AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.8 (1), January-April, 2023 https://ajemates.org

APPRAISAL OF ADMINISTRATIVE WORK OF PUBLIC SECONDARY SCHOOL PRINCIPALS IN ANAMBRA STATE

Dr. Ngozi Florence Iwuno
Faculty of Education
Department of Educational Management and Policy
Nnamdi Azikiwe University Awka, Anambra State.
E-mail: ngoziiwuno19@gmail.com; Phone: 08103403086

ABSTRACT

The study was carried out in Anambra State Public Secondary Schools to appraise how principals in Anambra State Public Secondary Schools practice their administrative functions making use of the essential stipulated guidelines provided by the Post Primary Secondary School Commission (PPSSC). Most principals do not follow the laid down rules in carrying out their administrative functions with the teachers, but go their own ways which results in disobedience and anarchy at schools. Three research questions and three hypothesis guided the study. All the 256 principals in the school were used and 1,500 teachers were selected using stratified random sampling. Out of the total of 6,233 teachers. The validity and reliability of the study were done by two experts in the department of educational management and policy and two from research and statistics. The co-efficient value obtained was 0.79 indicating that the instrument was reliable and capable of testing what they are intended to test. From the analysis, it was found out that the principals do not always adhere to the administrative practice in the school as responded by the teachers while the principals agreed to a large extent their use of the necessary administrative practices. It is therefore recommended that principals should follow the laid down necessary administrative practices as recommended by the post primary school board and the board should always supervise the school to make sure that the heads make use of the essential practices made available to them in handling the staff.

Introduction

Nigeria as in every other country is anxious to improve on their educational system. Nigeria was desirous and anxious to improve their educational system, improve the quality of education received and make education available to all citizens. The evidence of this is our main national objective which is to build a just and egalitarian society of which mass literacy and qualitative education are the bedrock (FRN, 2013). The lunching of the defunct universal primary education in 1976 was a step in that direction, to make education available to all children and help eradicate all illiteracy and to build an egalitarian Nigeria society (National Policy on Education 2014). Education is the most important instrument for change. Secondary education is an inevitable of the entire educational system. It occupies a very strategic position in any nation's educational system. It is not only determines the fact but dictates the pace of education at the tertiary level Adayemi (2018). The management of secondary

education falls squarely on the shoulders of the school principals, they are the people designated and regarded as the heads of the secondary schools (Anambra State of Nigeria (2010). They ensure that teaching and learning, school facilitates, effective instruction, conditions and environment are very conducive to discipline and high academic performance by teachers and students. The principals do not perform these functions alone, they delegate these tasks to the teachers for the quality of instructional programmes in the school (Aral (2015). He needs to encourage and guide the teachers along the desirable ends and facilitate their work by eliminating all problems that may militate against the success of their programmes.

Before the outbreak of war in 1966 during the missionary control of schools, the principals had much powers bestrode on them, they had powers in recruitment of teachers, selection and admission of students, recommend or terminate appointment make new developments that came in the school.

Administrative works in the school are the activities of an administrator (principal) by which he/she pilots the affairs of the organization for the achievement of its goals. Important administrative practices are those things the principals should be recognized inorder to do his/her administrative works effectively. The Anambra State Government through the Post Primary School Service Commission (PPSSC) lined out certain practices that the principals should follow as listed in the research question I below (FEN 2010). These important practices or laid down rules are to insure that harmony exists in the school and to make sure that the objectives of the school are carried out effectively and efficiently. From the research carried out by the researcher on this work, it was observed that most principals do not adhere to the important stipulated rules rather they go on their own ways Buscanol (2019). This in the other hand brings, revolution in the school. Some principals turn management functions into a scene of criticism, antagonism, victimization, disagreements, insults and conflicts, rather than applying support mechanism for teachers' development and instructional improvement. (Iwuno, 2016) if therefore the principals should acquire and apply the important stipulated practices in their dealings, with the teachers for the main objective of the school which is effective and efficient teaching and learning to be achieved. (Okorie 2011) the principals as the school heads should put in their best and adequate manpower to see that the teachers who carry out the impartation of knowledge are satisfied in carrying out their jobs. The students which are the core objectives of establishing schools will be happy and enthusiastic in learning as demanded by them by PPSSC in order to achieve the school objective demanded by them which is learning (Enecisato (2021).

In many secondary schools in Anambra State, principals have failed in their leadership roles. This is evident in gross indiscipline among staff and students, e.g. skipping classes by teachers, unexplained absence from school, lack of preparation of lesson notes, examination malpractice, lateness to school, unsatisfactory performance of students in

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.8 (1), January-April, 2023 https://ajemates.org

examinations and the organizational climate of the institutions Omenyi (2014).

Statement of Problem

The inability of effective control of teachers and students by the head teachers have constituted a nuisance in the school system. It has been blamed by principals not adhering to the stipulated rules and regulations meant by the government through the Post Primary School Service Commission.

Therefore, the problem of this study, is to appraise the administrative works of the principals in line with the lay down rules and regulations.

Research Questions

The following three research questions guided the study

1. What are the stipulated administrative practices for secondary school principals in Anambra State?
2. Do the principals in the state secondary schools practice the stipulated administrative practices?
3. Do they have positive effects on the teachers and student?

Hypotheses

1. There is no significance difference between the mean ratings of principals and teachers on the stipulated administrative practices in secondary school in Anambra State.
2. There is no significance difference between the mean rating of principals and teachers on the principals' practice of the stipulated practice in the school.
3. There is no significance difference between the principals and teachers on the effects of principals' practice of stipulated necessary administrative practices in the school.

Research Method

The descriptive survey research design was adopted. The study was carried out in Anambra State of Nigeria. The sample for the study comprises of 256 principals and 1,500 teachers totaling 1,766 respondents. The whole principals were used because they were small in number but 1,500 teachers were selected using proportionate stratified random sampling techniques in all the educational zones in the state. A structured form of questionnaire was used for collection of data. The instrument was validated by four experts in the department of educational management and research and statistics in the faculty of education. The instrument has 20 questions for both the principals and teachers. It was divided into two sections. Section A comprises of the personal information of the respondents and section B has items using a 4 points rating of very high extent (4 points) High extent (3 points) low extent (2 points) and very low extent (1 point). The face and construct validity was done by two experts in educational management and policy and an expert in measurement and evaluation. The instrument through the use of cronback alpha technique has a reliability co-efficient of 0.08 and 0.79 for section A and B respectively. These indicate positive and high correlation which showed that the instrument was valid and reliable. The researchers used direct approach in

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.8 (1), January-April, 2023 https://ajemates.org

administering copies of the questionnaires. In doing so, the researcher along with 5 research assistants who are teachers that are degree holders from samples schools administered the copies of the questionnaire to the respondents for the purpose of the study and to avoid any missing.

The data was analysed using statistical tools. Mean and standard deviation were used to answer the research questions. The range of the scores for the 4 points scale is as follows:

Very high extent	=	3.50 – 4.00
High extent	=	2.50 – 3.49
Low extent	=	2.00 – 2.49
Very low extent	=	1.00 – 1.99

Presentation of Results

The results were presented using the mean and standard deviation to answer the three research questions and z-test was used to test the hypotheses in a sequential form at 0.05 level of significance starting with the answers to the research questions and then to the testing of research hypotheses, all were presented in tables to highlight the findings.

Research Questions 1: What are the important administrative practices for secondary school principals in Anambra State?

Table 1: Mean and standard deviation of principals and teachers on the important administrative practices for secondary school principals in Anambra State.

S/n		Principals			Teachers		
		Mean	SD	Decision	Mean	SD	Decision
1.	Inviting resource persons to teach entrepreneurial subjects.	2.68	1.64	High extent	3.66	1.99	High extent
2.	Awarding prices to best teachers	2.66	1.64	High extent	3.62	1.90	High extent
3.	Sponsoring teachers to in service training and conferences organized by professional bodies e.g. WAEC, NECO, STAN etc annually.	2.89	1.70	Low extent	3.52	1.90	High extent
4.	Giving teachers the chance to gain the ICT knowledge.	3.62	1.69	High extent	2.68	1.64	High extent
5.	Inviting resource persons to assist in teachers' forum/discussions monthly	2.68	1.64	High extent	1.97	1.40	Low extent
6.	Sponsoring teachers to workshop to be trained as trainers for the school	2.52	1.59	High extent	2.68	1.64	High extent
7.	Reaching NGOs' with fund raising proposals for building of the dormitories in specified areas.	2.59	1.70	High extent	2.68	1.64	High extent
8.	Raising funds from the old boys/ girls Association in respect of building new classroom blocks.	3.66	1.99	Very High extent	2.68	1.64	High extent
9.	Sourcing fund from the state government to build toilets and bathrooms for students and teachers.	3.66	1.99	Very High extent	2.68	1,64	High extent
10.	Raising funds from the friends of the school to renovate dilapidated classroom blocks.	2.99	1.73	High extent	3.66	1.99	Very High extent
11.	Applying to state government to build well equipped science laboratory.	2.50	1.50	High extent	3.62	1.90	High extent

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.8 (1), January-April, 2023 https://ajemates.org

12.	Renovating the existing science laboratory, home economics laboratories through the funds from the PTA.	2.52	1.59	High extent	2.52	1.52	High extent
13.	Sourcing funds from the state government to procure building for the teachers.	2.59	1.64	High extent	2.50	1.50	High extent
14.	Providing a standard school library and science laboratory by raising funds from PTA and the state government.	2.52	1.50	High extent	1.73	1.32	Low extent
15.	Providing furniture for the school library and staff offices through the PTA funds.	2.50	1.50	High extent	1.73	1.32	Low extent
16.	Helping and educating teachers on how to identify students learning problems and ways of solving them.	2.50	1.50	High extent	1.73	1.32	Low extent
17.	Applying to the state government and philanthropists to help to provide PTA teachers to assist the assisting teacher.	2.89	1.70	High extent	3.62	1.90	High extent
18.	Respecting teachers' age, worth and qualification.	2.89	1.70	High extent	2.68	1.64	High extent
19.	Controlling teachers' classroom behaviour in a friendly manner.	2.68	1.64	High extent	2.89	1.85	High extent
20.	Making sure that teachers are provided with what the need to remain inspired and enthusiastic in the classroom e.g. accommodation.	2.66	1.64	High extent	2.52	1.59	High extent
	Grand Mean	**2.85**		**High extent**		**3.09**	**High extent**

From the above table, it was observed that the principals have a grand mean of 2.85 while the teachers have 3.04. These mean that both principals and teachers have the knowledge of the administrative practices that the principals should have for an effective administrative work in secondary schools in Anambra State. This means that the administrative practices are known to be very effective and therefore, should be used by the principals.

Research Question 2: Do the Principals practice the stipulated important administrative practices provided by the Post Primary School Service Commission do principals practice?

Table 2: The mean and standard deviation of principals and teachers on the administrative practice principals' practice.

S/n		Principals			Teachers		
		Mean	SD	Decision	Mean	SD	Decision
1.	Inviting resource persons to teach entrepreneurial effects.	3.66	1.99	High extent	3.60	1.99	High extent
2.	Awarding prices to the best teachers	2.68	1.64	High extent	2.99	1.73	High extent
3.	Sponsoring teachers to in service training and conferences organized by professional bodies, WAEC, NECO, STAM etc annually	2.68	1.61	High extent	2.99	1.73	High extent

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.8 (1), January-April, 2023 https://ajemates.org

4.	Giving teachers the chance to gain ITC knowledge.	2.89	1.85	High extent	2.50	1.50	High extent
5.	Inviting resource persons to assist in teacher's forum/ discussion monthly.	2.52	1.59	High extent	1.52	1.59	High extent
6.	Sponsoring teachers to workshops to be trained as trainers to the school.	3.62	1.90	High extent	2.59	1.60	High extent
7.	Reaching NGOs' with fund raising proposals for building of dormitories in specified areas.	2.52	1.69	High extent	2.68	1.64	High extent
8.	Raising funds from the old boys/ girls Association in respect of building new classroom blocks.	2.32	1.59	High extent	2.59	1.60	High extent
9.	Sourcing fund from the state government to build toilets and bathrooms for teachers and students.	2.68	1.64	High extent	3.66	1.90	High extent
10.	Raising funds from the friends of the school to renovate dilapidated classroom blocks.	2.68	1.64	High extent	2.50	1.50	High extent
11.	Applying to state government to build well equipped science laboratory.	2.68	1.64	High extent	1.73	1.32	Low extent
12.	Renovating the existing science laboratory home economics laboratories through the funds from the PTA.	2.68	1.64	High extent	1.73	1.32	Low extent
13.	Sourcing funds from the state government to procure facilities for the science laboratory and others.	2.50	1.50	High extent	1.73	1.32	Low extent
14.	Providing a standard school library by raising funds from PTA and the state government.	2.50	1.50	High extent	2.68	1.64	High extent
15.	Providing furniture for the school library and staff offices by raising funds from PTA funds.	3.68	1.64	High extent	3.64	1.91	High extent
16.	Applying to the state government and philanthropists help to equip the ITC room and to employ PTA teachers to assist the existing teachers.	2.68	1.64	High extent	1.73	1.32	Low extent
17.	Respecting teachers' age, worth and qualification.	2.68	1.61	High extent	1.73	1.32	Low extent
18.	Controlling teacher's classroom behaviour in a friendly manner.	2.50	1.50	High extent	1.73	1.32	Low extent
19.	Making sure that teachers are provided with what the need to remain inspired and enthusiastic in the classroom e.g. accommodation.	3.62	1.90	High extent	1.73	1.32	Low extent
20.	Helping and educating teachers on how to identify students learning problems and ways of solving them.	2.52	1.59	High extent	1.73	1.32	Low extent
	Grand Mean		**3.09**		**2.50**		

The table revels the grand mean of 3.09 and 2.50 respectively which shows agreed to a high extent. Though in some administrative practices, the teachers agreed to a low extent which shows that the principals are not conversant with them. They do not practice them with the teachers. Therefore, the principals should try to practice these administrative practices they claim to have at work in order to achieve the organizational goals and objectives.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.8 (1), January-April, 2023 https://ajemates.org

Research Question 3: Do they have positive effect of the teachers and students?

Table 3: The administrative practices that the principals in Anambra State Public Schools are aware of.

S/n		Principals			Teachers		
		Mean	SD	Decision	Mean	SD	Decision
1.	Inviting resource persons to teach entrepreneurial studies.	1.65	1.27	Low extent	2.52	1.59	High extent
2.	Awarding prices to the best teachers	2.68	1.64	High extent	2.52	1.59	High extent
3.	Sponsoring teachers to service training and conferences organized by professional bodies, WAEC, NECO, STAN etc annually	1.97	1.40	High extent	3.62	1.59	High extent
4.	Giving teachers the chance to gain ITC knowledge.	3.19	1.79	High extent	1.97	1.40	High extent
5.	Inviting resource persons to assist in teachers' forum/ discussions monthly.	2.66	1.64	High extent	1.67	1.40	Low extent
6.	Sponsoring teachers to workshops to be trained as trainers to the school.	2.68	1.64	High extent	1.67	1.40	Low extent
7.	Reaching NGOs' with fund raising proposals for building of dormitories in rectified period.	1.97	1.40	Low extent	1.97	1.40	Low extent
8.	Raising funds from the old boys/ girls Association in respect of building new classroom blocks.	1.62	1.22	Low extent	1.97	1.40	Low extent
9.	Sourcing fund from the state government to build toilets and bathrooms for and students.	2.68	1.64	High extent	2.68	1.64	High extent
10.	Raising funds from the friends of the school to renovate dilapidated classroom blocks.	2.89	1.70	High extent	1.97	1.40	Low extent
11.	Applying to state government to build well equipped science laboratory.	2.52	1.59	High extent	2.68	1.64	High extent
12.	Renovating the existing science laboratory home economics laboratories through the funds from the PTA.	2.59	1.70	High extent	2.68	1.64	High extent
13.	Providing a well standard library by raising funds from the PTA and the state government.	3.66	1.99	High extent	2.68	1.64	High extent
14.	Organizing clinical supervision every two weeks by principals and vice principals.	2.99	1.73	High extent	3.66	1.99	High extent
15.	Providing furniture for the school library by raising funds from PTA funds.	2.50	1.50	High extent	3.62	1.90	High extent
16.	Helping and educating teachers on how to identify students' problems and ways of solving them.	2.52	1.59	High extent	2.52	1.52	High extent
17.	Applying to the state government and philanthropists help to equip the ITC room.	2.59	1.61	High extent	2.50	1.50	High extent
18.	Respecting teachers' age, worth and qualification.	2.52	1.50	High extent	1.73	1.32	Low extent
19.	Controlling teachers' classroom behaviour in a friendly manner.	2.59	1.60	High extent	1.97	1.40	Low extent

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.8 (1), January-April, 2023 https://ajemates.org

20.	Making sure that teachers are provided with what the need to remain inspired and enthusiastic in the classroom e.g. accommodation.	2.50	1.50	High extent	1.73	1.32	Low extent
	Grand Mean	**3.75**		**1.50**			

Table 3 shows that principals responded positively to all the important administration practices showing that they are aware of these practices with a grand mean of 3.75 while teachers responded negatively to most of the administrative practices, the principals claim to be aware of meaning that most principals are not aware of the administrative practices with a grand mean of 1.50 which shows agreed to a low extent.

Hypotheses

Hypothesis 1: Z-test of the mean of principals and teachers on the mean ratings of principals and teachers in the important administrative practices for the principals in Anambra State Secondary Schools.

Group	M	$\overline{X}$	SD	DF	Z-cal	Z-crit	Rejected
Principals	2.56	1.50	1.58				
				1.74	3.5	1.98	Rejected
Teachers	1.500	2.85	1.68				

Using z-test there was a significance differences between principals and teachers on the principals use of the important administrative practices for the secondary school principals in Anambra State. Z-cal (3.20) was more than the critical value (2.036) this means that the null hypothesis is rejected.

Hypothesis 2: There is no significant difference between the mean ratings of principals and teachers on the principal use of the important administrative practice for secondary school.

Table 5: Z-test on the mean rating of principals' use of the important administration practices for the principals in Anambra State secondary schools.

Group	M	$\overline{X}$	SD	DF	Z-cal	Z-crit	Rejected
Principals	2.56	2.85	1.68				
				1.754	3.57	1.86	Rejected

Teachers	1.500	2.07	1.43

Using the z-test, there was significance difference between principals and teachers on the principals' use of the important administrative practices in secondary school in Anambra State. Therefore the null hypothesis is rejected.

Hypothesis 3: There is no significance difference between the principals and teachers on effects of the principals' practice of the important administrative practices on the teachers and students in Anambra State Secondary Schools.

Table 6: Z-test on the mean rating of principals and teachers on the principal awareness of the use of the important administrative practices by principals in secondary schools in Anambra State.

Group	M	$\overline{X}$	SD	DF	Z-cal	Z-crit	Rejected
Principals	256	2.60	0.87				
				232	2.67	1.96	Rejected
Teachers	1.500						

The result presented in table 6 shows that the calculated z-value is greater than the z-critical. Therefore, the null hypothesis is rejected meaning there is significance difference between the principals and the teachers' responses on the principals' use of the important administrative practices in Anambra State Secondary Schools.

Summary of Findings

1. It was observed that the principals in public secondary schools in Anambra State claimed to know the important administrative practices in secondary schools while the teachers also admitted that the principals know the important administrative practices in the state secondary schools.
2. The principals accepted that they practices all the administrative practices and the teachers did not agree that the principals possess the important administrative practices in the state secondary schools.
3. The principals accept that they make sure that they have effect of the important practices, on the teacher agreed that the important administrative practices have effects on them and students also it will practiced by the principals in Anambra State Secondary Schools.
4. All the hypotheses were rejected meaning that there is significance difference between the principals

and teachers on the principals use of the important administrative practices in Anambra State Secondary Schools. Therefore, the null hypotheses were rejected at 0.05 level of significance.

Recommendations

From the study, it was observed that both principals and teachers agreed to a high extent, the principals use of the important administrative practices therefore the researcher recommends the following:

1. The Government, Post Primary School Service Commission, State Ministry of Education, PTA and the society at large should ensure that the principals make use of the important administrative practice stipulated by the Post Primary School Service Commission for teachers happiness and job satisfaction while doing his/her job for effect teaching and learning.
2. Principals should know that teachers are colleagues working together for the attainment of a common goal, therefore, they need mutual acceptance and fellowship in order to be happy and work with enthusiasm and the attainment of a common goal.
3. Teachers on the other hand should recognize the principals as the heads, so, maximum respect and regard should be given to them and approach them politely when not doing well.
4. Lastly, seminars and in-service training should be organized for principals and teachers on this matter in order to ensure appropriate knowledge of the important administrative practices by principals.

REFERENCES

Adeyemi, T.O. (2018). The effective management of primary schools in Ekiti State, Nigeria. An analytical assessment. Educational Research and Review, 5(7).

Anambra State of Nigeria Education sector, strategic plan (SESP) 2011-2020 Awka. Anambra State Government and UNICEF.

Aral, B. (2015). Managerial attributes of principals in the managed schools. Issues in the Indian Education 1(11) 21-30.

Buscanol, B.C. (2013). The adequacy of principals' supervisory skills for teacher competence. Unpublished Master's Thesis. Nnamdi Azikiwe University, Awka.

Eneasator, G.O. (2017). Towards goals oriented management of secondary schools in Nigeria the place of supervision.

FRN (2014). National Policy on Education and 4 years strategic plan for the Development. Education sector 2014 – 2020 (6th Ed) Yaba Lagos Nigeria NERDEC Press.

Iwuno (2016). Application of Elements of Human Relations in staff personnel management in Anambra State Secondary Schools. Unpublished Master's Thesis. Nnamdi Azikiwe University, Awka.

Ndudi, J. (1999). The need for an effective principal's staff communications in secondary schools. Communication Issue, 5(2) 17-23.

Nwogu, B.G. (2015). Educational Research: Issues and methodology, Owerri wisdom publishers.

Okoye, N. & Okoye, A.U. (2016). Industrial Relations and Counseling, Onitsha. Hares Publications.

Omenyi A.S. (2014). Prime concerns of Teachers in Development programmes in R.C. Ebenebe and L.I. Akudolu (Eds.) Education for National Development and Integration (Pp 71-78). Nnamdi Azikiwe University, Awka.