

## Principals' Administrative Strategies for School Effectiveness in Secondary Schools in Yobe State

UMAR GARBA

Yobe State University, Damaturu, Nigeria

**Abstract.** This study examined principals' administrative strategies for school effectiveness in secondary schools in Yobe State. Specifically, the study investigated the opinions of teachers on principals' administrative strategies for school effectiveness. Three research questions guided the study. This study adopted a descriptive survey research design. The population of the study consisted of teachers in all secondary schools in Yobe State. The sample consisted of three hundred and eighty-eight (388) teachers. The instrument used for the study was questionnaire titled: Principals' Administrative Strategies for School Effectiveness in Secondary Schools (PASSE). Frequency count and percentages were used in analyzing the collected data. The findings of the study revealed that instructional supervision by principals were not carried out fairly; principals' leadership style were more of autocratic and laissez-faire which could affect the school effectiveness among others. Based on the findings, it was recommended among others, that principals should adopt suitable leadership style that could promote school effectiveness.

**Keywords:** Principal, Administrative, Strategies, School, Effectiveness

### 1. Introduction

Education is widely believed as the biggest instrument for economic progress, human development, political survival and effective national development of any country. It could be

considered as the single largest enterprise in any country of the world which kNigeria is not an exception. Therefore, it is through the education system that the citizens or rather the members of the society are taught the expected behaviour of the society. It is also a means by which individuals acquires socially acceptable vocational skills with which one can be useful member of the society.

It can be recalled that Nigeria has witnessed series of changes in the administration and management of its educational system. First of all, it was started by the missionaries and with the independence in 1960, it was realised that the type of missionary education was deficient and inadequate to meet the yearning and aspirations of our societal needs. This prompted the government's interest to get fully involved in the administration and management of the education industry (Nwankwo 1981 cited in Yabo, 2007).

The secondary education has occupied an important position in the national education system. Because it is that sector of education that usually comes immediately after primary education and also comes before tertiary education. Principal is the professional and administrative head of the school. He plans, organizes, directs and coordinates all the affairs of teaching and non-teaching staff and students. He assigns responsibilities to teachers and supervises them so that the school objectives can be efficiently and effectively achieved.

The school principal is the one who interpret policy, executes curriculum programmes. He is responsible for the students' welfare, physical facilities, equipment, financial administration and he should ensure and maintain effective school-community relationship. Therefore, for him to achieve his predetermined school objectives, he needs to possess certain administrative skills such as instructional programming, staff personnel administration, student personnel administration, financial and physical resources and school-community relations.

There is a number of administrative strategies which in one way or the other can assist the principal in discharging out his daily activities. Failure to take into cognizance may likely to encounter problems in the administration of his school. Hornby (2010) defined administration as the activities that are done in order to plan, organize and run a business school or other institution. Another definition of administration as described by Nwankwo, (1987) viewed it as the careful and systematic arrangement and use of human and material resources, situations and opportunities for achievement of specific objectives.

Therefore, from the above definition of Administration, it could be viewed as a process of dealing with human and material resources in order to achieve the predetermined school objectives.

Administrative strategy is concerned with the way and manner in which an organisation is shaping in the right direction towards the achievement of its goal. The administrative strategies include planning strategy, personnel strategy, coordinating strategy and so on. These administrative strategies are important for school effectiveness in secondary schools.

School effectiveness is viewed as the ability to plan, organize and coordinate many and often conflicting social energies in a school system. It can also be seen as the school effort to make changes toward improving the students' level of achievement.

The principal occupies the administrative and

managerial position in the secondary school. Adasalegbe, (1971) viewed that the principal as an administrative head, a manager, a community public relations man, a supervisor, an instructional leader, a curriculum innovator and a catalyst towards planned revolution. Iheukwumere,, (2006) was of the view that students' performance, teachers' achievement and school effectiveness all depend on the quality of the principals in the school. Ezeocha, (1985) believed that next in importance to the quality of teaching service is the quality of administrative strategies executed in the school by the principals.

The principals' administrative strategies refer to the ability of the school principal to effectively carry out administrative task related to instructional programming, staff personnel administration, physical resources and school-community relations towards achieving the school goals and objectives.

## 2. Statement of the Problem

Secondary education is the type of education that prepares youths to higher education. In order to realize this, there is need to provide or rather adopt an appropriate administrative strategies by the principals. Recent visitation by the researcher to some secondary schools in the state revealed that there is poor principals' administrative strategies which led to poor school climate. This can be seen in some areas such as, inadequate facilities, poor instructional supervision, poor planning, poor principal leadership style and the like. Thus, there is a dire need to assess principals' administrative strategies for effective service delivery. Therefore, it is believed that the success f a principal largely depends on his ability to carry out his roles and make effective use of his administrative skills (Eniola, 2006). This study, therefore, set out to do this, taking into consideration on the secondary schools in Yobe State.

## 3. Objectives of the Study

The objectives of the study are to:

- Find out principals' instructional supervision for school effectiveness in Yobe state secondary schools.
- Ascertain principals' leadership styles for school effectiveness in Yobe State secondary schools.
- Identify principals' communication strategies for school effectiveness in Yobe state secondary schools.

**4. Research Questions**

- What are the principals' instructional supervision for school effectiveness in Yobe state secondary schools?
- What are the principals' leadership styles for school effectiveness in Yobe State secondary schools?
- What are the principals' communication strategies for school effectiveness in Yobe state secondary schools?

**5. Methodology**

**5.1 Research Method**

The study adopted descriptive survey design. The population of the study comprised all the teachers of secondary schools in the three educational zones in Yobe state. Simple random

**6. Result and Discussion**

**Research Question 1:** What are the Principals' instructional supervision for school effectiveness in secondary schools in Yobe State?

**Table 1** Responses of teachers on Principals' instructional supervision for school effectiveness in secondary schools in Yobe State.

S/N	Item Statements	SA		A		U		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%		
1.	The school principal supervises teachers frequently during the cause of instruction.	24	6.2	26	6.7	49	12.6	179	46.1	110	88.4	388	100
2.	Teachers are satisfied with the principal's instructional supervision.	8	2.0	24	6.3	26	6.7	194	49.9	136	35.0	388	100
3.	Principal's instructional supervision looks at the negative and good work of the teachers.	184	47.4	92	23.7	50	13.0	44	11.0	18	4.6	388	100

sampling technique was adopted in selecting teachers in the secondary schools from the three educational zones.

**5.2 Instrumentation**

A structured questionnaire was developed by the researcher titled: Principals' Administrative Strategies for School Effectiveness (PASSE). The questionnaire was designed to collect data and responses from the Principals as regard to their administrative strategies for school effectiveness in secondary schools in Yobe State.

**5.3 Validity and Reliability of the Instrument**

In this study, content validity method was use for verification of the questionnaire items. The instrument for this study was validated by experts in education department of Yobe State University, Damaturu.

**5.4 Methods of Data Collection and Analysis**

The data on Principals' Administrative strategies for school effectiveness in secondary schools in Yobe State were collected, tabulated, coded and analyzed using statistical tools of frequency distribution count and percentage.

4. Principal carries out instructional supervision fairly.	197	50.8	125	32.2	8	2.1	24	6.2	34	8.8	388	100
5. Principal's instructional supervision makes the school to achieve its goals and objectives.	184	47.4	92	23.7	50	13.0	44	11.0	18	4.6	388	100

**Source:** Field Survey by the Researcher (2018)

Table 1.1 above is the frequency distribution of responses by teachers on principals' instructional supervision for school effectiveness in secondary schools in Yobe State. The result from the responses indicated that item 1, majority of the respondents indicated that lack of frequent supervision by the principals during the course of instruction as represented by (46.1%) of the respondents that show negative answer. This indicated that principals do not supervise teachers frequently during the cause of instruction. This can affect the principals' administrative strategies for school effectiveness.

Item 2 was whether teachers are satisfied with principals' instructional supervision. The responses indicated that majority of the respondents disagreed with the statement which represents 49.9%. This indicated that teachers are not satisfied with the way and manner with the principals' instructional supervision.

Opinion of respondents on whether principals look at instructional supervision at the negative and good work of the teachers, 47.41% agreed on the statement.

On whether principals carry out instructional supervision fairly, 50.8% agreed.

The stance taken by most respondents showed that principals' instructional supervision make the school to achieve its goals and objectives. This was supported by 47.4%.

**Research Question 2:** What are the principals' leadership styles for school effectiveness in Yobe State secondary schools?

**Table 2:** Responses of teachers on principals' leadership styles for school effectiveness in Yobe State secondary schools.

S/N	Item Statements	SA		A		U		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1.	Principals involve Teachers in decision-making process.	94	24.3	84	21.7	24	6.2	127	32.7	59	15.1	388	100
2.	Principal gives teachers complete freedom to solve problems on their own.	207	52.0	102	25.8	18	4.2	34	8.3	28	6.7	388	100
3.	Principal does not Encourage input by teachers.	59	15.1	127	32.7	24	6.2	84	21.7	94	24.3	388	100
4.	Principal allows Teachers to take decision and he only moderate.	191	49.1	73	18.7	49	12.5	51	13.0	26	6.7	388	100
5.	Principal has a good rapport with his teachers and students.	166	42.3	70	17.5	18	4.2	109	27.7	26	6.2	388	100

**Source:** Field Survey by the Researcher (2018)

As to whether or not principals involve teachers in decision-making process, 32.7% disagreed, while 24.3% strongly agreed. As to whether principals give teachers complete freedom to solve problems on their own can be described 52.0% strongly agreed while 8.3% disagreed with the statement. However, 32.7% agreed that principals do not encourage input by teachers. Only 21.7% disagreed with the statement.

49.1% of the respondents strongly agreed that principals allow teachers to take decision and he only moderate. This showed that the leadership style of the principals indicated "I don't care attitude" which would not urger well for effective school administration.

Item five on table 2 was on whether principal has a good rapport with his teachers and students. The responses indicated that majority of the respondents strongly agreed with the statement. This is a good development, because it can lead to effective school administration.

**Research Question 3:** What are the principals' communication strategies for school effectiveness in Yobe State secondary schools?

**Table 3:** Responses of teachers on principals' communication strategies for school effectiveness in Yobe State secondary schools.

S/N	Item Statements	SA		A		U		D		SD		Total
		F	%	F	%	F	%	F	%	F	%	
1.	There is an open door policy that encourages teachers to walk in and talk to principals on issues related to school.	76	19.6	223	57.5	40	10.4	40	10.4	49	12.5	388
2.	There is effective Communication between Principal and teachers.	67	17.1	77	19.8	58	15.0	75	19.3	111	28.3	388
3.	Principal keeps teachers informed about important school matters.	41	10.5	119	30.7	34	8.8	133	34.1	61	15.8	388
4.	Principal uses multiple channels of communication in the school.	102	26.3	167	43.1	0	0	86	22.2	33	8.4	388
5.	Principal tries to eliminate or reduce all the communication barriers within the school.	34	8.8	70	18.0	26	6.7	150	38.3	108	27.8	388

**Source:** Field Survey by the Researcher (2018)

Table 3 indicated that three of the statement were agreed (statements 1, 3 and 4) which showed that teachers were not encouraged with the nature of communication, that is to say there is no open door policy by Principals on issues related to the school. Also Principals not keep teachers informed about important school matters and Principals does not use multiple channels of communication in the school.

Response rate as presented in table 4 item 2

showed that majority of the respondents representing 28.8% strongly disagreed to the assertion that there is ineffective communication between Principal and teachers. In the same vein majority of the respondents were disagreed with the assertion that Principals try to eliminate or reduce all the communication barriers within the schools representing 38.3%.

The findings of this study is in collaboration with Mgbodile, (2000) who revealed that for

school administration to be effective, principals must possess certain administrative strategies which include leadership competencies, supervisory skills and effective communication.

### 7. Conclusion

This study was an attempt to examine the principals' administrative strategies for school effectiveness in secondary schools in Yobe state. In view of this, the paper looked at some of the administrative strategies such as instructional supervision, leadership styles and effective communication. Based on the findings of this paper, which indicated that principals' leadership style were more of autocratic and laissez-faire in the administration of the school. The paper recommended among others that principals should adopt suitable leadership style that could promote school effectiveness.

### 8. Recommendations

Based on the findings from this study, the following recommendations were made:

- i. Principals should make it as a duty bound to supervise teachers during the course of instruction so as to enhance teaching and learning;
- ii. Principals should adopt suitable leadership styles that could promote school effectiveness;
- iii. Principals should ensure that there is good flow of communication in the school for effective teaching and learning and
- iv. There should be training of all school principals in form of workshops, seminars and conferences on issues of administrative skills in order to enhance school effectiveness.

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