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## Constraints to Principals Administration Effectiveness in Secondary Schools in Delta State, Nigeria

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### **Abstract:**

*The study investigated the Constraints to principals' administration effectiveness in secondary schools in Delta state. To guide the study, four research questions were raised and four hypotheses formulated for the study at a significance level of 0.05. The design of the study was the descriptive survey which permits the description of conditions as they exist in their natural setting. The population of the study comprised all the 448 secondary school principals in delta state. The sample size for the study was one hundred and twenty (120) principals using the random sampling techniques. The instrument for data collection was a questionnaire developed by the researcher. Data analysis was done using mean and standard deviation to answer the research questions and z-test to test the null hypotheses at an alpha level of 0.05. The result of the study among others showed that: , there is no significant difference between the mean perception of urban and rural principals on staff personnel administrative constraints to principals administrative effectiveness in secondary schools, there is a significant difference between the mean perception of urban and rural principals on facilities and equipment constraints to principals administrative effectiveness in secondary school., , there is no significant difference between the mean perception of urban and rural principals on funding constraints to principals administrative effectiveness. It equally indicated that there is no significant difference between the mean perception of urban and rural principals on funding constraints to principals administrative effectiveness. Based on the result, it was recommended that state government should provide adequate funds to the secondary schools for the principals to effectively administer the school and, also state government should make provision for adequate facilities and equipment in secondary schools.*

**Keywords:** School administration, Effectiveness, Constraints to principals' effectiveness

### **1. Introduction**

The aim of secondary education enshrined in the National Policy on Education (Federal of Republic of Nigeria, 2014) is to provide the highest level of basic education geared towards preparing the child for future challenges in tertiary institutions and in the society. Secondary schools are headed by principals who work together with teachers on the basis of a hierarchical structure that is based on super ordinate – subordinate relationship. Functionally, this hierarchy of relationship is the locus of allocating and integrating tasks in order to achieve the goals of secondary schools. Therefore, the functions of the principal including leading, controlling, directing and motivating teachers toward accomplishment of secondary school goals (Oghotoma and Eboime, 2010).

The effectiveness performance of these functions to a large extent is dependent on good administration involving adequate and well qualified teachers, adequate funds for infrastructural facilities, libraries and laboratories (Ikgbusi and Ihennacho, 2016). Giving credence to this, Oboegbulem (2013) averred that for these functions, there must be massive investment of funds and facilities for secondary school principals to enable them perform their administrative duties affectively. In essence, administrative effectiveness requires that the principal be able to manage resources such as staff, finance, facilities among other for optimum benefit of the school.

However, different reports have indicated that there is public crises of various dimensions such as poor funding, poor educational infrastructure which include inadequate classroom, shortfall and inadequacies in education funding, manifest in overcrowded classrooms, lack of facilities and equipment, ill-equipped workshops, libraries and laboratories where they exist at all, which combine to frustrate teaching and learning (Ikgbusi and Iheanacho, 2016, Nwagwu, 2002 and Olorunsola and Belo, 2018). This situation may disenchant principals' efforts to effectively administer schools. When this happens, the outcome may be unruly and disorderly students and low quality standard of teaching and learning, which may manifest in poor academic performance. In fact, secondary school in Delta State are not exonerated from this ugly state of affair. Many have witnessed student violence, frequent outburst of unruly behaviour among students and lack of various amenities. Therefore, the inability of secondary school principals to demonstrate adequate administrative effectiveness could be as a result of some challenges. Against this backdrop therefore, the study intended to ascertain the constraints to principal's administrative effectiveness in secondary schools in Delta State.

### 1.1. Statement of the Problem

There is a consensus among those who are knowledgeable in educational administration such as Oboegbulem (2003) and Uwagwu (2002) that there are factors that enhance effective school administration. In like manner, there are factors that impede administrative effectiveness of principals in secondary schools. Such factors may include shortfall in inadequacies in education funding manifest in overcrowded classrooms, lack of facilities and equipment, ill-equipped workshops, libraries and laboratories where they exist at all, which combine to frustrate teaching and learning. Secondary schools in Delta State may not be exonerated from this ugly state of affair where there are frequent outburst of unruly behaviour among students and lack of various amenities. This situation may hinder principals administrative effectiveness in secondary schools, hence the problem of the study posed as a question is: what are the constraints to principal administrative effectiveness in secondary schools in Delta State?

### 1.2. Research Questions

- What are the staff personnel administration constraints to principal's administrative effectiveness in secondary schools?
- What are the facilities and equipment constraints to principal's administrative effectiveness in secondary schools?
- What are the funding constraints to principal's administrative effectiveness in secondary schools?
- How does student indiscipline constitute constraints to principal's administrative effectiveness in secondary schools?

### 1.3. Hypotheses

- There is no significant difference between the mean perception of urban and rural principals on staff personnel administration constraints to principals administrative effectiveness in secondary schools.
- There is no significant difference between the mean perception of urban and rural principals on facilities and equipment constraints to principal's administrative effectiveness in secondary schools.
- There is no significant difference between the mean perception of urban and rural principals on funding constraints to principals administrative effectiveness in secondary schools.
- There is no significant difference between the mean perception of urban and rural principals on how students indiscipline constitute constraints to principals administrative effectiveness in secondary schools.

### 1.4. Review of Related Literature

- Concept of School Administration
- Constraints to Principals Administrative Effectiveness
- Inadequate Personnel Administration
- Inadequate Funding
- Lack of Facilities and Equipment
- Students Indiscipline

## 2. Research Methodology

The descriptive survey research design was adopted for this study. It was deemed suitable because the study intended to systematically elicit information from principals and vice principals on the constraints to their administrative effectiveness in secondary schools in Delta State.

The population of the study comprised all the 448 secondary school principals. The sample of the study was 120 principals selected in secondary schools across Delta State. The sample was drawn through randomly sampling techniques. In doing this, ten (10) Local Government Areas were randomly selected from the twenty-five (25) Local Government Area in the state.

The instrument for data collection was a researcher self-developed questionnaire based on the Likert four-point summated scale of Strongly Agree (SA) (4), Agree (A) (3), Disagree (D) (2) and Strongly Disagree (SD) (1) point respectively. The questionnaire covered the four constraints to administrative effectiveness of secondary school principals raised in this study. Both face and content validity of the research instrument were established by experts in Educational Administration and Planning and Measurement and Education from College of Education, Warri.

The reliability of the research instrument was determined through a measure of internal consistency of the items. Cronbach Alpha was used to determine the internal reliability of the research instrument.

In analyzing the data collected, the researcher used mean and standard deviation to answer the research question. The decision was that any item that had mean above the bench mark of 2.5. is in agreement while any item below the bench mark of 2.50 is an indication of a disagreement. The hypothesis was tested using z-test at 0.05 significant level.

### 3. Results

S/N	Items	Urban Principals			Rural Principals		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
1.	Staff dysfunctional behaviour like absenteeism	3.03	0.83	Accept	2.88	0.86	Accept
2.	Staff poor attitude like truancy	2.51	1.10	Accepted	2.97	0.79	Accepted
3.	Staff insubordination	2.91	1.05	Accepted	2.84	1.10	Accepted
4.	Staff hostility	3.18	0.90	Accepted	2.78	1.12	Accepted
5.	Staff low self esteem	2.58	0.98	Accepted	2.98	1.06	Accepted
6.	Shortage of qualified staff	3.22	0.87	Accepted	3.05	0.87	Accepted
7.	Lack of opportunity for staff development	3.50	0.75	Accepted	3.53	0.59	Accepted
8.	Interference of the Educational Management in the discipline of teachers	3.43	0.74	Accepted	2.94	1.08	Accepted
9.	Arbitrary transfer of teachers	3.34	0.59	Accepted	3.37	0.91	Accepted
10.	Teachers do not receive allowances when due	3.38	0.68	Accepted	3.22	0.82	Accepted
11.	Working environment is not conducive	3.47	0.52	Accepted	3.07	0.59	Accepted
12.	Conflict between secondary school principals and state Post-Primary Education Board	2.68	0.65	Accepted	3.02	0.15	Accepted
13.	Teachers who obtained higher qualification do not have their salaries adjusted in time	3.18	0.90	Accepted	2.98	1.06	Accepted
14.	Teachers stay on one level for over 6 years	2.58	0.98	Accepted	3.05	0.87	Accepted
15.	There is no provision of funds for in-service course	3.22	0.87	Accepted	3.53	0.59	Accepted

*Table 1: Mean and Standard Deviation Scores of Urban Principals and Rural Principals on Staff Personnel Administration as Constraints to Principal's Administrative Effectiveness in Secondary Schools*

Give a 2.50 mid-point in the 4-point rating scale, the data in Table 1 show that all the items had mean ratings above the mid-point indicating that they are staff personnel administrative constraints to principal's administrative effectiveness in secondary schools. Indeed, half of the identified staff personnel administrative constraints to principal's administrative effectiveness received mean rating of  $\geq 3.0$ . The highest mean rating of 3.50 was recorded in the case of 'lack of opportunity for staff development'. On the other hand, 'staff poor attitude like truancy' received the lowest mean rating of 2.51.

S/N	Items	Urban Principals			Rural Principals		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
1.	Lack of adequate classrooms	2.98	0.81	Accepted	2.83	1.87	Accepted
2.	Lack of adequate desk for effective teaching and learning	3.27	0.46	Accepted	3.53	0.52	Accepted
3.	Lack of good accommodation for office space	3.76	0.43	Accepted	2.91	0.88	Accepted
4.	Lack of laboratory facilities for staff and students	2.63	0.96	Accepted	2.61	0.94	Accepted
5.	Lack of instructional materials for teaching and learning	3.53	0.52	Accepted	3.76	0.43	Accepted
6.	Lack of laboratories facilities and equipment for practicals	2.62	0.81	Accepted	2.71	0.64	Accepted
7.	Lack of adequate/required syllabus and scheme of work	2.63	0.96	Accepted	2.61	0.94	Accepted
8.	Poor recreational and sport facilities for staff and students	3.25	0.81	Accepted	3.13	0.07	Accepted

*Table 2: Mean and Standard Deviation Scores of Urban Principals and Rural Principals on Facilities and Equipment as Constraints to Principal's Administrative Effectiveness in Secondary School*

Given the mid-point of 2.50 in the 4-point rating scale, the data in Table 2 show that all the items had mean ratings above the mid-point indicating that they are facilities and equipment constraints to principal's administrative effectiveness in secondary schools. Indeed, half of the identified facilities and equipment constraints to principal's administrative effectiveness received mean rating of  $\geq 3.0$ . The highest mean rating of 3.76 was recorded in the case of 'lack of library facilities for staff and students'. On the other hand, 'lack of laboratories facilities and equipment for practicals received the lowest mean rating of 2.62.

S/N	Items	Urban Principals			Rural Principals		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
1.	Lack of fund to purchase facilities and equipment	3.64	0.64	Accepted	3.71	0.68	Accepted
2.	Lack of fund to purchase books	3.63	0.64	Accepted	3.71	0.58	Accepted
3.	Lack of funds to purchase specimens and chemicals for science laboratories	3.59	0.69	Accepted	3.42	0.66	Accepted
4.	Lack of fund to purchase chalks, marks, dusters, note books for lessons	3.38	0.91	Accepted	3.31	0.89	Accepted
5.	Lack of money to maintain school buildings	3.36	0.76	Accepted	3.41	0.79	Accepted
6.	Ill equipped classrooms as a result of inadequate fund	3.41	0.91	Accepted	3.34	0.87	Accepted
7.	Lack of fund for regular staff development and training	3.58	0.61	Accepted	3.14	0.96	Accepted
8.	Poor remuneration for teachers	3.53	0.73	Accepted	3.37	0.85	Accepted
9.	Inadequate fund for organizing seminars and workshops for teachers	3.44	0.83	Accepted	3.36	0.91	Accepted

*Table 3: Mean and Standard Deviation Scores of Urban Principals and Rural Principals on Funding as Constraints to Principals Administrative Effectiveness in Secondary Schools*

Given the mid-point of 2.50 in the 4-point rating scale, the data in Table 3 show that all the items had mean ratings above the mid-point indicating that they are funding constraints to principal's administrative effectiveness in secondary schools. Indeed, half of the identified funding constraints to principal's administration effectiveness received mean rating of  $\geq 3.0$ . The highest mean rating of 3.64 was received in case of 'lack of fund to purchase facilities and equipment'. On the other hand, 'lack of money to maintain school buildings', received the lowest mean rating of 3.36.

S/N	Items	Urban Principals			Rural Principals		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
1.	Problem of examination malpractice	3.51	0.70	Accepted	3.42	0.66	Accepted
2.	Problem of cultism	3.81	0.40	Accepted	3.09	0.93	Accepted
3.	Problem of gangsterism	3.42	0.84	Accepted	3.59	0.69	Accepted
4.	Problem of absenteeism	3.43	0.68	Accepted	2.52	1.10	Accepted
5.	Problem of students mass failure due to their involvement in cultism	3.55	0.78	Accepted	3.38	0.83	Accepted
6.	Problem of school violence	3.57	0.73	Accepted	3.63	0.64	Accepted
7.	Problem of drug abuse	3.63	0.64	Accepted	3.71	0.58	Accepted
8.	Problem of moral laxity	3.43	0.68	Accepted	3.81	0.40	Accepted

*Table 4: Mean and Standard Deviation Scores Of Urban Principals and Rural Principals on Student Indiscipline as Constraints to Principal's Administrative Effectiveness in Secondary Schools*

Given a 2.50 mid-point in the 4-point rating scale, data analysis in Table 4 show that all the items had mean ratings above the mid-point, indicating that student's indiscipline are constraints to principal's administrative effectiveness in secondary schools. Indeed, half of the identified student's indiscipline constraints to principal's administrative effectiveness received mean rating of  $\geq 3.0$ . The highest mean rating of 3.81 was recorded in case of 'problem of cultism'. On the other hand, 'problem of gangsterism' received the lowest mean rating of 3.42.

Group	N	$\bar{x}$	SD	df	Level of Sig.	t-cal	t-crit	Decision
Urban Principals	70	29.02	2.92	118	0.05	0.244	1.96	Accepted
Rural Principals	50	28.89	3.06					

*Table 5: z-test Analysis of the Difference between the Mean and Standard Deviation Scores of Urban and Rural Principals on Staff Personnel Administrative Constraints to Principal Administrative Effectiveness*

Data in Table 5 showed the analysis of z-test difference between the mean scores of urban and rural principals on the personnel administrative constraints to principals' administrative effectiveness. The result of the z-test revealed that the calculated z-value of 0.244 is less than the critical value of 1.96 of a degree of freedom 118 of 0.05 significant level. The null hypothesis is therefore accepted. Thus, there is no significant difference between the mean perception of urban and rural principals on staff personnel administrative constraints to principals administrative effectiveness in secondary schools.

Group	N	$\bar{x}$	SD	df	Level of Sig.	t-cal	t-crit	Decision
Urban Principals	70	25.16	2.91	118	0.05	4.43	1.96	Accepted
Rural Principals	50	28.87	0.34					

*Table 6: z-test Analysis of the Difference between the Mean and Standard Deviation Scores of Urban and Rural Principals on Facilities and Equipment Constraints to Principal Administrative Effectiveness*

Data in Table 6 showed the analysis of z-test difference between the mean scores of urban and rural principals on facilities and equipment constraints to principals' administrative effectiveness. The result of the z-test revealed that the calculated z-value of 4.43 is greater than the critical value of 1.96 of a degree of freedom 118 to 0.05 significant level. The null hypothesis is therefore rejected. Thus, there is a significant difference between the mean perception of urban and rural principals on facilities and equipment constraints to principal's administrative effectiveness in secondary schools.

Group	N	$\bar{x}$	SD	df	Level of Sig.	t-cal	t-crit	Decision
Urban Principals	70	2.36	0.49	118	0.05	1.29	1.96	Accepted
Rural Principals	50	2.14	0.70					

*Table 7: z-test Analysis of the Difference Between the Mean and Standard Deviation Scores of Urban and Rural Principals on Funding Constraints to Principal Administrative Effectiveness*

Data in Table 7 showed the analysis of z-test difference between the mean scores of urban and rural principals on funding constraints to principal administrative effectiveness. The result of z-test revealed that the calculated z-value of 1.29 is less than the critical value of 1.96 of a degree of freedom 118 of 0.05 significant level. The null hypothesis is therefore accepted. Thus, there is no significant difference between the mean perception of urban and rural principals on funding constraints to principals administrative effectiveness.

Group	N	$\bar{x}$	SD	df	Level of Sig.	t-cal	t-crit	Decision
Urban Principals	70	22.24	2.23	118	0.05	2.18	1.96	Rejected
Rural Principals	50	21.23	2.78					

*Table 8: Z-Test Analysis of the Difference between the Mean and Standard Deviation Scores of Urban and Rural Principals on Students Indiscipline Constraints to Principal Administrative Effectiveness*

Data on Table 8 showed the analysis of z-test difference between the mean scores of urban and rural principals on student's indiscipline constraints to principals' administrative effectiveness. The result of z-test revealed that the calculated z-value of 2.18 is less than the critical value of 1.96 of a degree of freedom 118 of 0.05 significant level. The null hypothesis is therefore rejected. Thus, there is a significant difference between the mean perception of urban and rural principals on students indiscipline constraints to principals administrative effectiveness.

#### 4. Discussion

Data in Table 1 revealed that both urban and rural secondary school principal indicated that staff personnel administration is a constraint to principals' administrative effectiveness in secondary schools. Both urban and rural secondary principals agreed that staff dysfunctional behaviour like absenteeism, staff poor attitude like truancy, staff insubordination, staff hostility, staff low self-esteem, lack of opportunity for staff development among others are staff personnel administration constraints to principals administrative effectiveness. These findings confirmed that of Data in Table 2 revealed that both urban and rural secondary school principal indicated that facilities and equipment is a constraint to principals' administrative effectiveness in secondary schools. Both urban and rural secondary principals agreed that staff dysfunctional behaviour like absenteeism, staff poor attitude like truancy, staff insubordination, staff hostility, staff low self-esteem, lack of opportunity for staff development among others are staff personnel administration constraints to principals administrative effectiveness. These findings confirmed that of

Data in Table 3 revealed that both urban and rural secondary school principal indicated that funding is a constraint to principals' administrative effectiveness in secondary schools. Both urban and rural secondary principals agreed that staff dysfunctional behaviour like absenteeism, staff poor attitude like truancy, staff insubordination, staff hostility, staff low self-esteem, lack of opportunity for staff development among others are staff personnel administration constraints to principals administrative effectiveness. These findings confirmed that of

Data in Table 4 revealed that both urban and rural secondary school principal indicated that student indiscipline is a constraint to principals' administrative effectiveness in secondary schools. Both urban and rural secondary principals agreed that staff dysfunctional behaviour like absenteeism, staff poor attitude like truancy, staff insubordination, staff hostility, staff low self-esteem, lack of opportunity for staff development among others are staff personnel administration constraints to principals administrative effectiveness. These findings confirmed that of

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