



## **Assessment of Principals' Administrative Effectiveness in Public Secondary Schools in Ilorin West Local Government Area, Kwara State, Nigeria**

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### **Abstract**

The study assessed principals' administrative effectiveness in public secondary schools in Ilorin West Local Government Area, Kwara State, Nigeria. It adopted the descriptive research design of correlation type. Two thousand one hundred and sixty-five teachers in all the 44 schools in the area formed the study population. Twenty-two schools were randomly selected while 20 teachers were also randomly selected from each of the sampled schools, to make a sample of 240. The measures of principals' administrative effectiveness are discipline, supervision of instruction and school plant maintenance. The "Principals' Administrative Effectiveness Questionnaire" was used to gather information from the respondents. The instrument was validated by experts and with

the use of Cronbach's Alpha, it found reliability coefficient of 0.79. Mean and Standard Deviation were used to answer the research questions. The findings of the study revealed among other things, that the level of principals' administrative effectiveness was average. The study concluded that public secondary school principals should intensify efforts in carrying out supervision of instruction, ensuring school discipline and maintaining school plant in order to boost their administrative effectiveness.

**Keywords:** Principals, Administrative Effectiveness, Supervision, School Plant, Discipline

## Introduction

The position of a principal is an integral part of the secondary school system. The principal is saddled with the duty of planning, organising, directing, controlling, and coordinating activities of the school, in order to achieve effectiveness. The manner in which a principal discharges all these responsibilities, determines how effective his or her administration would be in the aspects of discipline, supervision of instruction and school plant maintenance. Principals' administrative effectiveness is a concept which houses some variables. It involves how a principal is able to achieve the desired results on school discipline, supervision, teacher motivation, teachers' job performance, school plant maintenance, school-community relations, among others. According to Manafa (2020), administrative effectiveness refers to the output of what a school manager achieves. This depicts the ability of a school principal to maximally utilize both human and material resources available to the organization in order to actualize the stated goals. Olaifa, et al. (2020) stated that the success of a secondary school, to a large extent, is predicated upon the administrative effectiveness of her principal. Some schools fail to achieve their stated goals, as a result of the ineffectiveness of the principals' administration. Principals' effectiveness is a great pillar necessary for aiding student learning and teacher development, bringing about teachers' creativity and curiosity, and assisting them to imagine new possibilities for teaching and learning. The findings of the study conducted by Ekundayo and Kolawole (2013) showed that the administrative effectiveness of principals of secondary schools include staff motivation, effective conduct of student assessment, supervision of teaching-learning process, conflict management; keeping up-to-date record for students and recreational facilities provision for both staff and students,

holding of staff meetings and showing for the concern welfare of teachers. Akinfolarin (2017) maintains that administrative effectiveness can be determined via the principals' extent of accountability, improvement of curriculum, monitoring, effective resources management, timely discharge of duties, improvement of school performance, appropriate delegation of tasks and constant meeting of targets. Olaifa, et al. (2020) opined that administrative effectiveness of a principal is reflected in his or her ability to support learning, foster creativity and curiosity in teachers, help them to imagine new possibilities for teaching and learning, improve capacity of teachers and support innovation. Supervision of instruction is a crucial aspect of every principal's tasks in a school. As the head, a school principal is expected to carry out effective supervision of instruction, in order to determine the areas of strengths and weaknesses of teachers, with the aim of enhancing effectiveness in the discharge of their official duties. Supervision of instruction is viewed as the process by which a principal oversees the discharge of teachers' official duties in classroom, for the purpose of facilitating improvement in teaching and learning process. Usman (2015) believed that supervision gives teachers the opportunities to be groomed through critical study of instructional process and classroom interactions with experienced teachers, in order to perform their official duties in line with the teaching professional codes of conduct. Nwagwu (2014) posited that supervision of instruction is needed in school system to help improve teachers' skills, create a good atmosphere for dynamism and interactions between the supervisor and the supervisee, thereby facilitating effective teaching and learning process. Oke (2016) explained that supervision of instruction is an avenue for boosting teachers' professional growth, to facilitate their better understanding and effective performance of all professional

tasks. Fisher (2018) stated that supervision of instruction helps in stimulating teachers towards exploring new instructional strategies for the enhancement of improvement in teaching and learning. Zepeda (2017) maintained that supervision of instruction means the process of assisting teachers to improve their instructional abilities, in order to facilitate effective teaching and learning. Ekundayo, et al. (2013) emphasised that supervision of instruction is specifically designed to directly influence teachers' behaviour in such a way that would boost student learning and realization of the school goals. Through effective supervision, principals would be able to reinforce and instill in teachers, teaching practices that would aid effective student learning. Usman (2015) stated that through supervision of instruction, teachers' professional growth is expected to be enhanced, there could be improvement in their techniques of teaching in the classroom and improvement in democratic interactions between the principal and them could be actualized.

School discipline is another way through which administrative effectiveness of principals could be determined. Discipline has to do with the compliance of both teachers and students to the established rules and regulations guiding the school. Manza and BulamaKobbe (2013) saw discipline as the ability of staff and students to have self-control, maintain orderliness, obey and respect laid down rules and regulations in a school. Inability of teachers and students to abide by the school rules and regulations is regarded as indiscipline, which is the direct opposite of discipline. Therefore, an undisciplined teacher or student is likely to cause same damage by infringing upon the school rules and regulations at will. Odebode (2020) maintained that disciplined students are the ones who conform to the school rules and regulations by wearing acceptable uniform and who totally shun stealing,

smoking, truancy, verbal and physical aggression, lateness, disrespect for school authorities, truancy, smoking, and drinking of alcoholic substances. Ayeerun (2021) viewed discipline as the practice of training people to comply with rules and orders; and giving them punishment if they do not. It is very imperative for schools to ensure that students are disciplined so as to give them proper training during the transactional period from childhood to adulthood. By the time they gain full maturity, they are fully prepared for life socially, sexually, emotionally, intellectually, morally and economically. According to Kwamta, et al. (2021), indiscipline of students and teachers could cause a lot of harm in schools. Undisciplined teachers or students are likely to misbehave and hinder their peers from doing what is expected of them at the right time. A study conducted by Gutuza and Mapolisa (2015) found indiscipline acts among students in secondary schools include late coming as well as love affairs, abuse of drugs, bunking lessons, peer pressure, bullying and fighting. Odebode (2019) submitted that factors constituting the challenges to school discipline, among others, have been centred on the idea of democracy with strong emphasis on the right of individuals, media influence and the increase in technological development. Not only that, the factors which are challenging the secondary school discipline in Nigeria also include peer influence, poor leadership, family background of teachers and students, community influence, poor government attention to education, employment of wrong people into the teaching profession, technological and media influence. The findings of Christine and Daniel (2016) revealed that in order to improve discipline among students, there is need for school principals to periodically educate them on the causes and aftermath of indiscipline, organise guidance programmes for students, give reward for discipline as well as punishment for

indiscipline, provide mentoring and life skills for students and integrate them into the school recreational programmes.

Gitome, Katola and Nyabwari (2013) believed that discipline connotes more than adhering to rules and regulations; it encompasses the teachers and learners' ability to fathom what is good or bad. Eshetu (2014) asserted that discipline is very fundamental to successful teaching and learning in schools and has to be subject of concern for the principals, teachers and students. Njoroge and Nyabuto (2014) asserted that school discipline is important to the improvement of students' academic performance. Daramola (2016) emphasised that discipline among teachers in public secondary schools in Nigeria has been facing some problems. This is evident in the fact that some teachers abscond from schools, go to school late, bully students, engage in immoral acts with students and steal school properties. According to Ali, et al. (2014), disobedience, lateness, truancy, dirtiness, being quarrelsome, use of abusive or foul languages, rudeness, gangstarism or cultism), destruction of school property, poor attitude to learning, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness, gangstarism, being quarrelsome, use of abusive or foul languages, rudeness and cultism are forms of the indiscipline acts among students in schools. All these need to be adequately checked, to boost the school discipline.

School plant refers to the non-human resources needed in educational institutions, in addition to human resource, for the realisation of the stated goals. The plant encompasses structures such as laboratories, libraries, workshops, space, classrooms, offices, toilets and instructional materials. In an educational institution, it is one thing to have school plant available, but it is another thing entirely to ensure the plant are well maintained. School plant maintenance means the process of ensuring that school plant are

kept in their original state or close to it, through adequate care which would make them to be always fit for use and enhance effective teaching and learning. Eboatu and Agogbua (2018) defined school plant as all the educational facilities provided in educational institutions to enhance successful implementation of educational programmes. These comprise physical and material resources such as, school buildings, machines, school sites, laboratories, white boards and equipment. Obasi and Asodike (2014) elucidated school plant as all those factors which cover the school structures, materials resources, as well as the overall school locations, in addition to other fixtures both movable and non-movable ones which are needed for effective teaching and learning. According to the Federal Republic of Nigeria (2013), the goals of Nigerian educational system are to make Nigeria a free and democratic society; a great and dynamic economy; a just and egalitarian society; a land full of bright opportunities for all citizens; and a united, strong and self-reliant nation. However, for these goals to be accomplished, effective management of school plant has to be given thorough priority. Weli and Chiokwa (2021) posited that plant maintenance connotes the care provided for the school plant to allow them adequately support the schools' success. The way the school plant is maintained determines the life span. Amanchukwu and Olube (2015) maintained that for the school goals to be achieved, effective maintenance of school plant has to be done by the school principals through the utilization of professional knowledge, expertise and skill at the right time. Unfortunately, poor maintenance culture in the use of the school plant constitutes a serious problem facing Nigerian educational system. Oleforo and Maxwell (2015) posited that since teachers and students' conduct are seen as an extended physical environment that surrounds them in schools, the plant needs to be properly

maintained to provide a stabilizing force for teachers and students emotionally and academically. Amanchukwu and Ololube (2015) stressed that in Nigerian public secondary schools, there is need for effective maintenance of available plant to continually render the services for which they are provided. Usen (2016) asserted that it is the responsibility of the managers to ensure maximum maintenance of space and facilities in schools in such a way that the established goals are achieved to the fullest height. Provision of school facilities alone does not ensure quality education; rather, proper maintenance procedure has to be put in place.

Based on the information gathered by the researchers in some public secondary schools in Ilorin West Local Government Area, Kwara state, Nigeria, principals' administrative effectiveness seems not encouraging enough to facilitate effective realisation of the school goals. In some of these schools, indiscipline acts have been alarming, as some teachers have little or no respect for the teaching profession as well as for school rules and regulations. The dresses of some teachers do not portray that of people who should be regarded as teachers. Absconding, lateness, student bullying and lateness are habitual acts of some teachers; as lateness, truancy, gambling, drug abuse, fighting and use of foul languages are also common among students. Not only that, the school plant are not well-maintained as some school walls are defaced, computers are moribund, chairs and tables are faulty, school buildings are dilapidated and the environment is bushy. In addition to this, some teachers haphazardly impart knowledge to students. There is totally abandon or partially use of instructional materials to support their teaching, pay poor attention to classroom management and some of them do not prepare lesson plan for lessons, due to ineffective supervision of instruction by the principals. Many researchers have carried out studies

related to this present study. For instance, Usman (2015) investigated the impact of instructional supervision on academic performance of secondary school students in Nasarawa State. Akinfolarin (2017) examined time management strategies as a panacea for principals' administrative effectiveness in secondary schools in Enugu state, Nigeria. Akinyemi and Ajayi (2020) conducted a study on time management and administrative effectiveness among secondary school principals in Ekiti State. Garba (2020) examined assessment of school facilities maintenance in Nigeria for the effectiveness of teaching process (A case study of North-eastern public secondary schools). However, none of the above studies dwelt on the assessment of principals' administrative effectiveness in public secondary schools in Ilorin West Local Government, Kwara state, Nigeria; hence, this is the gap which this study filled. The objectives of the study were to assess the level the principals' administrative effectiveness in public secondary schools in Ilorin West Local Government, Kwara state, Nigeria; determine the level of principals' administrative effectiveness in supervision in public secondary schools in Ilorin West Local Government, Kwara state, Nigeria; investigate the level of principals' administrative effectiveness in school discipline in public secondary schools in Ilorin West Local Government, Kwara state, Nigeria; and assess the level of principals' administrative effectiveness in school plant maintenance in public secondary schools in Ilorin West Local Government Area, Kwara state, Nigeria. From the objectives, the following research questions were raised:

- i. What is the level the principals' administrative effectiveness in public secondary schools in Ilorin West Local Government Area, Kwara state, Nigeria?

- ii. What is the level of principals' administrative effectiveness in supervision in public secondary schools in Ilorin West Local Government Area, Kwara state, Nigeria?
- iii. What is the level of principals' administrative effectiveness in school discipline in public secondary schools in Ilorin West Local Government Area, Kwara state, Nigeria?
- iv. What is the level of principals' administrative effectiveness in school plant maintenance in public secondary schools in Ilorin West Local Government Area, Kwara state, Nigeria?

## Methodology

The study examined principals' administrative effectiveness in public secondary schools in Ilorin West Local Government Area, Kwara state, Nigeria. It adopted the descriptive research design of survey type. Two thousand one hundred and sixty-five teachers in the 44 public secondary schools in the area constituted the population for the study. Random sampling technique was used to select 22 schools which represented 50%, out of the 44 in the area. This number was chosen because the researcher intended to use half of the school population for the study. Twenty teachers were randomly selected from each of the sampled schools, to make a sample of 240. The instrument captioned "Principals' Administrative Effectiveness Questionnaire" was used to gather information from the respondents. The instrument was based on three sub-variables (supervision, discipline & school plant maintenance) and each had eight items. Likert rating scale of Strongly Agree (SA) rated 4 points; Agree (A) scored points 3; Disagree (D) allotted 2 points; and Strongly Agree (SA) rated 1 point was used for the

instrument. The instrument was validated by four experts in the Faculty of Education, University of Ilorin, Ilorin, Nigeria. Reliability was ascertained with the use of Cronbach's Alpha and a coefficient of 0.79. was found. Mean and Standard Deviation were used to answer the raised research questions and the mean scores from 0.00-1.33 was considered low, 1.34- 2.66 was regarded as average, while 2.67-4.00 was rated high. All the 240 copies of questionnaire distributed were retrieved and used for analysis.

## Results and Discussion

Mean and Standard Deviation were used to answer all the research questions.

**Research Question One:** *What is level the principals' administrative effectiveness in public secondary schools in Ilorin West Local Government Area, Kwara state, Nigeria?*

**Table 1***Level of Principals' Administrative Effectiveness*

S/N	Items	N	Mean	SD	Decision
<b>In my school, the principal:</b>					
1.	Supervision of instruction	240	1.61	.63	Low
2.	School discipline	240	2.29	.81	Average
3.	School plant maintenance	240	2.15	.85	Average
<b>Grand mean</b>			<b>2.02</b>		<b>Average</b>

From Table 1, the supervision of instruction had a mean score of 1.61 and as such is regarded as low; while items 2 and 3 had mean scores of 2.29 and 1.15 and as such are considered average. Therefore, with the grand mean score of 2.02, the level of principals' administrative effectiveness is declared average. This implies that the level of administrative effectiveness is neither now low high, but needed improvement to make it to be high and so as to enhance actualisation of the school goals. This finding agrees with the finding of Paul (2018) that administrative effectiveness of principals in public secondary schools in Lokoja Local Government, Kogi State, Nigeria was moderate. The finding agrees with the finding of Ololade (2020) which showed that the level of principals' administrative effectiveness was average in public secondary schools in Kebbi State, Nigeria.

**Research Question Two:** *What is the level of principals' administrative effectiveness in supervision of instruction in public secondary schools in Ilorin West Local Government Area, Kwara state, Nigeria?*

**Table 2***Level of Principals' Administrative Effectiveness in Supervision of Instruction*

S/N	Items	N	Mean	SD	Decision
<b>In my school, the principal:</b>					
1.	carries out supervision of instruction	240	1.39	.62	Average
2.	gives teachers feedback on what he has observed during classroom visitation	240	1.18	.32	Low
3.	checks how teachers utilise instructional materials	240	1.24	.51	Low
4.	checks teachers' lesson plans and make the corrections where necessary	240	1.28	.44	Low
5.	goes round the classrooms, to understand punctuality of teachers for the lessons	240	1.51	.95	Low
6.	observes the manner in which teachers manage classrooms to achieve adequate classroom control	240	2.21	.74	Average
7.	monitor how teachers evaluate students	240	2.19	.82	Average
8.	compares teachers' lesson plans with the scheme of work	240	1.88	.67	Average
<b>Grand Mean</b>		<b>1.61</b>		<b>Low</b>	

From Table 2, items 1, 6, 7 and 8 had mean scores of 1.39, 2.21, 2.19 and 1.88 respectively and as such declared average; while items 2, 3, 4 and 5 had mean scores of 1.18, 1.24, 1.28 and 1.51 respectively and as such adjudged low. Hence, with the grand mean score of 1.61, the level of principals' administrative effectiveness in supervision of instruction in public secondary schools was considered low. This means that the level at which the principals supervise instruction was far from an appreciable level. This situation could give teachers the opportunity to haphazardly perform their official duties in classroom; hence, ineffective realisation of the school goals. This finding disagrees with the finding of Ololade (2020) which revealed that the level of principals' administrative effectiveness was moderate in public secondary schools in Kebbi State, Nigeria. This finding supports the submission of Arnold (2020) that supervision of instruction in public secondary schools in Nsukka education zone, Enugu state, Nigeria has been low and could be posing a serious challenge to instructional delivery and academic performance of students.

**Research Question Three:** *What is the level of principals' administrative effectiveness in school discipline in public secondary schools in Ilorin West Local Government Area, Kwara state, Nigeria?*



**Table 3***Level of Principals' Administrative Effectiveness in School Discipline*

S/N	Items	N	Mean	SD	Decision
1.	<b>In my school, the principal:</b> ensures that any student who involves in truancy is given punishment	240	1.02	.44	Low
2.	constitutes an effective disciplinary committee to see to any case of indiscipline in school	240	1.41	.68	Average
3.	reports any teacher who involves in any severe indiscipline act to the appropriate authority in Ministry of Education	240	2.51	.91	Average
4.	does not allow teachers to dress indecently	240	2.72	.85	High
5.	Punishes any student who comes to school late	240	2.91	.60	High
6.	effectively enforces the school rules and regulations on teachers and students	240	3.33	1.26	High
7.	regularly comes to school at the right time, to serve as a good example for other school members	240	3.18	1.15	High
8.	properly partners with members of host community to help curb case of absconding among teachers	240	1.25	.73	Low
<b>Grand Mean</b>		<b>2.29</b>			<b>Average</b>

As revealed from Table 3, items 1 and 8 had mean scores of 1.02 and 1.25 respectively and as such regarded as low; items 2, 3 and 8 had mean scores of 1.41 and 2.51 respectively and as such rated average; while items 4, 5, 6 and 7 had mean scores of 2.72, 2.91, 3.33 and 3.18 and as such adjudged high. Hence, with grand mean score of 2.29, the level of principals' administrative effectiveness was considered average. This means that discipline in schools has not been on the expected level (high) and this might be affecting actualisation of the purpose for which the schools are established. This finding confirms the submission of Kwamta, et al. (2021) that the menace of indiscipline has been at alarming rate in public secondary schools in Maiduguri Metropolitan Council of Borno State. This finding is not in tandem with the position of Odebode (2020) which emphasised that indiscipline has been high in public secondary schools. This confirms administrative effectiveness of principals in school discipline has not been high.

**Research Question Four:** *What is the level of principals' administrative effectiveness in school plant maintenance in public secondary schools in Ilorin West Local Government Area, Kwara state, Nigeria?*

**Table 4**

*Level of Principals' Administrative Effectiveness in School Plant Maintenance*

S/N	Items	N	Mean	SD	Decision
<b>In my school, the principal:</b>					
1.	ensures that the school environment is always kept clean	240	2.59	.71	Average
2.	metes out punishment for a student who vandalises any of the school plant	240	3.61	1.18	High
3.	ensures that classrooms are not defaced with different inscriptions by students	240	1.34	.57	Low
4.	instantly repair any of the damaged school plant, which the school management has financial capability over	240	2.20	.94	Average
5.	periodically sensitises students on the need for proper use of school plant	240	1.15	.63	Low
6.	constitutes a committee on school plant maintenance	240	1.37	.82	Average
7.	sentises members of the host community on the maintenance school plant	240	1.92	.74	Average
8.	Communicates the Ministry of Education at the right time to pass information on school plant destruction	240	3.04	1.17	High
<b>Grand Mean</b>			<b>2.15</b>		

As shown on Table 4, Items 1, 4, 6 and 7 had mean scores of 2.59, 2.20, 1.37 and 1.92 respectively and as such adjudged average; items 2 and 8 had mean scores of 3.61 and 3.04 respectively thereby considered high; while items 3 and 5 had mean scores of 1.34 and 1.15 respectively thereby regarded as low. Therefore, with the grand mean score of 2.15, level of administrative effectiveness in school plant maintenance was rated average. The findings of the study revealed that the level of principals' administrative effectiveness in school plant maintenance in public secondary schools in Ilorin West Local Government, Kwara State, Nigeria was average. This depicts that the level of principals' administrative effectiveness in school plant maintenance has not been outstanding. This finding supports the position of Garba (2020) that one of the problems facing public secondary schools in North-eastern Nigeria is the improper maintenance of the school plant. This finding is also in tandem with the finding of Abas (2020) that the level school plant maintenance in public secondary schools in Akinyele Local Government, Oyo State, Nigeria was moderate.

## Conclusion

The study concluded that the level of principals' administrative effectiveness in public secondary schools in Ilorin West Local Government, Kwara State was average. Specifically, the level of administrative effectiveness in supervision of instruction and plant maintenance was average while that of school discipline was low.

## Recommendations

The study recommended that:

- i. Public secondary school principals should intensify efforts in carrying out supervision of instruction, ensuring school discipline and maintaining school plant in order to enhance their administrative effectiveness.
- ii. Principals should be more committed to supervision of instruction by periodically visiting teachers in classrooms, observe the necessary aspects of their job performance and give them feedback on their areas of strengths and weaknesses, in order to improve the level of their administrative effectiveness.
- iii. Principals should scale up the level at which they maintain school discipline by making sure that the school rules and regulations are well implemented, breakers of school rules and regulations either teachers or students are given the deserved punishment, so as to boost their administrative effectiveness.
- iv. Principals should be more dedicated to the maintenance of school plant by timely repairing or renovating any damaged school plant whose financial capability can cater for and report the ones that are financially beyond them to the appropriate

quarters, in order to improve their administrative effectiveness.

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