

**TITLE PAGE**

**STUDY ON THE ROLES OF PRINCIPALS OF SECONDARY  
SCHOOLS IN KEBBI STATE.**

*BY*

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**BEING A BSC. EDUCATION ECONOMICS PROJECT  
SUBMITTED TO THE DEPARTMENT OF CURRICULUM  
STUDIES AND EDUCATIONAL TECHNOLOGY,  
FACULTY OF EDUCATION AND EXTENSION SERVICES,  
USMAN DANFODIYO UNIVERSITY SOKOTO. IN PARTIAL  
FULFILLMENT OF THE REQUIREMENT FOR THE AWARD  
OF BACHELOR DEGREE OF SCIENCE (BSC. ED) IN EDU  
ECONOMICS**

**DECEMBER 2012**

## APPROVAL PAGE

This research project has been read and approved as meeting the satisfied requirement for the award of Bsc. Ed. Economics by the department of curriculum studies, Faculty of Education and Extension Services, Usman Danfodiyo University Sokoto, Sokoto State.

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## **DEDICATION**

This research project is dedicated to our beloved parents who encourage and support us financially during our study time, may ALLAH (SWT) bless them AMEEN.

## **ACKNOWLEDGEMENT**

In the name of ALLAH (S.W.T), most gracious and most merciful. All praise is due to Allah the Lord of the world. May his peace be upon his righteous servant, prophet Muhammad (S.A.W) who paved the way for a complete life to humanity, his family, and companions and to all those pious people who follow the path of the prophet (P.B.U.H) till the end of time. It is with the name of ALLAH (S.W.T) that everything started and completed. The doer of whatever he wills. We therefore thank him for his continuous guidance, protection and blessing.

We acknowledge the support given to us by our brothers sisters and uncles during our study period may ALLAH (S.W.T) bless them all.

To our supervisor, Mal. Mustapha Bayero we lacked the fluency of words with which to thank him for the constructive criticism, taking his precious time to read this work and for brotherly guidance that helped to give this work its form, shape and style. May ALLAH reward him abundantly?

Special gratitude also goes to our friends, who supported and encouraged us during our study period may ALLAH reward them abundantly.

## **ABSTRACT**

This project was basically carried out to investigate, analyze and ameliorate the roles of principals of secondary school in Kebbi State. From the findings, one of the major functions and responsibilities of principals is to improve and facilitate efficient curriculum implementation, enhance teaching and learning activities of the schools as well as deploy financial and material resources of the schools in order to meet the learner's needs.

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## **CHAPTER ONE**

### **1.1 BACKGROUND OF THE STUDY**

Kebbi State is a state in the North Western Nigeria. Its capital is Birnin Kebbi. The state was formed from part of Sokoto state in August 27<sup>th</sup> 1991. It has a total land area of 36,800km square with an estimated population of 3,630,931. The state is divided into 21 local government areas, four emirates councils (Gwandu, Argungu, Yauri and Zuru) and 35 districts.

Kebbi state shares boundaries with Sokoto state on the north eastern axis, Zamfara state on the eastern part of Niger state on the southern part and republic of Niger on the western part.

The state has a total of 303 primary schools and 301 post primary schools and about six higher institutions which include Kebbi state polytechnic Birnin kebbi, College of Agriculture Zuru, school of health technology Jega, Kebbi state University of Science and Technology (KESUSTA), school of Nursing Birnin Kebbi and College of basic and advance studies (COBAS) Yauri, Kebbi State.

The state government establishes schools boards to manage the affairs of the schools. Ministry of science and technical education is in charge of science and technical schools, secondary schools management board is in charge of other

government senior secondary schools, while Arabic and Islamic education board is to manage Arabic secondary schools across the state, and Universal Basic Education board is in charge of all primary and junior secondary schools. But they are all responsible to the ministry of education which is under the control of a commissioner.

Leadership is also of particular importance in 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 leadership at secondary school 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, though 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 integral part of the universal basic education (UBE) program in Nigeria. The U.B.E is free, compulsory and universal. Principal competencies can be measured from 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 is one of the many variables which contribute to school productivity. Teacher's perception of principal's leadership behaviour 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, principal plays a vital role in the achievement of these objectives. This is because, the smooth running or failure of 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 which is part of their roles in which they play in secondary 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 successful implementation of school instructional program.

Furthermore, the academic performance of kebbi state secondary schools students in external examination (WAEC NECO and JAMB etc) has not commensurate with the investment made in secondary school by the state government. There are speculations that this poor performance of the student is attributed by the roles in which the principals of secondary schools in kebbi state play.

It was also alleged that: it was due to political influence played in the appointment of principals that leads to the appointment of inexperienced personnel to head the schools. Ozigi maintains. Ozigi (1994)

This necessitates the need to study how well the principal performs the roles in secondary schools (kebbi state). The following are specifically focused:

1. Provisions of facilities like text books, stationeries and basic audio-visual aids for teaching.
2. Assigning teachers to appropriate subject areas and classes.
3. Constant supervision of instruction in the school.
4. Use of in-serve course and workshops to ensure staff development.
5. Adequate motivation of staff.
6. Direct participation in teaching to encourage and serve as models their teachers.

It is also observed that, there are other factors or issues that seem to militate against the effective performance of the principals roles in kebbi state secondary schools. These include:

1. Non provision of instructional facilities and appropriate structure by the government.
2. Abrupt changes in the school calendar and series of forced holiday resulting from religious festivities.
3. Inability of parent to provide children with the required text books and other relevant material for learning.

The above are the focus of the researchers.

### **1.3 RESEARCH QUESTIONS**

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

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

Do the principals' roles have any effect on the teachers and student performance?

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

Do the teachers and student respect and abide by the principals instructions and directives?

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

### **1.4 OBJECTIVES OF THE STUDY**

To find out if the principals give equal attention to the instructional supervision and administration leadership.

To examine the effect of principals roles on the teachers and students performance.

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.

To find out whether teachers and student respect and abide by the principals instructions and directives.

To find out the effects of government abrupt changes in schools calendar and unscheduled holidays to the roles of principals.

## **1.5 SINGIFICANCE OF THE STUDY**

It is hoped that the result of this work, would be useful to the principals of secondary school in kebbi state via appreciating their roles as leaders in secondary schools. This will help them to develop appropriate leadership behaviour 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.

## **1.6 SCOPE AND DELIMITATION OF THE STUDY**

The study is focused on the roles of the principals of secondary schools in kebbi state.

But due to financial constraints and time factors, the researchers would Endeavour to limit themselves to some selected secondary schools in kebbi state, using table for determining sample size.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

Unlike developed countries where studies on principles competencies are available and multitudes, such are still at their low ebb in Nigeria. Most studies in this country focused attention on leadership styles rather than leadership competencies. The study therefore is focused to examine the role of principle of secondary schools in Kebbi state.

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

It is hoped that 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 role.

#### **2.2 CONCEPT OF ROLE**

The understanding of the concept of role is essential in making one aware of what one or members of the group are expected to do in a particular setting. Data (1996, 116) defined role as the expected behaviours associated with a position.

Such behaviors or actions are 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 role that principles 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 instructions
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 (begetting 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 English Dictionary, role can be defined as the expected behaviour 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.

### **2.3 THE CONCEPT OF PRINCIPAL**

The staff of secondary schools consists of the Principal, one or two Vice Principals, Teachers and Non-Teaching Staff. Usually house masters, form

masters, year group masters and games masters and appointed by the principal from amongst the teaching staff. Non teachers consist of a bursar, who takes care of finances of the school; a secretary or clerical officer who assist the principal in some auxiliary staff such as carpenters, masons, plumbers and electricians who are responsible for minor repairs. In a boarding school, cooks and other kitchen staffs are appointed. Cleaners, Messengers, Librarian, Lab. Assistants, Lab Attendants and watchmen complement the list of non-teaching staff.

## **2.4 THE 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 school. (Fasabi 2000) as the Chief Executive, the Principal assigns duties, through all responsibilities still reside in him as 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 supervisors, manager, school climate developer and change facilitator.

Before 1960, most of our secondary schools were established and run by voluntary agencies, missions, 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 advised on the layout of building and other infrastructure. His professional views on the location of laboratories workshop, dormitories, specialist rooms, classrooms 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 students 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 his staff drew the syllabus, the scheme of work, and the time table. He ensured that records of work and the 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 infrastructure 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 proprietors ensured that good standards were kept. Today, the situation is different.

An educational institution is a system of inter – related organizations interacting with a social environment of clients. The school receives inputs of personnel finance and equips which it must attempt to administer in the most efficient way to provide a services to the society. Therefore what goes on in the classroom is the most important activity in learning and teaching. All school administration and planning must necessarily revolve round. This administration and organization, the main function of principal, must be job–centered. In our considered the principal role should include:

- a. The coordination of the work force in the school
- b. The control and judicious allocation for 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 this through the committee system, discipline committee, food committee, games committee etc.

As principal should promote the habit of keeping essential statutory and non – statutory record books, by being regular in the habit himself, delegation of responsibilities, though necessary, should not degenerate into abrogation of duties. Some of the books such as log book, admission register transfer certificate etc. should be kept by the principal personally. Where a principal is diligent in this administrative chore, his siciently taken no excuse for not properly and efficiently taken care attenders register, record of work books, mark books, etc.

Inspite of all the above, there seems to be universal agreement on 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.

## **2.5 THE ROLES OF PRINCIPALS OF SECONDARY SCHOOLS**

The role of principal covers many different areas including leadership, teachers' evaluation, student discipline and several others. Being an effective principal is hard work and is time consuming. A good principal is balanced within all their roles and works hard to ensure that they are doing what they feel is better for all constituents 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 community member. Good leaders stay calm in difficult situations, think before they act and puts the needs of the school before themselves. An effective leader steps up to fill in 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 students discipline is to make sure that your teachers know what you are expecting when it comes to students discipline. Once they understand how you want them to handle it, then your job becomes easier. The disciplines you deal which mostly come from teacher referrals. There are times this can take a large of the day. A good principal will listen to all sides of an issue without jumping to conclusions, colleting as much evidence as you can.

A principal role in student discipline is much like that of judge and jury. Whether the student is guilty of a disciplinary infraction and what penalty should

be enforced. An effective principal always documents discipline issue, make fair decisions and informs parents when necessary.

### iii **TEACHERS EVALUATION**

Most principals are also responsible for evaluating their teachers 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 your building are effective. Evaluation should be fair and well documented pointed out both strengths and weaknesses. Spend as much quality time in your classrooms as possible. Gather information each time you visit, even if it is just for a few have a large collection of evidence of what actually goes on in a classroom, than a principal who has had minimal visit to a classroom. A good evaluator always lets their teachers know what their expectations are and then offers suggestions for improvement if those expectations are being met.

### iv **DEVELOP, IMPLEMENT AND EVALUATE PROGRAMMES**

Developing, implementing and evaluation of the programmes within your school 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 programmes that cover a variety of areas is one way to ensure this. It is acceptable to look at other schools in your areas and to implement to those

programmes within your non school that have proved to be effective elsewhere. Programmes within your school be evaluated every year and tweaked as necessary. If your reading programme has become state and your 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 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 your 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 that 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 its proper place. There are many different schedules in which a principal may be required to create including a bell schedule duty schedule, computer lab schedule, library schedule etc. cross checking each of those schedules to ensure that you are not putting too much on any person at once 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 and other like then at the end of the day, but it is not impossible to accommodate all of them. It is probably best to create 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 conflicts 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 you huge headaches down the line, while hiring the right person makes your job all the 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 to hire. Those include teaching knowledge, personality, sincerity, excitement towards the profession, etc. once you have interview all your candidates, then it is equally important all call their references to get a feel for what the people who know them thinks 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 superintended to join him, that he can have another

person's feedback in the hiring process. Once he completed this process, and then ranks his candidates accordingly and after the person he think would be best for the position. Always be sure to let candidates you did not hire know that the position has been filled.

#### **viii. PARENTS AND COMMUNITY RELATIONS**

Having good relations with parents and community members can benefit you in a variety of areas. If you have built trusting relationship with a parent whose child has a discipline issue, then it makes it easier to deal with the situation of parent supports the school and your decision. The same hold true with the community. Building relationships with individuals and businesses in the community can help your school out tremendously. Benefits include donations, personal time and overall positive support for your school. It is a vital part of any principals job nature their relationships with parents and community members.

#### **ix. DELEGATION**

Many leaders may nature have a hard time putting things in others hands without their 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 implicitly will make this easier. An effective school principal simply does not have enough time to do everything that needs to be done by them.

They 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 efficient principal is able to produce expected results in school. Factors used in judging an effective school principal are:

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

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

## **2.6 THE ROLES OF PRINCIPALS OF SECONDARY SCHOOL IN KEBBI STATE**

It would be seen that the central role of principals of secondary school in kebbi state is instructional leadership. Nwokafor Etal (1999) 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 remained 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 instructional leadership that a component school head could use. Olafungi in Ogunsaju (1984) has worked extensively on this and the resulting guidelines she had given for the performance of instructional leadership 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 other authors like Musaaazi (1982) Adewole (1987) Nwakafor Etal (1989) Enahwo and Eferekeya (1989) have similar views.

The subsequent paragraphs will centre on the discussing of the guidelines:

**i. STAFFING:**

The first thing to do is to make sure that the staff needed to man the various disciplines that are available. As a result of the increase in schools, it is a well known fact that some schools are inadequacy 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 effective implementation of the instructional programme.(Enaohwo and Eferekeye, 1989).

## **ii. DISTRIBUTION OF TEACHING TASKS:**

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

- a. Teachers should have the academic and professional document for the subjects 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 number of subjects to be taught by the teacher should be used to calculate periods to be allocated.

### **iii. CURRICULUM DEVELOPMENT:**

In the Nigerian setting education objectives, curriculum and syllabus are already prepared and handed down to the principal 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.

Educational objectives are goals of education, which are expected to be achieved through the implementation of the curriculum. Having presented these items to his staff, as the instructional leader, the principal 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 a purpose (Eferekeya, 1989). This should further be broken up into sub-committee and each sub-committee working on a particular subject. The objectives to be handed down in most cases are expanded for each setting and locality. An additional learning content may be suggested for the school 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,

changes may occur in such areas as building and plant, planting 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 seven 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. Organization of learning
- g. 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 aids stated. thus it serves as a useful guide to teachers in that it directs the teachers focus to what should be done how to do it.

**v. PROVISION OF MATERIALS FOR TECHING**

The principal need is to ensure that his deputies, in consultation with heads of department and etchers 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 lesson will start immediately the term starts, many student who extend their holiday for weeks after resumption may stop doing so.

**vi. FINANCE:**

The principal of secondary school 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 provision of all the needed material for the proper and effective instruction.

There is this for adequate budgeting and fiscal control for effective utilization of resources. When instruction material is required, the principal should keep an adequate inventory.

## **vii. TIME-TABLING OF TIME SCHEDULING:**

Olatunji refers to this as coordinating the use of rooms, course (subject), material time and teachers are essential for the school to have a daily routine and judicious classrooms where they may be inadequate. As noted by Heald and More (1968) inadequate facilities do impede curriculum implementation. It is not uncommon to find some schools meant to be fifteen (15) arms are squeezed into eight classrooms. This apart from their strategy of 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 the curriculum.

### **Supervision**

Next in connection, with the principal's role of secondary schools in Kebbi state is staff supervision. This includes supervision of lesson plan and teaching style or methodology, and evaluation procedure .

According to Enaohwo and Eferekeya (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

judgment on the results of student performance and the utilization in the results to improve instruction and learning.

The principal should therefore, ensure that students are not only regularly assessed, but are assessed on what is based on the approved syllabus so that he can ensure that students performance relate top to the ultimate goal of instructional programme. All examinations 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 problems cannot be over emphasized.

**The other advantages of supervision of instruction are:**

1. It forms an objective base for assessing teachers with problems that need the assistance of specialist teachers.
2. It enables the principal to know more about his students, both the bright and backward ones alike and thus assists him to recommend the necessary referred services.
3. Generally it assists the school to be in shape and serve the principal from the embarrassment of an un-announced inspection from ministry of education.

Thus effective inspection cannot be achieved without effective teacher, 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 to their school. It is equally alleged that 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 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 these powers and given to the ministry of education and the education management board on the reason that they had abused such privileges. This situation, according to Olatunji has made such principals to be relaxed. Huges (1976: 50- 62), 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 cautions and defensive manner, Which expressed, him to as little risk as possible Conversely the executives who are granted an appreciable measure of autonomy and recognition by their supervisor are more likely in their relationship with Subordinates, both to adopt a positive approach himself in executive functions".*

These propositions could probably explain the basis for the allegation of nonchalant attitude on the part of our principals. Olatunji for instance in a survey of secondary schools, that have built enviable reputation for themselves, revealed that the heads of such schools had absolute autonomy over their schools. It would seem, therefore, that some form of autonomy for 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 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 Imam (1977) that teachers themselves should be encouraged to go into action research and publish such research findings is therefore relevant.

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 that much is expected from the principal in instructional leadership and should therefore not treat it with levity. In the view of Musaazi (1982) all things pertaining to instructional programme are the concerns 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 rounds) 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 lacked professional and leadership knowledge in school administration. By

implication, staff was not adequately motivated, communication was inefficient and staff perception of principals roles differed significantly.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The chapter presents the research procedure that was used to conduct the study. The chapter presents the research design, population of the study, samples and sampling techniques, instrumentation, validity and reliability of research instrument and method of data collection and method of data analysis.

#### **3.2 RESEARCH DESIGN**

This type of research falls into the survey research, characteristics of groups of individuals, objects and events or situations are investigated. The survey techniques 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. For instance the study topic is "roles of principals of secondary schools. Data will be collected from a sample of principals in the area under study".

#### **3.3 RESEARCH POPULATION**

From the data obtained from Kebbi state secondary schools management board, universal basic education board, Arabic and Islamic education board and ministry of science and technical education.

The total population of principals was three hundred and one (301). Table 3.1 in appendix 1 shows the population of principals from various Kebbi State Education Boards mentioned above.

### **3.4 SAMPLES AND SAMPLING TECHNIQUES**

Sampling is the process of selecting units from a population of interest so that by studying the sample a researcher may fairly generalize the result to the larger population from which they were chosen.

When the target population has been identified, researchers have to consider how a sample is going to be selected. 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 splited up into the properties calculated above.
4. Simple random was performed on each partition on each partition as shown in table 3.2 in appendix II
5. 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 foregoing, sample of one hundred and sixty nine (169) principals, forty two (42) Principals of Secondary Schools Management Board, one hundred and twenty three (123) principals of Universal Basic Education Board, two (2) principals from Ministry of Science and Technical Education and two (2) principals from Arabic and Islamic Education Board were selected.

### **3.5 INSTRUMENTATION**

There are separate questionnaires for the principal each questionnaire has four sections one deals with demographic information, sections two, three and four are information on the roles of principals of secondary schools.

The role of principals of secondary school and some factors that impede their role in schools, each of these has five columns of response, 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 behaviour

### **3.6 VALIDITY OF INSTRUMENT**

An instrument is said to be valid if it measures what is was intended to measure, in the two set of questionnaires designed for this study, a content validity was obtained by giving a sample questionnaires 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 formant 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 is was intended to measure.

### **3.7 RELIABILITY OF THE INSTRUMENTS**

An instrument is said to be reliable to the extent that what ever 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 person 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.

### **3.8 METHOD OF DATA COLLECTION**

In the closed ended instrument used to collect data, the researchers physically distributed the 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 schools for easy collection. It was a very hectic assignment but with courage and patience, it was successful.

### **3.9 METHOD OF DATA ANALYSIS**

Data analysis is a process of gathering, modeling and transforming data with the goal of highlighting useful information, suggestions conclusions and supporting decision making. Data analysis has multiple facets and approaches. In this study, descriptive statistic was used to analyze the data. Percentages and frequency counts were used to describe the basic features of the data collected from the respondents. This provides a simple summary of the data collected.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 INTRODUCTION**

This chapter presents 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 tabular form. So also, each item of the Questionnaires is analyzed in respect of responses as indicated by the respondents.

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

#### **4.2 RESEARCH QUESTION 1**

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

The principals are both instructional and administrative leaders of their respective schools. However, from experience it appears that many principals, find it difficult to give equal attention to their instructional and administrative assignments. In view of this, the study sought to find out whether principals See themselves as administrative or instructional leaders.

Table 4.1 principals' responses on whether they are instructional leaders or administrative leaders.

S/N	ITEMS	RESPONSE				
		SA	A	ND	D	SD
1	Principal assigns teachers to appropriate subject	7 34.9%	6 28.4%	- -	5 25.4%	2 11.2%
2	Principal assigns 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 in diagnosing student learning difficulties	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 mal practice.	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%
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The item 1 of Table 4.1 shows that 34.9% of the principals strongly agreed and 28.4% agreed, while. 25.5% of principals disagreed and 11.2% strongly disagreed with the assertion on item 1. The results indicates that principals assigned teachers to appropriate subjects as part of their instructional leadership role which all point to the commitment of principals to instructional leadership.

The item 2 of the Table 4.1 shows that 36.7% of principals strongly agreed and 30.2% of them agreed, while 23.1% disagreed and 10.1% strongly disagreed with the statement that 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 3 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 result reveals that principals did not compare student's notebooks with record of work to ascertain job done as one of their instructional leadership role.

The item 4 of the table 4.1 indicates that 41.4% of the principals strongly agreed and 31.4% agreed and 7.1% were undecided, while 8.3% of principals disagreed and 11.8% strongly disagreed. The result indicates that principals work with teachers in diagnosing students learning difficulties.

The item 5 of the table 4.1 indicates that 47.3% of 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 4.1, it clearly revealed that principals saw themselves as both instructional and administrative leaders but exercised more of administrative tasks than instructional role.

Table 4.2 Teachers responses on whether principals are instructional leaders or administrative leaders

S/N	ITEMS	RESPONSE				
		SA	A	ND	D	SD
1	Principals assigns 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 class	6 17.7%	7 19.3%	- -	15 59.9%	2 2.5%
3	Principals 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 diagnosing students learning difficulties	17 62.1%	5 13.6%	- -	5 13.9%	4 9.8%
5	Principal assigns 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 resource necessary for the improvement of school instructional programme	14 65.4%	6 16.9%	- -	4 8.7	4 9%
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The item 1 of Table 4.2 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 principals did not assign teachers to appropriate subject they could teach best.

The item 2 of the table 4.2 also reveals 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 4.1 of principals, responses whereby teachers disagreed with the assertion that principal did to appropriate classes and subjects.

The item 3 of the table 4.2 reveals that 13.6% of teachers opted for strongly agreed and 20.2% agreed, while 62.4% opted for disagreed and 3.8%o

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 4.2 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 principals worked with teachers in diagnosing students 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%o strongly disagreed. The result indicates that principals assigned teachers to supervise the conduct of examinations.

The item 6 of Table 4.2 'indicates that 65.4% of teachers opted for strongly agreed responses and 16.9%o agree, while 8.7 disagreed and 9% strongly disagreed. This indicates that principals are skillful in the use of scarce human and material resources necessary for the improvement of school instructional programme.

Based on the responses of teachers on table 4.2 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 principal's roles on teachers and student's performance.

Table 4.3 responses of principals on the effects of principals roles to teachers and student's performance.

S/N	ITEMS	RESPONSE				
		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	School time table is effectively planned	2 11.8%	12 47.3%	- -	5 34.9%	1 5.9%

The item 1 of Table 4.3 shows that 41.4% of principals opted for strongly agreed and 11.8% agreed, while 24.3% of principals' opted for disagreed and

22.5% strongly disagreed. The result indicted that principals supervised classroom teaching which .influenced teachers to attend classes regularly.

The item 2 of the table 4.3 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 the table 4.3 indicates that 11.8% of the principals opted for strongly agreed and 47.3% agreed while 34.9% of principals opted for disagreed and 5.9% strongly disagreed on the assertion.

The responses of principals on the effect of their roles on teachers and student's 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.

Table 4.4 Teacher's view on the effect of principal instructional leadership role on their task performance

S/N	ITEMS	RESPONSE				
		SA	A	ND	D	SD
1	Principals monitor your attendance in the classes and in the extracurricular activities.	5 13.6%	7 20.2%	- -	16 62.4%	2 3.8%
2	Your school time table is 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%

The item 1 of table 4.4 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 two of the table 4.2 indicates 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 time table is not effectively planned.

The item 3 of table 4.4 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 Tables below provide the responses of the principals on whether they provide teaching facilities to teachers.

Table 4.5 Principals responses on the provision of teaching facilities to the teachers.

S/N	ITEMS	RESPONSE				
		SA	A	ND	D	SD
1	Principals provide adequate and up to date text books for teachers.	4 17.8%	8 40.8%	- -	4 20.1%	4 21.3%

The table 4.5 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 4.6 Teachers responses on the provision of teaching facilities to them by their principals.

S/N	ITEMS	RESPONSE				
		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 4.6 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 principals and teachers.

#### 4.5 RESEARCH QUESTION 4:

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

The Table 4.7 provides the responses of both principals and teachers.

Table 4.7 Principals responses on whether teachers abide by their instruction and directives or not.

S/N	ITEMS	RESPONSE				
		SA	A	ND	D	SD
1	Principals communicate government policy with regard to the changes in content of courses to teachers.	7 41.4%	6 37.3%	-	3 11.8%	2 9.55

The table 4.7 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 4.8 Teacher's responses on whether they make adjustments on the changes in content of course.

S/N	ITEMS	RESPONSE				
		SA	A	ND	D	SD
1	Principals communicate government policy with regard to the changes in content of course to you.	12 46.1%	10 32.7%	1 2.2%	3 7.6%	4 11.4%

From the Table 4.8 indicates 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 QUESTIONS 5:**

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

The Table 4.9 presents the responses of both principals and teachers on this issue.

S/N	ITEMS	RESPONSE				
		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 31.4%	- -	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 4.9 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 that 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.

This result shows that the assertion in the item 2 is true.

Table 4.10 Teachers responses on other factors that could impede the instructional role of principals.

S/N	ITEMS	RESPONSE				
		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 4.10 indicates that 55.9% of the respondents strongly agreed and 16.1% agreed, while 9.8% opted for disagree 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 4.10 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 disagreed with the assertion. The result indicates that the assertion of the item 2 in the table 4.10 is quite true.

#### 4.3 Discussion of the Findings

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 teachers 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 schools' syllabus by the teachers.

With respect to research question three, 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 four, the results obtained from the two 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, 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 institutional programmes by principals. Those factors have contributed negatively to both instructional and administrative leadership roles of principals.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMENDATION**

#### **5.1 INTRODUCTION:**

This chapter presents the summary- of the research findings, conclusion and recommendations.

#### **5.2 Summary of the Research Finding:**

From the analysis of the data obtained, it was found out 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 principals' instructional role did not impact positively on the teacher's task performance. This further buttressed the view held by the Teachers 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 provides 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 principals communicate government policies with regard to the changes in contents of courses to teachers and also teachers were found making all the necessary adjustment to any change in the content of courses or subjects as communicated and directed by the principals.

The results 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.

### **5.3 CONCLUSION:**

The study was basically carried out to investigate, analyze and ameliorate the roles of principals of secondary school from 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 schools 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 treated 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 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 did not sponsor their 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 the 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 principals 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 difficulties, so as to overcome the problem of students' poor academic performance.
6. It is 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 in the use of 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 foregone recommendations if adopted would go a long way to improve the roles of principals of secondary schools in Kebbi state and also improve teacher's performance which key figure for improving the student performance.

## QUESTIONNAIRES FOR PRINCIPALS

We are final students of the Department of Curriculum studies (Education Economics), Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto, under taking a research work on “The roles of principals of secondary the topic schools in Kebbi State”

Kindly assists us to provide information by filling/ticking the appropriate spaces provided below. We assure you; the information given to us will be treated with confidentiality and will only be used for the purpose of this research work.

### Part I: Personal and school data

1. Name of School.....

2. Sex.

a. Male (    ),      b. Female (    )

3. Age:

a 20-30 years (    )      b. 30-40 years (    )      c. 40-50 (    )

d. 36-30 (    )      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 principals

a. 1-5 years ( )      b. 6-10 years ( )      c. 11-15year ( )

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. 11-15year ( )

d. 16-20 years ( )      e. 21 years and above ( )

7. Do you teach on regular basis?

a. Yes ( ) b. No ( )

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

a. Classroom teaching ( )      b. administrative tasks ( )

9. Have you ever presented a paper at a seminar/workshop in 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 teachers to appropriate subjects					
2	Principal assigns teachers to appropriate class					
3.	Principal provides adequate and up to date text book for teacher					
4	School timetable is effectively planned					

5	The principal is skillful in the use of scarce human and material resources necessary for the improvement of schools instructional programme					
6.	Principal communicates government polices with regard to the changes in contents of courses to teachers and students					
7	Principal monitors staff attendance in the school and classes					
8	Principal supervises classroom teaching					
9	Principal occasionally compares students notebooks with record of work to ascertain job done.					
10	Principal sponsors staff to attend seminars and workshop with the aim of improving classroom instruction					
11	Principal works with teachers in diagnosing students learning difficulties					
12	Principal supervises the conduct of examination to reduce examination malpractice.					

## QUESTIONNAIRES FOR TEACHERS

We are final students of the Department of Curriculum studies (Education Economics), Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto, under taking a research work on “The roles of principals of secondary the topic schools in Kebbi State”

Kindly assist us to provide information by filling/ticking the appropriate spaces provided below. We assure you; the information given to us will be treated with confidentiality and will only be used for the purpose of this research work.

### PART I: PERSONAL AND SCHOOL DATA

1. Name of School.....

2. Sex.

a. Male (    ),      b. Female (    )

3. Age:

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

d. 36-40 (    )      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 principals

a. 1-5 years ( )      b. 6-10 years ( )      c. 11-15year ( )

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. 11-15year ( )

d. 16 years and above ( )

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

a. 1-3 period ( ) b. 4-7 period ( )

c. 8-10 period ( )

8. Do you teach on regular basis?

a. Yes ( ) b. No ( )

9. Indicate duty post held in the present in the present school.

a. Game master ( )      b. Class master ( )

c. House master ( )

e. Food master ( )

e. Head of department ( )

f. 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

**TABLE 3.4: QUESTIONNAIRE FOR TEACHERS**

S/N	ITEMS	SA	A	ND	D	SD
1	Principal assign teachers to appropriate subject you can teach best					
2	Principal assigns to appropriate class					
3.	You are provided with the required and adequate textbook					
4	Your 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 government polices with regard to the changes in contents of courses/subject					
7	Principal monitors your attendance in the classes and in extra curricular activities.					
8	Teachers work are in consonant with school scheme of work/diary					

9	Teachers are sponsored to attend seminars and work with the aim of improving classroom instruction.					
10	Principal works with teachers in diagnosing students learning difficulties.					
11	Teachers help in reducing the menace of examination malpractice.					

**PART III: FACTOR THAT COULD IMPEDE THE INSTRUCTION ROLE OF PRINCIPAL**

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

S/N	ITEMS	SA	A	ND	D
1	Non-provision of instructional materials to school by government make effective supervision and execution of instructional programme in schools 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 school.				
3.	Lack of autonomy for the principals in the use of educational levies make principals uninterested in the supervision of instructional programme.				
4	Abrupt changes in the school calendar, series of forced holiday resulting from social, religions festival to impede effective supervision of instructional programme in the school				

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## APPENDIXES

**Table 3.1 : Population of schools principals and teachers of Kebbi State secondary schools.**

<b>Boards/Ministry</b>	<b>Teachers</b>	<b>Principals</b>	<b>Schools</b>
UBE	5320	217	217
MSTE	342	5	5
AISB	433	5	5
SSMB	2212	74	74
<b>TOTAL</b>	<b>8307</b>	<b>301</b>	<b>301</b>

**Source Kebbi State Ministry of Education**