

TITLE PAGE

**THE ROLES OF PRINCIPALS IN THE MANAGEMENT OF SECONDARY SCHOOL,
A CASE STUDY OF SOME SELECTED SCHOOLS IN KEBBI STATE**

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DEDICATION

This research work has been dedicated to Almighty God, who has given us the opportunity up to this length and also enable us to undertake this research work. The study is also dedicated to our beloved parents and relatives who have established the basis of our Education.

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ABSTRACT

Secondary education occupies a strategic position in the national education system. The secondary school is an institution established for refining human beings in terms of skills, behavior and all round excellence. A Principal is regarded as the leader and head of secondary school; he is responsible for all that happens in the school who administers the school with other teaching and non teaching staff, the principal is directly in every aspect of school operation and his primary aim is determining the school quality and character. His roles in the management of schools covers many areas which include leadership, teacher evaluation, student discipline, hiring of new teachers, staff delegation and parent community relations. This study was conducted to look into the roles of principals in the management of secondary schools in some selected secondary schools in kebbi metropolis. Twelve schools were randomly selected through educational boards, Two hundred questionnaires were administered. One hundred and forty questionnaires for the principals and forty for the teachers and the results obtained were applied in computing coefficient of correlation between two sets of data collected independently and further analyze, the findings showed that there was a sharp departure between the views of principals and those of their teachers on whether principals were instructional or administrative leaders of their schools. In the light of the findings, it was recommended that principals should try as much as possible to give much emphasis on both Instructional and Administrative duties to ensure smooth running of activities in the schools, it also recommends that principals should have firm grip of their curriculum in order to offer useful advice or assistance to the teacher's e.t.c.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Secondary education occupies a strategic position in the national education system. It bridges the gap between the primary and tertiary levels of education in Nigeria. It absorbs the primary level and prepares them for the tertiary which is the manpower based on the nation. The secondary school is an institution established for refining human beings in terms of skills, behavior and all round of excellence.

A principal is regarded as the chief executive of a school; he is a leader and head of a secondary school. In this project we will analyze and review the roles of the principals in the management of secondary schools. It is a survey research on some selected schools in Kebbi state, Nigeria.

Leadership is also of particular importance in the education administration because of its far reaching effects on the accomplishment of school programmes, objectives and attainment of educational goals. Peretomode,(1991), at the head of the leadership of secondary schools in Nigeria is the principal who administers the school with other teaching and non teaching staff.

Accordingly, the principal is regarded as the chief executive of the school, who is responsible for all that happens in the school Fasabi (2006). As the chief executive, the principal assigns duties to those who could perform the duties, through all responsibilities still reside in him as the accounting officer.

The position of the principal in the school is so germane to the extent that the school cannot exist without that position. Realizing the important role of the principals within the secondary school system, it is important to examine the leadership capacities of the secondary

school principals. This is particularly important because of the fact that secondary education, especially in Nigeria serves as the bridge between the primary and tertiary level, although the junior secondary school (JSS) level in particular now is the integral part of the basic education (UBE) program in Nigeria. The (U.B.E) is free, compulsory and universal. Principal competencies can be measured from the various dimensions from the perception of students, parent, communities and their employers. For instance Scott, Jr and William (1987) agreed that, teacher's perception of their principal's leadership behavior is also related to teacher's morale.

The principal is directly in every aspect of schools operation and thus the primary figure in determining the schools quality and character. Barth (1991) states that "show me good school and I will show you good principal".

To develop harmonies and improve the quality of teachers and students performance in kebbi state secondary schools, principals play a vital role in the achievement of these objectives. This is because the smooth running or failures of the schools are attributed to its leadership. In the same vein, Arobayi (1984) pointed out that when a school is seen to be performing well in aspect of its objectives, it is the principal that receives its credit and when the school is not performing well, it is the principal that receives the blame. This goes on to show that, the ultimate aim of most schools is to get the right individual who will be an effective leader.

1.2 Statement of the problem

It is often alleged that, most of the principals today seem to be heavily occupied by routine administrative duties and do not appear to be adequately involved in instructional programming of their respective schools. It is probably for this reason that Abubakar (2001) observed that, the principals of kebbi state secondary schools are more of administrative managers than supervisors

of instruction; and this could obviously hinder the successful implementation of school instructional program.

Furthermore, the academic performance of kebbi state secondary schools student in external examination such as (WAEC, NECO and JAMB etc) is not commiserating with the investment made in the secondary school by the state government. Like the May/June result of Government science secondary school, Yauri, the 2012 West African Senior Secondary Certificate Examination (WASSCE) shows that less than 15 per cent of candidates obtained credit passes in five subjects in the school, including English Language and Mathematics. The poor performance of the student may be attributed to the roles of the principals of secondary schools in kebbi state, on the other hand, it was reported that political interference in the appointment of principals to a large extent impacts on their overall performance and administrative competence. (Ozigi,1994). This necessitates the need to examine the roles of the principals in the management of some selected secondary schools (Kebbi state).

1.3 Objective of the study

- i. To find out how the roles of the principals in the school may impact on the student academic performance.
- ii. To find out the effect of the principals roles on the teachers and students performance.
- iii. To assess the extent at which the principal provide adequate teaching facilities to teachers for the promotion of instruction in order to improve student performance.
- iv. To find out the effect of the government abrupt changes in schools calendar and unscheduled holidays to the roles of the principals.

1.4 Significance of the study

It is hoped that the result of this work, would be useful to the principals of the selected secondary schools in kebbi state via appreciating their roles as leaders in managing secondary schools. This will help them to develop appropriate leadership behavior through motivating and promoting the welfare of staff that are very essential in the implementation of instructional programmes in the school.

It is also expected that, the result of the research work will be useful to kebbi state ministry of education in improving the standard and quality of education in the state.

1.5 Scope and delimitation of the study

The study is focused on the roles of the principals in the management of secondary schools in kebbi state. The study is limited to some selected secondary schools in birnin kebbi, kebbi state, using table for determining sample size. The schools are:

1. Abarshi secondary school Yauri.
2. Murtala government girls' secondary school.
3. Bimec international secondary school.
4. Sarki abdullahi government secondary school.

1.6 Definition of terms

PRINCIPAL: The principal is a school educator who has authority for a school, he represent the school in the instructional division and in the administrative council. He interpret methods and techniques of implementing district adopted program, his decision are normally considered final in respect to the responsibility of specific school constituency with district policy, goals and objectives.

MANAGEMENT: This has to do with the way something is handled, careful supervision. School management is the combination of different administration and their roles in the operation of the school.

ROLE: this is the action and activities assigned to or expected of a person, it is a function that is to be carried out as a part of one's obligation as a head or being ordered to.

SCHOOL: A school is an institution where instruction is given especially to a person to acquire skills and learning.

1.7 Research Questions

For the purpose of this study, the following research questions will be investigated on.

1. What is the perception of the principals on their roles? (Instructional leaders or administrative)
2. Do the principals' roles have an effect on the teachers and student performance?
3. To what extent do the principals provide adequate teaching facilities to the teachers?
4. Do the government policies in terms of abrupt changes in school calendar and unscheduled holidays affect the roles of the principals in their respective schools?

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Unlike developed countries where studies on competencies are available and multitudes, are still at their low ebb in Nigeria. Most studies in this country focused attention on such leadership competencies. This study therefore, is focused to examine the role of principals of secondary schools in kebbi state.

This chapter examines the relevant contribution of authorities, researchers and ideas related to the role of principals of secondary schools in kebbi state. This chapter will look into the literature and ideas on the concept of the role, principal and the role of principals in the management of secondary schools. However, the role of the principals in the management of secondary schools in kebbi state will be highlighted to end the literature review.

It is hoped that the vast discussion would give further insights and empirical basis for the study on how well the principals of secondary schools in kebbi state perform their roles.

2.1 Concept of Role and Management

The understanding of the concept of role and management is essential in making one aware of what one or members of group are expected to do in particular setting. Data (1996, 116) defined role as the expected behaviors associated with a position such behaviors or actions are as defined by the organization, groups and in the case of the school system by the ministry of Education, Education Management Boards and the community. The roles principals are expected to perform are observed by Mc Cleary and Hencley, (1965) and Ozigi as follows:

1. Obtaining and developing of teaching personnel and supporting staff;
2. Curriculum development and programme instruction.
3. Student personnel services (orientation, placement, guidance and counseling services and welfare and curricula activities.
4. Provision of school services, facilities and equipment in good time.
5. Financial responsibilities (budgeting and accurate record keeping.
6. Public relations responsibility (with staff professional bodies, neighboring schools and community at large); and
7. Responsibility for education of the institution.

However, according to oxford English dictionary, role can be defined as the expected behavior of an individual in a society. It can also be seen as the function or position of something. In the same vein, role can also be described as a character or part played by a performer or actor

2.2 The Concept of Principal.

The principal is the head or leader of secondary school in Nigeria, who administers the school with other teaching and non-teaching staffs. A principal is regarded as the chief executive of the school who is responsible for all that happens in the school. (Fasabi 2000) as the chief Executive, the principal assigns duties, though all responsibilities still reside in him as the accounting officer.

However, Babayemi (2006) view principalship as involving the control of human and materials resources of the school. He further sees the principal as the supervisor, manager, school climate developer and change facilitator.

Before 1960, most of our secondary schools were established and run by the voluntary agencies, missionary, communities and rich or enterprising individuals. Government schools were very

few, greater responsibilities for the establishment, growth and the development of these schools were vested in their principals.

Planning ahead is an essential role of a principal. He is expected to look into the future of the school and project its need and upon these, work out in broad outline the things that needed to be done and the administrative strategies for accomplishing them. Before the civil war (1966-1970), the principal participated actively in the choice of a suitable site for his school and advice on the layout of building and other infrastructure. His professional views on the location of laboratories workshop, dormitories, specialist rooms, classroom and the administrative blocks were respected. As a result, he was able to disallow plan distortion, unplanned growth and haphazard development. Together with his assistants, he ensures steady planned students population growth. Admission and enrolment were controlled. Transfers, withdrawals and dismissals of student were the prerogatives of the principals and his administration.

Governments and proprietors decided on the curriculum for the school, while the principal, in collaboration with the staff drew the syllabus, the scheme of work, and the time table. He ensures that records of work and progress being made by the students were dutifully kept. Equipment and materials including textbooks were chosen by the school. The maintenance of buildings, equipment and other infrastructures were the concern of the principal. Generally, he never failed to take prompt action. In the period under review, the inspectorate of the Ministry of Education, and the school supervisors appointed by the proprietors ensured those good standards were kept. Today, the situation is different.

An educational institution is a system of inter-related organization interacting with a social environment of clients. The school receives input of personnel finances and equips which it must attempt to administer in the most efficient way to provide its services to the society.

Therefore what goes on in the classroom is the most important activity in the learning and teaching. All school administration and planning must necessarily revolve around. The administration and organization, the main function of the principal, must be job-centered. In our consideration the principal role should include:

- a. The coordination of the work force in the school.
- b. The control and judicious allocation of resources within the school.
- c. The exercise of foresight in the implementation of plans and
- d. Sporting changes when desired and ensuring that those are introduced appropriately.

It is the duty of the principal as the administrator of his school, to foster good relationship between teachers and students, among the teachers and between his office and the rest of the school community. He should as deliberated policy, involve the staff and to some degree, the students in decision making. He should be able to do this through the committee system, discipline committee, games committee etc.

Inspite of all the above, there seems to be universal agreement on the importance of the principal involved in the school system. The principal is directly in every aspect of the school operation and it thus the primary figure in determining the school quality and character.

2.3 The Roles of Principals in the Management of Secondary Schools

The role of the principals covers many areas include leadership, teacher' evaluation, student discipline and several others. Being an effective principal is hard work and is time consuming. A good principal is balanced within all his roles and works hard to ensure that what he is doing is what he feel is better for all constituent involved.

i. School Leader

A school leader is the primary leader in a school building. A good leader always leads by example. A principal should be positive, enthusiastic, have their hand in the day to day activities of the school and listen to what their constituents are saying. An effective leader is available to teachers, staff members, parents, students and the community member. Good leaders stay calm in difficult situations, think before they act and put the needs of the school before themselves. An effective leader steps up to fill in the roles as needed, even if it isn't a part of their daily routine.

ii. Student Discipline

A large part of any schools principals' job is to handle student's discipline. The first step of having effective student discipline is to make sure that your teachers know what you are expecting when it comes to student discipline. Once they understand how you want them to handle it, then your job becomes easier. The discipline you deal with mostly come from teacher referrals. There are times that this can take a large part of the day. A good principal will listen to all sides of an issue without jumping to conclusion, collecting as much evidence as you can.

A principal role in student discipline is much like that of a judge and jury. Whether the student is guilty of a disciplinary infraction and what penalty should be enforced. An effective principal always document discipline issue, make fair decisions and informs parents when necessary.

iii. Teacher Evaluation

Most principals are also responsible for evaluating their teacher's performance following district and state guidelines. An effective school has to have effective teachers and the teacher evaluation process is in place to make sure that the teachers in the school are effective. Evaluation should be fair and well documented; it should point out both strength and weaknesses. Spend as much quality time in your classroom as possible. Gather information each time you

visit, a good evaluator always let their teachers know what their expectation are and then offers suggestions for improvement if those expectation met.

iv. Develop, Implement and Evaluate Programmes

Developing, implementing and evaluation of programmes within the schools are another large part of a school principal's role. A principal should always be looking for ways to improve the students experience at school. Developing effective programme that cover a variety of areas is one way to ensure this. It is acceptable to look at other schools within the area and to implement those programmes that are evaluated every year and tweak as necessary. If the reading program has become slow and the students are not showing much growth, then it may be necessary to review the program and make some changes to improve the quality of that programme.

v. Review Policies and Procedures

Reviewing policies and procedures is another role of the secondary school principals.

An individual school governing document is their student's handbook. A principal should review, remove, rewrite, or write policies and procedures every year as needed. Having an effective student handbook can improve the quality of education the students receive. It can also make a principal's job a little easier. The principal role is to make sure students, teachers and parents know about these policies and procedures.

vi. Schedule Setting

Creating schedules every year can be a daunting task. It can take some time to get everything to fall into proper place. There are many different schedules in which a principal may be required to create including a bell schedules, duty schedule, computer lab schedule, library schedule etc. cross checking each of these schedules to ensure that he/she is not putting too much on one

person at once, because this can be difficult. With all the scheduling you have to do, it is almost impossible to make everyone happy with these schedules. For example, some teachers like their plan first thing in the morning while others like theirs at the end of the day, but it is impossible to accommodate all of them. It is probably best to create a schedule without trying to accommodate anyone. In addition, the principals should be prepared to make adjustments to his schedules once the year begins. You need to be flexible because there are times that there are conflict you did not foresee that need to be changed.

vii. Hiring New Teachers

A vital part of any school administrator's job is to hire teachers and staff that are going to do their jobs correctly. Hiring the wrong person can cause a huge headache down the line, while hiring the right person make your job a little more easier. The interview process is extremely important when hiring new teachers. There are many factors that play into a person being a good candidate for you as a principal to hire. Those include teaching knowledge, personality, sincerity, excitement towards the profession, etc. once you have interviewed all the candidates, then it is equally important to call their references to get a feel from what the people who know them think they would do.

After this process, you might narrow it down to your best 3 – 4 candidates and ask them to come back for a second interview. This time, the principal can ask his assistant or teachers or the superintendent to join him. So that he can have another person's feedback in the hiring process. Once he completes these processes, and then ranks his candidates accordingly and after then the person he thinks would be best for the position. Always be sure to let candidates you did not hire know that the position has been filled.

viii. Parent and Community Relations

Having good relations with parents and community members can benefit the principal in various areas. If he/she has built trusting relationship with the parent whose child has a discipline issue, then it makes easier to deal with the situation of parent support in the school and the principal's decision. The same hold true with the community. Building relationships with individuals and businesses in the community can help the school develop tremendously. Benefits include donations, personal time and overall positive support for the school. It is a vital part of any principal's job to nurture their relationships with parents and community members.

ix. Delegation

Leaders may have a hard time putting things in others hands without direct stamp on it. However, there is so much that has to be done, that it is vital that a school principal delegates some duties as necessary, having people around that you trust make this easier. An effective school principal simply does not have enough time to do everything that needs to be done by them. He must rely on other people to assist them with getting things done and trust that they are going to do the job well.

In conclusion, an effective principal is able to produce expected results in school. Factors used in judging an effective school principal are:

- i. Excellent achievement by the student in the examinations.
- ii. Excellent performance in debates, drama, sports, etc.
- iii. The success of the past students.

As the school principal, you fulfill a number of important roles. Your role ultimately involves changing the behavior and attitudes of each student. It is recognized that you get this done through other peoples' assistants.

2.4 The role of principals in the management of some selected secondary schools in kebbi state

It would be seen that the central role of principals in managing of secondary school in kebbi state is instructional leadership. Nwokafor Etal (1990) submits that, the ultimate goal of educational administration is the improvement of learning and teaching opportunities. This view is further stressed by Adewole (2002) that of all the multifarious roles performed by the principals, that the primary role remains that of instructional leadership. Hence, in the view of musuaz (1982), the school principal must be highly competent and skilled person in modern techniques of instruction.

At this juncture, the review highlights the various components or steps for the instructional leadership that a component head could use. Olafungi in Ogunsaju (1984) has worked extensively on this and the resulting guidelines she had given for the performance of instructional leaderships roles are considered very useful. These guidelines or steps are staffing, distribution of teaching task, curriculum development, unit planning, provision, time tabling or time scheduling, supervision of instructional staff development and evaluation of overall school instructional programme. Some authors like Musaazi (1982) have similar views.

The subsequent paragraph will centre on the discussing of the guidelines

i. Staffing

The first thing to do is to make sure that the staffs needed for these various disciplines are available. As a result of the increase in schools, it is a well known fact that some of the schools are inadequately staffed. The amount of pressure mounted on the authorities these days do in essence dictate what the principal gets. These days the Parent Teachers Association (PTA) in our schools seem to have been very active and the able principal should utilize resources to recruit for

the new teachers in terms of their job situation. This should be done before the beginning of the session, to stress the need for the principal to create understanding among the teaching and supportive staff to ensure that there is effective implementation of the structural programme. (Enaohwo and Eferekeye, 1989).

ii. Distribution of teaching tasks

Having secured the needed staff, he would assign them their teaching tasks. Before doing this, he consults the vice principal, head of department and even the teacher themselves. The following guidelines will be useful in assigning tasks to teachers.

- a. Teachers should have the academic and professional document for the subject to be assigned.
- b. Forms of classes that require the greatest care like the junior classes, final year students backward students and very troublesome but brilliant students, should be assigned to the most experienced and competent teachers.
- c. A teacher should not be overloaded with too many periods. Period allocation should as much as practicable be equitably distributed to enhance efficiency. Class size and numbers of subjects to be taught by the teacher should be used to calculate period to be allocated.

iii. Curriculum Development

In the Nigerian setting education objectives, curriculum and syllabus are already prepared and handed down to the principals by the federal, state, WAEC and other examination bodies. Krug (1996) define curriculum as a means employed by the school to provide students with

opportunity for desirable learning experience. Thus curriculum is not just a list of subject to be offered in the school.

Education objectives are goals of education, which is expected to be achieved through the implementation of the curriculum. Having presented these items to his staff, as the instructional leader, the principal is expected to organize the staff with the assistance of his deputies (vices) and heads of department for a close study of all of them. In effect, it is suggested that he sets up a curriculum committees for such purpose (Eferekeya,1989). This should further be broken up into sub-committee and each sub-committee working on a particular subject. The objectives t be handed down in most cases are expanded for each setting and locality. An additional learning content may be suggested for the school and further extra curriculum activities would be planned.

Curriculum committee is probably the most important committee in the entire school committee structure. It is out of this committee deliberation that changes may occur in such areas as building and plant, planning a kind of equipment and to be ordered, and the formulation of a general philosophy for the entire school system.

Taba (1962) suggested the following six step process to curriculum planning.

- a. Diagnosis of needs
- b. Formulation of objectives
- c. Selection of content
- d. Organization of learning
- e. Selection of learning experience
- f. Determination of what to evaluate and ways and means of doing it.

iv. Unit of planning

This simply refers to the amount of work, material or area that can be covered within a given time. This involves the writing of schemes and work schedules drawn from the syllabus under the supervision of the principal and his deputies. This ensures thoroughness because for each unit, the measurable objectives, teaching methodologies and needed audio visual are stated. Thus it serves as a useful guide to the teachers in the sense that it direct the teachers focus to what should be done on how to do it.

v. Provision of Material For Teaching

The principal need is to ensure that his deputies, in consultation with heads of department and teachers compile a list of required teacher's textbooks. Those for student should be computed and each copy given to those for purchase, while those for teachers (staff) should be purchased before the session or term begins so that work can start in earnest. When student know that the lesson will start immediately the terms starts, many student who extend their holiday will for weeks after resumption might stop doing so.

vi. Finance

The principal of the secondary schools in kebbi state play a vital role in generating and managing funds to support his instructional programmes.

This can be done by establishing what is known as production unit in the school and the provision of all the needed material for the proper and effective instruction. There is need for adequate budgeting and fiscal control for effective utilization of resources. When instructional material is required, the principal should keep an adequate inventory.

vii. Time-Tabling:

Olatunji refers to this as coordinating the use of rooms, course (subject), material, time and teachers as essential for the school to have daily routine and judicious classrooms where they may be adequate. As noted by Heald and More (1968) inadequate facilities to impede curriculum implantation. It is not uncommon to find some schools meant to be fifteen arms are squeezed into eight classrooms. This apart from their strategy for time tabling or time scheduling, the principal should enlist the support of his governing board, PTA and other relevant organizations to provide in the word of Enaohwo and Eferekeye (1991: 137) flexible physical facilities for implementation of curriculum.

According to Enaohwo and Eferekeye (1989), supervision is based on a systematic approach that requires identification and specification of learning experience (content), construction and selection of measurement instrument (test). It also deals with administration and scoring of test, recording and passing on the results of student performance and the utilization in the results to prove instruction and learning. The principal should therefore, ensure that the students are not only regularly assessed, but are assessed on what is based on the approved syllabus of non instructional programme. All examination should be structured to reflect the syllabus so that the same desired effect can be attained. The need for guidance and vocational service to students with career and placement problem cannot be over emphasized.

Thus the effective inspection cannot be achieved without effective teachers, and effective teaching requires supervision and guidelines, (Mecleary and Hencley, 1965). However, it is sometimes alleged that some principals have nonchalant attitude to supervision of instruction of their school. It is equally alleged that the principals of about two decade ago unlike their present day counterparts had a great autonomy in running their schools as they could hire and fire staff and had full control over the students. They were in charge of teaching and taught a great ideal and as well inducted their teachers regularly. They also had full financial control and had enough

money to utilize for the school. The principals have been usurped of virtually all of these powers and given to the ministry of education and the education management board on the reason that they have abused such privileges. This situation according to Olatunji has made such principals to be relaxed. Huges (1976: 50-60), viewing a number of studies on this proportion came out with general principles, thus

“the occupant of an executive position, who is granted little authority and recognition, but his supervisors tend to behave in relation to his subordinates in a cautious and defensive manner, which expressed, him to as little risk as possible, conversely the executive who are granted an appreciable measure of autonomy and recognition by their supervisor are more likely in their relationship with subordinates”.

These propositions could probably explain the basis for the allegation of nonchalant attitude on the part of some principals. Olatunji for instance in a survey of secondary schools, that have built enviable reputation for themselves, he revealed that the heads of such schools had absolute autonomy over their schools. It would seem, therefore that some form of autonomy for the principals to run their schools could induce some of them to work hard by adequate supervision of instructional programmes in their schools.

viii. Instructional Staff Development

The principal should do this through subscription to professional journals, sponsorship to seminar mounted by the ministries, universities, NERL, NUT, and CESAC. Staff instruction, seminar manned by the competent staff and resource persons should equally be encouraged. The principal and his staff will therefore be abreast of recent curriculum trends and so initiate changes in the school and in the national curriculum for schools. The assertion of Williams (1964) and

Iman (1977) that teachers themselves should be encouraged to go into action research and publish such research findings is therefore relevant.

ix. Evaluation of the Overall School Instructional Programme

This is the final task to be done by the principal and his evaluation should be in the light of the objectives set in the area of knowledge, performance and attitudes. In short, questions to be raised and answered by such evaluation if properly carried would serve to answer the following;

- a) Have they improved in the acquisition and performance of specific skills?
- b) Have their interest and horizon widened/
- c) Have they shown positive and desirable attitudes towards constituted authority at schools, at home and at large in the community? And
- d) How adequate are the facilities provided to assist the student?

It can thus be seen as that much is expected from the principal in the instructional leadership and should therefore not treat it with levity. In the view of Musaaazi (1982) all things pertaining to instructional programme are the concern of the school principal. However, many principals seem to have relegated this role to the background at the expense of other administrative duties. In a survey conducted by Adaralegbe (1972) and Awesu (1979) into how school principals spent their time, it was discovered that other managerial roles (clerical chores and traveling on school round) featured more prominently than their instructional roles.

Dubi (1989), similarly in a resurface work conducted in Adamawa state (part of old gongola state) found out that principals devoted more of their time to office administration than instructional leadership. He explains this by saying that they lack professional and leadership

knowledge in the school administration. By implication, staff was not adequately motivated, communication was efficient and staff perception of principal roles differed significantly.

Summary of the review of related literature

The chapter as identified earlier on in the course of this research is to look into or review the works, contributions of other researchers that delve into the same subject matter, i.e. the role of principals in the management of secondary school. However, literature that have deemed fit to have make up this chapter comprises, the concept of principal, principal and the role he plays in the managing of secondary school; in which a number of literatures were collected and discussed.

Similarly, these literatures served as the basis or foundation of this research work by way of correlating the subject matter and other researches, without which there would be difficulty in establishing direction for the research.

In summary, who is principal was clearly established, his duties, roles, guiding principles etc, which will be used as yard stick in general assessment of the efficiency or otherwise of the principals of secondary schools in kebbi state as the case study.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

The chapter presents the research design, population of the study, sample and sampling techniques, instrumentation, validity and reliability of research instrument, method of data collection and procedure for data analysis.

3.2 Research design

This type of study adopts survey research; the survey research is a type of descriptive research in which information is obtained from a sample of respondents or answering research questions concerning the status of some educational problems.

3.3 Sample and Sampling techniques

From the data obtained from the kebbi state secondary schools management board, universal basic education board, Arabic and Islamic education board and ministry of science and technical education. The population of the principals was three hundred and one (301). Table 3.1 shows the population of principals and teachers from various Kebbi State Education Boards mentioned above.

Table 1: Population of schools principals and teachers of kebbi state secondary schools.

Boards/Ministry	Teachers	principals	Schools
UBE	5320	217	217
MSTE	342	5	5
AISB	433	5	5
SSMB	2212	74	74
TOTAL	8307	301	301

Source; Kebbi state Ministry of Education

In this research, stratified random sampling was used. This is to ensure that each strata of the population has equal chance of being selected for the sample. The procedure adopted in coming up with the sample is as follows;

1. The population was stratified by identifying significant attributes of research topic and partitioning the population into group (principals).
2. The proportion of the population lying in each partition is then calculated (using Krejcie and Morgan-1970) table for determining the sample size.
3. The total sample size was splitted up into the properties calculated above.
4. Sample random was performed on each partition as shown in table 3.2 in appendix II

The result was then combined to obtain stratified sample. From the total population of three hundred and one, (301) principals, a sample of one hundred and sixty nine principals was drawn. Del siege popularly known as krejcie and Morgan table for determining sample size was used to select the above sample.

From the forgoing, sample of one hundred and forty (140) principals, thirty two (32) Principals of Secondary Schools Management Board, one hundred (100) principals of Universal Basic Education Board, four (4) principals from Ministry of science and Technical Education and four (4) principals from Arabic and Islamic Education Board were selected. The population of the study includes all the entire secondary schools in kebbi metropolis out of which the mentioned ministry of education were use to represent the whole schools in kebbi metropolis.

Table 2: Population sample of the study

Board/Ministry	Principals	Teachers
MSTE	4	10
UBE	100	20
AISB	4	10
SSMB	32	20
TOTAL	140	60

3.4 Instrumentation

There are two (2) questionnaires, one for the teacher, a separate questionnaire for the principal, each questionnaire has four sections one deals with demographic information, section two, three and four are information on the roles of principals in managing secondary schools.

The roles of principals in the management of secondary school and some factors that impede their role in the schools, each of this has five columns of responses, for each question or

statement ranging from: strongly agree, agree, not decided, disagree, and strongly disagree. They have drawn in line with the search of measuring social behavior.

3.5 Validity of the Instrument;

An instrument is said to be valid if it measures what it was intended to measure

In the two questionnaires designed for this study, a content validity was obtained by giving a sample questionnaire to the search supervisor to vet the following:

1. Do the instruments cover the breadth of the content area (does the instruments contain a representative sample of content being assessed)? Are instruments in a format that is appropriate for those using it?

The research supervisor assessed and made little amendments and confirmed the validity of the instrument. The instrument was found to be valid; as it will measure what it was intended to measure.

3.6 Reliability of the Instrument

An instrument is said to be reliable to the extent that whatever it measures, it measures it consistently.

To establish the reliability of the research instrument a test retest method was used. The research instrument was given twice to ten principals.

Results obtained were applied in computing coefficient of correlation between two sets of data collected independently.

A correlation coefficient was used and correlation coefficient of 0.89 was obtained, this signified a positive correlation coefficient between two sets of scores, the result gave a clear indication that instrument is reliable.

3.7 Procedure for Data Collection

In a closed ended instrument used to collect data, the researchers physically distributed two hundred questionnaires to various respondents and gave them sufficient time to respond to the questionnaires and went back later to respond to the questionnaires from the respondents. In each sampled school, the researchers liaised with the principals to assist in compiling the questionnaires distributed to the school for easy collection; one hundred and ninety (190) questionnaires out of two hundred (200) were returned. It was a very hectic assignment but with courage and patience, it was successful.

3.8 Procedure for Data Analysis

In this study, descriptive statistic was used to analyze the data. Percentages and frequency counts were used to describe the basic features of data collected from the respondents.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS

4.1 Introduction

This chapter will present data analysis and interpretation. The results obtained by the use of questionnaires are presented and analyzed in this chapter. The results of each item of the two set of questionnaires of both principals and teachers are presented in a tabular form. So also, each item of the questionnaires is analyzed in respect of response as indicated by the respondents.

For the purpose of analysis, the researchers presented the research questions one after the other with the view to answering the research questions put forth in chapter on

4.2 Research Question 1

Do the principals regard themselves as the instructional leaders or administrative leader?

To answer this question the following responses were gathered as shown in table 3 below.

Table 3: principals' responses on whether they are instructional leaders or administrative leaders.

S/N	ITEMS	Responses (Percentage, %)				
		SA	A	ND	D	SD
1	Principal assign teachers to appropriate Subject.	7 34.7%	6 28.4%	- -	5 25.4%	2 11.2%

2	Principal assign teachers to appropriate class.	8 36.7%	6 30.2%	- -	4 23.1%	2 10.7%
3	Principal occasionally compares students' notebooks with record of work to ascertain job done.	2 8.3%	4 17.8%	1 1.2%	4 16.6%	4 56.2%
4	Principal works with teachers to address student learning needs.	8 41.4%	5 31.4%	2 7.1%	2 8.3%	3 11.8%
5	Principal supervise the conduct of examination to reduce examination malpractice.	9 47.3%	4 25.4%	2 5.9%	3 11.8%	2 9.5%
6	Principal is skillful in the use of scarce human and material resources necessary for the improvement of school instructional programme.	9 53.3	4 16.6%	- -	5 23.1%	2 7.1%

The item 1 of table 3 shows that 39.4% of the principals strongly agreed and 28.4% agreed, while 25.5% of the principals disagreed and 11.2% strongly disagreed with the assertion on item

1. The results indicates that principals assigned teachers to appropriate subject as part of their instructional leadership role which all point to the commitment of the principals to instructional leadership.

The item 2 of the table 3 shows that 36.7% of the principals strongly agreed and 30.2% of them agreed, while 23.1% disagreed and 10.1% strongly disagreed with the statement that the principals assigned teachers to appropriate class. The result indicates that principals assigned teachers to appropriate class as part of their instructional leadership role.

The item of the same table indicates that 8.3% of the principals strongly agreed and 17.8% of them agreed and 1.2% was undecided, while 16.6% disagreed and 56.2% of them strongly disagreed with the assertion on item 3. The results reveal that principals did not compare student notebooks with records of work to ascertain job done as one of their instructional leadership role.

The item 4 of the table 3 indicates that 41.4% of the principals strongly agreed and 31.4% agreed and 7.1% were undecided, while 8.1% of the principals disagreed and 11.8% strongly disagreed. The result indicates that the principals work with teachers in addressing student learning needs.

The item 5 of the table 3 indicates that 43.7% of the principals strongly agreed and 25.4% agreed and 5.9% were undecided, while 11.8% disagreed and 9.5% strongly disagreed. The result of the item indicates that principals supervised the conduct of examination to reduce examination malpractice as part of principal's administrative responsibilities.

The item 6 of the same table shows that 53.3% of principals strongly agreed and 16.6% agreed while 23.1% disagreed and 7.1% strongly disagreed. The result indicates that principals are skillful in the use of human and material resources necessary for the improvement of school instructional programme.

Based on the principals' responses on table 3, it clearly revealed that principals saw themselves as both instructional and administrative leaders but exercised more of administrative tasks than instructional role.

Table 4: Teachers responses on whether principals are instructional leaders or administrative leaders.

S/N	ITEMS	Responses (Percentage, %)				
		SA	A	ND	D	SD
1	Principal assign you to appropriate subject you can teach best	6 17.7%	6 18.8%	1 0.55%	14 54.5%	3 8.5%
2	Principal assigns you to appropriate classes	6 17.6%	7 19.3%	-	15 59.9%	2 2.5
3	Principal monitor your attendance in the class and in extracurricular activities	5 13.6%	7 20.2%	-	16 62.4%	2 3.8%
4	Principal works with teachers in addressing students learning difficulties	17 62.1%	5 13.6%	-	5 13.9%	4 9.8%
5	Principal assign you to supervise the conduct of examination	17 68.4%	6 16.6%	-	3 5.7%	4 9.5%
6	Principals are skillful in the use of scarce human and material resources necessary for the improvement of school instructional programme	4 65.4%	6 16.9%	-	4 8.7%	4 9%

The item 1 of table 4 indicates that 17.7% of teachers strongly agreed and 18.8% agreed and 0.55% was undecided, while 54.5% of teachers disagreed and 8.5% strongly disagreed with the

assertion. The result indicates that the principals did not assign teachers to appropriate subject they could teach best.

The item 2 of table 4 also revealed that 18.3% of teachers strongly agreed with the assertion and 19.3% agreed while 59.9% of teachers disagreed and 2.5% strongly disagreed.

The result of item 1 and 2 of teachers' responses contradicted the responses of item 1 and 2 of table 3 of principals, responses whereby teachers disagreed with the assertion that principal did assign them to appropriate classes and subjects.

The item 3 of table 4 reveals that 13.6% of teachers opted for strongly agreed and 20.2% agreed, while 62.4% opted for disagreed and 3.8% strongly disagreed. The result reveals that principals did not monitor teacher's attendances in the classes and in extracurricular activities.

The item 4 of table 4 indicates that 62.7% of the teachers opted for strongly agreed and 13.6% agreed, while 13.9% disagreed and 9.8% strongly disagreed. The result of the item indicates that the principals worked with teachers in addressing student learning difficulties.

The item 5 of the same table indicates 68.1% of the teachers opted for strongly agreed and 16.6% agreed while 5.7% opted disagreed and 9.5% strongly disagreed. The result indicates that the principals assigned teachers to supervise the student examinations.

The item 5 of table 4 indicates that 65.4% of teachers opted for strongly agreed responses and 16.9% agree, while 8.7% disagreed and 9% strongly disagreed. This indicates that principals are skillful in the use if scarce human and material resources necessary for the improvement of school instructional programme.

Based on the responses of teachers on table 4 principals were seen more to be of administrative leaders than instructional leaders.

4.3 Research Question 2:

Does the principal's role have any effects on the teachers and students performance?

This research question seeks to find the effect of the principal's role on teachers and students performance.

Table 5 responses of principals on the effects of the principal's roles on teachers and student's performances.

S/N	ITEMS	Response (Percentage, %)				
		SA	A	ND	D	SD
1	Principals supervise classroom teaching	9 41.4%	2 11.8%	- -	5 24.3%	4 22.5%
2	Principals monitor staff attendance in the school and classes	10 35.5%	2 14.8%	- -	4 26%	4 23.7%
3	Is the school timetable effectively planned	2 11.8%	12 47.3%	- -	5 34.5%	1 5.9%

The item 1 of Table 3 shows that 41.4% principals opted for strongly agreed and 11.8% agreed while 24.3% of principals' opted for disagreed and 22.5% strongly disagreed. The result indicated that principals supervised classroom teaching which influenced teachers to attend classes regularly.

The item 2 of the Table 3 reveals that 35.5% of the principals strongly agreed and 14.8% agreed while 26% disagreed and 23.7% strongly disagreed with the assertion.

The item 3 of table 3 indicates that 11.8% of the principals opted for strongly agreed and 47.3% agree while 34.9% of principals opted for disagreed and 5.9% strongly disagreed on the assertion.

The responses of the principals' on the principal's on the effect of their roles on the teachers' and students' performance indicated that it has a significant effect on teachers and student's performance. Because student's performance depends on the effects of the teacher's.

		Responses (Percentage, %)				
S/N	ITEMS	SA	A	ND	D	SD
1	Principal monitor your attendance in the classes and in the extracurricular activities	5 13.6%	7 20.2%	- -	16 62.4%	2 3.8%
2	Is your school timetable effectively planned	6 17.4%	6 16.3%	- -	15 54.5%	3 7.9%
3	Principal consume most of their time on administrative task.	11 40.9%	10 35.75%	- -	3 6.8%	6 16.6%

Table 6 teachers view on the effect of the principal instructional leadership role on their task performance.

The item 1 of table 5 indicates that 13.6% of teachers opted for strongly agreed and 20.2% agreed, while 62.4% of teachers opted for disagree and 3.8% opted strongly disagree on the item 1 assertion.

The item 2 of table 5 indicates that that 17.4% of teachers opted for strongly agreed and 16.3% agreed, while 54.5% of teachers disagreed and 7.9% strongly disagreed. This indicates that teachers hold their view that the school timetable is not effectively planned.

The item 3 of table 5 indicates that 40.9% of the teachers opted for strongly agreed and 35.7% agreed, while 6.8% disagreed and 16.6% strongly disagreed. This reveals that principals consume most of their time on administrative task rather than instructional role.

4.4 Research question 3:

To what extent do the principals provide adequate teaching facilities to teachers?

The table below provides the responses of the principals on whether they provide teaching facilities to teachers.

Table 6 principal's responses on the provision of teaching facilities to the teachers.

S/N	ITEMS	Responses (Percentage, %)				
		SA	A	ND	D	SD
1	Principals provide adequate and up to date textbooks for teachers	4	8	-	4	4
		17.8%	40.8%	-	20.1%	21.3%

The table 6 indicates that 17.8% of the principals opted for strongly agreed and 40.8% opted agreed, while 20.1% of principals opted for disagreed and 21.3% strongly disagreed. This clearly reveals that principals provide adequate and up to date textbooks for their teachers.

Table 7 Teachers responses on the provision of teaching facilities to them by their principals.

S/N	ITEMS	Responses (Percentage, %)				
		SA	A	ND	D	SD
1	Principal provide you with adequate and required textbooks.	4 10.9%	12 24.5%	- -	15 54.5%	4 10.1%

The table 7 indicates that 10.9% of the respondents strongly agreed and 24.5% agreed while 54.5% of the respondents disagreed and 10.1% strongly disagreed with the assertion. The result indicates that principals did not provide the required and adequate textbooks to their teachers indicating a sharp departure between the responses of the principals and teachers.

4.5 Research question 4:

Do the teachers respect and abide by the principal's instructions and directives?

The table 8 provides the responses of both principals and teachers.

Table 8 principals responses on whether teachers abide by their instruction and directives or not.

S/N		Responses (Percentage, %)				
		SA	A	ND	D	SD
1	Principals communicate Policies with regards to change in content of courses to teachers and students	7 41.4%	6 37.3%	- -	3 11.8%	2 9.55%

The table 8 indicates that one of the respondents opted for strongly agreed and 37.3% agreed while 11.8% of the respondents opted for disagreed and 9.5% strongly disagreed. The result indicates that the assertion is quiet true.

Table 9 Teacher's responses on whether they make adjustments on the changes in content of courses.

S/N		Responses (Percentage, %)				
		SA	A	ND	D	SD
1	Principals communicate Government policy with regard to the changes in content of courses to teachers.	12 46.1%	10 32.7%	1 2.2%	3 7.6%	4 11.4%

From the table 9 indicate that 46.1% of the respondents opted for strongly agreed and 32.7% agreed while 2.2% were undecided, 7.6% disagreed and 11.4% strongly disagreed. This clearly

shows that teachers make all the necessary adjustment on any changes in the content of courses as communicated and directed by the principals.

4.6 Research question 5:

Do government policies in term of abrupt changes in school calendar and unscheduled holidays affect the role of principals?

The table 10 presents the responses of both principals and teachers on the issue.

S/N		Responses (Percentage, %)				
		SA	A	ND	D	SD
1	Abrupt changes in the school calendar, series of forced holidays resulting from social and religious festivals do impede effective supervision of instructional programmes in the school.	8 46.2%	7 31.7%	- -	2 10.7%	3 11.8%
2	Lack of autonomy for the principals in the use of educational levies make principals uninterested in the supervision of instructional programmes.	12 48.5%	3 21.9%	- -	2 10.7%	3 18.9%

The item of the table 10 indicates that 46.2% of the respondents strongly agreed and 31.4% agreed while 10.7% disagreed and 11.8% strongly disagreed with the assertion. The result clearly indicates the assertion in item 1 was quite true.

The item 2 of the same table indicates that 48.5% strongly agreed and 21.9% opted for agreed while 10.9% disagreed and 18.9% strongly disagreed. The result shows that the assertion in the item is true.

Table 11 Teachers responses on other factors that could impede the instructional role of the principals.

S/N	ITEMS	Responses (Percentage, %)				
		SA	A	ND	D	SD
1	Abrupt changes in the school calendar, series of forced holiday resulting from social and religious festivals do impede effective supervision of instructional programme in the school.	17 55.9%	5 16.1%	- -	4 9.8%	4 18.3%
2	Lack of autonomy for the principals in the use of educational levies make principals uninterested in the supervision of instructional programmes.	17 54%	7 19.9%	- -	5 15.3%	1 12.8%

The item 1 of the table 11 indicates that 55.9% of the respondents strongly agreed and 16.1% agreed, while 9.8% opted for disagreed and 18.3% strongly disagreed with the assertion of item 1. This reveals that the assertion on item 1 was quite true.

The item 2 of the table 11 indicates that 54% of the respondents opted for strongly agreed and 19.9% agreed, while 15.3% of the respondents opted for disagreed and 12.8% strongly agreed

with the assertion. The result indicates that the assertion of the item 2 in the table 4.10 is quite true.

4.7 Summary of findings

From the analysis of data obtained, it was found out that out of that there was a sharp difference between the views of principals and those of their teachers on whether principals were instructional or administrative leaders of their schools. While principals held that they were both instructional and administrative leaders of their schools, teachers indicated that principals were more inclined to administrative duties than instructional duties. Some findings that were obtained in the research were.

1. Based on the finding on table 3 it clearly revealed that the principals saw themselves as both instructional and administrative leaders but exercised more of administrative task than instructional role.
2. On table 4 the teachers viewed the principals to be more of administrative leaders than instructional leaders.
3. Based on the finding on table 5 it is indicated that that student performance depends on the effectiveness of the teachers.
4. On table 6 the finding reveals that principals do not provide the required and adequate textbook to their teachers.
5. Another finding indicates that teachers make all necessary adjustment on any changes in the content of courses as directed and communicated by the principals.

4.8 Discussion of findings

From the analysis of data obtained, it was found out that out of that there was a sharp difference between the views of principals and those of their teachers on whether principals were

instructional or administrative leaders of their schools. While principals held that they were both instructional and administrative leaders of their schools, teachers indicated that principals were more inclined to administrative duties than instructional duties.

It was also found out that result principals' instructional role did not impact positively on the teacher's task performance. This further buttressed the view held by the teacher's that principals were more inclined to administrative duties than instructional duties.

It was also found out that there was a sharp departure between the response of principals and those of their teachers on whether the principals provide adequate teaching materials to their teachers. While principals held that they provide adequate teaching materials to teachers of their school, the teachers held the view that they were not provided with adequate and required teaching materials.

The result also indicated that the principals communicate government policies with regard to the changes in contents of the courses to teachers and also teachers were found making all the necessary adjustment to any changes in the contents of courses to teachers and also teachers were found making all the necessary arrangement to any change in the content of courses or subject as communicated and directed by the principals.

The result further indicated that both abrupt changes in schools calendar and lack of autonomy in the use of educational levies did impede effective supervision of instructional programme by principals.

With respect to research question one, the result of the findings reveal that, principals regarded themselves both as instructional and administrative leaders. On the contrary teachers viewed them as more administrative leaders than instructional leaders because their administrative roles

outweighed the instructional roles in the schools the implication is that, the school administration is run effectively at the expenses of academic programmes.

Similarly, going by the research question two, the principals asserted that their roles has significant effects on the teachers and students performance but the teacher contradicted this by saying that principals roles has little or no significance on their task performance due to their emphasis on administrative tasks rather than instructional role which contributed a lot to non-covering of school syllabus by the teachers.

With respect to research question 3, principals revealed that they did provide teachers with required and adequate teaching facilities. Here the principals were trying to back government interest while the teachers said that they were not provided with required and adequate teaching facilities. The implication of this is that the students would not get the required knowledge compared to their counterparts that are provided with adequate teaching facilities.

With consideration of the research question 4, the results obtained from the two (2) set of respondents indicated that teachers and students respected and abided by the instructions and directives of their principals. This implied that teachers were more committed to classroom and extra-curricular activities which has a positive impact on student's academic performance.

The result obtained from research question five (5), reveals that both two sets of respondents indicated that abrupt changes in school calendar and lack of autonomy in the use of educational levies did impede effective supervision of instructional programmes by principals. Those factors have contributed negatively to both instructional and administrative leadership roles of principals.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings, discussion, conclusions and recommendations.

5.2 Summary of the research

This research work on the role of principals in the management of secondary school, a case study of some selected secondary school in kebbi state which involve an intensive study which cover the following.

- The position of secondary school and its strategic importance in the national educational system, the leadership of the principal, his role and responsibility as the head of the secondary school. The way he manages the school which he occupies, the problems and poor academic performances of the schools in kebbi state. We outlined various objectives of the study of the principal roles which are as follows:
 - i. To find out how the roles of the principals in the school may impact on the student academic performance.
 - ii. To find out the effect of the principal roles on the teachers and students performance.
 - iii. To assess the extent at which the principal provide adequate teaching facilities to teachers for the promotion of instruction in order to improve student performance.
 - iv. To find out the effect of government abrupt changes in schools calendar to the roles of the principal.

Some research questions were also investigated for the study which is listed below;

1. What is the perception of the principals on their roles (instructional or administrative leaders?)
2. Do the principal roles have effect on the teachers and students performance?
3. To what extent do principals provide adequate teaching facilities to the teachers?
4. Do government policies in terms of abrupt changes in school calendar and unscheduled holiday affect the roles of the principals in their respective schools?

In chapter two (2) the concept of the principal and the roles they are expected to play were discussed, some of which are:

1. Obtaining and developing of teaching personnel and supporting staff.
2. Curriculum development and programme instruction.
3. Provision of school services, facilities and equipment in good time.
4. Financial responsibilities.
5. Responsibility for education of the institution.

On the other hand the roles of the principal in the management of the school covers many area which include, Leadership, teacher evaluation, student discipline, hiring of new staff, parent community relations, delegation and several others. Some factors were used in judging an effective school principal like;

- i. Excellent achievement by the student in the examination
- ii. Excellent performance in debate, drama, sport e.t.c
- iii. The success of the past students.

The principal is also incharge with the duty of presenting curriculum to his staff, distribution of teaching task, provision of material for teaching, scheduling time table. Also the

contribution of other researchers into the subject matter on the principals roles were collected and discussed.

In chapter three (3) research design, population of the study (population size) which consist of principals and teachers of kebbi state was computed using sample and sampling techniques, also a questionnaire was designed for this study, there were sixteen (16) items covering principals view on how they perform their instructional leadership, principals were expected to react to these items along a five point scale of SA-Strongly Agree, A- Agree, ND- Not decided, D- Disagree, SD-Strongly Disagree, the same method was also used for the teachers except there was only eleven (11) items covering the teachers view on how the principal perform their instructional leadership. The statistical method use was percentage, frequency, and mean (\bar{x}).

Problem encountered during the distribution of questionnaires and getting them back include lack of finance to the school where they were distributed, lack of co-operation by some teachers and busy schedules claimed by the principals, but through dedication and hardwork it was a success.

In chapter four we presented our data analysis and interpretation base on the responses we gathered on our research questionnaire, the research question was on how principal regard themselves as instructional or administrative leaders. It is been found from the data that majority of the principals saw themselves as both instructional and administrative leaders but exercise more of administrative task than instructional role while teachers viewed principals as more of administrative leaders than instructional leaders. It was also observed that student performances depends on the effectiveness of teachers and teachers reveal that principals do not provide required and adequate teaching material for them.

The data also indicates that teachers make all necessary adjustment on changes in the content of courses as directed and communicated by the principal, the result also obtained reveal that both set of respondents indicated that abrupt changes in school calendar and lack of autonomy in the use of educational levies did impede effective supervision of instructional programmes by the principals. Those factors have contributed negatively to both instructional and administrative leadership roles of the principals.

5.3 Conclusion

The study was basically carried out to investigate and analyze the roles of principals of secondary school from the above findings, the following conclusions were drawn.

One of the major functions and responsibilities of principals is to improve and facilitate efficient curriculum implementation, enhance teaching and learning activities of the school as well as deploy financial and material resources of the schools in order to meet learners' needs. But it was found out that principals were more concerned with the administrative duties. The instructional activities including curriculum development, teaching and supervision of instruction were created with less vigor by principals.

Also, teachers' task performance positively related to principals' instructional leadership roles. Teachers had excellent capacity in the area of vision for the school, time management and active involvement in school operations, building consensus to resolve conflicts between students. But it was found out that those principals instructional role did not impact positively on the teacher's task performance.

Teachers were also sponsored by the government to attend seminars and workshops but principals do not sponsor teachers in this regard because of the lack of autonomy in the use of educational levies and inadequate funds allocated to schools by the government. Finally, it was

also concluded that abrupt changes in school calendars did impede effective supervision of instructional activities by the principals.

5.4 Recommendations:

In the light of the findings from data obtained from the two sets of questionnaires, the following recommendations were offered;

1. The study recommends that principals should try as much as possible to give much emphasis on instructional activities in the schools.
2. It is recommended that principal should give equal attention to both instructional and administrative duties so as to ensure smooth running of schools activities.
3. It is recommended that government should provide adequate teaching facilities to schools, so that teachers will carry out their task effectively.
4. The study also recommends that principals should have firm grip of their school curriculum in order to be able to offer useful advice or assistance to the teachers since one can only give what he has.
5. It is also recommended that principals should collaborate with their teachers in diagnosing students learning needs, so as to overcome the problem of students' poor academic performance.
6. It is also recommended that principals should try as much as possible to communicate any changes in school curriculum to their teachers to ensure effective curriculum implementation.
7. The study also recommends that government should workout modalities for ensuring social and religious festivals did not affect school academic calendar.

8. It is also recommended that government should give the principals the autonomy to use educational levies, since the principals are in a better position of knowing what schools are lacking and government should monitor how the levies are spent.
9. It is recommended that teachers should maintain loyalty and obedience to their principals and dedication to task performance.

The forgone recommendations if adopted would go a long way to improve the roles of principals in the management of secondary schools in kebbi state and also improve teacher's performance which key figure for improving the student performance.

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3. Age:

- a. 20-30 years () b. 30-40 years () c. 40-50 years () d. 26-30 () e. 41 and above ()

4. Highest educational Qualification:

- a. ND () b. NCE () c. B.sc/BA () d. B.Ed/B.Aed/B.sc ED () e. other specify

5. Years of experience as a school principal

- a. 1-5 years () b. 6-10 years () c. 11-15 years ()
d. 16-20 years () e. 21 years and above ()

6. years of experience in teaching profession

- a. 1-5 years () b. 6-10 years () c. 11-15 years ()
d. 16-20 years () e. 21 years and above ()

7. Do you make up for missed classes?

- a. Yes () b. No ()

8. Which of the following consume most of your time?

- a. Classroom teaching () b. Administrative tasks ()

9. Are your teachers punctual on assembly ground?

- a. Yes () b. No ()

10. Have you ever presented a paper at a seminar/workshop on the development of classroom instruction in your school?

a. Yes () b. No ()

Part II Principals' Instructional Role

Read carefully and tick in the appropriate cell to indicate your view on each item on how you perform your instructional leadership.

Key:

SA- Strongly Agree

A- Agree

ND- Not Decided

D- Disagree

SD- Strongly Disagree

Table 3.3: questionnaire for principals

S/N	ITEMS	SA	A	ND	D	SD
1	Principal assign teacher to appropriate subjects					
2	Principal assign teachers to appropriate class					
3	Principal provide adequate and up to date textbook for teachers					
4	Is the school timetable is effectively planned					
5	The principal is skillful in the use of scarce human and material resources for the improvement of school instructional programme					
6	Principal communicate government policies with regards to change in content of courses to teachers and students					
7	Principal monitors staff attendance in the school and classes					
8	Principal supervise classroom teaching					
9	Principal occasionally compare student notebooks with record of work to ascertain job done.					
10	Principal recommends staff for training/workshop with the aim of improving classroom instruction					
11	Principal work with teachers to address student learning needs					
12	Principal supervise the conduct of examination to reduce the examination malpractice.					

PART III: FACTOR THAT COULD IMPEDE THE INSTRUCTION ROLE OF PRINCIPAL IN SCHOOL MANAGEMENT

This section contains the other possible factor that can impede the instructional role of principals in school management. Please read carefully and tick () in the cell you deem appropriate.

S/N	ITEMS				
1	Non-provision of instructional materials to school by government makes effective supervision and execution of instructional programme in school by principal ineffective.				
2	Most parents in kebbi state do not provide the required textbook and materials for their children and this makes it difficult to organize instruction in the school.				
3	Lack of autonomy for principals in the use of educational levies makes the principals uninterested in the supervision of instructional programme.				
4	Abrupt changes in the school calendar, series of forced holiday resulting from social, religious festival to impede effective supervision of instructional programme in the school.				

a. 20-35 years () b. 26-30 years () c. 31-35 years ()

d. 36-40 years () e. 41 and above ()

4. Highest educational qualification:

a. ND () b. NCE () c. B.sc/BA () d. B.Ed/B.Aed/B.sc Ed ()

e. other specify

5. Years of experience as a school teacher

a. 1-5 years () b. 6-10 years () c. 11-15 years () d. 16-20 years ()

e. 21 years and above ()

6. Length of time you stayed in the present school

a. 1-5 years () b. 6-10 years () c. 11-15 years () d. 16 years and above ()

7. Numbers of period taught per week at the present school

a. 1-3 period () b. 4-7 period () c. 8-10 period ()

8. Is there adequate maintenance of equipments in your school?

a. Yes () b. No ()

9. If yes how regular?

(a) Monthly (b) Termly (c) Yearly

10. Indicate duty post held in the present school.

a. Game master () b. Class master () c. House master () d. Food

master () e. Head of department () g. Vice principal ()

PART II TEACHERS' PERFORMANCE INSTRUCTIONAL DUTY

Read carefully and tick () in the appropriate cell to indicate your view on each item on how you perform your instructional leadership.

Key:

SA- Strongly Agree

A- Agree

ND- Not Decided

D- Disagree

SD- Strongly Disagree

S/N	ITEMS	SA	A	ND	D	SD
1	Principal assign teachers to appropriate subject they can teach best					
2	Principal assign teachers to appropriate classes					
3	teachers are provided with the required and adequate textbook					
4	Is the school timetable is effectively planned					
5	Teachers are skillful in the use of scarce human and material resources necessary for the improvement of schools instructional programme					
6	Principal communicates to you the changes in government policies with regard to changes in contents					

	of courses/subject.					
7	Principal monitors your attendance in the classes and in extracurricular activities.					
8	Teacher's works are in consonant with school scheme of work/diary.					
9	Teachers are regularly trained and retrained through seminars and workshop with the aim of improving classroom instruction.					
10	Principal work with the teachers in addressing students learning needs.					
11	Teachers help in reducing the menace of examination malpractice					