

# 1 Teachers' Perception of Principals' Leadership Effectiveness in 2 Public and Private secondary Schools in Ondo State

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## 7 **Abstract**

8 The study investigated Teachers? Perception of Principals? Leadership effectiveness in the  
9 important salient aspects of school management: Pedagogical skill, Administrative skill and  
10 community relation skills effectiveness. Three hundred and sixty (360) teachers were selected  
11 from 10 public and 10 private secondary schools in Ondo State on the basis of proportionate  
12 stratification to reflect the varying degrees of their proprietorship, academic qualifications and  
13 local government areas. The instrument for data collection was a 30-item questionnaire  
14 tagged, Teachers? Perception of Principals? Leadership Effectiveness Questionnaire  
15 (TPPLEQ). Three hypotheses were formulated and tested for using t-test statistical tool. The  
16 results showed that there is a significant difference in the teachers? perception of principals?  
17 leadership effectiveness in public and private secondary schools, with the principals of public  
18 secondary schools having low level of leadership effectiveness in pedagogical and community  
19 relation skills effectiveness, but high administrative skill effectiveness while the reverse is the  
20 case in private secondary schools. The paper finally recommended that since the principals of  
21 public secondary schools are perceived to be less effective than principals of private secondary  
22 schools in school leadership, appointment as principal should not be based on seniority alone  
23 but also on capability as a change agent to influence others through collaborative problem  
24 solving strategies with students, staff, community and stakeholders.

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26 **Index terms**— Leadership effectiveness, Accounting officer, Pedagogical skill, Administrative skill, Commu-  
27 nity relation skill.

## 28 **1 INTRODUCTION**

29 The notion of principals' leadership effectiveness has come to prominence in educational literature within the last  
30 three decades. It is increasingly recognized that the quality of leadership in any organization, school or non-school  
31 to a large extent affects the success of the organization (Ukeje, ??kabogu and Ndu, 1992).

32 According to ??bukum (2004), leadership is the art of influencing others to work enthusiastically towards  
33 the achievement of organizational goals. Building on this others in and out of an organization towards the  
34 achievement of the organizational goals. This is because the attainment of organizational goal is a function of  
35 the cumulative inter play of the forces (internal and external) influencing an organization. An effective leader  
36 therefore is one who diligently influences these forces to achieve the specified goals of the organization.

37 The concept of principals' leadership effectiveness in Nigerian secondary schools is often used to express the  
38 overall school effectiveness in relation to the attainment of both normative and summative values in students as  
39 spelt out in the National Policy on Education ??FGN, 2004). The school principal is the accounting officer of  
40 the school who is either blamed or praised depending on the degree of his effectiveness in influencing the relevant  
41 others in and outside school to enhance teaching and learning. However, while much of the existing literature  
42 on principals' leadership effectiveness in Nigerian secondary schools is often evaluated in relation to quantifiable

## 8 RESULT

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43 measure of outcomes such as the Junior Secondary School Examination (JSSCE) or Senior Secondary School  
44 Examination (SSCE), perhaps because such normative outcomes as character development and patriotism cannot  
45 be easily measured ,there is a less effort by educationist on investigating the principals' leadership effectiveness  
46 in both public and private secondary schools form the angle of teachers who themselves are, according to Silva  
47 ,Gimbert and Nolan in Pounder (2006) leaders who can "navigate the structures of schools, nurture relationships,  
48 model professional growth, encourage change and challenge the status quo". pg 22. In this era of technological  
49 advancement, diffused and multiple cultural goals, it is believed that principals are important change agents who  
50 must lead their schools to success through collaborative efforts with students, staff and the school community.

## 51 2 Global

## 52 3 STATEMENT OF THE PROBLEM

53 The poor performance of candidates in English Language and Mathematics in SSCE in recent times despite the  
54 importance attached to the two subjects as core subjects in the Nigerian Secondary School. Curriculum has  
55 posed serious concern to Students, Parents, Governments and even Private Investors. Government is particularly  
56 worried that many public secondary schools find it difficult to have candidates to register for WAEC and NECO  
57 in OndoState despite her huge investment on education. The situation is more disturbing as the complaints roar  
58 that majority of parents, even some principals of public Secondary Schools prefer to send their children \wards  
59 to private schools.

60 This study therefore seeks to examine teachers' perception of principals' leadership effectiveness in selected  
61 public and private secondary schools in OndoState with regard to the pedagogical skills practiced, Administrative  
62 skills exercised, and community relations skill employed. This is because, as Ibukun ( ??004) opines, the principal  
63 is the leader and chief executive of his school who is expected to perform certain professional and administrative  
64 roles in order to ensure proper teaching and learning. Be it big or small, public or private, it is the leader who  
65 usually provides direction towards goals attainment ??Robbins and Judges, 2007).

66 Unfortunately, Principals competences and authorities as the administrative, technical and pedagogical head of  
67 the school has become a matter of concern in recent years as there are increasing public outcry on accountability.

## 68 4 III. RESEARCH HYPOTHESES

69 1. There is no significant difference in teachers' perception of the pedagogical skill effectiveness of the principals  
70 of public and private secondary schools in Ondo State. 2. There is no significant difference in teachers' perception  
71 of the administrative skill effectiveness of the principals of public and private secondary schools in Ondo State  
72 3. There is no significant difference in the community relation skill effectiveness of the principals of public and  
73 private secondary schools in Ondo State.

74 IV.

## 75 5 METHODOLOGY a) Design

76 This study specifically adopted the survey method of descriptive research design. The population consisted all  
77 teachers of the 298 re-articulated public secondary schools and 500 Government approved private secondary  
78 schools in Ondo State.

## 79 6 b) Sample and Sampling Technique

80 However, samples for the study were 18 public and 18 private secondary schools selected on the basis of  
81 proportional stratification with each Local Government Area represented by one public and one private secondary  
82 schools. 10 teachers were randomly selected from each of the 36 sampled schools.

## 83 7 c) Instrumentation

84 The instrument for data collection was a selfconstructed instrument titled: "Teachers perception of the Principals'  
85 Leadership Effectiveness Questionnaire" (TPPLEQ). The instrument was validated and used with a reliability  
86 index of  $r = 0.78$ . Descriptive statistics of frequencies and percentages were used to analyze the demographic  
87 data while t-test was used to determine the significance of the results.

88 V. ?? shows that t-cal is greater than critical value, implying that hypothesis 1 which states that there is no  
89 significant difference in the teachers' perception of the principals pedagogical skill effectiveness of the rejected.( $t$   
90  $(358) = 0.12$  ;  $p > .05$ ).

## 91 8 RESULT

92 Hypothesis 2 : There is no significant difference in teachers' perception of the principals administrative skill  
93 effectiveness of the public and private secondary school principals Table 3 shows that t-cal. is greater than  
94 critical value, implying a rejection of the hypothesis which says that there is no significant difference in the  
95 teachers' perception of the community relation skill effectiveness of the Public and Private Secondary School  
96 Principals.

97 (t (358) = -.176 ; p<.05).

98 Figure 2 represents the mean outcome of the tested hypotheses in the three areas of Principals' effectiveness  
99 in both public and private secondary schools in Ondo State. 2, 3, and 4 VI.

## 100 **9 DISCUSSION**

101 The study showed that there is a significant difference between teachers perception of the pedagogical Skill  
102 effectiveness of the principals of Public and private Secondary Schools in Ondo State. This finding is consistent  
103 with previous research ??Hall and Lord, 1995). However, the finding showed that teachers of Private Secondary  
104 Schools have high Perception of their principals' Pedagogical Skill effectiveness than teachers of public schools.  
105 This situation is surprising because the teachers in public secondary schools as revealed in table 2, and by  
106 extension their principals are better trained and more qualified for pedagogy than those in private secondary  
107 schools. ??degoke (2003) opines that an effective principal is a definer of reality in his secondary schools.  
108 The principal must have the good opportunity to use his professional ingenuity, resource-fullness, creativity  
109 and association in facing challenges and forging ahead through exemplary performance and systematic dialogue  
110 with authorities and subordinates to create and sustain the required enabling environment that will engender  
111 efficacious secondary school administration. culture in Public and Private Secondary Schools. While public  
112 secondary schools are established and funded by the government and are not meant to maximize profit, Private  
113 Secondary Schools are established and funded by the private individual or groups and are quite often than not,  
114 aimed at maximizing profits through quality improvement of the classroom, teaching and learning.

115 A second reason could be the general laxity and lack of commitment to any governmental project by Nigerians,  
116 which has led the government to deregulate the education industry up to the university level. The study also  
117 revealed that there is no significant difference in the teachers' perception of the Administrative skill effectiveness  
118 of the principals of public and private secondary schools. While teachers of public secondary schools perceived  
119 their principals as being more position conscious giving more attention to official mails, delegating responsibilities  
120 to teachers and attending meetings. The principals of private secondary schools are perceived by their teachers  
121 as being more dictatorial, emphasizing compliances to established rules and high productivity. This is supported  
122 by the claim of ??tkinson (2005) that the success of the school for the principal to carry out his duties depends  
123 so much on his competence as a good administrator.

124 The result of the third hypothesis showed that there is a significant difference in the teachers' perception of the  
125 community relation skills of the principals of public and private secondary schools in Ondo State. The principals  
126 of public secondary schools were perceived to be less adequate in their community relation skill effectiveness.

127 Generally, it therefore, appears that the public secondary school principal is driven by the ancient Yoruba  
128 adage which says that "Oga ta, Oga o ta, owoalaaru a pe", meaning that the servant must be paid his complete  
129 wage regardless of the masters' <sup>2</sup>. The performance of students in external examinations should be a major factor  
130 for consideration in the recognition and promotion of principals. 3. Principals should always state and discuss  
131 the mission of their schools, with the stakeholders at the beginning of each academic year and collaborate with  
132 staff and even students to prioritize the set plans for implementation. 4. Principals should be more concern  
133 about classroom monitoring in order to enhance teaching and learning. pedagogical skill effectiveness despite the  
134 latter's evidence of superior professional knowledge. One reason could be due to the differing organizational One  
135 major reason could be adduced to the higher rating of the private secondary school principals' sales, whereas in  
136 private secondary schools, productivity determines the pay.

## 137 **10 REFERENCES**

## 138 **11 VII.**

## 139 **12 RECOMMENDATIONS**

140 The following recommendations were made based on the findings of this study to improve the leadership  
141 effectiveness of the principals of public and private secondary schools in Ondo State 1. Appointment of principals  
142 in schools should not be based on seniority or experience on the job alone but also on capability as a change agent  
143 to influence others through collaborative problem solving with students, staff, community and stake holders.  
144 <sup>1</sup> 2 3 4

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Figure 1:

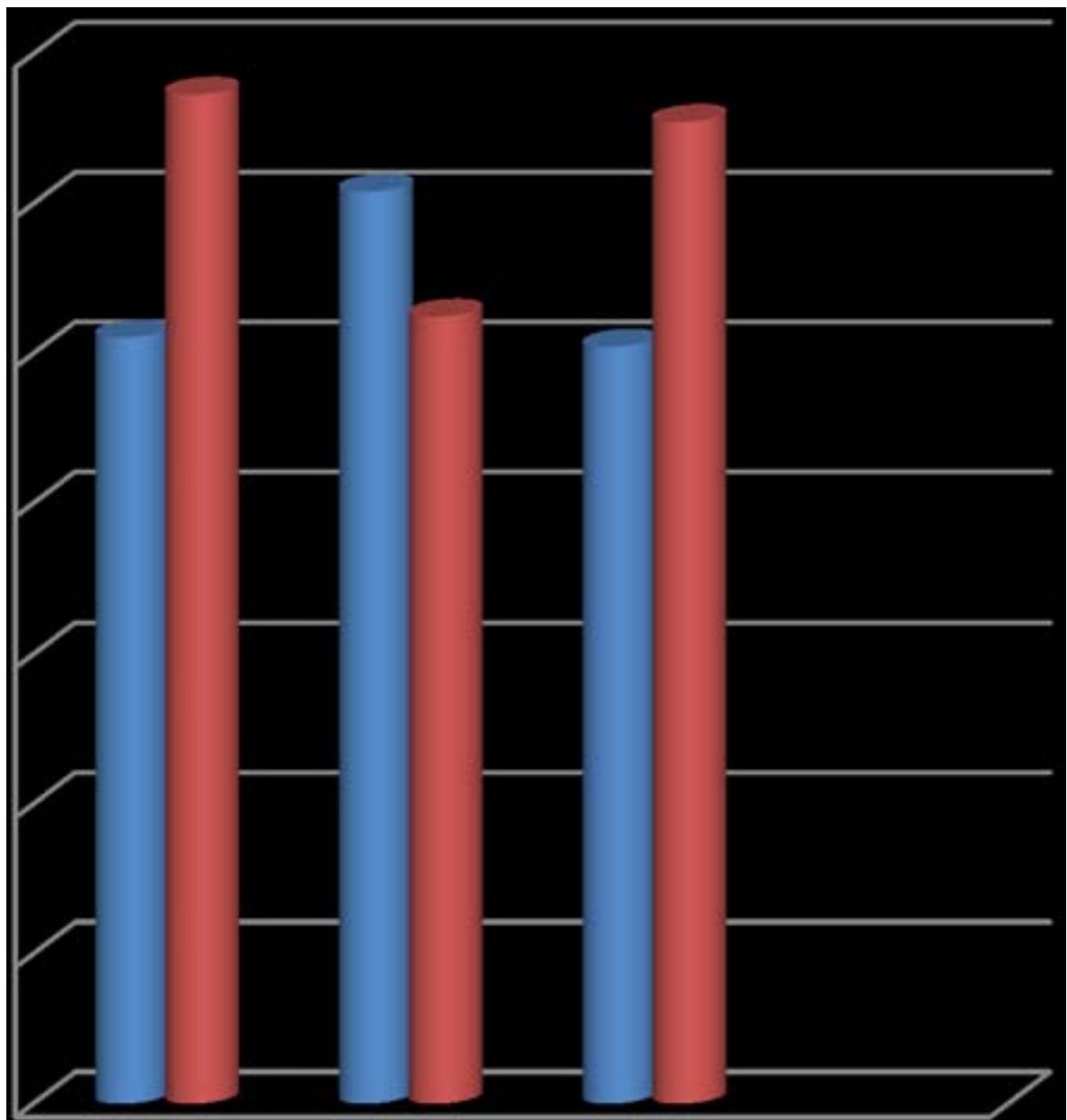


Figure 2: Figure1:

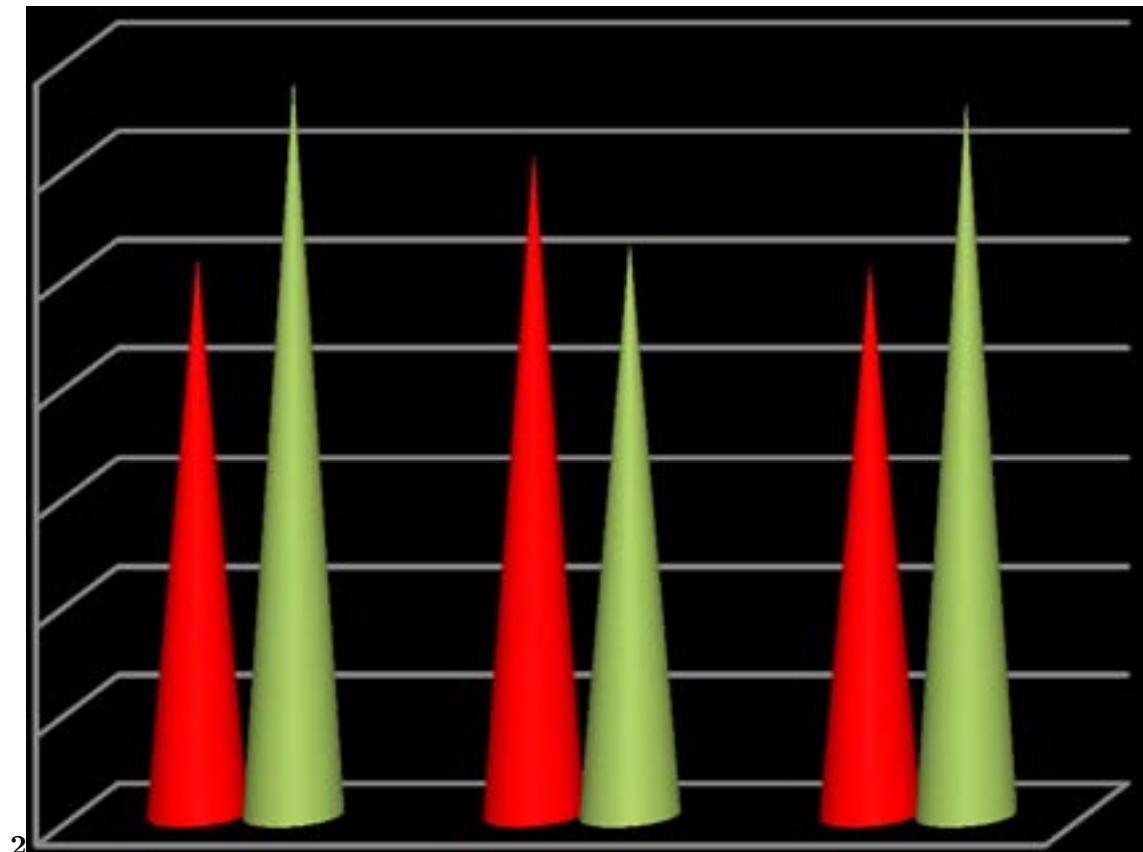


Figure 3: Figure 2 :

a) Demographic Information

Table1 : Frequency and Percentage Analyses of Respondents' Academic Qualification

Qualification

SSCE/OND

NCE

HND?PGDE?BA?B.ED? B.Sc.

MA? M.SC? M.ED.

Total

Source: Fieldwork, 2011.

Of the total 180 respondents from public secondary schools, 72 respondents representing 40% were NCE graduates, 90 respondents representing 50% were HND ? PGDE ? BA ? BED ? B.Sc. graduates 18 respondents representing 10% were MA ? MSC or M.ED. Post graduates while none was either OND, GCE, WASC or NECO certificate holders. However, in the Private Secondary Schools, of the total 180

Public Secondary Schools

Freq. %Freq.

0 0

72 40

90 50

18 10

180 100%

Private Secondary Schools

Freq. %Freq.

28 16

98 54

48 27

6 3

180 100%

respondents, 28 respondents representing 16% either OND,WASC,GCE or NECO certificate holders, 98 respondents representing 54% were holders of HND, PGDE, BA, BED, B.Sc. while 48 respondents representing 27% were holders of MA, MSC or M.ED.

Figure 4:

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**2**

| Source                | and Private Secondary Schools in Ondo State |        |    |        |       |       |       |
|-----------------------|---|--------|----|--------|-------|-------|-------|
|                       | N   | Mean   | SD | df     | t-cal | t-val | Sig.  |
| Public Sec. Sch. 180  |   | 102.09 |    | 40.81  | 358   | 0.12  | .128  |
| Private Sec. Sch. 180 |   | 134.53 |    | 111.57 |       |       | P>.05 |
| Significant           |   |        |    |        |       |       |       |
| Table                 |   |        |    |        |       |       |       |

Figure 5: Table 2 :

**3**

| Source               | Public and Private Secondary Schools in Ondo State |        |       |     |       |       |       |
|----------------------|--|--------|-------|-----|-------|-------|-------|
|                      | N  | Mean   | SD    | df  | t-cal | t-val | Sig.  |
| Public Sec. Sch. 180 |  | 121.57 | 81.15 | 358 | .879  | .383  | P>.05 |

[Note: 1=SSCE/OND, 2=NCE, 3=HND/PGDE/BA/B.ED/B.Sc., 4=M.ED./M.Sc./MA]

Figure 6: Table 3 :

**4**

| Source            | N   | Mean   | SD    | df | t-cal  |      | Sig.  |
|-------------------|-----|--------|-------|----|--------|------|-------|
|                   |     |        |       |    | t-val  |      |       |
| Public Sec. Sch.  | 180 | 100.85 | 53.19 |    |        |      |       |
|                   |     |        |       |    | -.176  | .247 | P<.05 |
| Private Sec. Sch. | 180 | 130.85 |       |    | 100.93 |      |       |
| Not Significant   |     |        |       |    |        |      |       |

Figure 7: Table 4 :

## **12 RECOMMENDATIONS**

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