

PRINCIPALS' APPOINTMENT PROCEDURES AND ADMINISTRATIVE EFFECTIVENESS IN KWARA STATE SECONDARY SCHOOLS

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Abstract

This study examined principals' appointment procedures and administrative effectiveness in Secondary Schools in Kwara State. The study adopted the descriptive research design. The population of the study comprised the secondary school teachers in all the three senatorial districts in Kwara State, Nigeria. Simple random, purposive and proportionate sampling technique was used to select 420 teachers from the schools. Data was collected using 'Principals' Appointment Procedures and Principals' Administrative Effectiveness Questionnaire (PAPPAEQ)' to find out principals' appointment procedures and their level of administrative effectiveness in the implementation of quality education. To guide the study, three research hypotheses were raised. The data were analyzed using Pearson Product Moment Correlation Statistics. The findings revealed that there was significant relationship between principals' appointment procedure and administrative effectiveness, crises management and resources management in Kwara State. The study concludes that there were variations in teachers' perception of their principal's appointment procedure. It was therefore recommended that government should put in place adequate mechanism to checkmate principal' appointment procedure to schools so as to enhance principals' leadership skills.

Keywords: Principal Appointment Procedure, Administrative Effectiveness, Resources Management, Crisis Management, Classroom Management

Introduction

Secondary education means the stage of education which is an intermediate in level between elementary school and college that usually offers general, technical, vocational college-preparatory curricula. More so, it refers to the school stage; whereby culture and other relevant traditional instruction is given to the learners in order to make a better society (Dubet, 2012). Yusuf (2009) explained that secondary school is the stage when a child makes a foundation of what he will become in life. It is the period when a child reaches the age of puberty, an age when as a social being, he gradually develops into adulthood. It is a period young one's experience emotionally, psychological, and physiological changes. All these experiences make this period a very important one in the process of education. Therefore, much attention should be paid to it, not only in successful growth of the child, but for the stability and progress of the society where the child belongs, and where he is expected to live as a functional member.

Therefore, an individual who is to handle secondary school education must be qualified and competent professional who would manage both human and material resources available very effectively. The school administration is responsible for providing competent leadership in the school in order to achieve educational aims which are the reasons for the existence of schools (D'Souza, 2007). There are many different personnel at various management levels who are concerned with school management. Among these, the single most principal, - the cog around which, the wheel of the school activities revolve. Principals of secondary schools are charged with the responsibility of managing their respective secondary schools on a day to day basis ensuring that educational aims are achieved (Yinusa, 2013). They therefore occupy a vital position of leadership as they lead their teams of teachers, students, non-teaching staff, parents and the communities towards the accomplishment of educational goals, which to a large extent; depend on proper school management under the guidance of the school principals. It is therefore necessary to appoint competent and efficient persons as principals of our various secondary schools.

Sullivan (2008) explained that the school principal, more than any other person in the school, is responsible for school climate, for the outcome of productivity and for satisfaction attained by students and staff. Reiterating the same point, Daft (2008) pointed out "that the principal is that major component of school administration on whose ability and skill, personality and professional competence, the tone and efficiency of the school, will largely depend. However, besides the principal, there are many other factors that determine the efficiency and effectiveness of the students. Among these are the quality of the students, the school community, the teachers and the instructional materials and resources available, among others. For a principal to be able to provide the required leadership, he or she should have adequate academic and professional qualifications; a full knowledge of the methods and techniques of educational practices, an understanding of the interdependence of the various sections of the school community; sound knowledge of school finance including accounting procedures and a full understanding of the national goals of education as well as the mission of the school. The principal occupies that important position of management and leadership that controls the characteristics of school effectiveness and is therefore able to determine school outcomes in many respects. When management and leadership is effectively carried out, the result will be improvement in the output of the teachers, the learners as well as the support staff which will enhance achievement of the school objectives.

Effectiveness is the ability to plan, organize and coordinate many and often-conflicting social energies in a single organization so adroitly (Besong, 2010). It implies that, it is the right and duties attached to an individual, irrespective of the gender of the incumbent. Effectiveness is equivalent to achievement muted by an incumbent administrator or principal of secondary school. It implies that, it is an antecedent of function or role's achievement of the principal. It could be identified as a plan proposed in advance and accomplished later, but within a stipulated time or duration of school. Besong (2010) observed that "effectiveness is a part of function assumed by someone; a set of specific responsibilities assumed by a professional in a setting". The implication is that when a principal maintains high morale, discipline and decorum among his staff and student, he exhibits a personality of effectiveness worthy of emulation. Uche (2012) identified effectiveness in a series of studies that, it is a symbol of good administrative style of the

incumbent, team work, morale or motivation of staff, good teaching, conducive social climate and counseling, as well as rules and regulations. The principal's ability to control and maintain school facilities, initiates projects and completes both the new ones and those abandoned by his predecessor(s) is exemplary of effectiveness. Equally, monitoring of performance, regular staff meeting, interaction, encouraging staff participation in decision-making is an evident of effectiveness; but when the principal is all-wise, seems more knowledgeable, there is bound to be disparity in the school. In such a case, the staff may not be productive. Administrative effectiveness therefore, refers to the skills possessed by an individual to run an organization in an easy and effective manner. It is described as the positive response to administrative efforts and actions with the intention to accomplish stated goal (Akomolafe and Ademula, 2012).

Effective principals must support the learning and development of all staff, foster creativity and curiosity in teachers, and help them to imagine new possibilities for teaching and learning, and encourage and support innovation. They need to ensure that resources are allocated strategically by putting teaching and learning at the centre. However, the situations in our schools nowadays called for proper monitoring and supervision, because schools and other resources embedded in them are no longer functioning up to the required standard. Many schools have deviated from the common norms of education. Such schools have turned into arenas, where thugs and cultists are raised. Many schools are now turning out delinquents and half-baked candidates instead of producing candidates that are "worthy in character and in learning". The overall effects of these problems are the general fall in the standard of education and the different forms of corruption that pervade everywhere in the country (Ofegbulu, 2016).

The success of a school therefore, depends on the quality and effectiveness of her principal. Many schools fail to perform their duties as "producers" of disciplined, self-reliant and patriotic citizens because of lack of conducive learning atmosphere. An inefficient school principal finds it difficult to facilitate enabling environment for teaching and learning process to take place effectively. One of the problems that lead to principals' inefficiency is the problem of appointment. The authority concerned should therefore follow the appropriate procedures while selecting or appointing principals of secondary schools. If not, inefficient people shall be appointed to man the affairs of our secondary education. This problem is likely to lead to a breakdown of law and order, and the objective of secondary education shall be elusive. Hence, there is the need to consider principals' appointment procedures and administrative effectiveness in this work (Joseph, 2014).

Statement of the Problem

There have been various complaints in different quarters about falling standard of education and moral decadence in schools. Secondary school students are no longer performing up to expectations in their academic endeavors. Likewise, the rate of indiscipline among students, as well among teaching and non-teaching staff cannot be over emphasized. Many students are disobedient and engage in acts of hooliganism, while the staffs are not only corrupt, but also engage in acts of infidelity. Cases of examination malpractices, drug abuse, sexual harassment etc are gradually becoming part of the culture of the school. The causes of these problems have been traced to different sources, one of which is inefficiency on the part of the school administrator, the principal (Olorunsola and Bello, 2018). Ezeocha (2004) in his study of principals' administrative effectiveness and students' performance in students concluded that effective

leadership style enhances good performance in students. He added that efficient principals supervise instructions, facilitates curriculum implementation and evaluation, engages in staff personnel and student administration, ensures maintenance of infrastructures, and engages in school-community relation management and ensures proper utilization of resources to achieve set goals.

In his study of “Principals administrative effectiveness and staff productivity in selected secondary schools in South West region, Cameroun”, Besong (2014) mentioned that principals were promoted from a crop of teaching staff, perhaps through experience and longevity, while others were through affiliation of the ruling party. Furthermore, some might have been appointed as principals because of their higher qualifications. Gender or sex does not influence principals’ selection. He concluded that principals have to be experienced and knowledgeable to identify structures or blocks that impinge their administrative effectiveness. Akomolafe (2012) carried out a survey on principals’ administrative effectiveness in public and private schools in Ekiti State and found out that the level of administrative effectiveness was higher in private secondary schools than in public secondary schools. There was a high level of effectiveness in support for decision making and teacher’s manifestation of self-discipline in public secondary schools than in private secondary schools. The results also revealed that there was high level of administrative effectiveness in performance of delegated duties, assignment given to teachers were accomplished within time limit, high level of students’ performance in Continuous Assessment and high level of interests in students discipline and attending to school curriculum was high.

Despite the efforts of different pundits and researchers in education to improve school efficiency, many institutions of learning are unable to create conducive learning environment. For this reason, the objectives of secondary school education proved difficult to be achieved. Many people failed to realize that the problem of ineffectiveness on the part of the principal lies on the head of ministry and department that are in charge of recruitment and appointment of principals. Such ministry or department should follow due processes so as to be able to appoint qualified personnel into such an important position. In other words, few or no literature exists on principals’ appointment procedures and Principals’ administrative effectiveness. This is the exact gap that this research work seeks to fill. There is the need therefore, to consider principals’ appointment procedure and administrative effectiveness in some secondary schools in Kwara State.

Purpose of the Study

The main purpose of this work therefore, is to examine the relationship between Principals’ appointment procedure and Principals’ administrative effectiveness in Kwara State Secondary Schools;

Research Hypotheses

In order to guide the conduct of this research, the following hypotheses were formulated:

HO₁: There is no significant relationship between principals’ appointment procedure and Principals’ administrative effectiveness in Kwara State Secondary Schools;

HO₂: There is no significant relationship between Principals’ Appointment Procedure and Principals School crises management in Kwara State Secondary Schools;

HO₃: There is no significant relationship between principals' appointment procedure and principals School resources management in Kwara State Secondary Schools;

Methodology

The research design employed in this study is descriptive survey. The population for this study was Eight Thousand and Eighty-Nine (8,089) teachers in public secondary school in Kwara state because they are state workers. The sample for the study was five hundred (500) teachers selected from twenty (20) secondary schools. The sample was drawn through randomly and proportionate random sample technique. To bring about effectiveness, seven (7) local government were proportionately selected from the 16 Local government areas of Kwara state i.e. 3 local government were selected from Kwara central being the largest population centre for the teacher, while two (2) local government are selected from other two senatorial district. That is Kwara south and Kwara north. This was followed by the proportionate selection of three (3) secondary schools from each sampled local government areas, making twenty one (21) schools. Five hundred (500) teachers were thereafter selected using simple random sampling technique with twenty (20) teachers per schools. The major instrument used in this study was questionnaire titled "Principals Appointment Procedures and Administrative Effectiveness Questionnaire (PAPAEQ).

The questionnaire contained three different sections: A and B and C. Section A sought for personal data of the respondents, while Section B sought for information on principals' appointment procedures and Section C sought for information on principals' administrative effectiveness. The respondents were instructed to tick (✓) any of the items that best corresponds with their opinion. The responses were structured as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Content validity was carried out for the purpose of this study. The items of the questionnaire were validated by some lecturers in the Department of Educational Management University of Ilorin. As a result, the researcher came up with an improved set which was approved as achieving its content validity. The reliability of the instrument for this study was tested using test-retest method. This was done by administering the instrument twice within an interval of two weeks to fifty (50) teachers in two schools which were not part sample used for the study. The two set of responses were correlated using person's production Moment Correlation technique, and reliability co-efficient of 0.78 was obtained. This was considered high enough to make the questionnaire usable. Information was collected through the use of Google form questionnaire which were distributed electronically via Nigeria Union of Teachers (NUT) Kwara State wing. Also 50 hard copies were distributed through the principal's offices in some selected schools. In all, a total of Nine Hundred (500) questionnaires were distributed to respondents. The data collected from the respondents were statically analyzed with both descriptive and inferential statistics. Frequency counts, tabulations, percentage, mean, standard deviation and Pearson Product Moment Correlation (PPMC) statistics were used to test research hypotheses at 0.05 level of significance.

Results

Table 1

Summary of Pearson Moment Correlation Coefficient of Principals' Appointment Procedure and Principal Administrative Effectiveness In Kwara State Secondary Schools

Variable	N	Mean	SD	Df	Cal. r-value	Cri. r-value	Decision
PAP	500	2.67	0.911	498	0.072	0.137	Significant
PAE	500	3.16	0.566				

Table 1 show that the calculated r-value 0.072 is less than the critical value 0.137 at 0.05 significance level. Thus, the null hypothesis was rejected. Therefore, there is a significant relationship between principals' appointment procedure and administrative effectiveness in Kwara State Secondary Schools.

Table 2

Summary of Pearson Moment Correlation Coefficient of Principals' Appointment Procedure and Principals School Crises Management In Kwara State Secondary Schools

Variable	N	Mean	SD	Df	Cal. r-value	Cri. r-value	Decision
PAP	500	3.14	0.789	498	0.026	0.176	Significant
PSCM	500	3.24	0.532				

Table 2 show that the calculated r-value 0.026 is less than the critical value 0.176 at 0.05 significance level. Thus, the null hypothesis was rejected. Therefore, there is a significant relationship between Principals' Appointment Procedure and Principals School Crises Management in Kwara State Secondary Schools.

Table 3

Summary of Pearson Moment Correlation Coefficient of Principals' Appointment Procedure and Principals School Resources Management in Kwara State Secondary Schools

Variable	N	Mean	SD	Df	Cal. r-value	Cri. r-value	Decision
PAP	500	3.49	0.674	498	0.024	0.182	Significant
PSRM	500	3.13	0.480				

Table 3 show that the calculated r-value 0.024 is less than the critical value 0.182 at 0.05 significance level. Thus, the null hypothesis was rejected. Therefore, there is a significant relationship between Principals' Appointment Procedure and Principals School Resources Management in Kwara State Secondary Schools.

Discussion of Findings

Table 1 revealed that there is significant relationship between principals' appointment procedure and administrative effectiveness with a correlation coefficient calculated value of = 0.072, and

critical value of = 0.137 at 0.05 level of significance. This therefore connotes that principals' appointment procedures have significant relationship with principals' administrative effectiveness in Kwara State Secondary Schools. Table 2 revealed that there is significant relationship between principals' appointment procedure and principals' school crises management with a correlation coefficient calculated value of = 0.026, and critical value of = 0.176 at 0.05 level of significance. This therefore connotes that principals' appointment procedures have significant relationship with principals' school crises management in Kwara State Secondary Schools. Table 3 revealed that there is significant relationship between principals' appointment procedure and principals' School resources management with a correlation coefficient calculated value of = 0.024, and critical value of = 0.182 at 0.05 level of significance. This therefore connotes that principals' appointment procedures have significant relationship with principals' school resources management in Kwara State Secondary Schools

Conclusion

Conclusively, this study revealed that a significant relationship exist between Principals' appointment procedure and School crises management, school resources management and Principals' administrative effectiveness.

Recommendations

Based on the findings and conclusion, the following recommendations were made:

1. Principals' appointment procedure in Kwara state secondary schools should be given adequate priority by the government so as to aid their administrative effectiveness
2. Education ministry should appoint school principals based on merit so as to enable them have effective impact on school curriculum implementation
3. Government should put in adequate mechanism to checkmate principal' appointment procedure to schools so as to enhance effective principals' leadership skills

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