

**Perception of Teachers on Leadership Attributes and
Administrative Effectiveness of Secondary Schools Principals
in Nasarawa State, Nigeria.**

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Abstract

The study investigated the perception of teachers on leadership attributes and the administrative effectiveness of secondary schools principals in Nasarawa State, Nigeria. The study was designed to establish the administrative effectiveness of secondary schools principals based on gender and proprietorship. Descriptive survey research design was employed for the study. The population of the study comprised all the teachers 23,905 in the 683 secondary schools in Nasarawa State. The sample of 300 respondents (teachers) was selected from both public and private secondary school through the simple random sampling technique. The instrument used for data collection was titled Questionnaires on Secondary School Principal Administrative Effectiveness (QSSPAE) which was administered on teachers in order to establish their perception on the principals' administrative effectiveness. The instrument was found reliable at 0.60 and the logical validity of 0.70 was established. Hypotheses were tested using the t- test statistic at 0.05 level of significance. The findings revealed that the proprietorship has no significant influence on the administrative effectiveness of secondary school principals. It also confirmed that there is a significant difference in the administrative effectiveness of male and female secondary school principals. Hence, it was concluded that principals in the private secondary schools are as effective as their counterparts in the public secondary schools while male principals were found to be more effective administratively than their female counterparts in the secondary schools in Nasarawa State. Recommendations were made based on the findings among which include; the female secondary school principals should be given top priority in trainings on administrative effectiveness, government, individuals and all stakeholders in education should encourage principals in both public and private schools through the provision of adequate welfare packages to boost their morals, secondary school principals in both public and private should be given adequate orientation and training on administrative effectiveness, the female principals in

secondary schools should be encouraged to be focused and carry out their respective duties effectively.

Keywords: Teachers perception, leadership attribute and administrative effectiveness.

Introduction

Education has been known to be the major instrument of national development and the quality of lives of the people. Education is vital for the promotion of a progressive and united Nigeria (NPE, 2013). Hence, quality education delivery at all levels must be ensured. The major goal of secondary education is aimed at preparing individuals for useful living (i.e world of work, wealth creation and entrepreneurship) and higher education. In order to achieve the goals of secondary education there is need for an efficient and effective leadership who can pilot the available resources towards goals achievement. The principal of the secondary school is the administrative head of the school. Some of the functions of the principal according to Udoh and Akpa (2010) include among others, scheduling, budgeting, instructional supervision, maintenance of physical plants and custodial services to students and staff as well as playing the role of liaison officer between the school and the ministry and the community. The principal gives inspirations and assistance to the teachers by advising, motivating, instructing and guiding them towards goal achievement. It is worthy of note that principal ineffectiveness in the performance of administrative duties can hinder the achievements of the goals of secondary schools.

The quest for the achievement of secondary school goals lies on the principal who must work with teachers and other staff towards goal achievement. How effective is the secondary school principal in the performance of administrative duties towards goal achievement? Hence, the principal of the school must bring his expertise to bare for effective school administration. Both students and personnel functions are performed by the principal as a leader with a view to achieving the goals and objectives of the secondary school.

Leadership is seen as part of the organization that concerns itself with people. Adepoju (2008), defined leadership as the process through which one influences others to carry out an action without being forced or coerced. Heifetz in Ogieva (2015) defined leadership as a process of influencing the activities of an individual or a group of efforts towards goal achievement in a given situation. In essence, leadership involves accomplishing goals with or through people. Leadership involves change in the individual being led. The leader tries to change the followers' perception of problems and their behaviour. The subordinates then willingly follow the leader. Leadership influences a process by effectively changing

the behaviour of others. A leader must therefore be concerned with human relationships. It seeks to orchestrate the dynamics of people working with people. Ogieva and Gbari (2019) asserted that leadership is more than just personality or appointments. It is intimately linked with behavior and attitude.

However, the success of leadership is connected to certain inherent attributes. Anitu (2004) observed that attributes is the characteristic make-up of the leader per time that cannot be altered. It is the human dimension with different features depending on the perspective one sees it from. It also means the platform the leader operates. This could be his level of academic qualification, sex, proprietorship (public or private), years of working experience, working environment, Job motivation and satisfaction, level of intelligence e.t.c. (Ogieva, 2016). These are called attribute variables. Attribute variables are those characteristics that cannot be altered by anyone.

While leadership involves vision, motivation and empathy, management is more detached and analytic. Both leadership and management are critical for organizational effectiveness. All school principals need leadership skills. Leadership and Administration are complementary. A successful school Administrator must be effective at leading and managing. Hence, he often finds himself adopting one form of leadership style or the other which could be traditional (autocratic, democratic, laissez-fair) or contemporary (servant, transformational, transactional and walkabout) leadership styles. Whatever style the principal adopts is bound to affect his administrative effectiveness and goal achievements.

Administration could be defined as the effective utilization of human resources in an organization through the management of people and related activities. In the school system, Administration is the careful and systematic arrangement and use of resources (human and materials), situations of opportunities for the achievement of specified objectives of the organization (Nwankwo, 2004). In the same vein, Peretomode (2003) views administration as concerned with the performance of executive duties, the carrying out of policies and decisions to fulfill a purpose, and the controlling of the day-today running of an organization. Oyebo in Ogieva (2016) in his study on effectiveness opined that an effective person concentrates on doing the right thing irrespective of other things that are less important which he can do right. Administrative effectiveness therefore, relates to the ability of the school heads, heads of departments administrators to perform their administrative duties to establish and execute the goals, policies, plans and procedures to achieve predetermined goals. An effective principal of a school sees his work as being a call to duty, and so he is not coerced to perform his duties (Ogieva & Gbari, 2019). He therefore ensures the completion of work even ahead of time in secondary schools e.g. Government Secondary School Mararaba, Nasarawa State; is made up of students, teachers and other non-teaching staff who must be motivated towards achieving the set goals. However, teachers are the pivots on which the

schools revolves. They work closely with the school principals, so, their perception has to do with the way principals are regarded and understood. Therefore their perception on principals' leadership attributes on their administrative effectiveness towards goal achievement has a far reaching result in secondary schools irrespective of the proprietorship.

Proprietors are owners of schools which could be public (government) or private owners of school. Administrative effectiveness of secondary schools is affected by proprietorship leadership attributes. Onwundi (2002) observed that in the public schools, people work in a more relaxed atmosphere; hence their ingenuity is brought to bare with high commitment. The case is different in the private schools where the proprietors' interferences leave much to be desired. Ogieva and Gbari (2019) also observed that some proprietors of secondary schools take pleasure in making people to work without commensurate income and with or without adequate work environment. This practice does not encourage administrative effectiveness. The insecurity of job in the private secondary schools is detrimental to administrative effectiveness of school principals irrespective of the gender.

Ojo (2002) referred to gender as a social roles and relations of men and women. It is the perception of and material relationship between male and female. Koleoso (2016) asserted that gender type does not determine the possessed ability of human beings to perform a function but depend on how a individuals educate his or herself for a task. In other words, development of individuals emanates through education process and practice, hence there is no difference in innate abilities of human beings whether male or female. Gender as leadership attribute variable must be considered if school heads must discharge their duties effectively.

Statement of the Problem

In the secondary schools, there are major resources to be managed if the school must achieve its objectives or goals. These resources are human, material and financial resource and sometime they appear the most important and difficult to manage. As Mellia (2003) puts it, the human nature play major plays role in the success of an organization. Hence, an effective working relationship between the teachers, students and the principal of school is a positive step towards the success of the secondary school system's goals attainment. The secondary schools principals have specific administrative functions to perform which if not effectively carried out could have negative effects on the achievements of the goals of secondary schools. Sometimes this could be rooted in the gender or proprietorship, lack of managerial training and inexperience. So because the school principals work with the teachers to achieve the goals of the secondary school, therefore the perception of the teachers on the administrative effectiveness of the principals becomes imperative. The question that comes to mind is 'to what extent are principals in the secondary school effective in the performance of their administrative duties? Does gender and

proprietorship play any role in the effective discharge of their duties? An attempt to answer these questions form the major thrust of this paper which is 'the perception of teachers and leadership attributes on the administrative effectiveness of secondary school principals in Nasarawa state.

In view of the above concern, this study was carried out based on the fact that inadequate performance of the duties of the school principals will definitely mar the achievement of the goals of secondary schools.

The main purpose of this study was to assess the Perception of teachers on principal leadership attributes on the administrative effectiveness of secondary schools principals in North- Geo-Political Zone of Nigeria. In specific terms, the study was intended to: establish if gender has any influence on the administrative effectiveness of secondary schools principals and determine if proprietorship has any influence on the administrative effectiveness of secondary schools principals.

Hypotheses

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

HO₁: There is no significant difference between male and female in the administrative effectiveness between male and female principals of secondary school

HO₂: Proprietorship has no significant influence on the administrative effectiveness of secondary school principals.

Research Methodology

The study adopted the descriptive survey research design. The researcher collected information on principal leadership attributes and their administrative effectiveness based on the perception of teachers. The population of the study consisted of 12,672 teachers in 620 secondary schools. The sample of 300 respondents (teachers) from both public and private secondary schools was selected using proportionate sample techniques. Hence, equal number of 150 each was selected from both private and public secondary schools. The instrument used for data collection was titled Questionnaires on Secondary School Principals' Administrative Effectiveness (QSSPAE) which were administered to the teachers. The instrument was found reliable at 0.60 after subjecting it to test-retest method using spearman coefficient. The logical validity of 0.70 was established after been appraised by experts.

Results

Hypothesis 1: There is no significant difference in the Administrative effectiveness between male and female principals of secondary schools

Table 1:t-test analysis on the administrative effectiveness of male and female principals of secondary schools in Nasarawa State.

Sex	N	X	SD	t-cal	t-table	Level of sig.	Decision
Female	120	60.41	19.64	2.42	1.96	0.05	Hypothesis was rejected
Male	180	46.91	20.04	2.42	1.96	0.05	

Table 1 above shows that the t-cal which is 2.40 is greater than the t- table which is 1.95 hence the hypothesis is rejected. Therefore the alternative hypothesis which is, there is a significant difference between the administrative effectiveness of male and female principals is accepted. The male principals of secondary schools in Nasarawa State seem to be more effective administratively than their female counterpart.

Hypothesis 2: Proprietorship has no significant influence on the administrative effectiveness of secondary schools Principals.

Table 2: t-test analysis on the comparison of administrative effectiveness of principals of secondary schools according to proprietorship (public and private)

Proprietorship	N	X	SD	t-cal	t-table	Level of sig.	Decision
State (Public)	150	80	51.90	0.8385	1.96	0.05	Hypothesis was accepted
Private	150	84	26.44	0.8385	1.96	0.05	

Table 2 above shows that the calculated t is less than the t-table at 0.05 level of significant. That is t-cal which is approximately 0.84 is less than t-table which is 1.96. Therefore the Hypothesis is accepted, which shows there is no significant difference between the administrative effectiveness of public and private school principals in Nasarawa state.

Summary of Findings

The finding for the study revealed that there is a significant difference between the administrative effectiveness of male and female principals. (with t-cal 2.40 and t-table value 1.96). This shows that male principals are prone to using desired result than their female counterpart. The result shows that the main principals in Nasarawa state are more effective administratively.

Also, the findings review that there is no significant different between the public and private school principals in Nasarawa state (with t-cal 0.84 and t-table

1.96) this implies that proprietorship (ownership) does not determine principals' administrative effectiveness. This corroborated Ujomu (2001) who sees the challenges in principals' effectiveness not proprietorship but are factors such as lack of accountability, entrenchment of authoritarianism and hostility to criticisms.

Conclusion

The study investigated the perception of teachers on the administrative effectiveness of secondary schools principals in Nasarawa State Nigeria. The findings showed that proprietorship has no significant influence on the administrative effectiveness of secondary school principals. It also established that there is no significant difference in the Administrative effectiveness between male and female principals of secondary schools. Hence, it is concluded that private secondary school principals are as effective as their counterparts in the public secondary schools while male principals are more effective administratively than their female counterparts.

Recommendation

Based on the findings, the following recommendations were made.

1. The female secondary school principals should be given top priority in trainings on administrative effectiveness.
2. Government, individuals and all stakeholders in education should encourage principals in both public and private schools through the provision of adequate welfare packages to boost their morals.
3. Secondary school principals in both public and private should be given adequate orientation and training on administrative effectiveness.
4. The female principals in secondary schools should be encouraged to be focused and carry out their respective duties effectively.

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