

ASSESSMENT OF THE ROLE OF PRINCIPALS IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN KATSINA STATE, NIGERIA

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Abstract

The study Assessed Principals' Roles on the Management of Public Secondary Schools in Katsina State, Nigeria. The study was guided by three objectives, three (3) research questions were raised and three (3) null hypotheses were formulated and tested at 0.05 level of significance. The study adopted descriptive survey research design. The population of the study was 1,659 which comprised one thousand three hundred and twenty-four (1,324) teachers, three hundred and twenty five (325) Parent Teachers Association (PTA) officials and ten (10) Ministry of Education Officials. A sample size of 306 respondents was used. A proportional sampling technique was used on teachers and Parent Teachers Association (PTA) and intact selection of Ministry of Education Officials was employed. An adapted questionnaire from Maina (2006) and modified by the researcher was used in the study as instrument for data collection. The instrument was validated by experts and the reliability indices of 0.79 was obtained using Spearman Ranking Order Correlation Coefficient. Analysis of variance (ANOVA) was used to analyse the data and tested the hypothesis at 0.5 significant level. Based on the findings, the study recommended that the school principals should continue to device ways of improving the affairs of their schools to feel they are relevant. The association of secondary school principals (ANCOPS) in collaboration with the Ministry of Education should organise workshop, seminar or conferences for the principals with the aims of improving the staff development and peaceful coexistence among themselves, the teachers and between the school-community to ensure effective management and achieve set objectives.

Keywords: Assessment, Role of Principals, Management, Secondary Schools.

Introduction

Education as a tool for societal development cannot be achieved without effective managerial roles at all levels of education, particularly secondary schools. Principals' roles in secondary schools cover many different areas which include planning, staff development, record management, school community relationship, maintenance of school facilities, internal supervisions, communication, discipline that is process of achieving objectives stated ahead time, determining what is to be done in the school system; a number of decisions relating to the clarification of school objective should be considered to help in the realization of the goals Internal supervisory roles of the principals that is meant to ensure the attainment of the educational objectives which has largely been ignored. The negligence of these supervisory roles such as checking class visitation, attendance of teachers, lesson plans, lesson note and many others may be one of the fundamental reasons for poor performance of students and teachers in our senior secondary schools.

Maicibi (2016), asserted that, management is the process practice through which the objectives of an organisation are executed towards their achievement by optimising the use of both human and non-human material resources in the organisation. By implication, management is the authority relationship that exists at the school level between school managers and teachers to achieve the goal for which the school was established. The proceeding definition further implies that management implies that is the task of getting accomplished through other teachers and non-teaching staff in order to achieve set school goals. School management teams which constitute the managers group of teachers in the school system have the responsibility of interacting with the teachers in order to improve teaching that would equally facilitate an improvement in students' academic achievement (Akinyemi, 2017).

Education as a tool for societal development cannot be achieved without effective managerial roles at all levels of education, particularly secondary schools. Principals' roles in secondary schools cover many different areas which include planning, staff development, record management, school community relationship, maintenance of school facilities, internal supervisions, communication, discipline that is process of achieving objectives stated ahead time, determining what is to be done in the school system; a number of decisions relating to the clarification of school objective should be considered to help in the realization of the goals Internal supervisory roles of the principals that is meant to ensure the attainment of the educational objectives which has largely been ignored. The negligence of these supervisory roles such as checking class visitation, attendance of teachers, lesson plans, lesson note and many others may be one of the fundamental reasons for poor performance of students and teachers in our senior secondary schools. Onodoing (2016) revealed that significant positive relationship exist between teacher's utilization of school facilities and students' academic achievements.

An effective principal should be able to motivate his teachers, supposed to be good listener and be able to show concern about his teachers to feel that he cares about them. As manager, the principal must be strict but firm and fair. An efficient principal supposed to be able to compliment teachers when they did a good job. He supposed to develop and encourage team efforts. As efficient and effective manager, he supposed to know his purpose, that is, he must have a sense of direction and be willing to admit shortcomings (Cooper, 2017).

The following are the importance of secondary school management for improvement in a school setting as recommended by Fasabi, (2006).

- a. Creating harmony among the school personnel Providing constructive feedback and guidance.
- b. Playing a motivating and inspiring efficiency for the betterment of the school system. Maintaining a proper documentation and follow up work. Studying latest practices in the school functioning keeping the things confidential in the required case.
- c. Ensuring smooth functioning of the daily routine of the school by looking after the matter such as arranging proxy periods, time table etc.

- d. Serving as a communication link between teachers and non-academic staff and the principal and parents.
- e. Checking out the strength and thereby exploring the strengths and working on the limitations of the school.
- f. Stay informed about the latest rules and regulations, circulars regarding the school from the government or the trust.
- g. Being critical and creative in the analysis of the school activities.
- h. Carrying out and promoting creative and innovative practices in the school system with reference to various aspects such as teaching learning process, material production, professional development of the school personnel etc.
- i. Seeking for the suggestions of the school personnel in taking the decisions related to their work.
- j. Informing the higher authority may be a principal or management regarding school activity that is serving as a communication link.
- k. Creating work culture with encouraging team work and leadership qualities

Statement of the Problem

It has been observed by the researchers that issues of proper management by the principals in public secondary schools was persistently becoming worrisome and principals has to play their roles as expected to ensure accomplishment of secondary school goals and objectives. Principals' roles such as internal supervision, record management, communication, management of physical facilities, decision making, and many more has to be manage by principals to ensure positive secondary school management leading to the achievement of set educational objectives. Ujah (2016) stated that principals of this day are more involved in routine administrative duties than being involved in instructional programmes of their respective schools. It is based on the above reasons, the study intended to assess the principals' roles on the management of public secondary schools in Katsina state with aim of providing lasting solutions to the existing problems.

Objectives of the Study

The objectives of the study include the following. These are to:

1. Find out the role of principals in management of facilities in public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State.
2. Assess the role of principals on record management in public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State.
3. Determine the role of principals in staff development on public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State.

Research Questions

The study attempt to provide answers to the following research questions:

1. What is the role of principals in management of facilities in public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State?
2. What is the role of principals on record management in public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State?
3. What are the role of principals on the management of staff development of public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

HO₁ There is no significant difference on the role of principals in management of

facilities in public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State.

HO₂: There is no significant difference on role of principals in school records management of Public Secondary Schools in Katsina Zonal Education Quality Assurance in Katsina State.

HO₃: There is no significant difference on principals' roles on the management of staff development of Public Secondary Schools in Katsina Zonal Education Quality Assurance Katsina State.

Methodology

The study adopted descriptive research design as recommended by Olaofe (2010), this design is best in the study involving the use of questionnaires in which the respondents of this study responded. The population of this study consists of all Public Senior Secondary School teachers, Ministry of Education Officials from Zonal Education Quality Assurance, katsina and Parent Teachers Association officials (PTA), with total population of one thousand six hundred and fifty-nine (1,659).

The instrument used in this study was questionnaire, which was adapted from Maina (2016) titled Principal Effectiveness in the Management of secondary schools Questionnaire (PEMSSQ) and modified by the researcher titled Principals Roles in the Management of Senior Secondary Schools Questionnaire (PRMSSTJSQ), and it has been used to measure the opinion of teachers, Ministry of Education Officials from Zonal Education Quality Assurance, Parent Teachers Association officials (PTA), on principals' roles in the management of public secondary schools.

The researcher used descriptive statistics of the analysis of variance (ANOVA) in analysing the three (3) set of data collected from the respondents' responses that is (Teachers, Parent Teachers Association and Ministry of Education Officials) to determine the Roles of

Principals' in the Management of Public Senior Secondary Schools and hence to answered the research questions mean and standard deviation were used and inferential statistics of analysis of variance (ANOVA) to test the hypotheses. Each hypothesis was tested at 0.05 significance level.

Results

Research Question 1: What is the role of principals in management of facilities in public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State?

Table 1: Mean on the principals' roles in management of physical facilities in public secondary schools.

Principals roles in management of Physical Facilities	Respondents	N	SA	A	D	SD	Mean
The library in this school is functioning adequately as expected and stocked with current educational materials to improve students reading habit, hence increase their performance.	Teachers	221	93	116	4	8	3.34
	PTA	75	13	14	30	18	2.32
	MOE officials	10	3	3	3	1	2.80
Laboratory facilities are adequate for practical exercise, and efficiently manage by the principal.	Teachers	221	37	101	19	64	2.50
	PTA	75	35	31	6	3	3.67
	MOE officials	10	4	6	0	0	3.40
Computers, printers and other gadgets are adequate and efficiently manage in the school to help the teachers ease their teaching activities.	Teachers	221	90	112	8	11	3.28
	PTA	75	21	39	10	5	3.01
	MOE officials	10	1	5	2	2	2.50
Workshop is available in this school to enable technical students carry out their practical work and manage efficiently.	Teachers	221	78	103	39	1	3.20
	PTA	75	36	10	16	13	2.92
	MOE officials	10	6	1	2	1	3.20
Adequate furniture in this school makes the teachers comfortable for	Teachers	221	80	100	38	3	3.19
	PTA	75	20	16	30	9	2.63

teaching and learning activities and well manage	MOE officials	10	2	2	6	0	2.60
Text books are adequate and manage in this school to improve teachers in their teaching activities.	Teachers	221	67	114	30	10	3.13
	PTA	75	50	25	0	0	3.67
	MOE officials	10	3	3	2	1	2.60
Adequate exercise books are provided for teachers to enable them write and ease their teaching activities	Teachers	221	74	81	62	4	3.05
	PTA	75	26	20	16	13	2.77
	MOE officials	10	4	4	0	2	2.60
Classrooms are adequate in this school to shelter the teachers and students from climatic conditions and improve their teaching and learning.	Teachers	221	75	85	53	9	3.00
	PTA	75	28	30	17	0	3.15
	MOE officials	10	4	3	2	1	3.00

Average Mean of respondents Teachers =3.08, PTA = 3.01, MOE officials = 2.84

Table 1 revealed that majority of the respondents are of the view that Principals play their role in management of physical facilities in their schools, considering the average mean Teachers=3.08 PTA=3.01 MOE Officials=2.84. The respondents agree that the principals managed practical laboratory, library and computer facilities in their schools. Similarly, for schools with technical classes, the principals efficiently manage the workshops. However, the respondents agree that there are adequate classrooms and other relevant facilities in their schools to shelter the teachers and students from climatic conditions.

Research Question 2: What is the role of principals on record management in public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State?

Table 2: Mean on the principals' roles on record management of public senior secondary schools.

Principals' roles on record management	Respondent	N	SA	A	D	SD	Mean
The Principals ensure that teachers access and manage record of academic performance.	Teachers	221	57	115	39	10	3.02
	PTA	75	43	40	2	0	3.95
	MOE officials	10	2	5	1	2	2.70
The Principals ensure that schemes of work of all subjects are duly entered and managed.	Teachers	221	48	39	97	37	2.43
	PTA	75	13	14	30	18	2.29
	MOE officials	10	6	2	2	0	3.40
The Principals ensure that log book is provided and managed by the principal	Teachers	221	66	72	48	35	2.79
	PTA	75	50	25	0	0	3.67
	MOE officials	10	2	7	0	1	3.00
The Principals ensure that the punishment book is managed by the person assign to manage it.	Teachers	221	56	100	48	17	2.30
	PTA	75	21	50	4	0	3.23
	MOE officials	10	2	7	1	0	3.10
The Principals ensure that the name of visitors to the school are entered in the record book for proper record keeping	Teachers	221	63	96	51	11	3.00
	PTA	75	29	39	7	0	3.29
	MOE officials	10	4	2	3	1	2.90
The Principals ensure that teaching and non-teaching staff register their names in the daily attendance register every morning	Teachers	221	33	102	59	27	2.66
	PTA	75	40	25	0	10	3.27
	MOE officials	10	2	3	3	2	2.50
The Principals ensure that all items provided in the offices, classrooms, laboratories, staff quarters and stores are documented	Teachers	221	27	47	86	61	2.33
	PTA	75	32	43	0	0	3.43

in the inventory book for proper record management	MOE officials	10	3	2	1	4	2.40
The Principals Assurance ensure that schemes of work of all subjects are duly entered and managed.	Teachers	221	37	34	89	61	2.23
	PTA	75	20	29	20	6	2.84
	MOE officials	10	1	1	6	2	2.10

Average Mean of respondents; Teachers = 2.60, PTA = 3.24 MOE officials=2.76

Table 2 shows that majority of the respondents with the view that Principals within Katsina ZEQA play their roles on record management in their schools, the mean of the respondents was Teachers=2.60 PTA=3.24 MOE Officials=2.76 They agree that the principals achieve so by ensuring teachers access and manage record of academic performance, ensuring schemes of work of all subjects are duly entered and managed. Log book, punishment book, visitors' book, and attendance register are provided and managed. However, an inventory book is also provided for documenting items in offices, classrooms, laboratories, staff quarters and stores in most of the schools.

Research Question 3: What is the role of principals on management of staff development in public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State?

Table 3: Mean of the respondents' Opinions on the Principals' Roles in Management of Staff Development of Public Secondary Schools.

Principals roles in the Management of staff development	Respondent	N	SA	A	D	S	Mean D
The principal in my school interacts with his/her subordinates freely?	Teachers	221	106	84	19	12	1.72
	PTA	75	4	40	6	15	2.16
	MOE officials	10	4	5	0	1	1.90
The principal encourages teachers to work in harmony?	Teachers	221	112	69	24	18	1.77
	PTA	75	12	35	20	8	2.32
	MOE officials	10	2	5	0	2	1.80

The principal encourages teachers to have good personnel relationship with students?	Teachers	221	109	72	26	18	1.77
	PTA	75	12	35	20	8	2.32
	MOE officials	10	2	4	0	2	1.80
The principal in my school emphasize on peaceful coexistence among teachers?	Teachers	221	103	87	19	12	1.72
	PTA	75	24	20	6	15	1.78
	MOE officials	10	6	3	1	0	1.83
The principal's management ability leads to good relationship between school and local community	Teachers	221	67	115	17	22	1.99
	PTA	75	18	22	13	22	2.10
	MOE officials	10	5	2	3	0	1.97
The principal relate well with his/her vice principals in my school?	Teachers	221	109	69	22	18	1.77
	PTA	75	12	35	20	8	2.32
	MOE officials	10	2	4	0	2	1.80
Officials of Ministry of Education /Board of directors see the principal as a responsible person	Teachers	221	106	84	19	12	1.72
	PTA	75	19	40	8	0	1.93
	MOE officials	10	0	3	2	5	3.46
Principals roles in the Management of staff development	Teachers	221	109	72	22	18	1.77
	PTA	75	12	35	20	8	2.32
	MOE officials	10	2	5	0	2	1.80

Average Mean of the respondents; Teachers =1.78, P T A = 2.16, MOE officials = 2.05

Table 3 revealed that majority of the respondents are of the view that principals don't play their role in management of staff development. Considering the mean of the respondents Teachers= 1.78 PTA=2.16 MOE Officials=2.05. The respondents disagree that the principals in their schools interact with their subordinates freely or encourage the teachers to work in harmony. They are of the view that the principals also don't encourage teachers to have good personal

relationship with students or emphasize on peaceful coexistence among teachers and between the school and community.

HO₁ There is no significant difference on the role of principals in management of facilities in public secondary schools in Katsina Zonal Education Quality Assurance, Katsina State.

Table 4: Summary of ANOVA on significant difference on principals’ roles in physical facilities management

Source	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between groups	25.749	2	12.875	1.425	.242	Retained.
Within groups	2765.209	306	9.037			
Total	2790.958	308				

Significant at $P \leq 0.05$

Table 4 presented the Summary of ANOVA on difference in the respondents’ opinions that principals are not playing their roles in physical facilities management of public secondary schools in Katsina Zonal Education Quality Assurance Katsina State. Results show that the Sum of Squares observed between groups is 25.749, within groups is 2765.209. The f-value observed is 1.425 and the p-value observed is 0.242. The p-value recorded is greater than alpha value (0.05). The hypothesis is therefore retained. There is no significant difference in the respondents’ opinions that principals are playing their roles in physical facilities management in public secondary schools in Katsina Zonal Education Quality Assurance Katsina State.

HO₂: There is no significant difference on role of principals in school records management of Public Secondary Schools in Katsina Zonal Education Quality Assurance in Katsina State.

Table 5: Summary of ANOVA on significant difference on principals’ roles on school record management

Source	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between groups	29.299	2	14.649	1.677	.189	Retained.
Within groups	2673.828	306	8.738			
Total	2703.126	308				

Significant at $P \leq 0.05$

Table 5 presented the Summary of ANOVA on significant difference in the respondents’ opinion that principals are not playing their roles on school record management in Public

Secondary Schools in Katsina Zonal Education Quality Assurance in Katsina state. Results show that Sum of Squares observed between groups is 29.299, within groups is 2673.828. The f-value observed is 1.677 and the p-value observed is 0.189. The p-value recorded is greater than alpha value (0.05). The hypothesis is therefore retained. Therefore, there is no significant difference in the respondents' opinion that principals are playing their roles on school record management in Public Secondary Schools in Katsina Zonal Education Quality Assurance in Katsina state.

HO₃: There is no significant difference on principals' roles on the management of staff development of Public Secondary Schools In Katsina Zonal Education Quality Assurance Katsina State.

Table 6: Summary of ANOVA on significant difference on principals' roles on staff development on management

Source	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between groups	19.697	2	9.848	1.411	.02	Rejected.
Within groups	2136.252	306	6.981			
Total	2155.948	308				

Significant at $P \leq 0.05$

Table 6 presented the Summary of ANOVA on significant difference in the respondents' opinions that principals are not playing their roles on staff development on management in Public Secondary Schools in Katsina Zonal Education Quality Assurance Katsina state. Results show that Sum of Squares observed between groups is 19.697, within groups is 2136.252. The f-value observed is 1.411 and the p-value observed is 0.2. The p-value recorded is less than alpha value (0.05). The hypothesis is therefore rejected. There is significant difference on principals' roles on the management of staff development of Public Secondary Schools in Katsina Zonal Education Quality Assurance, Katsina State.

Discussion of Findings

Finding number one revealed no significant difference in the opinion of Teachers, PTA members and ministry of education officials regarding the roles of principals in management of physical facilities in their schools and majority of the respondents are of the view that Principals play their role in management of physical facilities in their schools. The finding agreed with that of Onodoing (2016) whose finding revealed that there exist a significant positive relationship between teacher's utilization of school facilities and students' academic achievements. The finding also contradicts that of Ahmed & Waheed, (2018) who reported that that the available instructional materials as well as game facilities were not maximally utilized.

Finding to research hypothesis three shows that there is no significant difference in the opinion of Teachers, PTA members and ministry of education officials regarding the roles of principals on record management among public secondary schools in Katsina ZEQA. Table 4.3 shows that majority of the respondents are of the view that Principals within

Katsina ZEQA play their roles on record management in their schools. They agree that the principals achieve so by ensuring teachers access and manage record of academic performance, ensuring schemes of work of all subjects are duly entered and managed. Log book, punishment book, visitors' book, and attendance register are provided and managed. This finding is in line with that of Elujekwute, (2021) which revealed that school records keeping have significant influence on financial management; facilities management and staff discipline in Secondary Schools.

Finding to research hypothesis two revealed that there is no significant difference in the opinion of Teachers, PTA members and ministry of education officials regarding the roles of principals on management of staff development among public secondary schools in Katina ZEQA. Further analysis revealed that majority of the respondents' view that principals don't play their role on management of staff development. The respondents disagree that the principals in their schools interact with their subordinates freely or encourage the teachers to work in harmony. They are of the view that the principals also don't encourage teachers to have good relationship with students or emphasize on peaceful coexistence among teachers and between the school and community. This finding disagree with that of Musbahu and Ahmad (2019) which revealed that Finding of study revealed that the nature of management-teacher relations revealed above average in public senior secondary schools in north western states of Nigeria. Teacher job performance is concerned with the overall effectiveness and efficiency of carrying out their teaching responsibilities and to ensure that students are well taught and prepare them towards achieving good academic results.

Recommendations

The researchers recommended the following:

1. The principals of secondary schools as managers should continue to improve on their routine instructional supervision in the school so as to achieve the set objectives.
2. The principals should ensure effective management of physical facilities because of their relevance to teaching and learning process and create more alternatives for their management.
3. The principals should ensure prompt reports to relevant stakeholders of all issues related to staff development.

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