



JEDA

UNIVERSITY OF PORT HARCOURT

Journal of Education in Developing Areas

Vol. 23, No. 2 October, 2015

**PUBLISHED BY
THE FACULTY OF EDUCATION
UNIVERSITY OF PORT HARCOURT,
PORT HARCOURT, NIGERIA**

**UNIVERSITY OF PORT HARCOURT
FACULTY OF EDUCATION**

**JOURNAL OF EDUCATION IN DEVELOPING AREAS
(JEDA)**

CALL FOR PAPERS

The Journal of Education in Developing Areas (JEDA) is a journal of the Faculty of Education published twice in a year (March and October). The main focus of the journal is on education, with implications for developing areas. Its main objectives are:

- i. To provide a medium for the systematic analysis of contemporary educational theories and issues
- ii. To serve as a forum for the dissemination of research findings in the fields of education in developing areas
- iii. To provide a platform for the discussion of innovative ideas for the improvement of education in developing areas

In line with the above, the Editorial Board invites contributions (thoroughly researched theoretical and empirical papers) from scholars across the globe. Articles focusing on any aspect of education shall be considered for publication after being reviewed.

For Further Information, Contact edujeda@rocketmail.com

Or:

Editor:

Prof. Ibitamuno Mitchell Aminigo
Department of Educational Foundations
Faculty of Education, P.M.B. 5323
University of Port Harcourt.
Mobile: +234 703 652 8254
Email: imaminigo@yahoo.com

Technical/Associate Editor:

Dr. Abdulrahman Yusuf M.
Department of Educational Foundations
Faculty of Education, P.M.B. 5323
University of Port Harcourt.
Mobile: +234 803 234 5719
Email: yusuf.abdulrahman@uniport.edu.ng

PREPARATION OF MANUSCRIPT

1. It is the policy of the editorial board not to consider or publish manuscript submitted concurrently to other journals. Articles already published by other journals are therefore not acceptable.

2. Two copies of the manuscript (hard copies) with an assessment fee of ₦4000.00 Four Thousand Naira (local only) should be sent to the Editor, *Journal of Education in Developing Areas (JEDA)*; using the following addresses:

a) Snail mail: Editor, JEDA, Faculty of Education, University of Port Harcourt, P.M.B. 5323, Port Harcourt.

b) E-mail: edujeda@rocketmail.com or yusuf.abdulrahman@uniport.edu.ng

Note: This journal or its editorial board takes no responsibility for the consequence(s) of violating item 1 above.

3. Articles are to be sent with the author's name, title/rank, post and institutional affiliation, preferably on a separate page.

4. Articles should not exceed 4000 to 5000 words typed on A4 paper size with double line spacing. The article should also contain an abstract of not more than 200 italicized words.

5. The reference style adopted for this journal is the American Psychological Association (APA) and all references should be arranged alphabetically at the end of the article.

6. The current editorial board, with full support from the immediate past Dean of the Faculty and then Editor-in-Chief, *Prof. Ebi Bio Awotua-Efebo* decided to go online for JEDA, in line with the global best practices. What this means is that articles shall now be published both *online* and in hard copies which will later be mailed to the contributors.

7. ACCEPTANCE/ASSESSMENT REPORT

Notice of acceptance/assessment report is sent to authors of the article(s). Payment of USD160.00 or NGN16,000 (Sixteen Thousand Naira), payable by the author of an accepted paper through: (i) **Bank Transfer** (ii) **Credit Card**: (Mastercard, Visa or Verve) and other electronic means.

Further Enquiries, Contact:-

The Editor: Prof. Ibitamuno Mitchell Aminigo (+2347036528254)

Technical/Associate Editor: Dr. Abdulrahman Yusuf Maigida (+2348032345719)

Editorial Board

Editor-in-Chief: Prof. Lawrence E. B. Igwe

Editor: Prof: Ibitamuno Mitchell Aminigo

Associate Editors:

Prof. (Mrs) P. O. Nwanna-Nzewunwa

Dr. (Mrs) N. J. Okoli

Dr. (Mrs) C. M. Uche

Dr. C. Agbakwuru

Dr. (Mrs) I. C. Kosemani

Dr. I. C. Elendu

Dr. O. F. Mbalisi

Technical Officers:

Dr. A. Oriji

Dr. Mrs. E. Fomsi

Technical & Associate Editor: Dr. Abdulrahman Yusuf Maigida

Consulting Editors

Prof. B. A. Eheazu
(University of Port Harcourt, Nigeria.)

Prof. PAI Obanya
(International Education Strategist)

Prof. Tim Spannus
(Wayne-State University, Michighan, U.S.A.)

Emeritus Prof. Otonti Nduka
(University of Port Harcourt)

Prof. S.P.T. Gbamanja
(University of Sierra-Leone, Sierra-Leone.)

Emeritus Prof. O. C. Nwanna
(Imo State University, Nigeria.)

Prof. A. A. Adeyinka
(Niger Delta University, Wilberforce Island, Nigeria.)

Prof. N. E. Dienye
(University of Port Harcourt, Nigeria.)

Prof. A. I. Imogie

RELATIONSHIP BETWEEN PRINCIPALS' MANAGERIAL BEHAVIOUR AND SCHOOL EFFECTIVENESS IN KWARA STATE SECONDARY SCHOOLS, NIGERIA

By

MRS N. J. K. ABDULLAH, Ph.D

Department of Educational Management

University of Ilorin, Ilorin

neematkadir@yahoo.co.uk

08037551059, 08056564337

&

PROF. A. Y. ABDULKAREEM

Department of Educational Management

University of Ilorin, Ilorin

ayabdulkareem@yahoo.com

Abstract

This study investigated the relationship between principals' managerial behaviour and school effectiveness in public senior secondary schools in Kwara State. To achieve this, two hypotheses were formulated and tested. Descriptive design was used for the study. A self-constructed questionnaire entitled: "Principals' Managerial Behaviour and School Effectiveness Questionnaire" (PMBSEQ) was used for data collection. Pearson product moment correlation statistics was used to test the hypotheses at 0.05 level of significance. The findings of this study revealed that there was significant relationship between principal interpersonal relationship, decision making, and school effectiveness. It was, therefore, recommended that principals should continue to maintain good interpersonal relationship with teachers in order to boost teachers' job performance for the achievement of school effectiveness. Furthermore, principals should continue to employ participative decision-making to enhance cordial relationship and good performance so as to achieve school effectiveness.

Introduction

The issue of poor academic performance of students in Nigeria has been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education in Kwara State and Nigeria at large. Principal managerial behaviour in broad terms implies the manner in which the principal interacts with staff members and students in order to ensure that teaching and learning processes are conducted under a favourable atmosphere. It is a combination of managerial functions (of what the principal does and his managerial styles). That is, the manner he does things would bring reaction from staff members and students. In fact, the principal holds the highest position in the school. The tone of the school, therefore, is mainly influenced by the behaviour of the principal which invariably affects the effectiveness of the school. Specifically, the principal's managerial behaviour is viewed in this paper to include principal's interpersonal relationship with staff and students, and the degree to which he involves staff in decision-making.

The concept of school effectiveness, though a central issue in management, has continued to generate a lot of controversies to the extent that educational management experts and researchers have not reached a clearcut consensus on what the term actually means (Sani, 2007). The definition of effective schools differs from one researcher to the other. Some researchers have focused on academic achievement of the students while others did research concerning differences in attitudes and behaviours of the students (Dodson, 2005).

Sofoluwe (2000) viewed the concept of effectiveness as an end product in terms of the extent to which a school is able to accomplish specific desirable objectives. Assessment of school effectiveness is expected to be total in assessing the students in the cognitive, affective and psychomotor learning domains (Sani, 2009). This study, however, focused on students' academic performance in their final year external examinations, which majorly concentrate on the students' cognitive domain as a determinant of school effectiveness.

The theoretical framework of this paper is based on the social system theory of administration postulated by Parson (1977). A system is an organised collection of independent but interrelated elements or components to accomplish an overall goal. System theory can be used clearly and concisely to understand school structure, process, outcome and their interaction within the school environment. As elucidated by Abdulkareem (2011, p.210), "in the school, there are various activities grouped as curricula and co-curricular, and these are structured toward social, psychological, physical, moral and mental development of the child". Simply put, a school, as a social system, has various inputs that are processed to produce outputs with feedback, as represented in Figure 1.

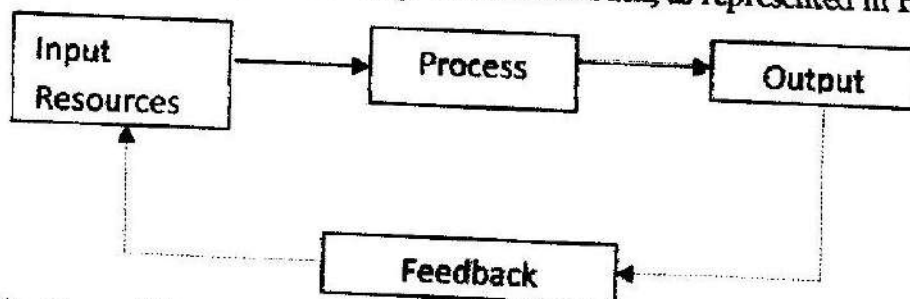


Figure 1: The General System Model
Source: Bertalanffy, V. L. (1968, p.35).

School inputs are human and non-human resources. This means that schools recruit teachers, admit students and secure other resources such as finance and materials from the environment. The school uses the available resources to produce outputs, who are completers of the school system. The processing involves the implementation of national educational policy, following rules and regulations, taking and implementing decisions. The school uses public opinions to get feedback on the quality of its products whether it is good or bad in ascertaining school effectiveness.

Oyegoke (2012) investigated the relationship between principals' leadership style and effectiveness of secondary schools in Ondo State, Nigeria. Simple and stratified random sampling techniques were used to select 60 schools and 120 teachers respectively in the study. "Principal Leadership Style and Effectiveness of Secondary School Education Questionnaire" (PLSESSEQ) was used to collect data for the study. The data collected were analysed using Pearson product-moment correlation statistics. The finding shows that there was a significant relationship between principals leadership style and school effectiveness. However the study, like many others, left a lot of gap in that it did not examine principal's decision-making nor principal's interpersonal relationships as a variable to enhance school effectiveness in the schools. This is what this study set out to fill.

Statement of the Problem

There are a number of factors that influence principals' managerial behaviour in the school. These include lack of qualified teachers, students' attitude towards learning, parental responsibility, misplaced priority and lack of integrity among some educational stakeholders, and above all principal's managerial behaviour. These and many other related issues spurred the researchers to carry out this study on the relationship between principals' managerial behaviour and school effectiveness in public senior secondary schools in Kwara State.

Objectives of the Study

The objectives of the study are:

- i. to find out the relationship between principals' interpersonal relationship and school effectiveness in public secondary schools in Kwara State and
- ii. to investigate the relationship between principals' involvement of staff in decision- making and school effectiveness in public secondary schools in Kwara State.

Research Questions (RQs)

The following research questions were raised and answered in this study:

RQ₁: What is the interpersonal relationship used by the principals in the public secondary schools in Kwara State?

RQ₂: How do public secondary school principals involve their staff in decision-making in Kwara State?

Research Hypotheses

To guide the conduct of this study, the following hypotheses were formulated:

H₀₁: There is no significant relationship between principals' interpersonal relationship and school effectiveness in public secondary school in Kwara State.

H₀₂: There is no significant relationship between principals' involvement of staff in decision making and school effectiveness in public secondary school in Kwara State.

Research Methodology

The study adopted a descriptive research design. The population of this study was 6,715 teachers from Kwara State Government Secondary Schools. As at the time of the study there were 279 functioning public secondary schools spread across the three senatorial districts of the State. Fifteen public secondary schools across the three senatorial districts were drawn by the use of Krejcie and Morgan's (1971) table for determining sample size from a given population. Stratified random sampling technique was used to select 349 teachers. This was to ensure that all categories of teachers were given an equal chance of being selected.

The instrument used for data collection for this research was a researcher's constructed questionnaire titled: "Principals' Managerial Behaviour and School Effectiveness Questionnaire" (PMBSEQ). The instrument is in two sections A and B. Section A contains personal information of the teachers, while section B elicits data concerning principals' managerial behaviour. The instrument was validated by experts in the Department of Educational Management, University of Ilorin. Its reliability was determined with the use of Chrobach's Alpha to obtain a reliability index of 0.70. The instrument for the study was personally administered to the teachers in the sampled schools. This method facilitated on the spot collection of the completed copies of the instrument. Pearson product-moment correlation coefficient statistical was used to test the hypotheses at 0.05 significance level.

Data Analysis and Results

Frequency counts and percentages were used to provide answers to the research questions raised.

Research Question One: What is the international relationship used by the principals in the public secondary schools in Kwara State?

Answers to the research question are found in Table 1.

Table 1: Principals' Interpersonal Relationship in Public Senior Secondary Schools in Kwara State

S/N	Principals' Interpersonal Relationship	Agreed		Disagreed	
		No.	%	No.	%
1.	The principal is friendly to staff and public.	311	89	38	11
2.	The principal is approachable to staff and students.	289	83	60	17
3.	The principal is patient to staff and students	282	81	67	19

4.	The principal promptly attends to the problem of staff and students	320	92	29	8
5.	The principal maintains cordial school-community relationship	279	80	70	20
	Total	1,481	85	264	15
	Means	296	85	53	15

Table 1 shows that, on the average, about 85% of the respondents agreed that the interpersonal relationship of the principals in the selected public secondary schools in Kwara State is positive. Furthermore, it is shown that majority of the respondents (92%) agreed that the principals promptly attended to the problems of staff and students while 80% of the respondents agreed that the principals maintained cordial school-community relationship.

Research Question Two: How do the public secondary school principals involve their staff in decision-making in Kwara State?

Table 2 presents the frequencies and percentages of the responses of teachers to answer the research question.

Table 2: Extent of Principals' Involvement of Staff in Decision Making in Public Senior Secondary Schools in Kwara State

S/N	Principals' Decision Making	Agreed		Disagreed	
		Freq.	%	Freq.	%
1.	Principal consults teachers in decision making	323	93	26	7
2.	Principal welcomes advices from teachers	317	91	32	9
3.	Principal makes use of teachers decision in taking administrative actions	307	88	42	12
4.	Principal's decisions are always just and fair	328	94	21	6
5.	Principal critically weighs the pros and cons of every issue before taking decisions	246	71	103	29
	Total	1,521	87	316	13
	Mean	304	87	45	13

Table 2 shows that, on the average, majority of the respondents (87%) agreed that the principals in the selected public secondary schools in Kwara State involved their staff in decision-making. Furthermore, about 94% of the respondents agreed that the principals' decisions are always just and fair while about 71% of them agreed that the principals critically weighed the pros and cons of every issue before taking decisions.

Hypothesis Testing

The null hypotheses formulated to guide the study were tested, using Pearson product-moment statistical technique at 0.05 significance level as follows:

H₀₁: There is no significant relationship between principals' interpersonal relationship and school effectiveness in public secondary schools in Kwara State.

Table 3: Principals' Interpersonal Relationship and School Effectiveness

Variable	N	\bar{X}	SD	DF	Cal-r	p-value	Decision
Principal's interpersonal relationship	349	30.5	5.28	696	0.95	0.00	H0 ₁ Rejected
School effectiveness	349	25.5	5.25				

Table 3 indicates there was a significant positive correlation between principals' interpersonal relationship and school effectiveness, $r(349) = 0.95$, $p < 0.05$. The hypothesis that there was no significant relationship between principal's interpersonal relationship and school effectiveness in public secondary schools in Kwara State was, therefore, rejected.

H0₂: There is no significant relationship between principals' involvement of staff in decision making and school effectiveness in public secondary schools in Kwara State.

Table 4: Relationship between Principals' Involvement of Staff Decision Making and School Effectiveness

Variable	N	\bar{X}	SD	DF	Cal-r	p-value	Decision
Principal's decision-making	349	29.5	6.56	696	0.65	0.00	H0 ₂ Rejected
School effectiveness	349	25.5	5.25				

Table 4 indicates that the Pearson product-moment correlation test revealed a significant positive correlation between principals' involvement of staff in decision-making and school effectiveness in public secondary schools in Kwara State, $r(349) = 0.65$, $p < 0.05$.

The hypothesis that there was no significant relationship between principals' involvement of staff in decision making and school effectiveness in public secondary schools in Kwara State was, therefore, rejected.

Summary of the Finding

The results of data analysis to answer the two research questions raised and the two hypotheses formulated to guide the study show that, on the whole, majority of the public secondary school principals maintained interpersonal relationships with their staff, students and the public. Furthermore, majority of these principals involved their staff in decision-making as part of their managerial behaviour in achieving school effectiveness.

The results show that the principals managerial behaviour had positive significant relationship with the effectiveness of their schools.

Implications for Management

Relationship Networking: since meaningful academic achievement cannot take place in an emotionally loaded environment, effort should be made to foster good and positive interpersonal relationship among the various personnel in the school system. It is therefore, necessary that networking skills like: sustaining and nurturing friendship, basic influence skill and problem-solving skills should be promoted in the school to enhance school effectiveness.

Conclusion

The findings of this study show that principals and stakeholders in the school system should continue to maintain good interpersonal relationship while the school principals should continue to involve teachers in decisions affecting the staff and students in order to enhance school effectiveness.

Recommendations

Based on the findings of this study, the following recommendations are rendered:

- i. School principals should continue to maintain good interpersonal relationship with staff and students by being friendly, fair, but firm, sympathetic and protective in order to enhance school effectiveness.
- ii. School principals should continue to employ participative decision-making strategy by involving stake holders in decisions, rules and regulations in the school in order to achieve school effectiveness.

References

- Abdulkareem, A. Y. (2011). School resources management by systems approach. *Journal of Educational Research and Development. (A Journal of the Faculty of Education, Ahmadu Bello University, Zaria)*, 6(2), 209-214.
- Bertalanffy, V. L. (1968). *General system theory: Foundations, development, application*. New York: George Braziller.
- Dodson, C. K. (2005). The relationship between school effectiveness and teachers' Job satisfaction in North Mississippi Schools. Unpublished Doctoral Dissertation Mississippi University, Oxford.
- Oyedeji, N. B. (2006). *Management in education: Principles and practice*. Lagos: ARAS Publishers.
- Oyegoke, S. A. (2012). Principal's leadership style as a catalyst to effectiveness of secondary schools in Ondo State. *Journal of Social Science and Humanities* 3 (3) 281-287.
- Parsons, T. (1977). *Structure and process in modern society*. New York: The Free Press.
- Sani, D. M. (2007). *Relationship among school plant construction, utilisation, maintenance and school effectiveness in Kwara State secondary schools, Nigeria*. Unpublished Doctoral Thesis, University of Ilorin, Nigeria.
- Sani, D. M. (2009). Psycho-philosophical implication and school outcomes in Nigeria. *Sokoto Educational Review*, 11(2), 280 - 181.

Sofoluwe, A. O. (2000). Issues in measuring teacher productivity. In E. O. Fagbamiye & D. O. Durosaro (Eds.), *Education and productivity in Nigeria (NAEAP Production)*, Ilorin: Haytee Press & Publishing Co.