

Strategies for Administrative Effectiveness of Principals in Public Secondary Schools in Imo State

¹Ngerem Eucharia Iheoma (Ph.D.) and ²Okonkwo Chinonso
Department of Educational Management, College of Education, Michael Okpara
University of Agriculture, Umudike
1ngeremuk@gmail.com
2okonkwonomso@gmail.com

Abstract: This study examined strategies for administrative effectiveness of principals in public secondary schools in Imo state. The population of the study was 5321 comprising 247 principals and 5047 teachers. Two research questions guided the study with one null hypothesis. The design of the study was a descriptive survey. A sample size of 54 principals and 630 teachers were selected using the stratified proportionate random sampling technique. The instrument for data collection was a structured questionnaire titled 'strategies for administrative effectiveness of principals (SAEPQ) with 13 item on a four point scale of Strongly Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (SD) and was validated by three experts in Educational Management and Measurement and Evaluation from Michael Okpara University of Agriculture, Umudike . A reliability coefficient of 0.78 was realized through the Pearson's Product Moment Correlational Coefficient. Findings among others are that principals' attendance to conferences, seminars, workshops, on the job training and in-service training enhance administrative effectiveness. The paper concluded and recommended that principals should avail themselves for conferences, seminars, workshops and that government should fund some of the expenses incurred by principals in the cost of engaging in these staff development programmes for enhancement of administrative effectiveness.

Key words: Strategies, Principals, Administrative Effectiveness.

Introduction

Schools exist to have predetermined objectives which are expected to be achieved just like any other public organization. These set objectives cannot be achieved without the effective combination and effective use of available resources including human and material. This informed Nwosu (2007) to deposit that the success of any organization to a large extent depends on the availability and management of human, financial and physical resources in the organization.

Human resource management (HRM) is a critical part of an organization that is concerned with people dimension. It is a junction of all staff in the organization. Its role is to provide assistance on matters pertaining to employees who are directly involved in production in the organization (De Cenzo and Robbins, 1996). Organizations are comprised of people and so acquiring their services, developing their skills, motivating them to high levels of performance and ensuring they maintain total commitment to the organization is essential for the achievement of the organization objectives. This is true, regardless of any organizations' government, health, education, business, and recreation or social. Human resources are the man power (staff) needed in organizations which seem to be the most useful resource always available in every organization. This empowered Awah and Ayakpo (2015) to posit that the achievement of the

school goals is contingent upon the available human resource. These are concerned with carrying out various roles to realize the goals of an organization which is always complimented by administrative effectiveness.

Administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goal. 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 goal and objective seem to enhance subordinate performance for school success (Akomolafe, 2012). The administrative effectiveness of secondary school principal had been observed by Adegun (2002), as a factor inhibiting attainment of goals in secondary schools. Tess (2003) claimed that administrators must motivate staff to use their creativity and initiative as necessary in making inputs, towards the accomplishment of institutional goals. The principals play important leadership roles in establishing school discipline, both by effective administration and by personal example. Principals of well-disciplined students are usually highly visible models. They engage in what Duke describes as "management by walking around," greeting students and teachers and informally monitoring possible problem areas.

Effective principals are liked and respected, rather than feared, and communicate caring for students as well as willingness to impose punishment if necessary (NAESP 1983). Duckworth (1984) found that teachers' satisfaction with school discipline policy was related to their relationship with the principal. Esen (1980) views discipline as the maintenance of the quality of the atmosphere necessary for achievement of the school goals. Ezeocha (1985) in Akomolafe (2012) argues that school discipline should recognize the inherent dignity and right of the individual, be devoted to humanitarian principles and ideals, offer self-direction and be founded on an understanding of acceptable behavior. Indiscipline behavior in public secondary schools manifest itself in various ways ranging from stealing, fighting, loitering, bullying, truancy, unpunctuality, absenteeism, drug abuse, examination malpractices assault, disobedience, insubordination and cult activities. (Akpan, & Okey & Esirah, 2005). Principals should provide clear and broad rules, delegate disciplinary rules and ensure commitment on the part of teachers in order to establish and maintain appropriate students' behaviors. He needs good communication and shared values as some important elements in this relationship. Ideally, a principal should be able to create consensus among staff on rules and their enforcement. Contentious principals sometimes make room for recruiting and maintaining like-minded staff over the course of years and arrange transfers for teachers whose views do not fit in with goals and plans for their schools. Tabotndip (2005) opined that the quality and effectiveness of every education system anywhere in the world is dependent on the competences, effectiveness, efficiencies and devotion of the teaching force. Teachers are seen as the foundation upon which the growth and development of the society depends (Ejiogu 1997, Afe 1992, Fafunwa 1991, and Ezeh, 2004).

In addition, there is need for staff development. Awah and Inengim ((2012) observed that human resources development has become needful in recent times giving the increasing world complexities and challenges necessitated by globalization and today's knowledge driven economy. For effective performance of roles by in secondary schools, they need to be adequately trained or developed. Staff development helps to ensure that organizational members possess the knowledge and skills they needed to perform their jobs effectively, take on new responsibilities and adapt to changing conditions (Jones, George and Hill, 2000). Other benefits of staff

development as observed by Olu and John (2005) include improved quality, customer satisfaction, increased productivity, morale, management succession, business development and profitability. So with the training and development of staff through principals' effective administration strategies, secondary educational goals and objectives will be achieved.

Statement of the Problem

The importance of administrative effectiveness calls for effective productivity on the part of teachers. It is of common knowledge that some principals in public secondary schools perform their duties with the knowledge of the job they had on recruitment. They seem to lack periodic training and development by not attending seminars and conferences to update their knowledge and as such, often use obsolete strategies in the administration of their duties. This seems not to be giving room for their administrative effectiveness in the areas of delegation of duties, proper instructional supervision, collaborative decision making etc. in secondary schools. All these seem to have contributed to the teachers' liaise- fair attitude towards achievement of secondary education goals. It is expected that principals in public secondary schools should under-go series of training for development of their knowledge, acquisition of modern technological skills which will help them to improve and face the educational challenges that crop up as events are changing. All these compliment principals' administrative effectiveness. But since it seems not to be so as expected, the question therefore still remains: what are the strategies for administrative effectiveness of principals in public secondary schools in Imo state, Nigeria?

Purpose of the study

The purpose of this study is to examine strategies for administrative effectiveness of principals in public secondary schools in Imo state, Nigeria. The study specifically sought to:

1. identify strategies that enhance administrative effectiveness of principals in public secondary schools in Imo state.
2. examine how these strategies enhance principals' administrative effectiveness in public secondary schools in Imo state.

Research Questions

1. What are the strategies that enhance administrative effectiveness of principals in public secondary schools in Imo state?
2. How do these strategies enhance principals' administrative effectiveness in public secondary schools in Imo state?

Hypothesis

Ho 1: There is no significant difference in the mean response of principals and teachers on the various strategies that enhance administrative effectiveness of principals in public secondary schools in Imo state.

Methodology

The design of the study was a descriptive survey carried out carried out ex-post-facto. The population of the study was 5321 comprising 247 principals and 5047 teachers. Two research questions guided the study with one null hypothesis. A sample size of 54 principals and 630 teachers were selected using the stratified proportionate random sampling technique for proper representation. The instrument for data collection was a structured questionnaire titled 'strategies for administrative effectiveness of principals (SAEPQ) on a four point scale of Strongly Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (SD) and was validated by three experts in Educational Management and Measurement and Evaluation from Michael Okpara University of Agriculture, Umudike for face and content validity. The

reliability of the instrument was realized through a test re-test carried out on 10 principals and 20 teachers from Abia state which is outside the target population. A reliability coefficient of 0.78 was realized through the Pearson’s Product Moment Correlational Coefficient. Mean was used to analyze the data collected while t-test statistic was used to analyze the hypothesis .A mean bench mark of 2.5 and above was being agreed while below it is disagreed.

Result Presentation

Results are presented on tables in line with the research questions.

Research Question 1: What are the strategies that enhance administrative effectiveness of principals in public secondary schools in Imo state?

Strategies that enhance administrative effectiveness of principals

S/No.	Item Statements	principals x	Remark	Teachers x	Remark
1.	Attendance of conferences for updating Knowledge to improve strategies	4.00	Agreed	3.57	Agreed
2.	Collaboration in decision making	3.59	Agreed	3.60	Agreed
3.	Delegation of duties to teachers	3.60	Agreed	3.55	Agreed
4.	Periodic principals supervision for adequate accomplishment of duties delegated	3.20	Agreed	2.95	Agreed
5.	Advice for attendance of Conferences, seminars and in-service training	2.98	Agreed	2.60	Agreed
6.	Motivation to attend to teaching and other assignments	3.28	Agreed	3.20	Agreed
7.	Insisting on teachers and students discipline	3.32	Agreed	2.76	Agreed
Pooled mean		3.42	Agreed	3.17	Agreed

Table 1 shows the responses of principals and teachers on the various strategies for administrative effectiveness of principals. They agreed that all the strategies identified are strategies for administrative effectiveness of principals in public secondary schools in Imo state. This could be proved from the various mean responses above 2.5 being the benchmark for agreement and acceptance and the pooled mean of 3.42 and 3.17 respectively authenticate the proof. This finding is in agreement with Akomolafe (2012) that administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goal. 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 goal and objective seem to enhance subordinate performance for school success.

Hypothesis 1: There is no significant difference in the mean response of principals and teachers on the various strategies that are necessary for enhancing administrative effectiveness of principals in public secondary Schools in Imo state.

Group	N	X	SD	DF	t--Cal	t-Crit.	Comment
Principals	54	3.39	1.18				
Teachers	630	3.27	1.77	683	1.15	1.19	Accepted

Table 2 above shows the analysis of that there is no significant difference between the mean ratings of principals and teachers on the various strategies that are necessary for enhancing administrative effectiveness of principals in public secondary Schools in Imo state. From the table, it was discovered that the t-calculated value of 1.15 is less than the t-critical value of 1.19 which makes it not to be accepted. This is in consistence with Olu and John (2005) that improved quality, customer satisfaction, increased productivity, morale, management succession, business development and profitability makes for principals administrative effectiveness. So with the training and development of staff through principals’ effective administration strategies, secondary educational goals and objectives will be achieved.

Research question 2. How do these development strategies enhance principals’ administrative effectiveness in public secondary schools in Imo state?

How strategies enhance principals’ administrative effectiveness

Item Statements	x principals	Remark	x Teachers	Remark
8. Uses obsolete strategies	1.56	Disagree	2.23	Disagree
9. Collaborative achievement of the educational goals	3.00	Agreed	2.51	Agreed
10. Teachers carry out duties judiciously with little supervision	3.12	Agreed	2.73	Agreed
11. Ensured adequate academic delivery	2.98	Agreed	2.65	Agreed
12. Adequate communication practices in the school	2.56	Agreed	2.69	Agreed
13. Disciplined teachers and students	2.69	Agreed	2.55	Agreed
14. Effectiveness and efficiency is ensured	3.10	Agreed	3.00	Agreed
Pooled mean	2.71	Agreed	2.62	Agreed

Table 3 shows the responses of principals and teachers on how various identified strategies enhance administrative effectiveness of principals. They agreed that all the strategies identified makes for administrative effectiveness of principals in public secondary schools in Imo state. This could be proved from the various mean responses above 2.5 being the benchmark for agreement and acceptance except item 8 which disagreed that principals cannot use obsolete

strategies after updating their knowledge through conferences and seminars. But the pooled mean of 2.71 and 2.62 respectively clearly show that identified strategies of principals enhance administrative effectiveness in secondary schools. This finding is in conferment to Awah and Inengim ((2012) and Jones, George and Hill (2000) that human resources development has become needful in recent times giving the increasing world complexities and challenges necessitated by globalization and today's knowledge driven economy. For effective performance of roles by in secondary schools, they need to be adequately trained or developed. Staff development helps to ensure that organizational members possess the knowledge and skills they needed to perform their jobs effectively, take on new responsibilities and adapt to changing conditions that will enhance administrative effectiveness.

Conclusion

The study which was aimed examining strategies for administrative effectiveness of principals in public secondary schools in Imo state, Nigeria which specifically identified strategies that enhance administrative effectiveness of principals and how these strategies enhance principals' administrative effectiveness. It was found out that attendance of conferences for updating knowledge by principals to improve strategies, collaboration in decision making, delegation of duties to teachers, periodic principals supervision for adequate accomplishment of duties delegated, advice for attendance of Conferences, seminars and in-service training, motivation to attend to teaching and other assignments and insisting on teachers and students discipline are strategies that enhance administrative effectiveness of principals in public secondary schools in Imo State. From the findings also, it was found that these strategies enhance principles administrative effectiveness by collaboratively achieving the educational goals because teachers carry out duties judiciously with little supervision. This in turn ensured adequate academic delivery, adequate communication practices in the school, disciplined teachers and students which in turn ensure conducive environment for effectiveness and efficiency in administration of public secondary schools by principals.

Recommendations

Following the findings from the study, the researchers gave the following recommendations if dully accepted.

1. The principals should avail themselves opportunity to attend to seminars and conferences organized by the government and their association to update their knowledge for administrative effectiveness.
2. There should be collaboration in decision making by the principal and staff for the easy achievement of the central objective which is achieving the educational goals.
3. Principals should delegate duties judiciously and carry out periodic supervision for adequate accomplishments of duties delegated.
4. Principals should advice and encourage staff to avail themselves opportunities to attend conferences, seminars and in-service training to acquire modern knowledge that will help them to face technological demands in the achievement of educational goals which is the brain child of administrative effectiveness.
5. Principals should try in their capacity to motivate the teachers to attend to teaching and other activities by the use of carrot and stick strategies.

6. Principals of public secondary schools should be skillful in their administrative strategies to instill discipline in both staff and students for conducive environment for teaching and learning which compliments administrative effectiveness.

References

- Adigun, A.A.(2002). *Economics of Education*. Lagos: Olatunji press and publishers.
- Akomolafe,C.O.(2012). A Comparative Study of Principals' Administrative Effectiveness in Public and Private Secondary Schools in Ekiti State, Nigeria. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735(Paper) ISSN 2222-288X (Online) Vol. 3, No 13, 2012.
- Akan, C.P., Okey, S., Esirah, E. (2005). Effectiveness in Maintenance of Discipline among Administrators of Private & Public Secondary Schools in Southern Senatorial District of Cross River. *Journal of Educational Administration*.
- Awah, O.A. (2015). *Staff Development and Effective Administration of Secondary Schools in Bayelsa State*. Enugu: Lawnet Communications.
- De Cons, D. A., Robbins S.P & Willey, J. (1996). *Human Resource Management*. Business and Economics.
- Duckworth (1984). A modified Mode of Operation for the Trauma Electromagnetic Exploration. *Wiley online library*.
- Ighalo, B.N (2014).Effects of Innovative Strategies on Tertiary Institution Lectures. *Paper presented at the 8th Annual Teaching and Learning Higher Education conference at Edgewood campus, Kwazulu- Natal South Africa*. www.google.com.ng
- Ezeocha. (1985).The Community as an Effective Instrument for Education Development. www.artclesng.com .
- Fafunwa. A. B. (1991). A History of Education in Nigeria. Ibadan: NPS.
- Federal Republic of Nigeria (2013).*National Policy on Education*. NERDC.
- Gareth, J. R, George, J. & Hill, C. (2000). *Contemporary Management*. Botston: Irwin/Mcgraw- Hill.
- Ngwoke, D.U. & Eze, U.N. (2004). *Development Psychology and Education: Theories, Issues and Trends*. Enugu: Magnet Business Enterprises.
- Nwosu, O. (2007). Educational Administration, Strategies, Synergies and Social Calculus. Onitsha: Osyora Nigeria Limited.
- Olu, O. (2005) .*Dark times are over*. Nigeria: University press.
- Tess, G. (2003). *The sinner*. Ballantine: Books publishers.