essential to administrative effectiveness of secondary school principals; and to assess the extent the principals possess and apply the identified competencies. Descriptive research design is adopted for the study. Five research questions and seven hypotheses are formulated to guide the study. Two set of questionnaires, applied in two phases, are used for the research. The samples for the identification phase is 81 supervisors and 135 secondary school principals while the samples for the second phase consist of 69 supervisors, 117 principals and 1280 teachers. Analysis of data is done using mean, t-test and Analysis of Variance (ANOVA). The study finds, amongst others, that management, leadership, human/interpersonal relations, cognitive and curriculum competencies, in this order, are the competencies generally identified by the principals and supervisors as highly essential for administrative effectiveness. Findings among others indicate that though principals possess the five competencies, their application of three of the five competencies is high while cognitive and leadership competencies are least applied. Equal proportions of the external and internal factors are found out to affect principals' application of the competencies.

The study, like the present work, studies administrative effectiveness of principals in secondary schools. Both use two sets of questionnaires to collect data. The area of study

differs, while this previous study is done in Anambra State, the present study is done in Oyo State. The previous study administers its two sets of questionnaires in two phases with different sample sizes while the present study administers its two sets of questionnaires once. It also adopts descriptive research design unlike the present study that adopts correlational research design. Analysis of data is done in the previous work using t-test and Analysis of Variance (ANOVA) while Pearson Product Moment Correlation and Multiple Regression Analysis is used in the present work. Though, the previous research studies administrative effectiveness of principals, it does not show whether principals' alienation is one of the external and internal factors that undermine administrative effectiveness.

Oyewole (2013) investigates the situational factors and principals' administrative effectiveness in Akure North/South and Ikere Local Government Areas of Ondo and Ekiti States in Nigeria. Four research questions are raised to direct the study and three hypotheses are formulated. It adopts descriptive research design. The population for the study consisted of all the principals and teachers of public secondary schools in Akure North/South and Ikere Local Government Areas of Ondo and Ekiti States respectively. A total number of 25 principals and 250 teachers are selected for the study using proportionate random sampling technique. Data are collected with two sets of questionnaires designated Principals Demographic Inventory (PDI) for principals and Principals Effectiveness Inventory (PEI) for the teachers. The hypotheses formulated for the study are tested using t-test at 0.05 level of significance. The results show that no significant difference exists in the administrative effectiveness of principals based on school location and mode of communication.

The study like the present research studies administrative effectiveness of principals in secondary schools. Both works use two sets of questionnaires for data collection. Both researches study secondary schools' principals from the same South West geo-graphical zones. Never the less, the area of the studies is not exactly the same, while the previous study is carried out in Ondo and Ekiti States the present work is done in Oyo State. Sample for the previous study is selected through proportionate random sampling technique while the present study uses simple random sampling technique. Data are analyzed in the previous study using t-test while the present study uses Product Moment Correlation and Multiple Regression Analysis. Both works study factors that could relate to principals' administrative effectiveness. However, the previous study does not consider factors like principals' alienation.

Uzoigwe (2013) conducts an empirical study that investigates the extent of administrative effectiveness of public and private secondary school principals in Enugu Education Zone of Enugu State. The study adopts a descriptive survey design. The population of the study is 2514 teachers and the sample is 345 teachers. The multi-stage and stratified random sampling techniques are used to obtain the sample for the study. Five research questions and five hypotheses are formulated to guide the study. A 30 items structured questionnaire with a four-point rating scale is used to elicit responses from the teachers. The data collected are analyzed using mean and standard deviation for research questions and t-test statistic for the null hypotheses. The study reveal that the private secondary school principals are more effective in the administration of their schools than principals of public secondary schools. Recommendations based on the findings of the

study suggest among other things that radical improvement of funding and maintenance of the schools, adoption of modern management practices, strict enforcement of discipline and continuous training and motivation of principals and teachers.

In relation to the present study, both studies have similar interest, to generally improve principals' administrative effectiveness. Both use four-point rating scale to elicit responses. The study uses stratified random sampling while the present work uses simple random technique. The previous work adopts a descriptive survey design while the present study adopts correlational survey design. The previous work uses teachers as respondents while the present work uses principals as respondents. The previous work uses t-test to test the hypotheses and mean and standard deviation to answer research questions while the present work uses Product Moment Correlation to answer the research questions with Multiple Regression Analysis to test the hypotheses. The previous work studies public and private secondary school principals while the present study concentrates on public secondary school principals.

Adeniyi (2014) conducts a research on the personality traits and administrative effectiveness of secondary school principals in Southwestern Nigeria. It is a descriptive survey design. The sample size comprises of 53 principals and 821 teachers who are selected from 53 public secondary schools from four states in Southwestern Nigeria using multi-stage and purposive sampling techniques. Principals' Personality Traits Questionnaire (PPTQ) and Principals' Administrative Effectiveness Questionnaire" (PAEQ) are the instruments used to collect data from the respondents. Descriptive statistic and chi-square statistics are employed for data analyses. The results of the findings show

that 65.8% of teachers indicates that their principals are very effective. The most exhibited personality trait as reported by principals (56.6%) is conscientiousness. Above, the result shows that there exists a significant relationship between personality traits (extraversion, agreeableness, conscientiousness, neuroticism, openness) and administrative effectiveness of secondary school principals. Thus, the study concludes that conscientiousness is the necessary personality trait which predisposes secondary school principals to be effective in discharging their administrative duties.

Both the previous work and this current research study public secondary school principals. Both studies use principals as respondents. The previous work uses purposive sampling technique while the present work uses strategic sampling technique. It also employs chi-square statistics for data analyses whereas the present work uses Product Moment Correlation and Multiple Regression Analysis. The previous work uses both principals and teachers as respondents while the present work uses principals as respondents. The work adopts descriptive survey design while the present work adopts correlational survey design. Like the present study, the study shows some personality conditions that can enhance administrative effectiveness of principals, although, the area of the study looks at the entire states in the Southwestern Nigeria while the present study looks at the relationship between principals' alienation and administrative effectiveness of secondary school principals in a particular state in the Southwestern Nigeria.

Adeniyi and Omoteso (2014) conduct a study that examines the relationship between emotional intelligence and administrative effectiveness of secondary school principals. It is a descriptive survey design. The population of the study consist of teachers

and students in secondary schools in Southwestern Nigeria. The sample is made up of 821 teachers and 1, 723 students who are drawn from 53 public secondary schools in four states in Southwestern, Nigeria using multistage and purposive sampling techniques. Four states are selected from the six states in Southwestern Nigeria using random technique. From each state, five local government areas (LGAs) are selected using simple random sampling technique. Three schools are selected from each LGA using purposive sampling technique making a total of 60 schools. The teachers are selected from 53 schools using purposive sampling technique, while 1,723 students are selected using stratified sampling method with sex and age as strata. Purposive sampling technique is used to select the teachers who have spent at least two years in their current schools. Two instruments: Principals' Administrative Effective Questionnaire (PAEQ) and Principals' Emotional Intelligence Questionnaire (PEIQ) are administered on the respondents to collect data. The results reveal that 65.8% of the teachers respond that secondary school principals are very effective. It is shown that 54.2% of the teachers indicate that most principals possess very high emotional intelligence. It is also revealed that there is a significant relationship between levels of emotional and administrative effectiveness of secondary schools' principals. Therefore, it is concluded that the principals possess very high level of emotional intelligence and that has imparted on their administrative effectiveness.

The study shares something in common with the present study; they both study the administrative effectiveness of secondary school principals and agree that the principals' human condition do impart on their administrative effectiveness. Both studies use two sets of questionnaires for data collection. Both studies are carried out from the same South West

geo-political zone. The study is done in six states in Southwestern Nigeria while the present study is done in one state in Southwestern Nigeria. The study adopts a descriptive survey design unlike the present study that adopts correlational survey design. The population of the study differs from that of the present study, it comprises teachers and students whereas the present study consists of principals. However, the previous study limits itself to emotional intelligence and administrative effectiveness.

Muraina (2014) carries out a study to examine the relationship between principals' managerial skills and administrative effectiveness in secondary schools in Oyo State, Nigeria. A correlation survey design is adopted for the study. Four research hypotheses are formulated to guide the study. The population of the study comprises all the secondary schools in Oyo State. Simple random sampling technique is used to select 20 secondary schools. In each of the schools, 10 teachers are selected. 200 teachers serve as subjects for the study. A researcher designs questionnaire, Principal Managerial Skills Questionnaire (PMSQ) is used to elicit relevant data for the study. Content validity is adopted to ascertain the validity of the instrument while test-re-test method is used for the reliability test. Pearson Product Moment Correlation Statistics is used to test the research hypotheses at 0.05 significance level. The findings reveal among others that there is significant relationship between principals' managerial skills and administrative effectiveness.

The study is similar to the present study in the sense that both research on administrative effectiveness of principals in secondary schools. Both studies are conducted in the same area, Oyo State. Both adopt the same correlational survey design. Both test the

hypotheses at 0.05 level of significance. However, the previous study testes the hypotheses with Pearson Product Moment Correlation Statistics only while the present study uses both Pearson Product Moment Correlation and Multiple Regression Analysis. Teachers constitute the respondents in the previous study whereas principals constitute the respondents in the present work. One questionnaire is used for data collection in the study while two sets of questionnaires are used in the present study. The reliability of the instrument is tested with test-re-test in the previous study but with Cronbach Alpha in the present work. The study only shows the relationship between principals' managerial skills and administrative effectiveness but not the relationship between principals' alienation and their administrative effectiveness.

### **Empirical Studies on Principals' Alienation**

Duvie (1995) conducts a study that investigates the impact of ethnicity and religious affiliation on the alienation of university staff from their co-workers, friends at work and their jobs. Sex, age, educational qualification, staff category official rank and the communication ability of the staff in the dominant Nigerian language among staff are examined as moderating variable that influences the study. A Correlational survey design is adopted for the study. Five hundred and thirty-two members of academic and non-academic staff of six Nigerian universities are selected as sample using stratified sampling technique. Three instruments are used to obtain data from the respondents: Ethnic Affiliation Scale (EAS), Religious Affiliation Scale (RAS) and Staff Affiliation Questionnaire (SAQ). The instruments are duly validated by experts and Cronbach Alpha

is applied to ensure its reliability. Multiple regression is used to analyze data at a critical level of significance, not greater than 0.5. The findings reveal that ethnicity and religious affiliation contribute significantly to the alienation of the total university staff from their jobs, friends, and co-workers.

Also, members of staff in the Northern universities are more alienated from the co-workers and their jobs but are least alienated from their friends at work compared with their colleagues in the East and West, who face the same situation. The Western university staff are more alienated from their friends at work but least alienated from their co-workers compared to their colleagues in the North and East. Female staff are more alienated from friends at work than their male counterparts. Masters degree holders among the university staff feel least alienated from their jobs compared to the first and doctorate degree holders as first-degree holders among the university staff feel more alienated from their co-workers compared to those who hold masters and doctorate degree. Lastly, those who belong to the lower cadre of the senior staff cadre feel more alienated from friends at work compared to their very senior colleagues. The study compares level of alienation between lower and senior staff in Nigerian universities.

The study like the present work studies the alienation of senior staff. Both studies adopt correlational survey design. Both use Cronbach Alpha for the reliability of the instruments. However, the study is limited to universities. The study uses stratified sampling technique while the present study uses simple random technique. It neither considers secondary school staff nor examines principals' alienation in relation to their administrative effectiveness as the present study does. The study uses three instruments for

data collection unlike the present study that uses two instruments. The study uses only Multiple Regression Analysis for data analyses while the present study uses both Multiple Regression Analysis and Pearson Product Moment Correlation for data analysis.

Abdollahi, Namvar and Zahed (2014) carry out an investigative research on the relationship between organizational alienation and quality of work life of the primary schools' teachers and administrators in Ardabil city, Iran. Correlational research design is adopted in the study. The population consists of all the primary school teachers and administrators, according to the Department of Education in Ardabil, which 110 managers and 530 teachers. 217 teachers and 86 managers of schools are selected for data collection through random sampling technique. Two sets of questionnaires are used: Walton's Quality of Work Life Questionnaire and Institutional Alienation Questionnaire. Descriptive statistics is used for data analysis, namely mean, median, frequency, percentage and so on. Inferential statistics is also used such as correlation and multiple regressions. The findings reveal that there is no significant relationship between managers' quality of work life and organizational alienation but there is significant relationship between organizational alienation and the teachers' quality of work life.

The study is similar to the present work because both show a relationship between school administrators' alienation and their quality of work among other things. Both studies adopt correlational research design. Both use two sets of questionnaires for data collection. However, the study does not make any attempt to find out if there is any relationship between principals' alienation and their administrative effectiveness. Again, the population of the study differs from that of the present study, while the population of the study consists

of teachers and administrators, the population of the present study consists of principals. Descriptive and inferential statistics like mean and Multiple Regression Analysis respectively, are used for data analysis in the previous study while only inferential statistics like Multiple Regression Analysis is used for data analysis in the present study.

Erbaş (2014) conducts a study on the relationship between alienation levels of physical education teacher candidates and their attitudes towards the teaching profession. The study adopts correlational research design. The study group consists of 695 teacher candidates studying in physical education and sports teaching departments of five different universities (Aksaray University, Gazi University, Karamanoglu Mehmet Bey University, Ahi Evran University and Kirikkale University). Two instruments are used for data collection: Student Alienation Scale and Attitude Scale towards the Profession of Physical Education. Descriptive statistics is used for data analyses such as percentage, mean, standard deviation and so on. Also, the t-test and one-way Analysis of Variance (ANOVA) are used for independent groups with the aim of identifying the difference between descriptive statistics (number, percent, arithmetic mean and standard deviation) and the dependent and independent variables, and the Pearson Product Moment correlation coefficient is used with the aim of identifying the relationship. Multiple Regression Analysis is used in order to test whether the physical education teacher candidates' alienation levels contribute to their attitudes towards the teaching profession. The study reveals that the relationship between alienation levels and attitudes of physical education teacher candidates towards teaching profession are moderate and alienation levels are important predictors of the attitude levels towards the teaching profession.

Like the study, the present research similarly studies staff alienation. Both show that one's level of alienation relates to one's teaching profession. Both adopt correlational research design. Both use two instruments for data collection. However, the area of study is not the same, the study is done outside Nigeria whereas the present study is done within Nigeria. The study does not relate principals' alienation to their administrative effectiveness like the present study. While the present study uses Pearson Product Moment Correlation and Multiple Regression Analysis for data analysis, the previous study uses percentage, mean, standard deviation, t-test, one-way Analysis of Variance (ANOVA), Pearson Product Moment correlation coefficient and Multiple Regression Analysis.

Yorulmaz, Altinkurt and Yilmaz (2015) carry out a research on the relationship between teachers' occupational professionalism and organizational alienation. The study adopts correlational survey design. The population of the study consists of 1,204 primary, secondary, and high school teachers working in Turkey during the 2014-2015 academic year. The sample of the study consists of 303 teachers working in the Mugla province of Turkey. Participants are selected by using the disproportionate cluster sampling technique. Data are collected through the application of the Teachers' Occupational Professionalism Scale and the Work Alienation Scale. Descriptive statistics, t-test, ANOVA and correlation analyses are all used to analyze the data. The findings reveal that the participant teachers' level of occupational professionalism is high. Among the occupational professionalism dimensions, teachers consider they have professional awareness the most. This is followed by emotional labour, contribution to organization, and personal development. Teachers' occupational professionalism differ according to gender and school type variables, while it

does not differ according to seniority and time in service at the current school. The participant teachers' alienation is low. Among the alienation dimensions, teachers consider alienating the school the most, even if its level is low, followed respectively by powerlessness, isolation, and meaninglessness dimensions. Teachers' alienation differs according to gender, school type, seniority, and time in service at the current school variables. The study indicates there are significant relationships between alienation and occupational professionalism levels of teachers.

Relationally, both the study and the present research study staff alienation. Both adopt correlational research design. Both use two instruments for data collection. However, the study is done outside Nigeria while the present study was done in Nigeria. The study uses disproportionate cluster sampling technique while the present study uses simple random sampling technique. Also, the previous study uses both descriptive and inferential statistics for data analysis whereas the present study uses only inferential statistics. Lastly, while the study concentrates on teachers' alienation, the present study focuses on principals' alienation.

Amazue, Nwatu, Ome and Uzuegbu (2016) conduct a research on the relationship between perceived leadership style, organizational justice and work alienation among Nigerian University employees. The study group consists of 241 staff of the University of Nigeria, Nsukka. Their ages range from 25 years to 58 years, with a mean age of 41.5 years. The sample consists of 118 males and 123 females. Out of the 241 respondents, 94 are academic staff and 147 are non-academic staff; 116 are senior staff and 75 are junior staff. Work Alienation Scale, Multi-Factor Leadership Questionnaire and Organizational Justice

Scale are used for data collection. Multiple regression analysis is used for data analysis. The study reveals that transformational leadership style negatively predicts work alienation and contributes 2% variance in work alienation. The result further shows that transactional leadership style positively predicts work alienation and contributes 5% variance in work alienation.

The study like the present work studies the alienation of government employees. Both use the same random sampling technique for selection of the sample size. Both study are conducted in Nigeria. Both use Cronbach Alpha for the reliability of the instruments. However, the study adopts a cross sectional survey while the present study adopts correlational survey design. The study is limited to a university. It neither considers secondary school staff nor examines principals' alienation in relation to their administrative effectiveness as the present study did. The study uses three instruments for data collection unlike the present study that uses two instruments. The study uses only Multiple Regression Analysis for data analyses while the present study uses both Multiple Regression Analysis and Pearson Product Moment Correlation for data analysis.

### **Summary of Literature Review.**

The review shows that administrative effectiveness is a key determinant of school success and the principal of any school is the major driver of the institution's goals and objectives. Administrative effectiveness of principals is a prerequisite for school success. Studies have shown that principals' administrative effectiveness is the assurance for school effectiveness. Administrative efforts of principals are necessary in realizing schools' goals

and objectives. The abilities of the principals are central to achieving the goals and objectives of schools. The theoretical base upon which this study is hinged includes equity theory and self-efficacy theory. In the theoretical studies, dimensions of principals' alienation and determinants of principals' administrative effectiveness are reviewed. The review establishes that little or no sense of alienation among principals might generate empowerment and satisfaction that could improve administrative effectiveness. It seems also from the review that principals' alienation is closely associated with lower commitment, low satisfaction and may ultimately result in poor performance, frustration, intention to leave the work place, and perhaps, administrative inefficiency and ineffectiveness

In sum, there are so many researches done successfully in Nigeria on administrative effectiveness of principals of secondary schools and number of studies equally examined specific variables related to alienation but, there is a dearth of research concerning principals' alienation. Although, some of the studies are similar to the present study, they are, never the less, largely carried out overseas and thus, the need for this study. Besides, none of the studies seems to associate principals' alienation with their administrative effectiveness and this gap in knowledge has necessitated this present study on the relationship between principals' alienation and their administrative effectiveness in secondary schools in Oyo State.

## **CHAPTER THREE**

### **METHOD**

This chapter is a description of the research method used in the study. It discussed the Research Design, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Methods of Data Collection and Method of Data Analysis.

#### **Research Design**

The study adopts a correlational research design. Correlational research design indicates the direction and magnitude of relationship between variables (Nworgu, 2015). It is correlational design because the study seeks to establish the direction and magnitude of the relationship between two or more variables. The design will help the researcher to determine within the study framework if organizational alienation has any relationship with principals' administrative effectiveness. Thus, the researcher considers correlational research design appropriate for the present study.

#### **Area of the Study**

The study is carried out in all public secondary schools in the eight education zones of Oyo State. Oyo State is located in the South-West geopolitical zone of Nigeria. It is one of the three States carved out of the former Western State of Nigeria in 1976. Its capital is Ibadan. It has 33 Local Government Areas. It is bounded in the south by Ogun State, in the north by Kwara State, in the east by Osun State, and in the west by partly Ogun State and

the Republic of Benin. The State covers a total of 27,249 square kilometers of land mass. The State has a population of about 4.5 million who are mainly Yoruba people. The people are characteristically agrarian (The Official Website of the Government of Oyo State, 2017).

The choice of Oyo State as the area of the study is informed by its contiguity to the researcher and the recent educational challenges in its secondary schools as experienced by the researcher in the area of poor performance in external examination and violence among students.

### **Population of the Study**

The population of the study consists of all the 628 principals in the public secondary schools in the eight education zones of Oyo State. At the time of this study, the eight education zones are: Ibadan City Zone with 165 schools, Ibadan Less City Zone with 172 schools, Ogbomoso Zone with 85 schools, Oyo Zone with 55 schools, Saki Zone with 43 schools, Irepo Zone with 18 schools, Ibarapa Zone with 30 schools, and Kajola Zone with 60 schools (Ministry of Education, Science and Technology, Oyo State, 2016; See Appendix IX, p. 129).

### **Sample and Sampling Technique**

The sample for the study is 318 principals randomly drawn out from the population of 628 principals. Five out of the eight education zones were drawn out through simple random sampling technique. These five education zones (Ibadan Less City, Oyo, Saki, Irepo, and Ibarapa) have 318 principals. The entire 318 principals are used for the study.

## **Instrument for Data Collection**

The researcher uses two research instruments, namely: Principal Alienation Scale (PAS) and Principal Effectiveness Questionnaire (PEQ).

In the one hand, the Principal Alienation Scale (PAS) is used to measure organizational alienation. It is a short descriptive measure for principals' alienation developed by the researcher for the current study. PAS is a 25-item questionnaire, which assesses critical strands of manifestations of the principal in the school workplace. Each item consists of description of the dimensions of alienation in schools. The PAS has five clusters: meaninglessness, powerlessness, normlessness, isolation, and self-alienation. The PAS is a four-point scale with response mode of Strongly Agree (SA)- 4 points, Agree (A)- 3 points, Disagree (D)-2 points, Strongly Disagree (SD)-1 point (See Appendix II, p. 111).

On the other hand, the Principal Effectiveness Questionnaire (PEQ) is used to collect information on principals' administrative effectiveness. It is self-assessment guide for measuring principals' administrative effectiveness developed by the researcher for the current study. The instrument measures principals' accountability, performance improvement, curriculum development, personnel management, monitoring and evaluation. It is a four-point scale with response mode of VH-Very High-4 points, H- High- 3 points, L- Low- 2 points, VL- Very Low- 1 point (See Appendix III, p. 113).

## **Validation of the Instrument**

The copies of the questionnaire together with the research topic, purpose of the study, research questions and hypotheses are given to three experts for validation; one in Measurement and Evaluation, and two in Educational Management, respectively from the Department of Educational Foundations and Department of Educational Management and Policy in the Faculty of Education, Nnamdi Azikiwe University, Awka. The experts recommend among other things that only the principals should be used as respondents. Also, the “Principal Assessment Questionnaire (PAQ)” is changed to “Principal Effectiveness Questionnaire (PEQ)”.

Furthermore, the “Principals Alienation Scale (PAS)” is collapsed into clusters according to the purpose of the study and its response scale changes from “Very High Extent-Very Low Extent” structure to “Strongly Agree-Strongly Disagree” structure. Double barrel items are demerged in the “Principal Effective Questionnaire (PEQ)” because they may not give the same response. The experts’ corrections are effected in the sets of the questionnaire to strengthen the final draft (See Validators’ comments and corrections Appendices VIII, p. 119).

## **Reliability of the Instrument**

A trial test is carried out to determine the internal consistency of the instruments using the Cronbach Alpha. The instruments are administered on 18 principals in Ondo State. Ondo State is chosen because of its educational historicity to Oyo State. The present Ondo state use to be part of the education zones of Oyo State (Olorode & Adeyemo, 2012).

It is also seen, like Oyo State, as one of the educationally advantaged states in Nigeria. The data collected are analyzed and the reliability indices of the Principal Alienation Scale (PAS) and Principal Effectiveness Questionnaire (PEQ), are 0.78 and 0.82 respectively (See Appendices XV, p. 154 & XVI, p. 157). The reliability indices of all the clusters of the Principal Alienation Scale (PAS) are 0.88, 0.77, 0.78, 0.66, and 0.67 for Meaninglessness, Powerlessness, Normlessness, Isolation and Self-Alienation respectively (See Appendices X, XI, XII, XIII and XIV, pp. 144-152). Thus, the instruments are considered reliable in line with the view of Gliem and Gliem (2003) that the closer Cronbach's Alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale.

### **Method of Data Collection**

Data are collected by the researcher with the help of five research assistants. These assistants are briefed on how to distribute copies of the questionnaire. The selected schools are visited. Copies of the questionnaire are administered individually to the targeted audience and responses collected on the spot. The researcher and his assistants administer 636 copies of the questionnaires. After the exercise, 12 copies are invalid and 624 copies are retrieved and used for the data analysis. Permission to administer the instruments to the principals is granted by the Commissioner of Education, Science and Technology, Oyo State (See Appendix V, p. 116).

## Method of Data Analysis

The data collected are analyzed with Pearson Product Moment Correlation and Multiple Regression Analysis, using Statistical Package for Social Sciences (SPSS). Pearson Product Moment Correlation is used to answer research questions and test hypotheses 1 to 5. Regression analysis is employed to answer research question 6 and test hypothesis 6. Hypotheses are tested at 0.05 level of significance (See the SPSS, Appendix XII, p. 148).

Accordingly, calculated Probability value ( $P$ ) is compared with stipulated level of significance so that where the  $P$  value is less than the stipulated level of significance (0.05), the null hypothesis is rejected but where the  $P$  value is greater than the stipulated level of significance, the null hypothesis is not rejected.

In answering the research questions, the following rule suggested by Best and Kahn (2006) is used for judging correlation in this work:

.00	-	.20	(negligible),	.20	-	.40	(low),
.40	-	.60	(moderate),	.60	-	.80	(substantial) and
.80	-	1.0	(High to Very High)				

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

The data collected in the field for the study are analyzed and the summaries presented in tables to highlight the findings in this chapter. The presentation is in sequential order.

#### Research Question One

What is the relationship between the principals' scores on meaninglessness and their administrative effectiveness in secondary schools in Oyo State?

**Table 1. Pearson's Correlation between meaninglessness and principals' administrative effectiveness**

Variables	N	Meaninglessness	Principal Administrative Effectiveness	Remark
Meaninglessness	312	1	-.013	Negligible
Principal Administrative Effectiveness	312	-.013	1	

Table One shows that the Pearson's Correlation Coefficient,  $r(312) = -.013$ . Going by the rule of Best and Kahn (2006) as indicated in the method of data analysis,  $r(-.013)$  is between .00 and .20, therefore, the correlation is negligible. This shows that negligible and negative correlations exist between the principals' scores on meaninglessness and their administrative effectiveness in secondary schools in Oyo State.

### Research Question Two

What is the relationship between the principals' scores on powerlessness and their administrative effectiveness?

**Table 2. Pearson's Correlation between powerlessness and principals' administrative effectiveness**

Variables	N	Powerlessness	Principal Administrative Effectiveness	Remark
Powerlessness	312	1	-.022	Negligible
Principal Administrative Effectiveness	312	-.022	1	

Table 2 shows that the Pearson's Correlation Coefficient,  $r(312) = -.022$ . The rule of Best and Kahn (2006) as indicated in the method of data analysis,  $r(-.022)$  is between .00 and .20, so, the correlation is negligible. This is an indication that there is a negligible but negative correlation between the principals' scores on powerlessness and their administrative effectiveness in secondary schools in Oyo State.

### Research Question Three

What is the relationship between the principals' scores on normlessness and their administrative effectiveness in secondary schools in Oyo State?

**Table 3. Pearson's Correlation between normlessness and principals' administrative effectiveness**

Variables	N	Normlessness	Principals' Administrative Effectiveness	Remark
Normlessness	312	1	-.068	Negligible
Principals' Administrative Effectiveness	312	-.068	1	

As shown in Table Three, the correlation between normlessness and principals' administrative effectiveness is  $-.068$ . This shows that negligible and negative correlations exist between the principals' scores on normlessness and their administrative effectiveness.

#### Research Question Four

What is the relationship between the principals' scores on isolation and their administrative effectiveness in secondary schools in Oyo State?

**Table 4. Pearson's Correlation between isolation and principals' administrative effectiveness**

Variables	N	Isolation	Principals' Administrative Effectiveness	Remark
Isolation	312	1	.388	Low Positive
Principals' Administrative Effectiveness	312	.388	1	

As indicated in Table Four, a low positive relationship exists between the principals' scores on isolation and their administrative effectiveness because the rule of Best and Kahn (2006) as seen in the method of data analysis, shows that  $r$  (.388) is between .20 and .4. Therefore, the relationship is low and positive.

### Research Question Five

What is the relationship between the principals' scores on self-alienation and their administrative effectiveness in secondary schools in Oyo State?

**Table 5. Pearson's Correlation between self-alienation and principals' administrative effectiveness**

Variables	N	Self-Alienation	Principals' Administrative Effectiveness	Remark
Self-Alienation	312	1	-.005	Negligible
Principals' Administrative Effectiveness	312	-.005	1	

Table Five shows that the Pearson's correlation coefficient ( $r$ ) was -.005. The size and direction of the correlation coefficient shows that a negligible and negative relationship exists between the principals' scores on self-alienation and their administrative effectiveness.

### Research Question 6

What is the composite contribution of the principals' scores on meaninglessness, powerlessness, normlessness, isolation, self-alienation to their administrative effectiveness?

**Table: 6. Summary of multiple regression analysis with the dimensions of principals' alienation predictors of principals' administrative effectiveness**

Predictors Entered	<i>B</i>	B	<i>t</i>	<i>P</i>
Constant	61.092		10.213	.000
Meaninglessness	-.056	-.013	-.254	.800
Powerlessness	-.133	-.032	-.594	.553
Normlessness	-.295	-.070	-1.333	.183
Isolation	.612	.389	7.408	.000
Self-Alienation	.043	.010	.190	.850
R	.39			
R <sup>2</sup>	.15			
Adj.R <sup>2</sup>	.14			
				.000

Using the multiple regression analysis in Table Six, the summary of analysis shows multiple regression coefficient ( $R = .39$ ), the coefficient of determination ( $R^2 = .15$ ). This indicates that the principals' scores on meaninglessness, powerlessness, normlessness, isolation, and self-alienation make a composite contribution of 15% to their administrative effectiveness. This means that 15% of the variance is accounted for by the four predictor variables when combined together.

### Hypothesis One

There is no significant relationship between the principals' scores on meaninglessness and their administrative effectiveness.

**Table 7. Test of Significance of Pearson's Correlation between meaninglessness and principals' administrative effectiveness.**

Variables	N	Meaningl essness	Principals' Administrative Effectiveness	<i>p</i> - <i>value</i>	<i>Remark</i>
Meaninglessness	312	1	-.013		
Principals' Administrative Effectiveness	312	-.013	1	.818	Not significant

Data analysis in Table Seven shows that the correlation between meaninglessness and principals' administrative effectiveness yields a Pearson's correlation coefficient ( $r$ ) =  $-.013$  and  $P = .818$ . Since the  $P$  is greater than the stipulated level of significance ( $0.05$ ), the null hypothesis is not rejected ( $P$ -value  $> 0.05$ ). Therefore, there is no significant correlation between the principals' scores on meaninglessness and their administrative effectiveness.

### Hypothesis Two

There is no significant relationship between the principals' scores on powerlessness and their administrative effectiveness.

**Table 8. Test of Significance of Pearson's Correlation between powerlessness and principals' administrative effectiveness**

Variables	N	Powerlessness	Principals' Administrative Effectiveness	p-value	Remark
Powerlessness	312	1	-.022		
Principals' Administrative Effectiveness	312	-.022	1	.693	Not Significant

Data analysis in Table Eight shows that there is no significant correlation between the principals' scores on powerlessness and their administrative effectiveness,  $r(312) = -.693$ ,  $P\text{-value} > 0.05$ . The null hypothesis is therefore not rejected.

### Hypothesis Three

There is no significant relationship between the principals' scores on normlessness and their administrative effectiveness.

**Table 9. Test of Significance of Pearson's Correlation between normlessness and principals' administrative effectiveness**

Variables	N	Normlessness	Principals' Administrative Effectiveness	p-value	Remark
Normlessness	312	1	-.068		
Principals' Administrative Effectiveness	312	-.068	1	.234	Not Significant

Data analysis in Table Nine shows that there is no significant correlation between the principals' scores on normlessness and their administrative effectiveness since  $r = -.068$  and  $P\text{-value} = .234$ . This is to say that the  $P$  is greater than the stipulated level of significance (0.05), the null hypothesis is therefore not rejected ( $P\text{-value} > 0.05$ ).

#### Hypothesis Four

The relationship between the principals' scores on isolation and their administrative effectiveness is not significant.

**Table 10. Test of Significance of Correlation between between 'isolation' and principals' administrative effectiveness**

Variables	N	Isolation	Principals' Administrative Effectiveness	p-value	Remark
Isolation	312	1	.388		
Principals' Administrative Effectiveness	312	.388	1	.000	Significant

Table Ten displays correlation coefficient,  $r = .388$  and  $P = .000$  ( $P < 0.05$ ). Since the  $P$  is less than the stipulated significance level, the null hypothesis is rejected. Thus, there is significant relationship between the principals' scores on isolation and their administrative effectiveness.

### Hypothesis Five

There is no significant relationship between the principals' scores on self-alienation and their administrative effectiveness.

**Table 11. Test of Significance of Correlation between between self-alienation and principals' administrative effectiveness**

Variables	N	Self-alienation	Principals' Administrative Effectiveness	p-value	Remark
Self-alienation	312	1	-.005		
Principals' Administrative Effectiveness	312	-.005	1	.928	Not Significant

Table Eleven displays correlation coefficient,  $r = -.005$  and  $P = .928$ . Since the  $P$  is greater than the stipulated significance level (0.05), the null hypothesis is not rejected. Thus, there is significant relationship between the principals' scores on self-alienation and their administrative effectiveness.

### Hypotheses Six

The composite contribution of the principals' scores on meaninglessness, powerlessness, normlessness, isolation, self-alienation to their administrative effectiveness is not significant.

**Test 12: Test of Significance of Multiple Regression Analysis with Dimensions of Principals' Alienation as Predictors of Principals' Administrative Effectiveness**

Predictors Entered	<i>B</i>	$\beta$	<i>t</i>	<i>P</i>
Constant	61.092		10.213	.000
Meaninglessness	-.056	-.013	-.254	.800
Powerlessness	-.133	-.032	-.594	.553
Normlessness	-.295	-.070	-1.333	.183
Isolation	.612	.389	7.408	.000
Self-Alienation	.043	.010	.190	.850
R	.39			
R <sup>2</sup>	.15			
Adj.R <sup>2</sup>	.14			
<i>F</i>	11.36			.000

As shown by the summary of the multiple regression analysis in Table Twelve, the regression coefficient (*R*) is .39, the coefficient of determination ( $R^2$ ) is .15,  $F= 11.36$  and  $P= .000$ . This means that 15% of the variance is accounted for, by the five predictor-variables when taken together. In other words, the five dimensions of principals' alienation (meaninglessness = -.013, powerlessness = -.032, normlessness = -.070, isolation = .389, self-alienation = -.010) contribute 15% in predicting principals' administrative effectiveness. This contribution is seen to be statistically significant since the significance of the composite contribution is tested at  $P<0.05$ . Specifically, the principals' scores on isolation makes the highest contribution in predicting principals' administrative effectiveness. In brief, the dimensions of principal's alienation make significant contributions in predicting their administrative effectiveness.

## Summary of Findings

From the analysis, the following are found:

1. There is negligible negative relationship between the principals scores on meaningfulness and their administrative effectiveness.
2. There is negligible negative relationship between the principals scores on powerlessness and their administrative effectiveness.
3. There is negligible negative relationship between the principals scores on normlessness and their administrative effectiveness.
4. There is low positive relationship between the principals scores on isolation and their administrative effectiveness.
5. There is negligible negative relationship between the principals scores on self-alienation and their administrative effectiveness is not significant.
6. The principals scores on meaningfulness, powerlessness, normlessness, isolation, and self-alienation make a composite contribution of 15% to their administrative effectiveness.
7. The relationship between the principals scores on meaningfulness and their administrative effectiveness is not significant.
8. The relationship between the principals scores on powerlessness and their administrative effectiveness is not significant.
9. The relationship between the principals scores on normlessness and their administrative effectiveness is not significant.

10. The relationship between the principals scores on isolation and their administrative effectiveness is significant.
11. The relationship between the principals scores on self-alienation and their administrative effectiveness is not significant.
12. The composite contribution of the principals scores on meaninglessness, powerlessness, normlessness, isolation, self-alienation to their administrative effectiveness is significant.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

This Chapter presents the discussion of results obtained from data analysis presented in Chapter Four. Also presented in this Chapter are conclusion, implications of the findings, recommendations, limitations of the study, and suggestions for further research.

#### **Discussion**

##### **Meaninglessness and Principals' Administrative Effectiveness**

The result of the analysis reveals that there is negligible negative correlation between the principals scores on meaninglessness and their administrative effectiveness. This shows that meaninglessness inversely relates to principals' administrative effectiveness. A unit increase in the level of meaninglessness is associated to a unit decrease in principals' administrative effectiveness. This shows that provision of reasonable independence, adequate training for principals' mastery of their work and opportunity to carry out important roles in the schools will greatly enhance their administrative effectiveness. That is to say that a decrease in the level of meaninglessness predicts an increase in the level of administrative effectiveness. In other words, even increase in the level of principals' managerial competencies and skills can dissipate the sense of meaninglessness because the principals sense of meaning and positional assertiveness in his responsibility will most likely increase.

This finding is therefore consistent with the insistence of Udalla (2014) that managerial competencies and skills are highly essential for principals' administrative effectiveness. The finding of Muraina (2014) strongly supports this position. For both authors, managerial competencies, skill variety, task significance, and job design instill a sense of purpose on administrators as a remedy against a feeling of meaninglessness. It is by having a sense of purpose that a principal sees that his role is significant and that what he does contributes maximally to the whole objective of the institution. This is in line with the findings of Amazue, Nwatu, Ome and Uzuegbu (2016) that the government which occupies the higher position in the management of secondary schools should adopt management styles that encourage employees' or principals' sense of responsibility, creativity and innovations on the job. That way, they may develop higher-order needs and tend to perceive their institution as a means of meaningful existence that may reduce their sense of alienation and contribute optimally to the achievement of educational goals.

Nonetheless, the one of the findings also indicates that there is no significant relationship between the principals scores on meaninglessness and their administrative effectiveness. This shows that even though the levels of the principals scores on meaninglessness inversely relates to the scores of their administrative effectiveness, the two do not relate significantly.

### **Powerlessness and Principals' Administrative Effectiveness**

The study reveals that there exists a negligible negative relationship between the principals scores on powerlessness and their administrative effectiveness. The negative

relationship shows that a decrease in the level of powerlessness, evident among the principals, is related to an increase in their administrative effectiveness and vice versa. This is in line with the finding of Sarros, Tanewski, Winter, Santora and Densten, (2002) that when a principal cannot control his work process and work environment, powerlessness sets in and administrative effectiveness is weakened. Similarly, the study of Eryilmaz and Burgaz (2011) affirms this finding.

According to these authors, powerlessness makes principals not to consider themselves as in control of the administrative processes thereby leading to low job satisfaction, low commitment, low performance, reduced work efficacy. This is likely to be so because too much of bureaucratic control on the part of the government may be perceived by the principals as arbitrariness, abuse of power and due process. This may lead to emotional frustration, psychological depression, disordered behaviour, and most strongly, loss of job participation. Conversely, increase in job autonomy, responsibility, empowerment and power sharing may forestall powerlessness, increase organizational commitment, enhance motivation, self-efficacy, managerial aptitude and stimulate responsible participation. Government can share or delegate control without losing effective control and get the principals to participate in some operational decisions which are traditionally preserved for management such as negotiating on working conditions, hiring and promotion activities, etc. Job preview and description can be created to dispel powerlessness. Orientation of staff and information may also play active role in reducing powerlessness.

This is consistent with the result of the findings of the study of Amazue, Nwatu, Ome and Uzuegbu (2016) that the government which occupies the higher position in the management secondary schools should adopt management styles like transformational leadership that encourages principals' sense of power, sense of independence and gives principals more control over their work situations. This way, they will be better positioned for more fruitful, efficient and effective management. This is to say that work efficacy and administrative effectiveness are likely to increase when a principal who performs a role is allowed to make considerable task discretion, determine procedure and control in deciding how to carry it out. A feeling of powerlessness can contribute to a principal's redundancy, idleness, inattention, negligence and irresponsibility. Power itself often connotes capacity, efficacy and creativity. This is because power gives every manager, administrator or principals the ability to pull domain needs together, both material and immaterial resources, and to make discretionary judgements, take reasonable risks, and display creativity. Thus, an increase in the level of powerlessness is associated with a decrease in administrative effectiveness.

Further in the study, the result shows that the relationship between the principals scores on powerlessness and their administrative effectiveness is not significant. That is to say that powerless is not a significant factor in the principals' administrative effective.

### **Normlessness and Principals' Administrative Effectiveness**

The study finds out that a negligible negative correlation exists between the principals scores on normlessness and their administrative effectiveness. This is to say that

the relationship between the two shows that a unit decrease in the level of normlessness among principals correlates with a unit increase in their administrative effectiveness. This is in agreement with the finding of Akomolafe (2012) that disciplined principals maintain high level of school discipline and consequently, achieve high level of administrative effectiveness. This is because a disciplined principal is prudent and uses prudential means to get the expected end in the educational system by creating enabling educational climate through decision making, delegation of duties to subordinates, setting good examples and motivating the teachers and students alike in an effort to accomplish school goals and objectives. This is consistent with the findings of Wallace Foundation (2013) that a principal should be a disciplined leader who makes the five effective functions of a principal achievable; shaping a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving classroom instruction and finally, managing people, data and processes with the goal of school effectiveness.

Again, the finding is strengthened by the results which indicates that there is no significant relationship between the principals scores on normlessness and their administrative effectiveness. This is to say that normlessness is not a significant factor in the principals' administrative effective.

### **Isolation and Principals' Administrative Effectiveness**

Also, the finding shows that there is a low positive relationship between the principals scores on isolation and their administrative effectiveness. Specifically, isolation

makes the highest contribution in predicting principals' administrative effectiveness. The relationship shows that a unit increase in the level of isolation relates to a unit increase in principals' administrative effectiveness.

The findings disagree with an earlier finding by Erkmen and Bozkurt (2016) that a principal who feels a sense of isolation may begin to put up anti-social behaviour in the school that undermines administrative effectiveness. The researcher thinks that the disagreement could be attributed to a reductionist view of isolation by the latter, who seemed to look at isolation as a negative variable. This is because in some organization, as the findings of O'Donohue, Wayne, Nelson and Lindsay (2014) show, isolation may simply be an expression of one's uniqueness which may not undermine effectiveness even though it can also result in anxiety and a sense of threat at work place. Isolation can be created by a principal as a way of expressing his uniqueness. It can also be imposed on the principal by others.

This is to say that isolation may be personally created or externally induced. Sometimes key factor in becoming a principal is the idea of voluntary isolation as a transitional strategy. A strategy of moving from being a member of teaching staff to administrative staff. Ordinarily, the promotion of a teacher to the post of a principals may create a gap between the new principal and former colleagues (teachers). Isolation may also be a way of spending time alone for some administrative jobs. It ranges from the voluntary isolate to involuntary isolate, from voluntary disengagement from social togetherness for a variety of reasons, to involuntary or externally imposed isolation by

outsiders. It may not undermine effectiveness when it is voluntarily and constructively undertaken.

The finding indicates that there is a significant relationship between the principals scores on isolation and their administrative effectiveness. Put simply, isolation is a significant factor in predicting principals' administrative effectiveness.

### **Self-Alienation and Principals' Administrative Effectiveness**

Another result of the finding shows that there is correlation between the principals scores on self-alienation and their administrative effectiveness. The results of the finding indicate a negligible negative relationship exists between the principals scores on self-alienation and their administrative effectiveness. A unit increase in self-alienation is related to a unit decrease in principals' administrative effectiveness.

This is a confirmation of the finding of Adeniyi (2014) that personality trait of the principals especially that of conscientiousness necessarily predisposes secondary school principals to be effective in discharging their administrative duties. This is also closely related to and supported by the finding of Adeniyi and Omoteso (2014) that a principals' high level of emotional intelligence and of course, self-efficacy, relates to their administrative effectiveness. This shows that a principal that is not self-alienated has self-efficacy, self-assertion, self-understanding, self-experience, self-definition, self-understanding, intellectual stability, emotional maturity-expressed in interdependence, flexibility, acceptability, novelty, rationality, resourcefulness, insight, resiliency,

fulfillment, responsibility and freedom. In other words, the more physical, emotional or intellectual disposed a principal is, the more administrative effective he is likely to be.

The finding equally indicates that there is no significant relationship between the principals scores on self-alienation and their administrative effectiveness. This means that self-alienation does not seem to be a factor that relates to principals' administrative effectiveness but not a significant factor.

### **Principals' Alienation and their Administrative Effectiveness**

The study reveals that the five components of principals' alienation contributes 15% in predicting their administrative effectiveness. This implies that the dimensions of principals' alienation (meaninglessness, powerlessness, normlessness, isolation and self-alienation) make significant contribution in predicting principals' administrative effectiveness. This is to say that 15% of the variance is accounted for, by the five predictor variables when taken together. The other variables not included in this study may have accounted for the remaining variance. This aligns with the research findings of Erabas (2014) which reveal that alienation levels are important predictors of the attitude levels of school employees like principals in their contribution to educational goals and objectives. This is consistent with the findings of Caglar and Tutar that principals' alienation relates to administrative effectiveness (Caglar, 2012; Tutar. 2010).

Also, the findings show that the contribution of principals' alienation to their administrative effectiveness is statistically significant. Thus, independent variables which include meaninglessness, powerlessness, normlessness, isolation and self-alienation have

significant contribution to principals' administrative effectiveness. This is supported by an empirical research by Guo, Dai and Yang (2016) which indicates that there is a significant relationship between principals' alienation and job performance which seems to automatically relate to principals' administrative effectiveness. This is similar to a recent finding by Yorulmaz, Altinkurt and Yilmax (2015) that there are significant relationships between alienation and occupational professionalism. On the contrary, in comparative analysis, the findings of Abdollahi, Namvar and Zahed (2014) indicate that there is no significant relationship between school managers' quality of work life and alienation. The researcher thinks that the difference in findings may be as a result of geographical location and cultural attitude of employees towards work. Unlike the findings of Abdollahi, Namvar, and Zahed (2014), the findings of Amazue, Nwatu, Ome, & Uzuegbu, (2016) reveal that the feeling of alienation by workers can make achievement of desired goals counter-productive. This is largely because alienation is linked to crisis of personal identity or loss of self-identity which seems incompatible with administrative effectiveness since an earlier study by Thompson and McHugh (2002) confirms that identity loss can lead to contradictory consciousness, resulting in deviant behavior and unconscious resistance which may give rise to mental disorder. However, the findings of the study of Amazue, Nwatu, Ome and Uzuegbu (2016) suggest that when principals perceive the government and top management "as being polite, respectful and treating them with dignity they tend to feel less sense of alienation and seem to identify with the organizational goals". That means that even when they do not have control in executing procedures or determining

outcomes, they still appear more committed and involved in their job in so far as they are treated with respect and dignity. This may improve administrative effective.

## **Conclusion**

The study concludes that there exists a negligible negative relationship between the principals scores on meaninglessness and the administrative effectiveness of principals. There is no statistically significant relationship between meaninglessness and principal's administrative effectiveness. In the same vein, the correlation coefficient indicates a negligible negative relationship between the principals scores on powerlessness and administrative effectiveness of principals but the relationship between the two are not statistically significant. More so, the correlation coefficient indicates a negligible negative relationship between the principals scores on normlessness and their administrative effectiveness. Though, there is no statistically significant relationship between the principals scores on normlessness and administrative effectiveness of principals. However, the relationship between the principals scores on isolation and administrative effectiveness of principals is low positive while the relationship between their scores on self-alienation and administrative effectiveness is negligible negative. Finally, there is an indication that the dimensions of principals' alienation (meaninglessness, powerlessness, normlessness, isolation and self-alienation) make a composite significant contribution of 15% to principals' administrative effectiveness. In all, it is concluded that administrative effectiveness of principals will most probably improve when effort is made to eradicate or reduce principals' alienation.

## **Implications of the Study**

The findings of this study reveal that there is negligible negative relationship that exists between the principals scores on meaninglessness and the administrative effectiveness of principals. The implication is that as the level of meaninglessness increases, principals' administrative effectiveness decreases. This is to say that if the principals do not have a sense of purpose instilled in them to see their roles as significant and contributing maximally to the whole objective of the institution, their administrative effectiveness decreases. Also, the findings reveal that there is a negligible negative relationship that exists between the principals scores on powerlessness and administrative effectiveness of principals. This implies that an increase in the level of powerlessness is associated with a decrease in administrative effectiveness and vice versa. This means that if the principals are not allowed in their work to make considerable task discretion, determine procedure and control in deciding how to carry it out, the feeling of powerlessness will increase and administrative effectiveness will decrease. It can even bring about administrative ineffectiveness which may have negative impact on the teachers, students and the society. The findings further reveal that a negligibly negative relationship exists between the principals scores on normlessness and principals' administrative effectiveness. This implies that an increase or decrease in one is inversely associated with an increase or decrease in another. This means that if the principals are not disciplined and use prudential means to get the expected end in the educational system by creating enabling educational climate through decision making, delegation of duties to subordinates, setting good examples and motivating the teachers and students alike in an

effort to accomplish school goals and objectives, normlessness will increase and administrative effectiveness will decrease. In this way, educational objectives may not be actualized.

Furthermore, the findings equally reveal that the relationship between the principals scores on self-alienation and administrative effectiveness of principals is negligibly negative. This implies that there is an indirect relationship between self-alienation and administrative effectiveness such that a unit increase in the former is related to a unit decrease in the latter. That way, if the principals are predisposed to emotional and mental maturity, the level of normlessness may decrease and the level of administrative effectiveness will increase. Lastly, the findings of this study reveal that a low positive relationship exists between the principals scores on isolation and administrative effectiveness of principals. This implies that there is a direct relationship between the two, an increase in isolation is associated similar increase in principals' administrative effectiveness.

### **Recommendations**

The following recommendations have been made based on the findings of the study:

1. The Principals as school managers should be given opportunity by the government to enjoy job autonomy like having authority to control their work processes and environment.

2. The government should establish ethical principles or norms for principals' behaviour in secondary schools; ensure their adequate implementation and supervision: such norms that encourage discipline, punctuality and the like.
3. The government should endeavour to improve principals' self-efficacy through empowerment, exhortations, recognitions, motivations, rewards, seminars and workshops.
4. The principals should identify, adopt, integrate, and appropriate positive social values operational in secondary schools where they function such as friendliness, transparency, commitment, and so on.

### **Limitations of the Study**

One of the limitations that is evident in the study but does not affect the validity of the study is thus: a small sample size. It seemed that an increase in the sample size would have yielded a richer and more extensive result but the major factor for any study is the representativeness of the sample not the size (Ary, Jacobs & Razavieh, 2006).

### **Suggestions for Further Studies**

1. Principals' alienation and their administrative effectiveness in secondary schools in Anambra State, Nigeria.
2. Principals' alienation and their administrative effectiveness in public and private secondary schools in Enugu State, Nigeria.
3. Teachers' alienation and their job performance in secondary schools in Lagos State, Nigeria

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## **APPENDIX I**

### **INTRODUCTION LETTER**

Department of Educational  
Management and Policy  
Faculty of Education  
Nnamdi Azikiwe University  
Awka  
2<sup>nd</sup> September, 2016

Dear Respondent,

#### **REQUEST TO COMPLETE A QUESTIONNAIRE**

I am a postgraduate student of the aforementioned University carrying out a study on the “Relationship between organizational Alienation and Principals’ Administrative Effectiveness in Secondary Schools in Oyo State”. The purpose of this questionnaire is to request you to assess work alienation in your school.

Your cooperation in giving your candid and sincere opinion will be highly appreciated. All information given is purely for research purposes.

Please do not write your name.

Innocent Chiawa Igbokwe.

**APPENDIX II**  
**PRINCIPAL ALIENATION SCALE (PAS)**

**Personal Information (Please fill in the spaces)**

1. Location of School -----
2. Gender:-----

**Please tick ( ✓ ) in the appropriate column that best applies to you.**

**Key:** SA-Strongly Agree- 4, A-Agree - 3, D-Disagree- 2, SD-Strongly Disagree -1

S/N	ITEMS	SA	A	D	SD
	Please indicate the statement that characterizes how you feel in your school. As a principal, ...				
	<b>Meaninglessness</b>				
1.	I am not recognized as a professional by the government.				
2.	I do not have adequate communication skills as a principal.				
3.	The State Ministry of Education is really interested in my problems as a principal.				
4.	I make meaningful contributions to the school development.				
5.	I make no effort to attend regular seminars and training to update my personal knowledge because the government do not pay for it.				
	<b>Powerlessness</b>				
6.	I receive undue pressure from the government.				
7.	I do not participate in decisions to hire new staff into the school.				
8.	I am given opportunity to contribute much in major decisions in my school.				
9.	I am not consulted by the government before new policies are adopted in the school.				
10.	My recommendations in the school are not put into operations by the government.				

	<b>Normlessness</b>				
11.	I am concerned about punctuality in the school.				
12.	I have definite standards of performance in the school.				
13.	I do not remind teachers to go to class because they know the right things to do.				
14.	I ensure strict observance of law and order in my school.				
15.	I spend school hours sometimes chatting with friends on phone when little or nothing is happening in my school.				
	<b>Isolation</b>				
16.	I think it is necessary to share personal feelings with any member of the staff when disturbed about anything in the school.				
17.	I am uncomfortable even when teachers are very friendly.				
18.	I prefer to spend personal leisure hours away from the school staff.				
19.	I try to provide strong social support for the teachers.				
20.	My relationship with the teachers is not cordial.				
	<b>Self-alienation</b>				
21.	I put extra working hours to maintain standard without expecting extra allowance.				
22.	I do accomplish tasks with joy.				
23.	I make effort to participate in all the activities of the school even though there is much to do.				
24.	I have time for regular meetings with the staff				
25.	I do not encourage teachers to put more efforts for high academic performance in external examinations because they are adults.				

### APPENDIX III

#### PRINCIPAL EFFECTIVENESS QUESTIONNAIRE (PEQ)

**Personal Information (Please fill in the spaces)**

3. Location of School -----  
 4. Gender:-----

**Please tick ( ✓ ) in the appropriate column that best applies to you.**

**Key: VH-Very High, H- High, L- Low, VL- Very Low.**

S/N	ITEMS	VH	H	L	VL
	How would you rate yourself as...				
1.	The school's weaknesses are carefully assessed for improvement.				
2.	School's academic progress is periodically measured.				
3.	Student's current achievements are compared with rigorous expectations.				
4.	Variety of means (e.g., face-to-face, newsletters, websites) are used to communicate goals to staff and students.				
5.	Parents are regularly reached out for feedback and help.				
6.	Staff know what is expected for management procedures and discipline.				
7.	Appropriate tasks are delegated to competent staff member.				
8.	Many time-wasting activities are duly prevented				
9.	A system for dealing with paperwork and administrative chores are readily available.				
10.	Teachers are provided with themes of previous-year test data and asked to assess students' current levels.				
11.	Teachers go beyond <i>what</i> students got wrong and try to find <i>why</i> .				
12.	School gives award and credit to anyone with outstanding performance.				
13.	On-going seminars and training are organized to build classroom proficiency.				
14.	Teachers, as a team, plan curriculum units following a common format.				
15.	Unannounced visits are made to a few classrooms every day and helpful feedback given to teachers.				

16.	Redirection and support are given to teachers who are less than proficient.				
17.	Expectations for student behavior are set accordingly.				
18.	Student with exemplary achievement is publicly praised as a model for others.				
19.	Struggling students are identified and support services are given to meet their needs.				
20.	Information on the grade-level learning expectations of the students are sent home to parents for their little assistance.				
21.	Staff are supervised to keep the school clean, attractive, and safe.				
22.	Staff members are carried along in decision-making.				
23.	School's budget and finances are managed to support the strategic plan.				
24.	Additional financial resources are brought into the school to support educational goals.				

## APPENDIX IV

### REQUEST FOR PERMISSION AND RESEARCH DATA

Department of Educational Management and Policy

Faculty of Education

Nnamdi Azikiwe University, Awka

Anambra State

2<sup>nd</sup> February 2017

The Honorable Commissioner

Ministry of Education

Oyo State



Dear Sir,

#### REQUEST FOR PERMISSION AND RESEARCH DATA

I am a student in the Department of Education Management and Policy, Nnamdi Azikiwe University, Awka. The proposed topic of my doctoral research work is, "Relationship between Organizational Alienation and Principals' Administrative Effectiveness in Secondary Schools in Oyo State". This project is conducted under the supervision of Prof. Ikediugwu, N. P and co-supervisor, Dr. Okorji, P. N.

I humbly plead that you grant me to the following request:

1. A permission letter to administer my questionnaire to the principals and the teachers
2. A list of Oyo State public secondary schools according to Education Zones
3. A list of teachers and principals in each of the schools

Attached are the copies of my research instruments. I am willing to provide any further information you may request.

Upon completion of the study, I undertake to provide the Oyo State Ministry of Education with a bound copy of the full research report.

Your permission to conduct this research will be greatly appreciated.

Yours sincerely

Igbokwe Innocent Chiawa (08063962525; innjo2@gamil.com)

## APPENDIX V

### PERMISSION FROM THE COMMISSIONER OF EDUCATION, SCIENCE, AND TECHNOLOGY TO CONDUCT RESEARCH



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
QUALITY ASSURANCE DEPARTMENT  
IBADAN, OYO STATE OF NIGERIA

P.M.B. 5014  
Secretariat, Ibadan

Your Ref: INS. 75 T/III/47  
Our Ref: \_\_\_\_\_

9th February, 17

**Mr. Igbokwe Innocent Chiawa,**  
Dept. of Educ. Management & Policy,  
Faculty of Education,  
Nnamdi Azikiwe University, Akwa,  
Anambra State.

#### RE: REQUEST FOR PERMISSION AND RESEARCH DATA

I am directed to acknowledge receipt of your mail on the above subject and convey the Honourable Commissioner's approval to you to conduct your research work in public secondary schools in Oyo State as you had requested. I am to add that a copy of the list of public secondary school based on the eight (8) educational zones of the state is herewith attached.

2. You are however advised to liaise with The Teaching Service Commission (TESCOM), Oyo State for the list of principals and teachers in the schools. In addition, you are to liaise with the Zonal Inspectors of Education in the eight educational zones while conducting the research.
3. Please accept the warmest assurance of the Honourable Commissioner.

  
**A.B. Atere (Mrs.)**

For: Honourable Commissioner.

**APPENDIX VI****LETTER FOR VALIDATION OF INSTRUMENTS I**

Department of Educational  
Management and Policy  
Faculty of Education  
Nnamdi Azikiwe University  
Awka

17<sup>th</sup> October, 2016.

Dear Sir/Madam

**Letter for Validation of Instruments**

I am a Ph.D student of the above University carrying out a study on the “Principals’ Alienation as Correlate of their Administrative Effectiveness in Secondary Schools in Oyo State”. The instruments to be validated are: “Principal Alienation Scale, (PAS)” and “Principals’ Assessment Questionnaire (PAQ)”.

Please, you are requested to validate the instrument on the basis of its clarity, suitability and relevance to the items in the study. Attached with are the copies of the background to the study, my purpose of the study, scope of the study, research questions, and hypothesis for your read-through.

Thanks.

Yours faithfully

Innocent Chiawa Igbokwe.

**APPENDIX VII**  
**LETTER FOR VALIDATION OF INSTRUMENTS II**

Department of Educational  
Management and Policy  
Faculty of Education  
Nnamdi Azikiwe University  
Awka

11<sup>th</sup> January, 2017.

Dear Sir/Madam

**Letter for Validation of Instruments**

I am a Ph.D student of the above University carrying out a study on the “Principals’ Alienation as Correlate of their Administrative Effectiveness in Secondary Schools in Oyo State”. The instruments to be validated are: “Principal Alienation Scale, (PAS)” and “Principals’ Effective Questionnaire (PEQ)”.

Please, you are requested to validate the instrument on the basis of its clarity, suitability and relevance to the items in the study. Attached with are the copies of the background to the study, my purpose of the study, scope of the study, research questions, and hypothesis for your read-through.

Thanks.

Yours faithfully

Innocent Chiawa Igbokwe.

## APPENDIX VIII

## VALIDATORS' COMMENTS AND CORRECTIONS

## APPENDIX

Validation of instrument on the Topic:

Relationship between Organizational  
Alienation and Principals' Administrative  
Effectiveness in Secondary Schools  
in Oyo State

This is to certify that I

Prof. Agun Agun

Validated the above mentioned instrument and made corrections/recommendations  
on the following areas:

1. There should not be any measure of  
extent in the instrument (PAS)
2. Mix negatively and positively worded  
statements to avoid bias (PAS)
3. Restructure Questions on "Normlessness"
4. Use only Principals as your  
respondents, School is the  
unit of analysis.

After the amendments, I considered the instruments fit/~~unfit~~ for the study which it  
is designed for.

Signature: 

Date: 1/3/17

INSTRUMENTS

PRINCIPAL ALIENATION SCALE (PAS)

(DEVELOPED FOR PRINCIPALS)

Please tick (✓) in the appropriate column that best applies to you.

Key: VHE-Very High Extent- 4, HE-High Extent- 3, L-Low Extent- 2, VLE-Very Low Extent -1

*There should not be any measure of this instr. mlt.*

S/N	ITEMS	VHE	HE	LE	VLE
	Please indicate the extent to which each statement characterizes your school. As a principal, ...				
	<b>Meaninglessness</b>				
1.	I feel I am not recognized as a professional by the government.				
2.	I do not have adequate communication skills, as a principal.				
3.	I think the State Ministry of Education are not really interested in the problems of principals.				
4.	I make no meaningful contributions to the school development.				
5.	I make no effort to attend regular seminars and training to update my personal knowledge				
	<b>Powerlessness</b>				
6.	I feel undue pressure from the government.				
7.	I do not participate in decisions to hire new staff into the school.				
8.	I see myself as an outsider who has no say in major problems in the school.				
9.	I am not consulted by the government before new policies are adopted in the school.				
10.	My recommendations in the school are not put into operations by the government.				
	<b>Normlessness</b>				
11.	I am not concerned about punctuality in the school.				
12.	I have no definite standards of performance in the school.				
13.	I do not remind teachers to go to class.				
14.	I have no place for law and order in my school.				
15.	I spend school hours chatting with friends on phone.				
	<b>Isolation</b>				
16.	I do not think it is necessary to share personal feelings with any member of the staff when disturbed about anything in the school.				
17.	I feel uneasy when teachers are very friendly.				

*you*

*that should be selected for characteristics of the principal not the school.*

*Just use SA - SD scale.*

*Remember that you are referring to*

*principals. In that case this item is inappropriate.*

*Destructive these*

*because principal will agree with any of them.*

18.	I prefer to spend personal leisure hours away from the school staff.				
19.	I do not provide strong social support for the teachers and other school staff.				
20.	My relationship with the teachers is not cordial.				
<b>Self-alienation</b>					
21.	I do not put extra working hours to maintain standard without expecting extra allowance.				
22.	I do not accomplish tasks with enthusiasm. <i>⇒ Restrictive more clearly</i>				
23.	I do not make effort to participate in all the activities of the school				
24.	I do not make out time to have regular meetings with the staff				
25.	I do not encourage teachers to put more efforts for high academic performance in external examinations.				

*All your items - are negatively worded. Mix positive and negative statements to avoid bias*

**PRINCIPAL SELF-ASSESSMENT QUESTIONNAIRE (PSQ)**  
(ADOPTED FOR PRINCIPALS)

Please tick (✓) in the appropriate column that best applies to you.

Key: VH-Very High, H- High, L- Low, VL- Very Low.

*should be a separate instrument.*

S/N	ITEMS	VH	H	L	VL
	How would you rate yourself as...				
1.	Carefully assessing the school's strengths and areas for development?				
2.	Periodically measuring progress, listening to feedback, and revising the strategic plan?				
3.	Motivating colleagues by comparing student's current achievement with rigorous expectations?				
4.	Using a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to staff and students?				
5.	Regularly reaching out to staff, students, parents, and external partners for feedback and help?				
6.	Making sure staff know what is expected for management procedures and discipline?				
7.	Delegating appropriate tasks to competent staff members and checks on progress?				
8.	Preventing and/or deflecting many time-wasting activities?				
9.	Having a system for dealing with e-mail, paperwork, and administrative chores?				
10.	Providing teachers with themes of previous-year test data and asking them to assess students' current levels?				

*Not very clear. Restrictive.*

11.	Asking that teachers go beyond <i>what</i> students got wrong and delve into <i>why</i> ?				
12.	Drawing attention to student, classroom, and school-wide successes, giving credit where credit is due?				
13.	Organizing on-going seminars and training that builds classroom proficiency?				
14.	Asking teachers to cooperatively plan curriculum units following a common format?				
15.	Making unannounced visits to a few classrooms every day and giving helpful feedback to teachers?				
16.	Providing redirection and support to teachers who are less than proficient?				
17.	Setting expectations for student behavior and establishing schoolwide routines and consequences?				
18.	Publicly praising student achievement and working to build students' pride in the school?				
19.	Identifying struggling students and working to get support services to meet their needs?				
20.	Making parents feel welcome, listening to their concerns, and trying to get them involved?				
21.	Sending home information on the grade-level learning expectations and ways parents can help at home?				
22.	Working to maximize the number of face-to-face parent/teacher meetings?				
23.	Supervising staff to keep the school clean, attractive, and safe?				
24.	Ensuring that staff members know how and why key decisions are being made?				
25.	Managing the school's budget and finances to support the strategic plan?				
26.	Bringing additional human and financial resources into the school to support the school's mission and strategic plan?				

## APPENDIX

Validation of instrument on the Topic:

Organizational Alienation as a Correlate of  
Principals Administrative Effectiveness in  
Secondary Schools in Oyo State.

This is to certify that I Rev. Fr. W.N. Ofojebi

Validated the above mentioned instrument and made corrections/recommendations  
on the following areas:

1. Why not put Principals Alienation Scale in clusters according to your purpose of study. This will help to determine reliability coefficient of clusters.
2. How do you intend to measure and with what sections of the instrument propose 6 & 7. Why not collapse them into one.
3. I may have to take a second look at PAS when it's collapse into clusters
4. Check the tenses of your H<sub>0</sub>: so as not to give the impression that the research has been carried out.

After the amendments, I considered the instruments fit/unfit for the study which it is designed for.

Signature: Paul

Date: 31-10-16.

### PRINCIPAL ALIENATION SCALE (PAS)

Please tick ( ✓ ) in the appropriate column that best applies to you.

Key: VHE-Very High Extent- 4, HE-High Extent- 3, L-Low Extent- 2, VLE-Very Low Extent -1

S/N	ITEMS	VHE	HE	LE	VLE
	Please indicate the extent to which each statement characterizes your school. As a principal, ...				
1.	I am not recognized as a professional by the government.				
2.	I do not have adequate communication skills as a principal.				
3.	Think the State Ministry of Education are not really interested in the problems of principals.				
4.	I make no meaningful contributions to the school development.				
5.	I make no effort to attend regular seminars and training to update my personal knowledge				
6.	I receive undue pressure from the government.				
7.	I do not participate in decisions to hire new staff into the school.				
8.	I see myself as an outsider who has no say in major problems in the school.				
9.	I am not consulted by the government before new policies are adopted in the school.				
10.	My recommendations in the school are not put into operations by the government.				
11.	I am not concerned about punctuality in the school.				
12.	I have no definite standards of performance in the school.				
13.	I do not remind teachers to go to class.				
14.	I have no place for law and order in my school.				
15.	I spend school hours chatting with friends on phone.				
16.	I do not think it is necessary to share personal feelings with any member of the staff when disturbed about anything in the school.				
17.	I am uncomfortable even when teachers are very friendly.				
18.	I prefer to spend personal leisure hours away from the school staff.				
19.	I do not provide strong social support for the teachers and other school staff.				
20.	My relationship with the teachers is not cordial.				
21.	I do not put extra working hours to maintain standard without expecting extra allowance.				
22.	I do not accomplish tasks with enthusiasm.				
23.	I do not make effort to participate in all the activities of the school				
24.	I do not make out time to have regular meetings with the staff				
25.	I do not encourage teachers to put more efforts for high academic performance in external examinations.				

## APPENDIX

Validation of instrument on the Topic:

Relationship between Organizational  
Alienation and Principals' Administrative  
Effectiveness in public Secondary  
Schools in Oyo State.

This is to certify that I Dr. Carol Ezungbor

Validated the above mentioned instrument and made corrections/recommendations  
on the following areas:

The structure of the items are not in tandem  
with the response scales for Principal Alienation  
Scale. So ~~to~~ restructure the items; see examples in the  
Instrument. The items in the questionnaire for  
Principal Assessment agree with the response scales.  
Demerge double barrel items because they may not  
give the same responses.

After the amendments, I considered the instruments fit/unfit for the study which it  
is designed for.

Signature: 

Date: 14/2/2017

### PRINCIPAL SELF-ASSESSMENT QUESTIONNAIRE (PSQ)

Please tick ( ✓ ) in the appropriate column that best applies to you.

Key: VH-Very High, H- High, L- Low, VL- Very Low.

S/N	ITEMS	VH	H	L	VL
	How would you rate yourself as... ✓				
1.	Carefully assessing the school's strengths and areas for development.				
2.	Periodically measuring progress, listening to feedback, and revising the strategic plan.				
3.	Motivating colleagues by comparing student's current achievement with rigorous expectations.				
4.	Using a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to staff and students.				
5.	Regularly reaching out to staff, students, parents, and external partners for feedback and help.				
6.	Making sure staff know what is expected for management procedures and discipline.				
7.	Delegating appropriate tasks to competent staff members and checks on progress.				
8.	Preventing and/or deflecting many time-wasting activities.				
9.	Having a system for dealing with e-mail, paperwork, and administrative chores.				
10.	Providing teachers with themes of previous-year test data and asking them to assess students' current levels.				
11.	Asking that teachers go beyond <i>what</i> students got wrong and delve into <i>why</i> .				
12.	Drawing attention to student, classroom, and school-wide successes, giving credit where credit is due.				
13.	Organizing on-going seminars and training that builds classroom proficiency.				
14.	Asking teachers to cooperatively plan curriculum units following a common format.				
15.	Making unannounced visits to a few classrooms every day and giving helpful feedback to teachers.				
16.	Providing redirection and support to teachers who are less than proficient.				
17.	Setting expectations for student behavior and establishing schoolwide routines and consequences.				
18.	Publicly praising student achievement and working to build students' pride in the school.				
19.	Identifying struggling students and working to get support services to meet their needs.				
20.	Making parents feel welcome, listening to their concerns, and trying to get them involved.				

INSTRUMENTS  
**PRINCIPAL ALIENATION SCALE (PAS)**

(DEVELOPED FOR PRINCIPALS)

Please tick ( ✓ ) in the appropriate column that best applies to you.

Key: VHE-Very High Extent- 4, HE-High Extent- 3, L-Low Extent- 2, VLE-Very Low Extent -1

S/N	ITEMS	VHE	HE	LE	VLE
	Please indicate the extent to which each statement characterizes your school. As a principal, ...				
	<b>Meaninglessness</b>				
1.	<del>I</del> am not recognized as a professional by the government.				
2.	<del>I</del> do not have adequate communication skills as a principal.				
3.	Think the State Ministry of Education are not really interested in the problems of principals. ??				
4.	I make no meaningful contributions to the school development.				
5.	I make no effort to attend regular seminars and training to update my personal knowledge				
	<b>Powerlessness</b>				
6.	<del>I</del> receive undue pressure from the government.				
7.	<del>I</del> do not participate in decisions to hire new staff into the school.				
8.	I see myself as an outsider who has no say in major problems in the school.				
9.	<del>I</del> am not consulted by the government before new policies are adopted in the school.				
10.	My recommendations in the school are not put into operations by the government.				
	<b>Normlessness</b>				
11.	I am not concerned about punctuality in the school.				
12.	I have no definite standards of performance in the school.				
13.	I do not remind teachers to go to class.				
14.	I have no place for law and order in my school.				
15.	I spend school hours chatting with friends on phone.				
	<b>Isolation</b>				
16.	I do not think it is necessary to share personal feelings with any member of the staff when disturbed about anything in the school.				
17.	I am uncomfortable even when teachers are very friendly.				
18.	I prefer to spend personal leisure hours away from the school staff.				

The systems do not tally with the response scales of VHE - VLE rather, they are more inclined to strongly agree - strongly disagree

ORGANIZATIONAL ALIENATION AS A CORRELATE OF  
PRINCIPALS' ADMINISTRATIVE EFFECTIVENESS IN  
SECONDARY SCHOOLS IN OYO STATE

CHAPTER ONE

Introduction:

In today's global economy, the importance of education in the development of any nation is widely acknowledged. This explains why budget on education takes the upper hand in most developed nations of the world. Education is the backbone of development in any nation and serves as a tool for a united, independent, wealthy, and egalitarian society (Babatunde, 2014). In Nigeria, a lot of restructuring and reforms are going on at all levels of Nigeria's educational system to improve school effectiveness. In post primary education, school effectiveness, students' behaviour, and academic outcomes are greatly influenced by the principals and what they do (Okorji, Igbokwe, & Ezeugbor, 2015). Doubtless, the principal is the umpire, the administrator, the chief executive whose effectiveness generally predicts the school effectiveness.

Meanwhile, principals play vital role within the educational system of any country. The success of any educational institution is largely dependent on the effectiveness of principals. This has led the federal and some state government like Oyo State to set up Post Primary School Education Management Board, conduct

mycl 2016-11-22 07:53

Comment[m1]: It may do a better service if you restructure to read:

1. Relationship between organizational alienation and principals' administrative effectiveness.

OR

Relationship between organizational alienation, principals' administrative effectiveness and school performance

**APPENDIX IX**  
**LIST OF SECONDARY SCHOOLS IN OYO STATE**  
**IBADAN LESS CITY ZONE**

LGA	S/N	NAME OF SCHOOLS
AKINYELE	1.	AJIBODE GRAMMAR SCHOOL, AJIBODE
	2.	COMMUNITY HIGH SCHOOL, AJIBODE
	3.	COMMUNITY GRAMMAR SCH., LANNIBA
	4.	C.H.S, ALABATA/AJIBADE
	5.	ANGLICAN GRAMMAR SCHOOL, AGBIRIGIDI
	6.	C.H.S. APAPA ODAN
	7.	APONMODE-MONIYA HIGH SCHOOL
	8.	APONMODE-MONIYA SEC. SCHOOL
	9.	ARMY DAY SEC SCH, ODOGBO
	10.	ARORO COMM GRAMMAR SCHOOL, ARORO
	11.	COMMUNITY HIGH SCHOOL, ARULOGUN
	12.	COMMUNITY HIGH SCHOOL ATAPA
	13.	C.G.S SASA JUNIOR, SASA
	14.	C.G.S SASA SENIOR, SASA
	15.	SCHOOL OF SCIENCE, PADE
	16.	COMMUNITY HIGH SCHOOL LALEYE
	17.	C.G.S. AKINGBILE/ OLUANA
	18.	IJAYE HIGH SCH, IJAYE-ORILE
	19.	IKEREKU C.G.S, IKEREKU
	20.	IROKO C.G.S., IROKO
	21.	IWOKOTO COMM SEC, OLUBO
	22.	OJOO HIGH SCH., OJOO
	23.	COMMUNITY HIGH SCHOOL, OLANLA
	24.	OROGUN GRAMMAR SCH., OROGUN
	25.	COMMUNITY GRAMMAR SCHOOL, KAJEREPO
	26.	COMM HIGH SCH., SANGO-IBON
	27.	C.H.S OTUN-AGBAAKIN
	28.	COMMUNITY GRAMMAR SCHOOL, PADE
	29.	COMMUNITY GRAMMAR SCHOOL, SAWMILL
	30.	C.S.S IYANA IDI-OSE VIA MONIYA

	31.	SAMUEL ADEGBITE MEMORIAL GRAMMAR SCHOOL, IGBO-OLOYIN
	32.	COMMUNITY HIGH SCHOOL, TOSE
	33.	COMM SEC SCH, MELE/OKEGBEMI
	34.	COMM HIGH SCHOOK, ATAN AJOBO
	35.	UNITED PROGRESSIVE HIGH SCH, IWARE
EGBEDA	36.	UDGS SENIOR ,OLD IFE ROAD
	37.	UDGS JUNIOR ,OLD IFE ROAD
	38.	BPA IWO ROAD, SENIOR IBADAN, IWO
	39.	BPA IWO ROAD, JUNIOR IBADAN, IWO
	40.	BPHS IWO ROAD, IBADAN, IWO
	41.	CHS ALAKIA ISEBI SNR SCHOOL, ALAKIA
	42.	CHS ALAKIA ISEBO JNR SCHOOL, ALAKIA
	43.	CHRIST ANG. SEC. SCHOOL, AKINFewa
	44.	C.H.S. OLUKEYE-ASEJIRE
	45.	CSS BIOKU-OLODE
	46.	CSS OGUNGBADE
	47.	CHS EGBEDA, IBADAN
	48.	CHS OWOBAALE
	49.	CSS ADEGBAYI
	50.	CSS OLAOGUN
	51.	IDI-ITO HIGH SCHOOL
	52.	S.D.A ERUNNU
	53.	C.H.S ALALUBOSA
	54.	C.H.S OGUNGBADE
	55.	C.H.S. OSEGERE
	56.	C.H.S ALARERE
	57.	C.S.S. KUMAPAYI OLODO
	58.	C.H.S KUMAPAYI
	59.	C.G.S OLODO SNR
	60.	C.G.S OLODO JNR
	61.	ILUPEJU CGS ALUGBO-OLUWO
	62.	C.C.H.S AYEDE
	63.	C.G.S. AKINLUMO
	64.	CHS WAKAJAIYE AJAGBA
	65.	C.H.S KASUMU-AJIA

IDO	66.	AKUFO HIGH SCHOOL, AKUFO	
	67.	APETE/ AYE GUN COMM. GRAMM SCHOOL, IBADAN	
	68.	AWOTAN/ ARAROMI COMM. HIGH SCHOOL	
	69.	AWOTAN/ARAROMI COMM. HIGH SCHOOL	
	70.	COMM. HIGH SCHOOL BATAKE/ IDI IYA	
	71.	COMMUNITY ELENUSONSON	
	72.	COMM HIGH SCHOOL ELESIN FUNFUN	
	73.	COMM. HIGH SCHOOL, IDO	
	74.	C.H.C OGUNDELE ALAHO	
	75.	ST. MICHAEL'S A/C GRAM. SCHOOL, OWODE	
	76.	ST. MICH A/C GRAMM. SCHOOL, OWOWDE APATA (SNR)	
	77.	UNITED CHRISTIAN SEC. SCHOOL. OMI-ADIO, IBADAN	
	78.	ST. JOHN'S SCHOOL, IBADAN	
	79.	COMM. SEC. SCHOOL AWOTAN/ ORISUN IBADAN	
	80.	COMM HIGH SCHOOL BAKATARI	
	81.	LEO COMM. HIGH SCHOOL, BAKATARI	
	82.	COMM. HIGH SCHOOL (JNR) OLOGUNERU	
	83.	CHS OLOGUNERU (SNR)	
	84.	OWODE ESTATE COMM. HIGH SCHOOL, OWODE	
	85.	COMM. HIGH SCHOOL KUSENLA ERINWUSI	
	86.	IWAJOWA COMM. HIGH SCHOOL, ILAJI	
	LAGELU	87.	CGS ALAPATA ONIREKE
		88.	MODEL SCHOOL(JNR) TL OYESINA
		89.	IGBO ELERIN GRAMM SCHOOL
		90.	IFESOWAPO COMM. HIGH SCHOOL
		91.	COMM. HIGH SCHOOL OLOSUNDE
92.		ESTATE HIGH SCHOOL JUNIOR, OLOSUNDE	
93.		MONATAN HIGH SCHOOL JUNIOR, LAGELU	
94.		MONATAN SEC. SCHOOL, LAGELU	
95.		ANG GRAMMAR SCHOOL KUTAYI	
96.		C.H.S ABUDORO	
97.		C.H.S AJARA	
98.		COMM. HIGH SCHOOL LAGUN	
99.		ISABATUDEEN GIRLS HIGH SCHOOL	
100.		COMM. GRAM. SCH., EJIOKU	
101.		COMM. GRAM. SCH., APATERE	

	102.	ANG. GRAM. SCH., OYEDEJI
	103.	ISABATUDEEN GIRLS GRAM SCHOOL
	104.	OFA/ADEDOKUN CHS OFATEDO
	105.	TL OYESINA MODEL SEC.,SNR
	106.	IDOWU COMP HIGH SCHOOL, IDOWU
	107.	ADETUNJI/ OLOWODE C.G.S
	108.	COMM. HIGH SCHOOL., ALEGONGO
	109.	COMM. GRAMM SCH., LALUPON
	110.	MONATAN HIGH SCH., SNR, LALUPON
	111.	COMMUNITY HIGH SCHOOL OGUNJANA
	112.	ESTATE HIGH SCHOOL, ABE
OLUYOLE	113.	ABE TECHNICAL SEC. SCHOOL
	114.	ALAHO COMM GRAMM. SCHOOL
	115.	BARE COMM. GRAMM SCHOOL
	116.	COMM. SEC SCHOOL, ABA- ALFA
	117.	OLUNDE COMM. SEC. SCHOOL (SNR)
	118.	COMM SEC. SCHOOL, ONIPE
	119.	CHRIST HIGH SCHOOL, OLEYO
	120.	IFESOWAPO COMM SEC. SCHOOL
	121.	METHODIST HIGH SCHOOL, OLEYO
	122.	MOLETE HIGH SCHOOL, NEW GARAGE
	123.	MOSLEM HIGH SCHOOL, ODINJO (JNR)
	124.	MOSLEM HIGH SCHOOL, ODINJO (SNR)
	125.	OLOJUORO GRAMMAR SCHOOL
	126.	COMM. SEC. SCHOOL, OLOMI
	127.	LIBERTY SECONDARY COMMERCIAL ACADEMY OLUYOLE
	128.	PROSPECT HIGH SCHOOL, ABA-NLA
	129.	COMM. SEC SCHOOL, AGBAMU
	130.	AYEGUN COMMUNITY SECONDARY SCHOOL
	131.	ATAGBA COMM. SEC SCHOOL
	132.	IFELODUN COMM. SEC. SCHOOL
	133.	PEGBA COMM. SEC SCHOOL, OKE OGBERE
	134.	OLOMI-OLUNDE HIGH SCHOOL
	135.	COMMUNITY GRAMM SCHOOL, OYALAMI
	136.	COMM. HIGH SCHOOL,ODO OKUN
	137.	MOSLEM GRAMMAR SCHOOL, JNR OLUYOLE

	138.	MOSLEM SEC. SCHOOL JNR
	139.	OLUNDE JNR SEC. SCH, OLUNDE
ONA-ARA	140.	ABONDE C.G.S (JNR)
	141.	ABONDE C.G.S (SNR)
	142.	AJIA SEC GRAMM SCH
	143.	ANG. GRAM SCHOOL OJEBODE
	144.	BIOKU ALAADUN C.H.S (JNR)
	145.	BIOKU ALAADUN C.H.S (SNR)
	146.	C.G.S AKANRAN
	147.	C.H.S SAWIA(JNR)
	148.	C.H.S SAWIA(SNR)
	149.	C.S.S ALAADUN AREA(SNR)
	150.	C.S.S ARAROMI APERIN
	151.	COMM. GRAMMAR SCHOOL AIRPORT, AMULOKO
	152.	COMM GRAMMAR SCHOOL AMULOKO
	153.	COMM. HIGH SCHOOL AIRPORT, BADEKU
	154.	COMM. SEC. BADEKU
	155.	COMM SEC. GBEDUN
	156.	COMM. SEC. SCH. ALAADUN AREA(JNR)
	157.	ELEKURO HIGH SCHOOL (JNR)
	158.	ELEKURO HIGH SCHOOL (SNR)
	159.	GBEDEOGUN C.G.S
	160.	ITESIWAJU C.H.S (JNR)
	161.	ITESIWAJU C.H.S (SNR)
	162.	JAGO KUPALO C.H.S
	163.	METHODIST G.S GANGANSI
	164.	O.C.H.S IDI-OSAN (JNR)
	165.	O.C.H.S IDI-OSAN (SNR)
	166.	OKE OGBERE C.H.S (JNR)
	167.	OKE OGBERE C.H.S (SNR)
	168.	OLORUNDA OGUNSOLA C.G.S
	169.	ZUM.HUJ. C.S.S (JNR)
	170.	ZUM.HUJ. C.S.S (SNR)
	171.	ZUM. HUJ. GRAMM. SCH (SNR)
	172.	ZUM.HUJ.GRAMM. SCH (JNR)

## OYO ZONE

LGA	S/N	NAME OF SCHOOLS
AFIJO	1.	AKINMOORIN GRAMMAR SCHOOL
	2.	AWE HIGH SCHOOL
	3.	ILORA BPAT. G/S ILORA
	4.	BAPT.HIGH SCHOOL, ILORA
	5.	BAPT SEC. SCHOOL, ILORA
	6.	COMMUNITY HIGH SCHOOL FIDITI
	7.	COMMUNITY HIGH SCHOOL OKE APO
	8.	FIDITI GRAMMAR SCHOOL, FIDITI
	9.	ILORA COMM HOGH SCHOOL
	10.	IMINI GRAMMAR SCHOOL
	11.	NMETH. SECONDARY SCHOOL
	12.	METH. SE. IWARE
	13.	OLADOKUN G/S AWE
	14.	ST. JOSEPH SEC. SCHOOL, AWE
	15.	COMM. G/S ILU AJE
	16.	COMM. GRAMMAR SCHOOL JOBELE
	17.	COMM. SEC. SCHOOL, ONIPA
ATIBA	18.	ALAAFIN HIGH SCHOOL
	19.	ALAAFIN GRAMMAR SCHOOL
	20.	BODE THOMAS, ALAAFIN
	21.	COMM. SEC SCHOOL IJAWAYA
	22.	COMM. SEC. SCHOOL LAGUNLA
	23.	COMM.HIGH SCHOOL OKE OLOLA
	24.	COMM. SEC. SCHOOL OKE OLOLA
	25.	COMM JNR HIGH SCHOOL OKE OLOLA
	26.	COMM JNR SEC. SCHOOL OKE OLOLA
	27.	ISALE OYO COMM GRAMM SCHOOL
	28.	ISALE OYO COMM HIGH SCHOOL
	29.	ISALE OYO COMMERCIAL SEC SCHOOL
	30.	ORANYAN GRAMMAR SCHOOL
	31.	COMMUNITY HIGH SCHOOL ORANYAN

	32.	OTEFON GRAMMAR SCHOOL
	33.	SCHOOL OF SCIENCE, OYO
OYO EAST	34.	ABIODUN ATIBA, OYO
	35.	ANGLICAN METHODIST SECONDARY SCHOOL, OYO
	36.	ANGLICAN METHODIST HIGH SCHOOL, OYO
	37.	ANG METHODIST JUNIOR HIGH SCHOOL, OYO
	38.	COMMUNMITY HIGH SCHOOL DURBAR
	39.	DURBAR GRAMMAR SCHOOL
	40.	OBA ADEYEMI DURBAR
	41.	OLIVET BAPTIST HIGH SCHOOL DURBAR
	42.	OLIVET BAPTIST JUNIOR DURBAR
	43.	ST. BERNADINES AJAGBA
	44.	COMM. HIGH SCHOOL AJAGBA
OYO WEST	45.	ANSAR-UR-DEEN GRAMMAR SCHOOL, OPAPA, OYO.
	46.	ANSAR-UR-DEEN HIGH SCHOOL, OPAPA, OYO.
	47.	LADIGBOLU GRAMMAR SCHOOL, OYO
	48.	COMMUNITY HIGH SCHOOL, LADIGBOLU, OYO
	49.	OJONGBODU GRAMMAR SCHOOL, OYO.
	50.	FASOLA GRAMMAR SCHOOL, FASOLA, OYO.
	51.	TAIWO MEMORIAL SECONDARY SCHOOL, OLUWATEDO, OYO.
	52.	COMMUNITY HIGH SCHOOL, AWUMORO, OYO
	53.	BAPTIST COMMUNITY HIGH SCHOL, ISOKUN, OYO.
	54.	COMMUNITY SECONDARY SCHOOL, IDI-OPE, OYO.
	55.	ARMY CHILDREN SECONDARY SCHOOL, ISOKUN, OYO.

#### OGBOMOSO ZONE

LGA	S/N	NAME OF SCHOOLS
OGBOMOSO NORTH	1.	AARE-AGO HIGH SCHOOL OGBOMOSO
	2.	ADENRAN MEMORIAL GRAMMAR SCHOOL OGBOMOSO
	3.	ANG. GRAMMAR SCHOOL OGBOMOSO
	4.	ANGLICAN HIGH SCHOOL OGBOMOSO
	5.	NURUDEEN GRAMMAR SCHOOL OGBOMOSO
	6.	NURUDEEN HIGH SCHOOL, OGBOMOSO
	7.	OGBOMOSO GIRLS HIGH SCHOOL

	8.	OGBOMOSO GRAMMAR SCHOOL
	9.	MILLENIUM MODEL SEC.SCHOOL, OGBOMOSO
	10.	OWODE COMM. GRAMM. SCHOOL OGBOMOSO
	11.	ORI-OKE COMM. HIGH SCH, OGBOMOSO
	12.	COMM. GRAMM. SCH., ORI-OJE, OGBOMOSO
	13.	SOON HIGH SCHOOL, OGBOMOSO
	14.	SOON SECONDARY SCH. OGBOMOSO
	15.	SCHOOL OF SCUIENCE, OGBOMOSO
	16.	ANSAR-UD-DEEN HIGH SCHOOL, OGBOMOSO
OGBOMOSO SOUTH	17.	AGBOOLA ADIBI MILL HIGH SCHOOL
	18.	BAPTIST GRAMM. SCHOOL SUNSUN
	19.	BAPT. SEC. GRAM. SCHOOL AHOYAYAY
	20.	C.A.C GRAM SCHOOL AHOYAYAY
	21.	COMM HIGH SCHOOL CARETAKER, MOLETE
	22.	COMM HIGH SCHOOL MOLETE
	23.	EMM. AGBOOLA BAPT GRAM. SCHOOL
	24.	ALAOGUN A.M. HIGH SCHOOL
	25.	METHODIST SEC GRA SCHOOL OGBOMOSO
	26.	MUSLIM COMP. HIGH SCHOOL OGBOMOSO
	27.	MUSLIM GRAM. SCHOOL OGBOMOSO
	28.	OGBOMOSO BAPT. COMP HIGH SCHOOL
	29.	OGBOMOSO BAPT HIGH SCHOOL
	30.	OGBOMOSO HIGH SCHOOL
	31.	ST. FERDINAND GRAM. SCHOOL OGBOMOSO
	32.	THE APOSTOLIC CHURCH GRAM. SCHOOL OGBOMOSO
OGO- OLUWA	33.	BAPT. G/S AJAAWA
	34.	COMM. H/S IDEWURE
	35.	COMM H/S LAGBEDU ORILE
	36.	COMM H/S IWO-ATE
	37.	COMM. H/S OTAMOKUN
	38.	COMM. H/S IDI ARABA
	39.	OBADA C.H.S. ODO OBA
	40.	OBANDI C.H.S. ODO OBA

	41.	C.H.S. AJAAWA
	42.	SAMUSIDEEN G/S OWOLAAKE
	43.	CHS IBERE
	44.	CGS AYEDE
	45.	CGS IRO
ORIIRE	46.	ISEPO OGIDI C.G.S. ISEPO
	47.	C.G.S. AYEKALE
	48.	C.G.S. OBAMO
	49.	C.G.S LASUBU/ ALADA
	50.	C.G.S ILUJU
	51.	C.G.S. IPEKUN
	52.	IKOYI G.S IKOYI-ILE
	53.	C.G.S OOLO
	54.	C.S.S AHORO DADA
	55.	C.H.S AHORO ESINELE
	56.	OKO-ILE C.H.S
	57.	ALAROPO NLA C.G.S
	58.	C.G.S.TEWURE
	59.	C.G.S. OLOKOTO
	60.	C.G.S. ADAFILA
	61.	OLORUNDA C.G.S. GUGURU
	62.	C.G.S. AJINAPA
	63.	C.G.S ELEESUN ADEOSUN
SURULERE	64.	COMM. HIGH SCHOOL ALAYIN
	65.	AJASE/JABATA COPMM.HIGH. SCHOOL
	66.	ARANYIN HIGH SCHOOL, IRANYIN
	67.	AROLU COMM. HIGH SCHOOL
	68.	BAPTIST SEC. GRAMM SCHOOL, OKO
	69.	IREPODUN COMM. HIGH SCHOOL, ALAGBEDE/ ONIREKE
	70.	COMM. HIGH SCHOOL IYA ,OJE
	71.	COMM. HIGH SCHOOL,IRESAAPA
	72.	COMM. HIGH SCHOOL, GBEDE

	73.	IFELODUN GRAM. SCHOOL, ILAJUE
	74.	OLUGBON HIGH SCHOOL
	75.	IKUNSIN COMM. HIGH SCHOOL
	76.	COMM. HIGH SCHOOL IREGBA
	77.	IRESAADU HIGH SCHOOL
	78.	COMM. COMPRE. HIGH SCHOOL OGBOMOSO
	79.	OLUMAYIN HIGH SCHOOL
	80.	COMM. HIGH SCHOOL ORI-ERAN
	81.	COMM.HIGH SCHOOL AROJE/ABAA
	82.	IFELAGBA COMM. HIGH SCHOOL, GBENA.
	83.	AJIBARE COMM HIGH SCHOOL
	84.	OOSU COMM.HIGH SCHOOL
	85.	IPAN COMM. HIGH SCHOOL IWARE-ILE

**IBARAPA ZONE**

<b>LGA</b>	<b>S/N</b>	<b>NAME OF SCHOOLS</b>
IBARAPA CENTRAL	1.	IGBOORA SECONDARY SCHOOL, IGBOORA
	2.	LAJORUN HIGH SCHOOL, IGBOORA
	3.	IGBOORA GRAMMAR SCHOOL, IGBOORA
	4.	IBEREKODO HIGH SCHOOL, IGBOORA
	5.	OKEDERE HIGH SCHOOL, IDERE
	6.	OYO STATE SCHOOL OF SCIENCE, IDERE
	7.	OGBOJA GRAMMAR SCHOOL
	8.	LASOGBA GRAMMAR SCHOOL, IGBOORA
	9.	METHODIST GRAMMAR SCHOOL
	10.	AYELOGUN GR AMMAR SCHOOL, IDERE
	11.	IGBOORA HIGH SCHOOL, IGBOORA
IBARAPA EAST	12.	AKOLU G/S ERUWA
	13.	APODE H/S ERUWA
	14.	BAPTIST G/S SCHOOL
	15.	BIOKU GRAMM. SCHOOL, LANLATE
	16.	ERUWA H/S ERUWA
	17.	LANLATE H/S ERUWA
	18.	OBASEEKU H/S(JNR) ERUWA
	19.	OBASEEKU H/S (SNR) ERUWA

	20.	OKOLO COMM. SEC SCHOOL, ERUWA
	21.	OLUWEHIN COMM H/S LANLATE
	22.	ONITABO H/S LANLATE
IBARAPA NORTH	23.	TAPA COMMUNITY LANLATE
	24.	ADEGUN ASAKE GRAMMAR SCHOOL IGANGAN
	25.	OKE AAKO HIGH SHOOOL IGANGAN
	26.	AYETE GRAMMAR SCHOOL
	27.	BAPTIST HIGH SCHOOL, AYETE
	28.	MAKU GRAMMAR SCHOOL, TAPA
	29.	IGANGAN HIGH SCHOOL, IGANGAN
	30.	COMMUNITY GRAMMAR SCHOOL, ABIDIOKI

**SAKI ZONE**

<b>LGA</b>	<b>S/N</b>	<b>NAME OF SCHOOLS</b>
ATISBO	1.	ADS COMP SEC SCHOOL, TEDE
	2.	ADS HIGH SCHOOL, AGO-ARE
	3.	BAPTIST SEC GRAM SCHOOL, AGOARE
	4.	COMM. GRAMM. SCHOOL, IRAWO MUSLIM OWODE
	5.	CHRIST COMPRE. HIGH SCHOOL AGOARE
	6.	COMPRE HIGH SCHOOL, IRAWO
	7.	IRAWO MUSLIM GRAM. SCHOOL IRAWO
	8.	OFIKI GRAMM SCHOOL OFIKI
	9.	OWO COMM. GRAMMAR SCHOOL OWO
	10.	MUSLIM COMM. GRAMMAR SCHOOL, OFIKI
	11.	PROGRESSIVE SEC. GRAM. SCHOOL TEDE
	12.	SABE COMM. SEC. SCHOOL, SEBE
SAKI EAST	13.	ADU GRAMMAR SCHOOL AGO-AMODU
	14.	AROLU COMM GRAMMAR SCHOOL
	15.	COMM. GRAMM. SCHOOL OGBOORO
	16.	COMM HIGH SCHOOL SEPETERI
	17.	MUSLIM GREAMMAR SCHOOL AGO-AMODU
	18.	MUSLIM COMPRE GRAMMAR SCHOOL OGBOORO
	19.	MUSLIM GRAMMAR SCHOOL, OWODE
	20.	MUSLIM GRAMMAR SCHOOL SEPETERI
	21.	OBALUFON GRAMMAR SCHOOL SEPETERI
	22.	OJE GRAMMAR SCHOOL, OJE OWODE

SAKI WEST	23.	ADS. JNR. COLLEGE, SAKI
	24.	ADS. JNR. HIGH SCHOOL SAKI
	25.	ADS. SNR. COLLEGE SAKI
	26.	ADS. SNR. HIGH SCHOOL SAKI
	27.	ASABARI GRAMMAR SCHOOL
	28.	BAPTIST GRAMMAR SCHOOL SAKI
	29.	BAPTIST SEC. SCHOOL SAKI
	30.	CHRIST GRAMMAR SCHOOL SAKI
	31.	COMM. HIGH SCHOOL OTUN
	32.	COMM. HIGH SCHOOL AYEKALE
	33.	COMM. SEC. SCHOOL. ARMY BARRARCKS
	34.	GBORO MUSLIM COLLEGE
	35.	ISLAMIC HERITAGE HIGH SCHOOL SAKI
	36.	ISLAMIC HIGH SCHOOL SAKI
	37.	MUSLIM GRAMMAR SCHOOL SAKI
	38.	MUSLIM JNR GRAM SCHOOL SAKI
	39.	MUSLIM SEC SCHOOL SAKI
	40.	NUD. SEC. SCH SAKI
	41.	OBA KILANI SEC. SCHOOL
	42.	OKERE SEC. GRAMMAR SCHOOL
	43.	SAKI PARAPO COMM. GRAMM. SCHOOL

#### KAJOLA-ZONE

LGA	S/N	NAME OF SCHOOLS
ISEYIN	1.	AKINWUMI METHODIST HIGH SCHOOL
	2.	A.D.S GRAMMAR SCHOOL
	3.	A.D.S. SECONDARY SCHOOL
	4.	ANSWAR-UL-ISLAM HIGH SCHOOL
	5.	ANSWAR-UR-ISLAM COLLEGE
	6.	ASEYIN HIGH SCHOOL
	7.	BAPTIST SECONDARY GRAMMAR SCHOOL
	8.	BAPTIST HIGH SCHOOL
	9.	BISHOP SA. AJAYI CROW. MEM. HIGH SCHOOL
	10.	EKUNLE HIGH SCHOOL
	11.	EKUNLE GRAMMAR SCHOOL
	12.	FARAMORA GRAMMAR SCHOOL
	13.	ISEYIN DISTRICT GRAMMAR SCHOOL
	14.	COMM. GRAM. SCHOOL, ADO-AWAYE
	15.	KOSO COMMUNITY GRAMMAR SCHOOL
	16.	ISLAMIC BOYS HIGH SCHOOL, ISEYIN
	17.	MUSLIM HIGH SCHOOL ISEYIN
	18.	MUSLIM SECONDARY HIGH SCHOOL ISEYIN
	19.	PROGRESSIVE SECONDARY GRAMMAR SCHOOL ISEYIN

	20.	ILADO/ SAGBO COMM. GRAMM. SCHOOL
	21.	ST. JOHN'S CATHOLIC GRAMMAR SCHOOL ISEYIN
	22.	ISLAMIC GIRLS HIGH SCHOOL ISEYIN
	23.	ST. JOHN' CATHOLIC HIGH SCHOOL ISEYIN
ITESIWAJU	24.	BAPTIST GRAMMAR SCHOOL ITESIWAJU
	25.	IGBOJAYE COMMUNITY HIGH SCHOOL, IGBOJAYE
	26.	IPAPO COMMUNITY GRAMMAR SCHOOL, IPAPO
	27.	KOMU-BABAODE HIGH SCHOOL, KOMU
	28.	MUSLIM GRAMMAR SCHOOL,OUT
	29.	OKAKA COMMUNITY GRAMMAR SCHOOL
	30.	OKE-AMU COMMUNITY COLLEGE, OKE-AMU
	31.	OTU COMMUNITY GRAMMAR SCHOOL, OUT
	32.	BABAODE COMMUNITY COLLEGE, BABAODE
	33.	MUSLIM HIGH SCHOOL, IPAPO
	34.	MUSLIM HIGH SCHOOL, OKAKA
IWAJOWA	35.	C.H.S ELEKOKAN
	36.	BAPT. H/S IGANNA
	37.	C.G.S IDIKO-AGO
	38.	C.G.S. IGANNA
	39.	IWAJOWA C.H.S IJIO
	40.	IGANNA H/S IGANNA
	41.	ITILE COMPRE H/S ITASA
	42.	A.D.S. HIGH SCHOOL, IWERE
	43.	ILUPEJU C.G.S IWERE-ILE
KAJOLA	44.	IWA COMM. GRAMM. SCHOOL, AYETORO
	45.	IREPODUN COMM. H/S,ILERO
	46.	ADS COMPREHENSIVE H/S, ILERO
	47.	AWOYEMI COMMERCIAL H/S, OKEHO
	48.	OYO HIGH SCHOOL, OKEHO
	49.	ISMOG COMM. GRAMM.SCHOOL, ALAAPE
	50.	MUSLIM COMM. HIGH SCHOOL
	51.	OKEOGUN/OGBINTE C.G.S
	52.	ADS GRAM SCHOOL,OKEHO
	53.	BAPTIST HIGH SCHOOL,ILERO
	54.	COMM. GRAMM. SCHOOL,ILUA
	55.	ISEMI ILE GRAM. SCHOOL, ISEMI ILE
	56.	ADS HIGH SCHOOH, OKEHO
	57.	OKEHO IGANNA GRAM. SCHOOL
	58.	GEGUN HIGH SCHOOL, AYETORO
	59.	SCHOOL OF SCIENCE, OKEH
	60.	BAPTIST HIGH SCHOOL, OKEHO

**IREPO-ZONE**

<b>LGA</b>	<b>S/N</b>	<b>NAME OF SCHOOLS</b>
IREPO	1.	KISI COMM. GRAMM. SCHOOL, KISI
	2.	LAGBULU MEMORIAL HIGH SCHOOL KISI
	3.	IBA HIGH SCHOOL, KISI
	4.	ADASOBO GRAMMAR SCHOOL
	5.	ANSAR-UD-DEEN SOCIETY HIGH SCHOOL, KISI
	6.	OLANIPEKUN MEMORIAL COLLEGE, KISI
OLORUNSOGO	7.	MUSLIM COMM. HIGH SCHOOL, IGBETI
	8.	ISLAMIC HIGH SCHOOL, IGBETI
	9.	UMCA MEM. OGUNBODE GRAM. SCHOOL
	10.	UCMA SEC. GRAM SCHOOL, IGBETI
OORELOPE	11.	IFELODUN GRAMMAR SCHOOL IGBOHO
	12.	ADIMULA COMM. GRAMM. SCHOOL, IGBOHO
	13.	MUSLIM GRAMMAR SCHOOL, IGBOHO
	14.	IREPO GRAMMAR SCHOOL, IGBOHO
	15.	BAPTIST HIGH SCHOOL, IGBOHO
	16.	MUSLIM HIGH SCHOOL,IGBOHO
	17.	MORE GRAM. SCHOOL, IGBOHO
	18.	COMPREHENSIVE HIGH SCHOOL, IGBOPE

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY  
SUMMARY OF SCHOOL ENROLMENT BY EDUCATIONAL ZONES

EDUCATION ZONE	NO OF SCHOOLS	MALE	FEMALE	TOTAL
IBADAN CITY	165	61869	63760	125629
IBADAN LESS CITY	172	55059	57675	112734
OGBOMOSO	85	17640	17438	35078
OYO	55	17213	17633	34846
SAKI	43	11113	11213	22326
IREPO	18	5380	5021	10401
IBARAPA	30	6913	7068	13981
KAJOLA	60	15852	15774	31626
<b>TOTAL</b>	<b>628</b>	<b>191,039</b>	<b>195,582</b>	<b>386,621</b>

## APPENDIX X

### RELIABILITY OF EACH CLUSTER OF THE INSTRUMENT-PAS

#### RELIABILITY OF MEANINGLESSNESS

##### RELIABILITY

```

/VARIABLES=N1 N2 N3 N4 N5
/SCALE ('MEANINGLESSNESS: Principal Alienation Scale (PAS)') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL MEANS VARIANCE COV CORR.

```

### Reliability

#### Scale: MEANINGLESSNESS: Principal Alienation Scale (PAS)

##### Case Processing Summary

		N	%
Cases	Valid	18	100.0
	Excluded <sup>a</sup>	0	.0
	Total	18	100.0

a. Listwise deletion based on all variables in the procedure.

##### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.876	.880	5

##### Item Statistics

	Mean	Std. Deviation	N
N1	2.89	1.023	18
N2	2.78	1.003	18
N3	2.39	.850	18
N4	2.56	1.042	18
N5	2.44	.856	18

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.611	2.389	2.889	.500	1.209	.046	5
Item Variances	.918	.722	1.085	.363	1.502	.031	5
Inter-Item Covariances	.538	.340	.719	.379	2.115	.012	5
Inter-Item Correlations	.595	.396	.805	.409	2.033	.015	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
N1	10.17	10.265	.616	.448	.873
N2	10.28	9.977	.689	.571	.854
N3	10.67	10.000	.861	.782	.817
N4	10.50	9.441	.754	.702	.838
N5	10.61	10.958	.646	.555	.864

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
13.06	15.350	3.918	5

## APPENDIX XI

### RELIABILITY OF POWERLESSNESS

#### RELIABILITY

```

/VARIABLES=N6 N7 N8 N9 N10
/SCALE ('POWERLESSNESS: Principal Alienation Scale (PAS)') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL MEANS VARIANCE COV CORR.

```

#### Reliability

#### Scale: POWERLESSNESS: Principal Alienation Scale (PAS)

**Case Processing Summary**

	N	%
Valid	18	100.0
Cases Excluded <sup>a</sup>	0	.0
Total	18	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.769	.772	5

**Item Statistics**

	Mean	Std. Deviation	N
N6	2.83	.924	18
N7	2.50	.786	18
N8	2.50	.857	18
N9	2.78	.808	18
N10	2.67	.840	18

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.656	2.500	2.833	.333	1.133	.024	5
Item Variances	.713	.618	.853	.235	1.381	.008	5
Inter-Item Covariances	.285	.176	.441	.265	2.500	.008	5
Inter-Item Correlations	.403	.227	.608	.380	2.673	.016	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
N6	10.44	5.791	.591	.428	.709
N7	10.78	5.948	.706	.520	.673
N8	10.78	6.418	.487	.285	.745
N9	10.50	6.382	.547	.371	.725
N10	10.61	6.840	.393	.183	.776

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
13.28	9.271	3.045	5

## APPENDIX XII

### RELIABILITY OF NORMLESSNESS

#### Reliability

RELIABILITY

```

/VARIABLES=N11 N12 N13 N14 N15
/SCALE ('NORMLESSNESS: Principal Alienation Scale (PAS)') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL MEANS VARIANCE COV CORR.

```

#### Scale: NORMLESSNESS: Principal Alienation Scale (PAS)

**Case Processing Summary**

		N	%
Cases	Valid	17	94.4
	Excluded <sup>a</sup>	1	5.6
	Total	18	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.778	.777	5

**Item Statistics**

	Mean	Std. Deviation	N
N11	1.94	.899	17
N12	2.71	.772	17
N13	2.47	.943	17
N14	2.18	.951	17
N15	2.65	.862	17

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.388	1.941	2.706	.765	1.394	.105	5
Item Variances	.788	.596	.904	.309	1.519	.016	5
Inter-Item Covariances	.325	.114	.574	.460	5.032	.018	5
Inter-Item Correlations	.410	.140	.671	.530	4.783	.022	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
N11	10.00	6.375	.716	.690	.678
N12	9.24	7.816	.469	.390	.763
N13	9.47	7.140	.477	.450	.763
N14	9.76	6.441	.640	.527	.705
N15	9.29	7.471	.471	.449	.762

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
11.94	10.434	3.230	5

## APPENDIX XIII

### RELIABILITY OF ISOLATION

#### RELIABILITY

```

/VARIABLES=N16 N17 N18 N19 N20
/SCALE ('ISOLATION: Principal Alienation Scale (PAS)') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL MEANS VARIANCE COV CORR.

```

#### Scale: ISOLATION: Principal Alienation Scale (PAS)

**Case Processing Summary**

		N	%
Cases	Valid	18	100.0
	Excluded <sup>a</sup>	0	.0
	Total	18	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.663	.656	5

**Item Statistics**

	Mean	Std. Deviation	N
N16	2.83	.857	18
N17	2.56	.856	18
N18	2.67	.970	18
N19	2.67	.840	18
N20	2.83	1.098	18

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.711	2.556	2.833	.278	1.109	.015	5
Item Variances	.864	.706	1.206	.500	1.708	.045	5
Inter-Item Covariances	.244	.020	.706	.686	36.000	.040	5
Inter-Item Correlations	.276	.027	.663	.635	24.291	.040	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
N16	10.72	6.095	.560	.372	.549
N17	11.00	7.294	.255	.265	.677
N18	10.89	5.399	.635	.503	.499
N19	10.89	7.634	.186	.060	.702
N20	10.72	5.507	.483	.496	.579

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
13.56	9.203	3.034	5

## APPENDIX XIV

### RELIABILITY OF SELF-ALIENATION

#### RELIABILITY

```

/VARIABLES=N21 N22 N23 N24 N25
/SCALE ('SELF-ALIENATION: Principal Alienation Scale (PAS)') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL MEANS VARIANCE COV CORR.

```

#### Reliability

#### Scale: SELF-ALIENATION: Principal Alienation Scale (PAS)

**Case Processing Summary**

		N	%
Cases	Valid	18	100.0
	Excluded <sup>a</sup>	0	.0
	Total	18	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.669	.684	5

**Item Statistics**

	Mean	Std. Deviation	N
N21	3.17	.857	18
N22	2.72	1.179	18
N23	3.11	.900	18
N24	3.22	.943	18
N25	3.00	1.138	18

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.044	2.722	3.222	.500	1.184	.039	5
Item Variances	1.024	.735	1.389	.654	1.889	.088	5
Inter-Item Covariances	.294	-.229	.765	.993	-3.343	.088	5
Inter-Item Correlations	.302	-.206	.747	.953	-3.627	.086	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
N21	12.06	9.232	.199	.114	.700
N22	12.50	8.735	.127	.494	.764
N23	12.11	6.340	.851	.768	.427
N24	12.00	7.765	.448	.684	.607
N25	12.22	6.065	.651	.591	.493

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
15.22	11.007	3.318	5

## APPENDIX XV

### OVERALL RELIABILITY OF THE INSTRUMENT-PAS

#### RELIABILITY

```

/VARIABLES=N1 N2 N3 N4 N5 N6 N7 N8 N9 N10 N11 N12 N13 N14 N15 N16 N17 N18
N19 N20 N21 N22 N23 N24 N25
/SCALE ('PRINCIPAL ALIENATION SCALE (PAS)') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL MEANS VARIANCE COV CORR.

```

#### Reliability

##### Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

#### Scale: PRINCIPAL ALIENATION SCALE (PAS)

##### Case Processing Summary

		N	%
Cases	Valid	17	94.4
	Excluded <sup>a</sup>	1	5.6
	Total	18	100.0

a. Listwise deletion based on all variables in the procedure.

##### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.783	.797	25

**Item Statistics**

	Mean	Std. Deviation	N
N1	2.88	1.054	17
N2	2.82	1.015	17
N3	2.35	.862	17
N4	2.53	1.068	17
N5	2.41	.870	17
N6	2.88	.928	17
N7	2.53	.800	17
N8	2.53	.874	17
N9	2.76	.831	17
N10	2.71	.849	17
N11	1.94	.899	17
N12	2.71	.772	17
N13	2.47	.943	17
N14	2.18	.951	17
N15	2.65	.862	17
N16	2.88	.857	17
N17	2.59	.870	17
N18	2.71	.985	17
N19	2.71	.849	17
N20	2.94	1.197	17
N21	3.18	.883	17
N22	2.76	1.200	17
N23	3.06	.899	17
N24	3.18	.951	17
N25	2.94	1.144	17

**Summary Item Statistics**

Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
1.941	3.176	1.235	1.636	.085	25
.596	1.441	.846	2.420	.054	25
-.581	.787	1.368	-1.354	.072	25
-.652	.803	1.456	-1.231	.091	25

## Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
N1	64.41	76.632	.636	.	.756
N2	64.47	74.515	.795	.	.746
N3	64.94	77.934	.709	.	.755
N4	64.76	75.316	.702	.	.751
N5	64.88	79.985	.561	.	.763
N6	64.41	84.132	.263	.	.778
N7	64.76	84.941	.264	.	.778
N8	64.76	78.441	.663	.	.758
N9	64.53	88.015	.049	.	.788
N10	64.59	85.007	.239	.	.779
N11	65.35	81.118	.466	.	.768
N12	64.59	82.132	.482	.	.768
N13	64.82	80.529	.476	.	.767
N14	65.12	79.860	.512	.	.764
N15	64.65	88.743	-.001	.	.790
N16	64.41	78.882	.647	.	.759
N17	64.71	83.596	.322	.	.775
N18	64.59	79.632	.504	.	.765
N19	64.59	84.132	.297	.	.776
N20	64.35	95.993	-.339	.	.817
N21	64.12	94.735	-.352	.	.807
N22	64.53	91.015	-.130	.	.805
N23	64.24	83.941	.286	.	.777
N24	64.12	87.235	.075	.	.788
N25	64.35	83.618	.217	.	.782

## Scale Statistics

Mean	Variance	Std. Deviation	N of Items
67.29	89.471	9.459	25

## APPENDIX XVI

### RELIABILITY OF THE INSTRUMENT-PEQ

#### GET

```
FILE='C:\Users\Innocent\Documents\MastersII\PEQ DATA.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.
RELIABILITY
/VARIABLES=N1 N2 N3 N4 N5 N6 N7 N8 N9 N10 N11 N12 N13 N14 N15 N16 N17 N18
N19 N20 N21 N22 N23 N24
/SCALE('PRINCIPAL EFFECTIVENESS QUESTIONNAIRE (PEQ)') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL MEANS VARIANCE.
```

#### Reliability

[DataSet1] C:\Users\Innocent\Documents\MastersII\PEQ DATA.sav

#### Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

#### Scale: PRINCIPAL EFFECTIVENESS QUESTIONNAIRE (PEQ)

##### Case Processing Summary

		N	%
Cases	Valid	14	77.8
	Excluded <sup>a</sup>	4	22.2
	Total	18	100.0

a. Listwise deletion based on all variables in the procedure.

##### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.827	.824	24

## Item Statistics

	Mean	Std. Deviation	N
N1	2.93	.997	14
N2	3.14	.770	14
N3	2.86	.770	14
N4	2.86	.864	14
N5	2.71	.825	14
N6	2.00	.961	14
N7	3.07	.616	14
N8	3.00	.679	14
N9	2.86	.535	14
N10	2.57	.756	14
N11	2.86	.864	14
N12	2.71	.611	14
N13	2.71	.825	14
N14	2.36	.929	14
N15	2.57	.852	14
N16	2.57	1.016	14
N17	2.43	.938	14
N18	3.00	.961	14
N19	2.36	.842	14
N20	2.64	1.082	14
N21	2.21	.802	14
N22	2.43	1.222	14
N23	2.93	1.207	14
N24	2.93	.917	14

## Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.696	2.000	3.143	1.143	1.571	.084	24
Item Variances	.782	.286	1.495	1.209	5.231	.092	24

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
N1	61.79	83.566	.327	.	.823
N2	61.57	82.110	.560	.	.814
N3	61.86	91.055	-.076	.	.837
N4	61.86	82.593	.457	.	.817
N5	62.00	81.692	.546	.	.814
N6	62.71	90.681	-.059	.	.840
N7	61.64	91.324	-.100	.	.835
N8	61.71	81.143	.729	.	.810
N9	61.86	90.747	-.050	.	.833
N10	62.14	82.593	.536	.	.815
N11	61.86	86.286	.218	.	.827
N12	62.00	86.769	.297	.	.824
N13	62.00	79.231	.722	.	.807
N14	62.36	81.324	.498	.	.815
N15	62.14	83.363	.414	.	.819
N16	62.14	79.516	.550	.	.812
N17	62.29	79.604	.600	.	.811
N18	61.71	86.220	.190	.	.829
N19	62.36	83.170	.433	.	.818
N20	62.07	75.456	.740	.	.802
N21	62.50	79.808	.703	.	.808
N22	62.29	83.297	.257	.	.829
N23	61.79	77.258	.557	.	.811
N24	61.79	91.566	-.107	.	.841

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
64.71	90.527	9.515	24

**APPENDIX XVII**  
**ANALYSIS OF DATA**  
**SPSS OUTPUT**

**Correlations**

		Meaninglessness	Principals' Effectiveness
Meaninglessness	Pearson Correlation	1	-.013
	Sig. (2-tailed)		.818
	N	312	312
Principals' Effectiveness	Pearson Correlation	-.013	1
	Sig. (2-tailed)	.818	
	N	312	312

**Correlations**

		Powerlessness	Principals' Effectiveness
Powerlessness	Pearson Correlation	1	-.022
	Sig. (2-tailed)		.693
	N	312	312
Principals' Effectiveness	Pearson Correlation	-.022	1
	Sig. (2-tailed)	.693	
	N	312	312

**Correlations**

		Normlessness	Principals' Effectiveness
Normlessness	Pearson Correlation	1	-.068
	Sig. (2-tailed)		.234
	N	312	312
Principals' Effectiveness	Pearson Correlation	-.068	1
	Sig. (2-tailed)	.234	
	N	312	312

**Correlations**

		Isolation	Principals' Effectiveness
--	--	-----------	---------------------------

Isolation	Pearson Correlation	1	.388**
	Sig. (2-tailed)		.000
	N	312	312
Principals' Effectiveness	Pearson Correlation	.388**	1
	Sig. (2-tailed)	.000	
	N	312	312

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Correlations**

		Self-Alienation	Principals' Effectiveness
Self-Alienation	Pearson Correlation	1	-.005
	Sig. (2-tailed)		.928
	N	312	312
Principals' Effectiveness	Pearson Correlation	-.005	1
	Sig. (2-tailed)	.928	
	N	312	312

**Correlations**

		Alienation	Principals' Effectiveness
Alienation	Pearson Correlation	1	.190**
	Sig. (2-tailed)		.001
	N	312	312
Principals' Effectiveness	Pearson Correlation	.190**	1
	Sig. (2-tailed)	.001	
	N	312	312

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Regression**

**Descriptive Statistics**

	Mean	Std. Deviation	N
Principal Effectiveness	74.9071	8.73738	312
Meaninglessness	12.2372	2.08844	312
Powerlessness	13.4744	2.12306	312
Normlessness	12.2340	2.07412	312
Isolation	31.5962	5.55971	312
Self_Alienation	13.6442	2.11221	312

**Correlations**

		Principal_Effective ness	Meaninglessn ess	Powerlessn ess	Normlessn ess	Isolati on	Self_Alienat ion
Pearson Correlati on	Principal_Effective ness	1.000	-.013	-.022	-.068	.388	-.005
	Meaninglessness	-.013	1.000	-.043	.038	.003	.036
	Powerlessness	-.022	-.043	1.000	-.027	.012	.252
	Normlessness	-.068	.038	-.027	1.000	.007	-.041
	Isolation	.388	.003	.012	.007	1.000	-.025
	Self_Alienation	-.005	.036	.252	-.041	-.025	1.000
Sig. (1- tailed)	Principal_Effective ness	.	.409	.347	.117	.000	.464
	Meaninglessness	.409	.	.225	.254	.479	.263
	Powerlessness	.347	.225	.	.319	.413	.000
	Normlessness	.117	.254	.319	.	.454	.235
	Isolation	.000	.479	.413	.454	.	.331
	Self_Alienation	.464	.263	.000	.235	.331	.
N	Principal_Effective ness	312	312	312	312	312	312
	Meaninglessness	312	312	312	312	312	312
	Powerlessness	312	312	312	312	312	312
	Normlessness	312	312	312	312	312	312
	Isolation	312	312	312	312	312	312
	Self_Alienation	312	312	312	312	312	312

Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	Self_Alienation, Isolation, Meaninglessness, Normlessness, Powerlessness <sup>b</sup>	.	Enter

a. Dependent Variable: Principal Effectiveness

b. All requested variables entered.

## Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.396 <sup>a</sup>	.157	.143	8.08962

a. Predictors: (Constant), Self\_Alienation, Isolation, Meaninglessness, Normlessness, Powerlessness

ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3717.087	5	743.417	11.360	.000 <sup>b</sup>
	Residual	20025.218	306	65.442		
	Total	23742.304	311			

a. Dependent Variable: Principal Effectiveness

b. Predictors: (Constant), Self-Alienation, Isolation, Meaninglessness, Normlessness, Powerlessness

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.092	5.982		10.213	.000
	Meaninglessness	-.056	.220	-.013	-.254	.800
	Powerlessness	-.133	.224	-.032	-.594	.553
	Normlessness	-.295	.222	-.070	-1.333	.183
	Isolation	.612	.083	.389	7.408	.000
	Self-Alienation	.043	.225	.010	.190	.850