

PRINCIPAL MANAGERIAL CAPACITY AS A  
CORRELATE OF TEACHER PRODUCTIVITY IN  
KWARA STATE SECONDARY SCHOOLS

BY

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D E D I C A T I O N

TO

My father, Olukosi Oni-Ofi (Late),

my mother, Mariam Isibaka

and

Wives and children; Remi, Lola, Olu,

Segun, Yinka, Yemi, Bimbo, Akin,

Kemi and Ajiboye.

Brothers and Sisters.



A B S T R A C T

In Kwara State and in many other states of the Federation, students' poor academic performances were usually blamed on poor school management by principals and bad teaching by teachers respectively. The final output in terms of General Certificate of Education or West African School Certificate Examination results had always been used as yardsticks for assessing the failure or success of schools.

Critics were not mindful of "the process" to the final output. This study had taken cognisance of the principal managerial process that could lead to high teacher productivity in relation to high academic performance of students.

Principal managerial capacity had been seen as his ability to plan, organize, coordinate, motivate, control, administer, supervise and intervene; while teachers' productivity had been viewed with teachers' ability for classroom management, lesson delivery, record keeping, assignment gradings, guidance counselling, extra and co-curricular activities and administrative activities.

The two instruments designed for the study were Principal Managerial Capacity Questionnaire (PMCQ) and Teacher Productivity Questionnaires (TPQ). Eighty (80)

schools, 80 principals, 576 teachers and 812 students from 11 of the 12 L.G.As were sampled. Schools sampled were under the dual controls of the State Ministry of Education and the Kwara State Education Management Board.

Part of the design of the instrument was to assess the amount of "supportive aids" or "reinforcement" given by the two controlling agencies for principal and teacher proper functioning.

A pilot study involving 3 Local Government areas, 10 principals, 100 teachers and 200 students, was carried out to standardize the instruments for validity and reliability. seven (7) study hypotheses with sub-sections were generated. In analysing the result, One way ANOVA with 'F' ratio; 'T' test and Pearson Product Movement Correlation 'r' were used.

Major findings of the study showed that:

1. Principal Managerial Capacity and teacher productivity were rated significantly high.
2. There was a significant relationship between Principal Managerial Capacity and Teacher Productivity.
3. Academic and social aspects of school goals were perceived significantly high.
4. Relative experience and qualifications were regarded by teachers as necessary pre-requisites for appointing principals.

5. Principals, teachers and students recorded very low ratings for the "supportive aids" or "re-inforcement".
6. Teachers in Government secondary schools were perceived as having higher productivity than those in Board schools
7. Female teachers' output were rated lower than males.
8. Students' ratings of their teachers were found to be stable, reliable and valid and could be used in assessing teacher productivity.

The findings suggested that principals were capable of high managerial capacity, while teachers were adjudged as capable of high productivity, but were handicapped by lack of "supportive aids" like funding, equipment, staffing, classroom/laboratory adequacy and visits from Board and Ministry.

The dual nature of school control was another area identified as creating disharmony among principals and teachers of Government and Board Schools.

In view of the findings, there might be need for further research into male/female teacher productivity the effects of the dual control of secondary schools to determine the suitability or otherwise of bringing all schools under "one umbrella" of control.



The research findings are only applicable to Kwara State secondary schools in view of the scope and the design of the study.

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To my uncle, Chief.D.O Matanmi and Matanmi and Sons Press, I am highly indebted to them for their moral and financial supports. The chairman of Kwara State wing of the Nigerian Union of Teachers Chief D.A Adesoko and his secretary Mr. Jolayem, deserve my commendation for making available useful classified documents and magazines for this study. I am equally indebted to Mr. S.A. Irofe, Director of Planning in the Ministry of Education. To my half brother, Mr. Daniel Ajibola Oni, who had been the architect and benefactor of my initial formal education, I am profoundly grateful. To my wives and children, I express my appreciation and admiration for their understanding, endurance and sufferings during the course of the study. To my brothers and sisters who had been anxious to see me through the course, I am highly grateful.

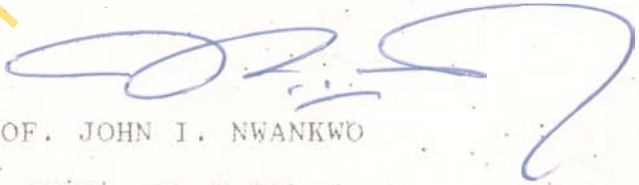
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CERTIFICATION

I certify that this work was carried out by Mr. Joseph Adegbenle Oni in the Department of Educational Management, University of Ibadan.

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CHAPTER 1  
BACKGROUND OF THE STUDY AND THEORETICAL  
FRAME WORK

INTRODUCTION

The head teacher of a post primary institution, otherwise referred to as Principal in Nigerian secondary schools; system, can be regarded as a manager of an enterprise comprising considerable investment of resources in terms of finance, facilities and human skills.

The development of human beings demands a lot of capability and capacity by the principal. The principal's ability to withhold, contain and contend with the various school activities will depend on his capacity and capability. This is the more reason why appointments of principals of schools should be based on the capacity of the individuals to rise to a high level of managerial competence.

The National Policy on Education (1971) <sup>1</sup> is specific about appointments of principals by stating that:

Government will work towards improving the quality of secondary school education by giving support to measures that will ensure effective administration. These will include the selection of right calibre for Principalship of schools.

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1. Federal Republic of Nigeria, National Policy on Education  
Federal Ministry of Information, Printing  
Division, 1977, p.13 sec. 28:1

the mounting of induction courses for newly appointed principals, and prompt disciplinary steps to deal with principals who misuse their powers or prove inefficient.

Thus, the "right calibre" of principalship can be determined by the measure of his managerial capacity. However, the Kwara State, in 1984, as a result of expansion of secondary schools, appointed many principals as managers of newly established secondary schools throughout the state. It would appear that the principals were appointed without giving much considerations to some managerial criteria such as competence, experience, ability to plan, organize, coordinate, motivate, control, administer and supervise or to have acted in any previous managerial capacities like being heads of schools departments or vice principals. As a result it would seem that those so appointed as school managers would have to gamble with the job to gain the required experience.

Such appointment was rightly observed by Ekpo (1984) when he declared that:

Our secondary schools do not generally realise optimum productivity because some principals, State schools boards and communities tend to see school managers simply as common sense affairs. In order to perform effectively in their Principalship rôle, all principals and would-be principals should be familiar with the operation and interpretation of the content of organizational climate.

1. T.N. EKPO. "Organizational Climate Analysis - A tip for Secondary Schools Principals" The Nigerian Principals Journal of ANCOSS vol.11, 5, 1984.

Such appointment of principals were regarded as a "matter of course" and "common sense affairs" without the required managerial guide lines. This often results in a situation resembling the "Peter Principle" <sup>1</sup> whereby people are routinely promoted into posts where they cannot function effectively. These managers appeared not to have been properly groomed before they were given the managerial assignments. These newly appointed new managers were expected to compete with the older and more experienced principals who had been seasoned school administrators for years. Inexperienced as some of them were, they were expected to preside over hundreds of academic staff and thousands of students in their schools. Thus, the type of leadership such inexperienced managers of schools would give in order to be able to effectively manage both students and staff would be doubtful.

It would seem, however, that appointments of schools managers without any previous training or experience is not peculiar to Kwara State or in Nigeria alone. It was apparent in advanced countries of the world like Britain and America.

For Example, Turner (1974) <sup>2</sup> asserted:

The head teacher is appointed by the governing council among other practicing teachers. The skill he has

1. L.J Peter. and R. Hull, The Peter Principle: Why things go wrong, New York, William Morrow and Co. 1969.
2. C.M. Turner. "The Head Teacher as a Manager" Journal of Educational Administration and History Vol. VI, No.2 of July 1974 pp.31-37.



demonstrated will primarily be those of successful and authentic classroom teaching..... Even in England, only recently, in a limited way and in the largest schools, has it been possible to give some managerial experience to teachers working towards leadership. Most new heads come into office unpracticed in the skills of management.

In the light of the above, it would seem that appointments of headmasters, otherwise called principals, might not necessarily be based on previous experience. This is exactly one of the areas that this study would like to investigate - in to the extent previous experience is used as a criterion for the appointment of Principals and the extent such a criterion affects the principals principalship role. Or, being appointed as a headmaster the inexperienced administrator would see himself like those in Britain as:

Once in office he (the principal) is given very large wide ranging power. There is no effective check on the way a head runs his school. He can ignore the advice of his staff, of her majesty's Inspectors and parents. He is given such power by the Local Eductaion Authority and governing body that the discretion allowed to him is to all practicable purpose complete 2

Unlike the principal described above, the authority given to principals by the State Ministry of Education and the State Schools Board is not as wide. A new principal is left with his discretionary power to generate the needed conducive climate that would make him succeed. It is therefore, left for the new manager to modify his behaviour in order to take into account his own role set. His ability to modify his

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1. Anderson, Harold, "A study of certain criteria on Teaching effectiveness " Journal of Experimental Education, Vol.XXII, No.1. Sept. 1954 pp.41-71.

role would reflect on his teachers who would, in turn, perceive the principal's roles as they appeared to them. Therefore teachers would be able to rate their principals as they perceive the principals' roles as school managers. Such ratings by both principals and teachers are bound to be affected by other variables such as length of interpersonal interaction, the condition of observations, attitude of the person involved, the social and emotional status and the prejudices of the observers.

In whichever ways teachers perceive the performances of principals, one would expect as put by Obanya (1984) <sup>1</sup> that:

a supervisor in the school system is someone formerly charged with the responsibility of ensuring that the machinery set in motion for the implementation of educational policies functions effectively.

Therefore, as the school manager, the principal is regarded as the one supervising the delivery lines and activities of the individual school within the school system. AS much as possible, the manager is expected to generate a very conducive atmosphere that would make for the general cooperation and supportiveness towards maximum productivity by the teachers.

The implications of the new roles expected of the newly appointed principals were stressed by the then Commiositioner

1. Obanya Pai, "Desirable Supervisory roles for curriculum Improvement" School Organization Vol.4, No.2, 1984 pp. 149-160.



for Education, Mr Goshi, in his key note address to the newly appointed principals during the two days' orientation course when he declared among other thing that:

1. As school administrators, you should have known that the success of any educational system is dependent on efficient administration and supervision which can only be achieved through hard-work, dedication and good example.
2. The principals' performances and achievements would be measured by the type of behaviour exhibited by their students in school, at home and in public places.
3. The need for adequate planning to reduce cost now that the state is faced with a lot of financial constraints.
4. The principals should be well organized; they should have a measure of control over their emotions and be versed in supervisory techniques and in turn they will be respected and emulated by most of their staff and students. <sup>1</sup>

From the above, it would seem that the Ministry of Education was quite aware of the need to adequately involve principals of schools in the educational system of the

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1. Goshi Abraham: "Key Note Address of the Commissioner for Education," in Guidelines on Organization and Management of Schools, Ilorin, Ministry of Education, Publication, April 1984 pp.6-10.

state. As Managers of secondary schools, one would expect that the Ministry of Education and the State Schools Boards would give the principals ample opportunities to administer schools. In practice, however, it seems that school managers are so controlled that they almost become incapacitated in running their schools. Even with the control measures from the Ministry of Education and the State Schools Board the challenges before the principals according to Ogunsola (1984) <sup>1</sup> derived from the following sources:

1. The authority usually associated with office of the principal;
2. the staff who look up to the principal for assistance;
3. the students, whom he is a loco-parentis;
4. the community/parent who see him as the person to help the children and the family realise their aspirations.
5. the Government/Employer who expects the principal to build a virile institution that will produce dependable citizens for the country.

In essence, as school managers in the within-school supervision, principals would be judged by the way they were able to carry out the above managerial responsibilities. The measure of their supervision would also be judged by the

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1.A.F. Ogunsola: "Challenges of a Pioneer Principal" Guidelines on Organization and Management of Schools, Ilorin, Ministry of Education publication, 1984, pp.11-20



welfare of their staff and students. As Ogunsola further stressed:

Our principals who know our schools, our students, the parents and the community should come up with some ideas as to what we can do at this time of emergency to save the education of this country. <sup>1</sup>

There was the general awareness that supervision should be done by principals. There was also the general awareness that principals should possess the necessary administrative qualities for the desired managerial climate acceptable to both staff and students and for maximum output. But how principals would be able to discharge their supervisory roles would depend on their competence in exhibiting their managerial capacity and capabilities.

In Kwara State, like any other states in Nigeria, education is a social service which takes an appreciable percentage of the state budget. In fact, as revealed by the Honourable Commissioner for Education Rahmatu Abdullahi (1988) <sup>2</sup>

the education industry in Kwara State is receiving about 50% of the yearly state budget so as to cater for the 1,396 primary schools and 334 post primary institutions in the state.

Even with the revelation by the Honourable Commissioner of Education, schools were still starved of fund for effective management; staffing was inadequate to cope with work load; infrastructure was lacking and it was under such

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1. Ogunsola, Ibid, p.19.

2. The Herald, June 1st, 1988 p.3



situations that young and relatively inexperienced managers of schools were expected to perform.

Both teachers and students would look up to principals to provide for their required needs. With the poor financial aids to schools, principals would have to manage within the available human and material resources to the maximum advantage of both staff and students of the schools.

The within-school supervision is also expected to promote useful and profitable interaction of mind within the school community through the medium of staff meetings and morning briefings on the assembly days to establish mutual confidence and the desired communication links. The principal has to create the climate for pooling together the experience of his staff; discuss common problems with his colleagues in the full awareness that these were his function as primus inter-pares.

Another crucial atmosphere which the principal has to create is that which will insure the effective management of curriculum and its application for students. He should ensure that the curriculum meets its application to students, the needs, aims, objectives and aspiration of the immediate environment and the nation as a whole.

At a certain stage and because of public examinations it might be impossible for a principal to have control over the curriculum but he should make sure that at every particular

stage, the curriculum is relevant and suitable to the age, maturity, readiness, aptitude and interest of the learners.

In order to create the conducive conditions for a good administration, the school manager should know that his own example transcends his precepts at work, at play, inside his office and school. He shows example by patience, amicability, kindness, considerations and genuineness of interest in problems of his fellow men. These qualities would facilitate good human relations, effective administration and the desired support from the subordinates.

As the school manager, he advises, suggests, assists, encourages, discusses, and praises efforts of his colleagues. As much as possible he prevents frictions, through his interventionist activities, from undermining team work and team spirit and by consultations, he modifies, innovates and amends.

However, in order to be able to achieve the above goals and make appreciable impact within the school systems and be able to assess staff productivity reasonably well, one would expect that the managers would have spent an appreciable period of time in a particular school - at least two to five years. But it appeared school managers were not allowed to stay long enough before they were removed or transferred at will by both the Ministry of Education and the State Schools Board without giving them enough time to stay in particular

schools where effectiveness in performance could be assessed. There were instances where school administrators were transferred within six months or a year in office. As a result, a lot of instability were usually brought into the internal management of schools experiencing constant changes of managers. This situation is particularly more pronounced in Government owned secondary schools than the state schools Board.

It might be necessary that in order to realise the maximum manager-teacher output and effective school management, stability and longer period of stay with a school by school managers and teachers would be desirable. A situation where classroom teachers are catapulted into the levels of school managers might imply such teachers were being assigned jobs above their levels of experience, competence and capability. Such a situation might lead to some bias on the part of other teachers in their perceptions of the managers' capacity and competence and in turn lead to low morale and low productivity on the part of teachers.

The above idea may run counter to Obalade's (1986) contention in support of "Peter's Principle" when quoting Peter and Hall 1969 that:

Since past performance is continually used to predict future performance, eventually, people are promoted to a

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1. S.O Obilade. "The Peter's Principle and Administrative effectiveness in Nigerian Educational System" African Journal of Educational Management Vol. No.1 March 1986 pp.2-9



job where they would not be effective.....In a hierarchy every employee tends to rise his level of incompetence.

She further submitted that in Nigerian school system, individuals who had been competent teachers or departmental head often get promoted to the post of the vice principal.

In that position they get on well with teachers, students and parents were intellectually competent. Sometimes they gained further promotions to the rank of principal. Usually these people had never had to deal with officials of the State Schools Board or the Ministry of Education, nor had they handled so many students themselves. She finally submitted that:

"A good vice principal would not necessarily become a good principal" <sup>1</sup>

However, it is equally plausible that by promoting an ordinary class teacher to the position of a school manager, a position which will be more demanding and challenging might mean that such teachers might have been promoted to their levels of incompetence in that they might not have acquired enough managerial experience which their offices demanded of them. It would seem that in teaching, experience coupled with the necessary training and qualifications would be vital to duty posts appointments in schools. Part of the problem of this study would be to find out the perceptions of the subordinate teachers on the appointments of school managers directly from the rank and file of teachers.

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1. Obilade, Ibid, p.5

### The Problem

As a result of the expansion of secondary schools in order to be able to cope with the required products of primary schools going for the junior secondary school because of the 6-3-3-4 system of education, many school managers (principals) were appointed among the rank and file of teachers regardless of their previous managerial experiences. Many of the managers so appointed were teachers who had never served as either vice-principals or heads of departments. Many of them had no managerial experience or training before being appointed principals.

In his own opinion, Taiwo (1982)<sup>1</sup> submitted that in the new educational dispensation of 6-3-3-4, the principal would be the first to admit that the administration of these type of schools demands experience, new techniques, special personal qualities, leadership qualities, professional competence, knowledge of the environment, an understanding and appreciation of the local community, ability to move with the times and foresight into the future. In appointing such school managers, Taiwo is of the opinion that such a person:

should come into it after a careful deliberation on his own part and on the part of his employers.... As a prerequisite, a principal should have a teaching professional qualification, some knowledge of

1. C.O. Taiwo. "The Principal in the Nigerian Education".  
West African Journal of Education Vol. XXIII  
Nos. 1, 2&3 pp.23-34.

educational administration, and its application in schools.....In the recent explosion in secondary education in some states, some principals come into that posts without their contemplation, preparation or readiness. <sup>1</sup>

The managerial capacity of school principals would determine, to a greater extent, the amount of efforts teachers put into their day-to-day activities for maximum results.

As at now that there are great outcries of poor academic performance in Kwara State secondary schools, it becomes very necessary that school managers address themselves to those managerial activities that would lead to improvement of performances, thereby leading to academic excellence in schools. In fact, there were members of the public who accuse school managers of being more interested in their personal welfare, purchasing and socialization in terms of entertaining visitors than in programmes meant for improvement of the academic standards of their schools.

Teachers are equally being accused of lack of commitment and dedication to duty. Is it not possible that the lack of commitment and dedication by teachers are reflections of the managerial deficiencies within our system?

Therefore, the problem of this study to which answers would be sought include:-

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1.Taiwo, Ibid, p.5



1. What are the major criteria used for the appointment of principals?
2. Do principals possess and use managerial capacity like controlling, organizing, supervising, administering, planning and coordinating?
3. Is there any relationship between principal's managerial capacity and teacher productivity?
4. Do principals pursue managerial controls leading to high academic performances?
5. To what extent do school managers receive enough supports financially and materially from the Ministry of Education and State Schools Board?
6. What are those aspects of principal's managerial capacity that teachers perceive as encouraging them towards maximum output in their work?
7. How do students perceive the level of teacher productivity in terms of:
  - i. delivery of lessons
  - ii. punctuality to classes
  - iii. giving and grading of students' assignments
  - iv. encouraging students to improve on their performances (curriculum)
  - v. the development and academic achievement goals.
8. What effects do manager -teacher stay in schools have on school performances.?

9. Would teacher productivity be affected by the duration of time spent by principals with teachers?
10. What effects do demographic factors like sex, age, qualifications, locations and tenancy have on principal managerial capacity and teacher productivity.?

#### Purpose and Significance of the Study

The study would like to establish if there is any relationship between the managerial capacity of the principal and teachers productivity. In this wise, the study would like to investigate the process followed by teachers in order to achieve a high productivity level. It would also like to establish if there would be any use appointing school managers from the rank and file of teachers without any previous test of their managerial capacity, as heads of departments, senior teachers or vice principals.

In trying to investigate the managerial capacity, the study would focus on the following managerial indices: ability to initiate programme, control and organize staff, plan and forecast, develop and motivate staff, administer and supervise staff.

The study would like to investigate how school managers are able to utilize the above to enhance high teacher productivity. The teacher productivity, in some previous studies by Ogunsanya <sup>1</sup> Bradley <sup>2</sup> Awoyemi <sup>3</sup> and Werdell <sup>4</sup>



had always been treated as end results of students' performances in terms of examinations results either in the internal or external examinations. The results could be regarded as the academic end product of school managers and teachers. This study intends to investigate the amount of efforts put in by both principal and teachers in order to achieve the desired school goals. For, if the managerial indices and teacher productivity are systematically and conscientiously followed with some degrees of dedication, the end products- school academic performances - would be rewarding.

This study would therefore see productivity in terms of teacher preparation and delivery of lessons, evaluating and assessing students' work; correcting, intervening and counselling students with the hope of leading students to a successful end. Teachers productivity as given in the

1. Mobolaji Ogunsanya, "Teacher Job Satisfaction and Productivity as factors of Academic Goal Achievement in Oyo State Secondary Schools" Unpublished Ph.D. Thesis, Faculty of Education University of Ibadan, June 1981.
2. Glanycce H. Bradley. "What do college students like and dislike about College Teachers and their Teaching", Educational Administration and Supervision; 1950 No.36 pp.113-120.
3. M.O. Awoyemi., "Teacher Characteristics and Teacher Effectiveness in Selected Secondary Grammar Schools in Kwara State" Unpublished Ph.D Thesis, Faculty of Education University of Ilorin, 1984.
4. P. Werdell. Course and Teachers' Evaluation: A Student's Confidential Guide, Washington, United State National Students' Association, 1966.

indices above will be perceived by the students who are the direct receiver of the teachers' output.

Having assessed the perceptions by teachers, students and principals, the study would be able to determine the nature of the relationship between principal managerial capacity and teacher productivity. Such a relationship would assist the Ministry of Education and Education Management Board to know how to appoint future school manager and what emphasis to place on those managerial indices for maximum school goals.

Finally, the study would like to find out if there is any relationship between managerial capacity, teacher productivity and the general academic performance, in Kwara State secondary schools, as it seems to be the general impression that teachers are no longer dedicated to their duty, hence the resultant falling standard of education in schools. This was the observation of Fagbemi<sup>1</sup> that:

There had also been a sad decline in the commitment of teachers. This has been occasioned by poor recruitment and training of teachers as well as poor motivation of classroom teachers and school managers.

At the end, if the result of the study indicates a close relationship between principal managerial capacity and teacher productivity in lines with the indices provided in the two variables, it might be found useful to the Ministry

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1. J.O. Fagbemi. "Education in Nigeria; A teachers view"  
Daily Sketch, Ibadan, 5th August 1988 p.8.



of Education, the state Schools Board and the education industries to re-align their supervisory and administrative styles so that emphasis would be placed on the appropriate managerial processes that would result in greater school output, maximum teacher utility and productivity. In which case, emphasis will be shifted from assessing school examination results to the principals managerial capacity of supervising, controlling, planning, training and monitoring within the school system; while teacher productivity would be judged in terms of lesson preparation, delivery, grading and assessing students' work and helping teachers professional growth. On the other hand, if the study finds out that there are no relationships between principal managerial capacity and teacher productivity, then the previous evaluative measures in use might prove to be correct perspective.

The study would also be able to decide on what type of teachers to appoint as school managers. This will possibly help all employers to put into use the findings of the study when attempting to appoint school managers to avoid ineffectiveness and inefficiency of school management.

The Governor of Kwara State, Wing Commander Umaru (1986) <sup>1</sup> addressing school principals suggested that:

1. Wing Commander Umaru, "The Military Governor of Kwara State Speech at the Opening of ANCOSS Conference" Minutes of all Nigeria Conference of Principals of Secondary Schools 31st March-4th April, 1986, p.9.



In the light of what have been said about the essential nature of the school principal's job, your congress may wish to examine the modality of designing some kind of intensive management training programme for all school principals in collaboration with some relevant institutions in the country and concluded:

Besides, the training should therefore be made a prerequisite for the appointment of new principals.

This study would try to find if there will be need to base appointments of principals of schools on training, experience, or previous managerial appointments or to continue with the present practice of appointments. The study would also try to find out the position of the Ministry of Education and the State Education Management Board towards promoting the principal's managerial capacity in schools or otherwise through their supportive aids in terms of fundings, staffing visits, supply of equipment and adequacy of classromm/laboratories.

Definition of terms

Managerial capacity:

Managerial capacity implies the amount of school activities or duties that the principal, as the school manager, is able to perform or contain effectively. Which means those aspects that managers will be able to effectively grasp within his day-to-day activities.

As early as the beginning of the 20th century Taylor<sup>1</sup> in his "Scientific Management" recommended that managers

1. Fredrick Winslow Tylor, The Principles of Scientific Management, New York, Harper and Brothers, 1942 pp.36-40 plan the work of the people reporting to them and device

means of coordination and control. As he put it:

The work of everyman is fully planned out by the management at least one day in advance and each man receives in most cases, complete written instructions describing in detail the task which he is to accomplish as well as the means to be used in doing the work. The task specifies not only what is to be done but how it is to be done and the exact time allowed for doing it.

Taylor's plan also called for managers to motivate the people not by standing to one side and giving order but by selecting, teaching and developing the workmen and heartily cooperating with them. Taylor's principle is still very significant not only to industries but even in education as Taylor believed that managers should concern themselves with.

1. setting and enforcing standard;
2. improving methods by teaching and training;
3. cooperating with workmen;
4. motivating and developing staff;
5. coordinating and selecting the right calibre of workers
6. rewarding workers for outstanding work.

The above definition of managerial capacity is still applicable up till today and if well directed would help productivity. Fayol, some years later, went a little

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1. Henric Fayol, General and Industrial Management  
Published in English translation by Isaac  
Pitman and Sons Ltd. London 1947, p.3

further in the definition of managerial capacity. Fayol submitted that managers should:

1. forecast and plan - to foresee and provide means of examining the future and drew up plan for the future.
2. Organize - building up the dual structure of material and human resources of the undertaking.
3. command - maintaining activities among personnels
4. coordinate -building together, unifying and harmonizing all activities and efforts
5. control -seeing that everything occurs in conformity with established rules and expressed command.

Winkler (1935) <sup>1</sup> propounded four basic managerial principles which are related to the concepts of planning, organizing, and controlling.

For the purpose of this study, managerial capacity will be used to mean the school principal's ability to effectively perform and make use of the following managerial processes:

1. Planning - the determination of course of action to achieve a desired goal which involves forecasting, objectives, scheduling and budgetting.
2. Organizing - identification and grouping of work, definition and delegation of responsibility and

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1. John K. Winkler, The DU Point Dynasty, New York: Raynal and Hitchcock Inc. 1985 p.135. authority.



3. Coordinating - balancing, provision of enough or counterbalancing of staff and subjects on the time table; timing of different activities, integrating all school department together through a common meeting avenue.
4. Motivation - through proper selection, participation, appraisal, counselling, training, compensation and directing.
5. Control - standard performance by staff, measuring staff performances, interpreting policies, rules and regulations.
6. Administrative operational use - supervision of day-to-day routine procedure and liason with external bodies like the P.T.A., Ministry of Education, State Schools Board and other related institutions e.g. WAEC.
7. Supervision - overseeing programme outline, lessons plans, classroom organization, assessment of teaching programmes, records and staff general performances, school records such as registers, time book, staff movement book, academic report-sheets etc.
8. Interventionist - to prevent undesired happenings in school through corrective measures, disciplinary committee, justice and fair play and improving teachers' lot.

### Teacher Productivity

Teacher productivity had been used by researchers as the "effectiveness" of teachers in schools. Effectiveness had been attached to the different aspects of teachers' school activities such as personality traits of being warm, friendly, understanding, imaginative and stimulating. Others have regarded effectiveness in terms of the overall school results either at internal or external examinations or teachers' strong needs for achievements that have contributed much to school productivity or effectiveness. Such teachers according to Mc Clelland (1961)<sup>1</sup> are characterized by:

1. Moderate risk taking as a function of skill rather than chance.
2. energetic, novel, instrumental activity
3. individual responsibility and accountability behaviour.
4. the need for knowledge of results.
5. anticipating of failure probabilities.

But teachers with strong needs for high productivity demand a great deal from the school manager in terms of leadership examples, planning, organizing, controlling, motivating and the necessary intervention to prevent confusion within the system.

Other researchers had associated teachers productivity

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1. David C Mc Clelland, The Achieving Society Princeton N.J. Van Nostrand, 1961 p.207

with the output or end-result of the school academic goals like end-of-term results, school "Mock" examination, West African Examinations results or a combination of these. As much as the final output in terms of results is very important, the process to the end result is equally important. For the purpose of this study, teacher productivity will be measured against their ability to perform the following school activities as directed and supervised by the school manager - the principal.

1. Academic pursuit - Classroom management

- Teaching the specific field of specialization.
- Preparation of lessons ahead of students.
- Arranging extra lessons to cover lost grounds.
- Helping both the slow and fast learners etc.

2. School Records - Keeping of academic and non-academic records such as the weekly record of works, daily attendance registers, subject/class marks books etc.

3. General evaluation - of students work;

- giving, marking and recording assignments.
- Supervision of student's at preparatory time.

4. Co-curricular Activities - Organizing and encouraging educational visits,

- publication of school magazines;
- literary and debating society, cultural and quize activities.
- arranging educational films and plays.



5. School Guidance - Selection of subjects related to students desired future pursuit;
  - exemplary display of character in terms of moral,
  - social interaction with staff and students.
6. Extra Administrative duties - House mastership:
  - Form master
  - P.T.A Secretary.
  - Games master
  - School Health Clinic master etc.

And any other activities that would help achieve the overall school goals leading to high academic and social productivity.

Principal will be used in this study to refer to those who head the secondary schools in Kwara State at both categories. There are those who are experienced and who had been on the job for many years. There are those who are relatively young in school management. Principals will be referred to as managers, supervisors or administrators.

Secondary schools will be used to refer to all post primary schools excluding the teacher training colleges and technical schools. The secondary schools are in two divisions - the junior and senior secondary schools. This study will make use of both junior and senior secondary schools directly under the supervisions of both the Ministry of Education and State Schools Board in Kwara State.

### Theoretical Framework.

Since the purpose of this study is to examine the nature of relationship between principal's managerial capacity and teacher productivity, a look will be taken into some management and performance theories including those by:

- Taylor, Frederick Winslow
- Fayol Henri
- McGregor Douglas
- Halpin and Craft
- Argyris

Taylor (1911)<sup>1</sup> by the late 12th century was able to see the connection between management and staff. In his "Modern scientific Management" he emphasised the need for planning on the part of managers and the need for motivation of workers. He declared that:

The work of every workman is fully planned out by the management at least one day in advance and each man receives, in most cases, complete written instructions describing in detail the task which he is to accomplish as well as the means to be used in doing the work.

According to him, work planned in advance in that way constituted a task which was to be solved not by workmen alone, but in almost all cases by the joint effort of the workmen and the management. The task specifies not only what is to be done but how it is to be done and the exact time allowed for doing it.

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1. Frederick Winslow Taylor, Scientific Management New York, Harper and Brothers Publishers 1911 p.9

Taylor suggested that managers should take over all work which they are better fitted than the workmen. He advised that managers should motivate their people not by standing to one side and giving orders but by selecting, teaching and developing the workmen and "heartily cooperating with them" Taylors theory is very significant as it provided a base upon which much of the current thinking, including this study, is firmly established. He saw the need to:

1. systematize management
2. analyse the work to be done
3. measure it
4. assign portions to the people best placed to perform it

Taylor's scientific management represented a combination of mechanical, conceptual and philosophical approach, as he suggested that management should:

- develop a science for each element of a man's work which replaces the old rule of thumb method.
- scientifically select and then train, teach and develop the workmen, whereas in the past he chose his own work and trained himself as best as he could.
- heartily cooperate with the men so as to insure all of the work were being done in accordance with the principles of the science which has been developed.
- ensure there is an almost equal division of the work



and the responsibility between the management and the workmen. The management take over all work for which they are better fitted than the workmen.

In the past, almost all the work and the greater part of the responsibility were thrown upon the men.

Taylor's theory is very significant in the fact that it was able to see the connection between management, the workmen and productivity which, if properly applied would encourage high productivity. The manager's capacity to carry out Taylor's principles would encourage productivity as it emphasises planning, selecting, training, supervising teaching and developing.

In his own work, Fayol (1929)<sup>1</sup> was of the opinion that all activities and business undertakings could be divided into six groups:-

- i. Technical operations - production, manufacturing
- ii. Commercial operations - purchases, sales and exchanges
- iii. Financial operation - funding and controlling capital
- iv. Security operations - protection of goods and persons
- v. Accounting operations- stock-taking, balance sheets, costing and statistics.
- vi. Administrative operations - planning, organization command, coordination and control.

1. Henri Fayol, Industrial and General Administration  
Translated from the French edition by J.A  
Coubrough, Geneva, International Management  
Institute, 1929 p.8

In addition, he analysed these six operations, noting that the workmen's chief characteristic is technical ability but as one goes up the organizational hierarchy, the relative importance of this ability declines while that of administrative ability increases. He declared:

Technical ability is the chief characteristic of the lower employees of a big undertaking and the heads of small industrial concerns; administrative ability is the chief characteristic of all the men in important positions, technical ability is the most important quality at the bottom of industrial ladder and administrative ability at the top.

Here, Fayol went a little further in the application of his theory to organizational management. While Taylor was concerned with the operational level, Fayol approached the subject from a general management point of view. In so doing, he was able to identify the administrator's activities or functions - planning, organizing, commanding, coordinating and controlling. If managers, whether in industry or education could carry out these functions properly, he would be effective.

In his further discussion of principles of administration, he advocated that administrators should adapt those principles to their needs. In this purpose, Fayol gave the fourteen principles which he had used frequently as:

- i. division of labour (specialization)
- ii. authority and responsibility:

- (a) Authority - the right to command and the power to make oneself obeyed.
- (b) Responsibility - a reward or penalty accompanying the use of power.
- iii. discipline (obedience, diligence, energy, correct attitude)
- iv. Unity of command (everyone should have only one boss)
- v. unity of management (one manager and one for all operations having the same objective)
- vi. subordination of individual interest to the common good
- vii. remuneration of staff.
- viii. centralization
- ix. the hierarchy (the scalar chain running from top to bottom of the organization)
- x. order - "a place for everything and everything in place"
- xi. equity - when friendliness is coupled with justice
- xii. stability of staff
- xiii. initiative - the power to conceive and execute a plan of action.
- xiv. esprit de corps - spirit or morale depending on harmony and unity.

Fayol finally described the five major functions or elements of administration as including:



1. Planning - (a) forecast of events  
(b) construction of operating programme for the present and future needs of the organization.
2. Organization (a) structuring of activities, material and personnel  
(b) effective coordination of all resources
3. Commanding (a) encompass the leadership example of organization  
(b) making periodic examinations of organization  
(c) elimination of incompetent personnel  
(d) not getting bogged down with details.
4. Coordinating (a) binding together, unifying and harmonizing  
(b) providing requisite unity and harmony  
(c) regular meetings of managers and subordinates  
(d) need for a smooth flow.
5. Controlling - that everything is done in accordance with the plan. This function applies to men, material and operations.

Fayol has no doubt, contributed greatly to management theory by providing a conceptual framework for analysing the management process. More importantly, to this study is the

fact that Fayol suggested the need for planning, organizing, commanding, coordinating and controlling. He also advocated the need for staff development cooperation and rewards. These principles put forth by Fayol are very essential for the principals' managerial capacity, if which properly carried out could enhance a very high teacher productivity within the school system.

Furthermore, the attention Fayol focussed on the need and possibility of teaching management through the development of a theory of administration had been found useful in most aspects of organization and management. Much of what was to follow constituted an extension and development of his basic ideas.

Another theory is that propounded by Mc Gregor (1960) <sup>1</sup>. He proposed theories 'X' and 'Y' to provide a framework for understanding and management of people to achieve organizational goals.

The theories are behavioural in nature. His language equally seems more descriptive and of non-school environment. But his ideas, assumptions and propositions have wide application to schools.

Management Propositions of Theory "X"

1. Management is responsible for organizing the elements of

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1. Douglas Mc Gregor, The human side of Enterprise New York, McGraw-Hill, 1960, in Warren G. Bennis and Edgar H. Schein (eds), Cambridge Mass M.I.T. 1966.

productive enterprise - money, material, equipment, people - in the interest of economic (educational)

2. With respect to people, this is a process of directing their efforts, motivating them, controlling their actions and modifying their behaviour to fit the needs of the organization.
3. Without this active interaction by management, people would be passive-rewarded, punished, controlled, their activities must be directed. This is management's task in managing subordinate managers or workers i.e. management consists of getting things done through other people.

Supervisory Assumptions of Theory 'X'

1. The average man is by nature indolent - he works as little as possible.
2. He lacks ambition, dislike responsibility, prefers to be led.
3. He is inherently self-centred, indifferent to organizational needs.
4. He is by nature resistant to change.
5. He is gullible, not very bright.

It is generally noticed, that schools tend towards the pessimistic assumptions of theory X. McGragor was of the opinion that human behaviour in organizations approximates what management perceives it to be. In schools, such



behaviour on the part of teachers and students is in part a consequence of the administrative, supervisory, educational philosophy, policy and practice. supervisory styles stemming from theory 'X' are based on mistaken notions of what is cause and effect. Fundamental to Theory 'X' is the philosophy of direction and control. This philosophy is administered in a variety of forms and rests upon a theory of motivation which is inadequate for most adults, particularly professional adults and is quickly outgrown by students. Theory 'X' seems inconsistent with the quality of life for young people in schools and incompatible with human resources supervision.

#### Philosophy and Assumptions of Theory "Y"

1. Management is responsible for organizing the elements of productive enterprise - money, material, equipment, people - in the interest of economic (educational) ends.
2. People are not by nature passive or resistant to organizational needs. They have become so as a result of experience in organizations.
3. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behaviour towards organizational goals are all present in people. Management does not put them there.
4. It is the responsibility of management to make it possible for people to recognize and develop these human

characteristics themselves.

5. The essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best directing their own efforts towards organizational objectives.

Theory 'Y' is an alternative management philosophy based on more adequate assumptions of human nature, the need for schools to meet their professional growth, commitment to teachers and to improve the intellectual, social and emotional welfare of students.

Closely allied to theories 'X' and 'Y' of McGregor is Argyris (1971) patterns 'A' and 'B' theories.

Pattern 'A' takes two forms - hard and soft. In schools, the hard version is a 'no-nonsense' approach characterized by:

1. Strong leadership,
2. tight controls,
3. Close supervision by teachers in a classroom setting,
4. close supervision by the supervisor (principal) in a total school setting.

The soft approach relies heavily on:

1. buying,
2. persuading, and

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1. Chris Argyris, Management and Organizational Development, New York, McGraw-Hill, 1971, pp.1-26

3. winning

people through good (albeit superficial) human relations and benevolent paternalism to obtain compliance and acceptance of direction from supervisors.

The emphasis in both soft and hard versions of pattern 'A' is on:

1. manipulation,
2. controlling, and
3. managing people.

However, like theory "X", theory 'A' is inconsistent with the hopes and aspirations of teachers, students and supervisors.

The pattern 'B' of Argyris is like the 'Y' of McGregor. Basic to pattern 'B' is the dependence upon building identification and commitment to worthwhile objectives in the work context and upon holding mutual trust and respect in the interpersonal contexts is assumed to be dependent on whether meaningful satisfaction for individuals is achieved within the context of accomplishing important work as well as upon authentic relationships and exchange of valid information thus:

More trust, concern for feelings and internal commitments, more openness to and experimenting with new ideas and feelings in such a way that others could do the same, were recommended if valid information was to be produced and internal commitment to decisions generated. <sup>1</sup>

Argyris did not recommend that people be completely open and

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1. Argyris, Op. cit., p.18



trusting but that they be open to an extent that permits others to be open. He argued that the trust and openness exist only in interpersonal relationships.

Following the ideas of McGregor and Agyris, Watson (1966) suggested the corresponding supervisory or administrative policies as follows:

Theory X

Assumptions about people (workers)	Supervisory/Administrative Implications
1. Naturally lazy, avoid work.	1. Drive, motivate and coerce.
2. Dependent.	2. Direct.
3. Have fixed or set ways of doing things	3. Encourage routine procedure in work.
4. Generally irresponsible	4. Check up; control.
5. Resistent or hostile to authority and leadership	5. Be prepared to fight back, be on guard.
6. Unimaginative.	6. Prescribe.
7. Short-sighted.	7. Plan for them.

Theory "Y"

Assumptions about people (workers)	Supervisory/Administrative Implications
1. Naturally active and enterprising	1. Provide leadership and motivation
2. Independent	2. Use self-direction
3. Grows on the work	3. Expose them to change and innovation.
4. Like to take up responsibility.	4. Trust them.
5. Identify with you, have loyalty	5. Give them cooperation and support.
6. Creative	6. Encourage creativity and excellence
7. Capable of broad vision and long view.	7. Plan and decide with them.

1. G. Watson. Social Psychology: Issues and Insight, New York J.B. Lippincott Co., 1966, p.28

Halpin and Croft (1963).<sup>1</sup> theory of organizational climate is equally relevant to this study. The climate of a school is usually dictated by how the school supervisor/principal is able to organize and direct the school activities to provide the required environment for school goals.

Halpin viewed schools as being a conceptual climate continuum that extends from open to closed. The framework considers individual personalities as being a continuum from open-mindedness to close-mindedness. Organizational climate, therefore, refers to feelings which exist in a given school and the variability in the feeling as one moves from school

to school. Halpin submitted that:  
as one moves to other schools one finds that each has a personality of its own. It is this 'personality' that we refer to as the organizational climate of the school.<sup>2</sup>

The Organizational Climate Description Questionnaire (OCDQ) was developed by Halpin and Croft as a means of measures and chart the difference in 'feel' which characterizes individual schools. The instrument examines eight dimensions of Organizational climate, four of which focussed on teacher behaviour and four on behaviour of the principal.

Each of the eight dimensions of climate represented in the instrument as sub-sets. Various combinations of emphasis

1. Andrew W. Halpin and Donald B. Croft, Organizational Climate of Schools, Chicago, University of Chicago Midwest Administration Centre, 1963.

2. Ibid, p.131.

on each sub-sets as perceived by the teachers responding to the instrument revealed for the school a climate; similarly, score which determines the relative position of the school on the openness to closed continuum. The school with open climate is characterised by:

1. low disengagement,
2. low hinderance,
3. very high esprit,
4. high intimacy,
5. low aloofness,
6. low production emphasis,
7. very high trust,
8. very high consideration.

The closed school exhibits:

1. high disengagement,
2. high hinderance,
3. very low esprit,
4. high intimacy,
5. high aloofness,
6. high production emphasis,
7. low thrust,
8. low consideration.

Open and closed school climate are described by halpin as follows:

The open climate depicts a situation in which members enjoy extremely high esprit. The teachers work well together without bickering and griping (low disengagement). They are not burdened by mountains of



busy work or by routine reports; the principal's policies facilitate the teacher's accomplishment of their task (low hinderance). On the whole, the group members enjoy friendly relations of intimacy, the teachers obtain considerable job satisfaction and are sufficiently motivated to overcome difficulties and frustrations. They possess the incentive to work things out and to keep the organization "moving". Furthermore, the teachers are proud to be associated with their school. <sup>1</sup>

The closed climate marks a situation in which the group members obtain little satisfaction in respect either to task-achievement or social needs.

In short, the principal is ineffective in directing the activities of the teachers, at the same time, the principal is not inclined to look out for their personal welfare. This climate is the most closed and the least genuine climate that had been identified.

The eight dimensions of Organizational Climate are:

Teachers Behaviour:

1. Disengagement- teachers' tendency to be "not with it".
2. Hinderance - refers to teachers' feeling that the principal burdens them with routine duties. Teachers perceive their principal as hindering rather than facilitating their work.
3. Espirit- refers to morale satisfaction of social needs, sense of accomplishment in their job.
4. Intimacy - enjoyment of friendly social relations with each other.

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1. Ibid.

Principals Behaviour:

5. Aloofness - formal and impersonal behaviour guided by rules and regulations "going by the book: than impersonal dealing of face to face. Keeps himself at distance from the staff.
6. Production emphasis - close supervision, highly directive, one-way communications, insensitive to feed-back from staff.
7. Thrust - ability to motivate teachers through his personal examples.
8. Consideration- inclination to treat teachers humanly.

Attention to climate is particularly crucial so that the classroom does not provide sufficient buffer to protect the classroom from the prevailing school climate by closed climates in organization which tends to breed closed learning climates and vice versa. A school principal should move towards the development and maintenance of the climate conducive to high teacher productivity.

From the various theories and assumptions examined above and based on the nature of school administration in Kwara State, this study theorizes that the capacity of the principal, as school manager, to direct the school activities will reflect on the teachers' reactions and the resultant productivity. This proposition is shown on figure I. below.

As the leader within the professional set up, the

principal is expected to influence teacher productivity positively.

Therefore, the theoretical framework for this study will be based on the principal's managerial capacity, as the independent variables in terms of his ability to:

1. Plan - course of action to achieve desired goals, forecast, programme and schedule.
2. Organize- identify and group work, delegate authority and responsibility.
3. Coordinate - deploy staff, timing school activities meetings with staff and Head of Departments.
4. Motivate - through proper selection, participation, appraisal, counselling, compensating, directing and training.
5. Control - measure staff performance, interpret policies, rules and regulations.
6. Administer - day to day supervision, liasies with external bodies like the Parent Teacher Association Ministry and Board.
7. Supervise -oversee programme outline, lesson plans, classroom organization, assessment of teaching, records of students and staff, school register, etc.
8. Intervene - fair play to teachers and prevent undesired happenings.



Teacher productivity, the dependent variable will be based on teachers' ability to perform the assigned academic and non-academic activities as directed or supervised by the principal. The following will be considered as through-put to teacher productivity.

1. Teachers Classroom management - Teaching of specific subjects, lesson preparation, assignments and gradings, etc.
2. Records - keeping of academic and non-academic records, registers, schemes and record, merits books etc.
3. Evaluation of Students work - Giving and marking of assignment, marking and grading etc.
4. Co-curricular activities - educational visits, games, school magazines etc.
5. School Guidance - selection of subjects, display of morals, social interaction, counselling students etc.
6. Extra-Administrative duties - Housemastership, form masters, school clinic or Health mastership etc.

Principal's managerial capacity will be perceived by both the principal and the teachers. Principal's capacity might be perceived as either academically oriented or socially oriented; whereby academically oriented principals will be perceived as pursuing school academic goals for maximum academic teacher productivity, while socially

oriented principals will tend to emphasize social aspects of school activity and teacher productivity will tend towards the social end.

Teacher productivity will be perceived by students who would assess teachers on their classroom output in delivering the lessons towards academic pursuit, while at the same time assess their extra and co-curricular activities. Students perception will then determine the extent to which teacher productivity is perceived as either academic or social.

It is expected that principals that are academically oriented will produce teachers that would be academically oriented, while those who are socially oriented would tend to produce teachers who are more interested in social aspects and vice versa.

However, principals and staff that combine the two (high academic and high social) would be regarded as principals with very high managerial capacity.

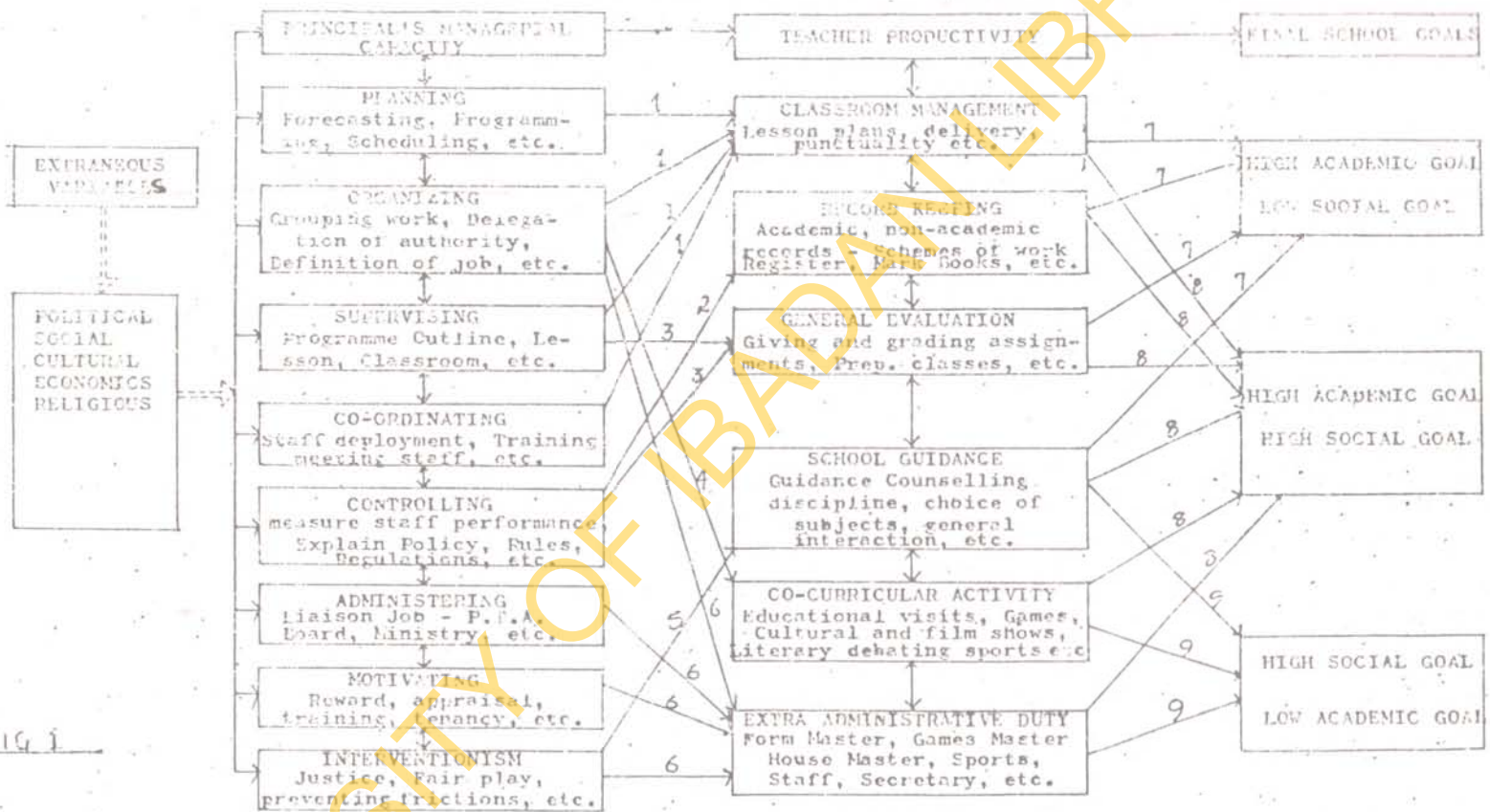


FIG 1

A THEORETICAL MODEL OF THE CONNECTION BETWEEN PRINCIPAL MANAGERIAL CAPACITY AND TEACHER PRODUCTIVITY.

- Extraneous Variables not examined
- 1. → Managerial capacity for classroom management
- 2. → " " " Record keeping
- 3. → " " " General evaluation
- 4. → " " " School guidance
- 5. → Managerial capacity for co-curricular activity
- 6. → " " " Extra-Curricular activity
- 7. → Teacher Productivity for High academic, low social
- 8. → " " " High academic, High Social
- 9. → " " " High Social, Low academic.



CHAPTER 2  
Review of Literature.

This section will take a critical look into some of the existing literature as they relate to the following areas that will be covered in this study:

1. Principal managerial capacity in terms of planning, organizing, controlling, motivating, supervising, coordinating, administering and intervening.
2. Teacher productivity in terms of classroom management, keeping of essential records, general student evaluation, co-curricular and extra curricular activities, guidance counselling and teacher extra-administrative duties.
3. Relationship between managerial capacity and teacher productivity.
4. Nature and type of appointment of school managers, in terms of experience, qualification, tenancy and training.

managerial capacity

The success of any enterprise be it business, health, industry, school or organization depends to a large extent on the head or manager of the enterprise (principal). The objectives depend principally on the way the school chief executive, who is the school principal, is able to manipulate the resources at his disposal. The measure of success or otherwise depends on individual manager in the

way he carries out his executive duties and obligations. This is why two educators with similar supervisory responsibilities in similar schools with similar goals and similar personnel when confronted with an identical problem may operate or perform differently. Both may believe that their method of operation is the one suitable for the tasks and circumstances. For this reason, there may be no one correct approach to managerial problems. However, whatever methods a manager employs should aim at maximum staff productivity, which will invariably determine the level of organizational success.

Turner (1974) <sup>1</sup> viewing the school like an economic business enterprise asserted that the head teacher "is responsible for processing an expensive and lengthy valuable raw-material - the children and the youths of the nation."

Button (1966) <sup>2</sup> viewing the training and the subsequent practice of the school administration as a business manager observed that:

the schools were to be operated at minimum cost and like factories, they were to be operated at maximum efficiency. The child was the first raw material and then the product: the teacher was the worker, the school was the factory and the principal was the managing director.

While Long (1969) <sup>3</sup> further emphasised the training of head

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1. Turner, op. cit., pp.31-37

2. H. Warren Button "Doctrine of Administration: A brief History" Education Administration Quarterly, Vol.2 No.3 Autumn 1966, p.219

3. Raymond G, Long, "Management of large secondary schools" Trends in Education, London, 1969, H.M.S.O No 15

teachers as very essential when he declared that:

It is no longer possible to believe that practical experience alone constitutes valid management training. Too many costly mistakes can occur while experience is being acquired and in any case, the quality of experience can vary widely. Moreover, the man who learns solely from practical experience will normally begin with sets of assumptions which may be right or wrong.

In Nigeria, in the early days, appointments of headmasters were based on age and experience rather than qualifications. At that time, the headmaster was regarded as a jack-of-all trades within the school environment and the locality. As Nwangu (1978) <sup>1</sup> pointed out:

The headmaster, in addition to teaching and administering his school, often served as town clerk, church chorister, official visitor of sick parents, coordinator of church activities, interpreter, court messenger etc. This position was equally assumed by principal of secondary schools in the early days of Secondary Grammar Schools in this country.

Generally, there was no emphasis on professional training. However, with the growth in school population and complexities of school administration, emphasis were being placed on training and professionalism. Ogunsaju (1984) <sup>2</sup> put it:

Today very few principals have entered the office from a position not clearly within the educational

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1.N.A. Nwangu. Primary School Administration, Lagos, Macmillan, Nigeria Ltd. 1978, pp.91-92.

2.Olusegun A. Ogunsaju. "The first time Principal: Problems, issues and challenges" The Nigerian Principals, Journal Of ANCOSS, 1984, vol. 1, No.5 p.69



enterprise or in a directly analogous enterprise. It is nevertheless true that many highly effective school principals learn, with surprise, through the trial and error management principles.... our education is rapidly changing,.... a thorough knowledge of sound principles of administration should be instilled in our principals if they are to stand the test of time.

The need for the minimum qualification for principals of secondary school was further emphasised when Adesina (1980) <sup>1</sup> advocated that:  
all administrators of the secondary school level principals should have a broad "liberal education" for which a degree in humanities, the social sciences and the sciences is not too much.

The above observations are very crucial to this study in that it appeared that some principals so appointed to administer our secondary schools were not professionally equipped for the tasks ahead of them. Principals occupy very significant positions in schools as they have to set example to be followed by teachers. Baron (1956) <sup>2</sup> aptly described the significant position of the principals when he declared that the principal is in a very real sense, the focus and pivot of his school."

In essence, therefore, the principal should see himself as functioning within a social systems environment and the nature of that environment is directly affected by the type of leadership exhibited by him. The capability of the

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1. Segun Adesina , "Some aspects of School Management,  
Ibadan, Educational Industries Nig.  
Ltd., 1980 p.181.

2. George Baron, "Some aspects of the headmaster,  
tradition" Researches and Studies,  
Vol. 14, 1956 pp.7-16.

principal will be determined to a great extent by his knowledge of management and his ability as an academic administrator. As a good administrator, the principal should always lead by example. Aderalegbe (1971) <sup>1</sup> described the principal as:

an administrative head, a manager, a community public relations and a supervisor as well as an instructional leader, a curriculum innovator and a catalyst towards planned educational innovations.

This study finds the above description very useful because the researcher is interested on the point of emphasis of principal's functions which may eventually lead to teacher productivity. Within the content of Adaralegbe's description, the administrative operational control, the point of managerial emphasis will dictate the type of reaction by the teachers. If emphasis is on curriculum development, the resultant effects would be reflected in the academic performances.

Fafunwa (1971) <sup>2</sup>, in agreement with Adaralegbe, but trying to distinguish between the factory manager and a school manager submitted that:

More than the ordinary workshop foreman, whose job is to receive orders and to see that his subordinates carry out those orders, the principal is responsible

1.A. Adaralegbe. Education in Nigeria: Towards better Administration and Supervision of instruction, Ife University, Institute of Education, 1971 p.124.

2. A.B. Fafunwa. "Administrative Structure and School supervision" Education in Nigeria: Towards better administration and supervision of instruction, Ife University, Institute of Education 1971 p.124

for the overall administration of the school, improvements; supervision of staff and development of school community relationships.

In like manner, Cooke and Dunhill (1966) <sup>1</sup> asserted that:

the principal, as a leader, must plan, coordinate and supervise the affairs of the school so that it runs smoothly like clockwork.

The position of the principal in a school is, therefore, so important that whatever the perception of the school community would be a reflection of the leader and his administrative capability. Because of the unique position of the principal, Ogunsaju (1984) <sup>2</sup> submitted that:

We need to be concerned with the administrator as a person, the quality of his education his readiness for continued education once on the job and his attitude toward education and functions.

Heller (1974) <sup>3</sup> enumerated among others, the following criteria for the appointment of school principals:

Intelligence, personal standard, broadness of undergraduate education, scholarship achievement, knowledge of professional education fields, excellence in research work; professional experience and administrative potentials.

Bamford (1967) <sup>4</sup> and Hoyle (1969) <sup>5</sup> both described the head as:

1.D. Cooke, and I. Dunhill, School Organization and Management, London, University of London Press, 1966, p.38

2.Ogunsaju, Op. cit., p.69

3.Heller Melim, P. Preparing Educational leaders, new challenges and new perspectives, Indiana Bloomington, The Delta Keppa educational foundation, 1977, p.23

4. T.W. Bamford. The Rise of the Public Schools, London, Nelson 1967.

5. Eric Hoyle, The Role of the Teacher, Routledge, 1969.



A leader having considerable independence, undisputed authority within the school and frequently took the initiative. Heads were considerate and did a substantial amount of teaching, adopted a paternalistic, pastoral relation to assist staff as well as pupils.

According to Packwood (1977) <sup>1</sup> the Principal is backed up with authority and authority according to him "is a prerequisite for authoritarianism; but it must be remembered that:

the manager and subordinate, head-teacher and teacher are mutually interdependent. This brings the very close relationships between the manager and the workers and in this study, between school principals and teachers.

While Nwankwo (1982) <sup>2</sup> adapting Marks et al (1978) <sup>3</sup> brought out the following leadership qualities of a school principal who must be:

- (i) sensitive to the feelings of others - considerate helpful, responsive and friendly; be loyal to his ideals and ideas, respect the beliefs, rights and dignity of others.
- (ii) strong in feelings of self-confidence and identify with co-workers; consistent, generous, humble, honest, modest and fair in dealing with others.
- (iii) informing others about policies and regulations of

1. Tim Packwood. "Hierarchy, Anarchy and accountability; contrasting perspectives" Educational Administration, 1977 Vol.5, No.2
2. John I. Nwankwo. Educational Administration; Theory and Practice, India, New Delhi, Vika Publishing House, P.V.T. Ltd. 1982 pp.76-77
3. R.J. Marks. et al. Handbook of Educational Supervision, Boston Allyn and Becon Inc. 1979, pp.119-120.

the school system; interested in improving the group and processing ability to get work done quickly and economically.

(iv) able to avoid envy, jealousy and accept blames for his mistakes; give others the benefit of doubt, firm but not proud or stubborn in making judgement and decisions.

(v) sincere, straightforward, approachable, alert and gets the best out of people without being aggressive, encouraging open suggestions; enthusiastic, warm and inspiring with sense of humour.

(vi) willing to learn to improve himself and encourage others to learn; understand the complex (social, political, cultural, and economics) situation of administration for effective use rather than exploitation.

In the totality, the manager (principal) who is able to have the capacity for the qualities enumerated above would be in a position to encourage teachers to work for a very high productivity as the qualities expected of such a leader cut across the whole structure and organization of the school system. The qualities included all the aspects of principals capacity to plan, organize, coordinate and intervene. It also caters for the training, motivation and socialization of both teachers and principals.

A major aspect of any manager is leading by example and not by precepts, Benn and Simon (1970)<sup>1</sup> in a report presented on extreme leadership by example when they reported that:

All too many of these heads are carrying far too big a burden of their school success on their shoulder because of their desire to live up to the traditional ideals of being a good headmaster.

In which case, the headmasters were observed as doing everything in the school, implying the lack of authority delegation.

In such a situation, productivity might be low because delegation of authority is one of the administrative weapons for high productivity when properly channelled. The headmaster must delegate authority to his subordinates.

Lieberman (1956)<sup>2</sup> argued that the professionalism of the teacher can only be enhanced by making the distinction between the teacher and the headmaster.

Such a suggestion, if carried to an extreme, could lead to confusion in schools in that the school has a system and the system would be better harmonized by proper interaction between the head and the teachers as sharp distinctions between the two could lead to the headmaster being isolated

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1. G. Benn and B. Simon, Half way there: report on the British Comprehensive School REform, London Mc Graw-Hill 1970.

2. M. Lieberman, Education as a profession, Prentice - Hall, Englewood Cliffs, N.J. 1956.



and insulated from the teachers. However, heads should be appointed within the profession.

Hughes (1973) <sup>1</sup> further confirmed appointments of school managers from outside the system, but doubts their fitness into the system when he asserted that:

A number of managerial appointments have been made to independent school leadership but little is known of their organizational consequences or whether the persons appointed absorb or remain aloof from the dominant ideology of their professional teachers.

Even though the situation being described by Hughes appears a little different, his observation is pertinent to this study as many principals so appointed in Kwara State in 1984 had little or no previous managerial experience. What would be the relationships of such principals with their professional colleagues? Would it be like the findings of a study by Gross and Herriot (1965) <sup>2</sup> that there was no lack of professional leadership from elementary school principals to their staff to be associated with adverse effect on the school? Other early conservative attitude of a school head which may not help teacher productivity was the recommendation that the headmaster should remain distant to the teachers. This was the suggestion of Thomas and Bailey (1927) <sup>3</sup> when they advised a newly appointed headmaster to

1. M.G. Hughes. "The Professional as administrator: the case of the secondary school head" Educational Administration Bulletin, Vol.2 No.1, 1973.
2. Neal Gross and R.E. Herriot, Staff leadership in Public Schools, New York; Wiley, 1965.
3. W.J.Thomas and C.W. Bailey, Letter to a young headmaster, London, Blakie, 1927.

keep his distance from staff and added:

You will be lonely but that is one of the inevitable penalties of chief command. The compensation is a far easier and far less resented exercise of authority which you must exercise unless you intend to be only nominally headmaster.

Bennis (1959) <sup>1</sup> described the headteacher as: an instrument and arm of reality, a man with power over the subordinate and the superior, an agent of growth, a helper, trainer, consultant and coordinator.

Halpin (1956) <sup>2</sup> divided the manager's administrative leadership of a school into "initiating" and "consideration" structures. "Initiating" according to him refers to principal's endeavour to establish well defined patterns of organization, channel of communication and methods of procedure while "consideration" refers to "behaviour indicative of friendship, mutual trust, respect and warmth" in the relationships between the leader and members of the staff. The two broad areas appear to have summarised this study's principal's capacity of academic and social. If the two principles of "initiating" and "consideration" as defined by Halpin are properly harmonized they would enhance the overall staff productivity.

Sergiovanni and Starratt (1979) <sup>3</sup> asserted that:

1. W.G. Bennis. "Leadership theory and administrative behaviour: the problem of authority" Administrative Science Quarterly Vol.4, 1959 pp.259-301.
2. Andrew W. Halpin, The leadership behaviour of School Superintendent, Ohio State University, Columbia 1956.
3. Thomas J. Sergiovanni, and Robert J. Starratt, Supervision: Human Perspectives, New York, McGraw - Hill Book co., 1979 p.69

the structure of a school and its functioning as a formal organization influence the character of the school, disposition of teachers and students and the flow, design and articulation of the school's programme.

This is a major issue of this study. Sergiovanni and Sarratt had aptly presented the relationships between the school manager, the staff and students. All of them should interact without hinderance, for the smooth running of the establishment.

On the relationship between managerial capacity and teacher productivity, Pullias (1972) <sup>1</sup> submitted that:

Administrative practices have a profound effect upon the learning environment of a college or a University. ...if the environment is fragmented - what is generally called low morale - it is difficult for any part of the institution to function well.

The school manager therefore should insure that the desired learning environment and the needed school climate are provided for teachers' maximum productivity as there is a great link between management climate and staff productivity.

For this purpose, it had been advocated that principals of schools know something about organizational climate - Ekpo (1984) <sup>2</sup> advised that:

In order to perform effectively in their Principalship role all principals and would-be principal should be

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1. Earl V. Pullias. "Ten Principles of College Administration" School and Society - the Journal of Education Affairs. Vol.100 No2339 Feb. 1972 pp.95-97

2. Ekpo - op. cit. p.11



familiar with the operation of and interpretation of the concept of organizational climate analysis for the success of a secondary school is dependent upon the governance of the principal.

Litwin and Stinger (1968)<sup>1</sup> submitted that the climate of a school is a matter of impression representing a composition of "mediating variables" which intervene between the structure of organization and the style and other characteristics of the manager (principal) and teacher performance and satisfaction.

The overall success of organizational climate to elicit the desired behaviour of a target group is dependent upon the leadership provided by the principal. For this reason, the principal should take cognizance of the fact that it is the target group who would react positively or negatively to the climate initiated by him. Therefore, the success of the principal would depend on his ability to generate the climate that would promote:

- the quality of communication,
- group loyalty
- level of job satisfaction and
- commitment to task

There is a close relationship between the principal's initiating variables and teacher productivity in that

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1. George N. Litwin, and Robert Stinger (Jr.), Motivation and Organizational Climate, Boston, Division of Research Graduate School of Business Administration, Harvard University, p.5



George and Bishop (1971)<sup>1</sup> found that formal structural characteristics of schools had an important influence on the way in which teachers perceived the school climate. The climate of "a bureaucratically oriented schools" were viewed as "closed and constricting" while the professionally oriented schools on the other hand were viewed as being "more trusting, open and producing less anxiety on teachers". Halpin (1976)<sup>2</sup> found the following principal's behaviour as setting, to a large extent, a climate tone for a school. These are the extent to which principals are seen as being

- aloof
- emphasising production
- close supervision
- setting example through their own hardwork
- showing considerations.

The concept of climate as used in this study would refer simply to the expected behaviour of school managers (principal) in their particular positions. As a result, qualities assigned to their managerial capacity like mutual trust and respect, understanding; staff development, participation, motivation, organizing, coordinating,

1. J. George and H. Bishop, "Relationship of organizational structure and Teacher Personality characteristics of Organizational Climate" Administrative Science Quarterly Vol.16, 1971 pp.467-476.

2. A.W. Halpin. Theory and Research in Administration New York, Macmillan, 1967, pp.97-98



controlling, curriculum development, overall staff welfare, initiating, supervising and administering, would be some of the attributes assigned to principal's managerial climate of the school. In this study, the attributes of principal's managerial's climate as perceived by the teachers would determine the outcome of teachers' reaction to the principal's managerial capacity and the subsequent staff productivity level would be determined by the perceptions of the students.

The society often tends to blame some societal ills and moral discipline on school managers' ineffectiveness as Itotoh (1981).<sup>1</sup> declared:

society attributes this to the dereliction of duty by principals. Moral laxity in our youth is blamed on education lacking moral content dispersed under the care of principals; students' riot are blamed on principal ineffectiveness:-..... the principal, representing all teachers in the secondary school is deemed liable and responsible for most of the social ills and moral decadence plaguing our society today and so he is blamed.

Itotoh further argued for reasons why principals were being held responsible when he stated that:

the principal is being held accountable for many problems in the society because some persons believe that it is he that constitutes the heart of the matter in secondary education and secondary education is fast becoming the main terminal point in education for very many Nigerians.

Itotoh then concluded by suggesting that the principal and

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1.J.O. Itotoh: "Presidential Address to the 24th annual Conference of Principals of Secondary Schools at Bauchi on 7th April, 1981 pp.16-29.

his team of teachers should be held accountable for producing programme outcomes consistent with pre-selected objectives at a performance standard appropriate for instructional programme as instructional leaders, playing their roles as administrator of school and as public relations man. Teachers and principals must learn to live up to expectations in devotion, dedication and effectiveness in the performance of their duties.

While Beeby (1966)<sup>1</sup> was of the opinion that the quality of education rests squarely in the domain of educator and that he would only have himself to blame if he failed to balance the theories of the economist concerning educational planning with theories of his own which no one but he could provide. The Federal Minister of Education, Aminu, while declaring open the "All Nigerian Conference of Principals of secondary schools" on 1st April 1986, presented the following attributes of a school manager (principal) which are very relevant to this study as he talked on almost all the areas affected by the principal's managerial capacity and teacher productivity when he opined that:

The principal must not be a mere office administrator. He must circulate, the classroom, the staff room and the different departments must be visited regularly so that his all-prevading presence will act as a deterrent to tardiness, non-conformity with school rules, truancy and absenteeism. It is by circulating that he will discover

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1. C.E. Beeby. The Quality of Education in Developing Countries, Cambridge, Harvard University Press, 1966 p.5

if the teaching staff are absent or late or are not conducting classes properly; if nurses are not attending to sick students; if cooks are not busy making away with students' rations and if older students are not bullying and brutalising younger ones. Corrections, sanctions or reprimands must be immediate and firm and must be made public if needs be. Also to ensure discipline among staff, it is necessary that they have notes for their guidance, just as pupils have rules and regulations because a well disciplined school ensures successful giving and taking of instructions. <sup>1</sup>

While the then Governor of Kwara State, Wing Commander Mohammed Ndatsu Umaru, in his own speech to the same conference declared:

At a time like this, it becomes imperative for you (principals) to exert yourself much more in order to cushion the effects of grave social economic problems of our educational system. The most vital requirement for success in this regard is for each school principal to become more conscious of his managerial functions. I believe most of the problems in our schools are attributable to the failure of our principals to see themselves primarily as managers. The consummate manager should be conscious of the fact that more often than not, he has to operate in complex environment..... However, management is not just passive or adapted behaviour but also a major responsibility for creative action by taking actions to make the desired results come to pass.... The success of this approach is again highly dependent on the managerial competence of school principals as well as cooperation of parents. <sup>2</sup>

The governor went further to say that the problem associated with the implementation of the "New National Policy" is another area where:

Principals have to be sensitised to their managerial functions of planning, organizing, coordinating,

1. Jibril Aminu "Address delivered by the Honourable Minister of Education at the 29th Conference of All Nigerian Conference of Principals, in Ilorin Kwara State 1st April, 1986", Minutes of the 29th Annual Conference, p.8

2. Umaru, op. cit., pp.8-10



motivating, innovating, and effective control. In particular, there is room for a more efficient allocation of the material, staff, equipment, space and other resources at our disposal.

He concluded by recommending that:

In the light of what has been said about the essential nature of the school principal's job, your congress may wish to examine the modality of designing some kind of intensive management training programme for all school principals... Besides, the training should therefore be made a prerequisite for the appointment of new principals.

The two speeches above are all embracing about what is expected of a school manager for the successful running of a school. It is equally significant to note that the Governor of Kwara State specifically mentioned the need for managerial training before appointments of school managers.

Erez and Goldstein (1981) <sup>1</sup> asserted that: school principalship has been recognized as the key position with a high impact on the organizational climate of the school on the implementation of change and on the teachers' role performance.

They divided the principal's functions into two major categories - the pedagogic and the administrative. The over-emphasis of either aspect tilts the final form of the desired goal or outcome correspondingly.

Noah (1984) <sup>2</sup> observed that "principals tend to lay great stress on the administrative rather than the pedagogic".

1. Miriam Erez and Goldstein Joseph, "Organization Street on the role of the elementary school Principal in Isreal" The Journal of Education and Administration Vol. XIX No. 1, Winter, 1981.

2. Bassey Monday Noah. "The concept of role" THE Nigerian Principal, Journal of ANCOSS, Vol.1 No.5 1984, p.37.

This according to her, was unfortunate in that instructional leadership responsibilities are those necessary to ensure that teaching and learning are effectively carried on in the school. In a study by Abegunde (1983) <sup>1</sup> he found that most of the principals in Akoko South L.G.A. of Ondo State" were rated low in instructional role, while human and administrative roles were rated high. Morris (1971) <sup>2</sup> was of the opinion that:

If it is accepted that a school is what its head-teacher is, then the quality of education in any school system cannot be better than those responsible for its administration and supervision.

While Meads (1969) <sup>3</sup> viewed school principals like the plant manager in an Industry when he pointed out their similarity thus:

As with the plant manager in a large industrial corporation, the principal is the key person to determine productivity of the organization for which he is responsible.

In this respect, Meads saw the Principal as a determining factor in the teacher productivity. Galadarci and Getzels (1955) <sup>4</sup> pointed out that each of the principal's functions

1. Thompson Adefarati Abegunde . "An Investigation into Teacher's Role Expectation and Principal Performance in selected secondary schools in Akoko South L.G.A Ondo State" UnpubliM.ed desertation, Faculty of Education, University of Ilorin. 1983.
2. B. Morris. "Inspection and Leadership through Guidance" Teacher Education in New Countries Vol.11 No.3 Feb. 1971 p.195.
3. E.J. Meads. "The school, The Principal. Governance and Accountability" The Bulletin of the National Association of secondary school principals, Vol.52 No.328 May 1969 p.191.
4. A.P. Galadarci and J.W. Getzel, The use of Theory in Educational Administration, standford Calif, Standford University Press, 1955 p.16



of planning, motivating, supervision, administration etc.

becomes effective only in so far as it is communicated to and "takes" with the subordinate member. It is this circumstance that administration operates in an interpersonal setting which makes the nature of human relationships the crucial factor in the administrative process.

It is therefore the responsibility of the school manager according to Adaralegbe (1971)<sup>1</sup> to:

- (i) learn to know the individual teacher and recognize his strength and weaknesses.
- (ii) try to assign him wherein his strengths can be capitalized upon.
- (iii) help him to develop his professional competence
- (iv) readily hear his complaints and suggestions.
- (v) correct him firmly in an atmosphere of friendliness.
- (vi) willingly counsel and act as his friend in both professional and non-professional matters.
- (vii) try to reduce barriers of understanding and effective communication between him and his staff.

The significance of Principals as school managers cannot be better assessed than when Cooke and Dunhill (1966)<sup>2</sup> declared that:

Without necessarily interfering, the principal should

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1. A. Adaralegbe, "School Personnel Relations", Education in Nigeria: Towards Administration and Supervision Fafunwa A.B. and A. Adaralegbe (ed) Ife, 1971, p.36.

2. Cooke and Dunhill, op. cit., p.40.



keep an eye on the way in which his staff are handling their responsibilities, but the principal himself will be held, ultimately responsible in public eye for all that is good or bad in his school.

### Teacher Productivity

Teacher productivity had been viewed by many writers and researchers as the effectiveness of teachers in schools. Effectiveness had been associated with different aspects of teacher school activities. In the past, sociologists, and organizational psychologists had tended to and used personality variables such as being warm, friendly, understanding, stimulating, imaginative and overall school results to measure effectiveness.

In this study, the personality variables will be recognized but this study will be based on these variables that would be regarded as processes toward productivity such as:

1. Classroom management.
2. Records keeping - academic and non-academic.
3. Evaluation of students work.
4. Extra and co-curricula activities.
5. School guidance counsellor
6. Extra administrative activities.

by which the output is achieved. These include preparation, organization and delivery of instructions, pastoral activities of counsellor and tutoring, extra and co-curricular activities and the general evaluation of

students work. Within the context of Nigeria education, the above, if properly channelled, would lead to a very high teacher productivity in schools.

Sherman (1981) <sup>1</sup> submitted that: the literature on which to base a scientific approach to teaching has grown. Its emphasis is on behaviour of teachers, that is teaching techniques or teachers characteristics influencing behaviour which represent one basis for considering teacher effectiveness (productivity).

Its other emphasis is on learning outcome of students cognitive growth which are used as measures for teacher effectiveness (productivity) and represents another basis for teachers assessment reflecting the differences in views as to what constitute teacher effectiveness. Here a distinction is drawn between teaching and learning, making it possible to focus on one or the other. This further confirms the lack of consensus as to what constitutes teacher effectiveness or productivity.

While Eke (1981) <sup>2</sup> conjectured that: sometimes, judgement are made about the teaching - learning process itself in terms of what he does, how students react or interact with the teacher but usually not in terms of students achievement.

and she further submitted that purposeful classroom behaviour are interactive because:

1. Sherman M.A. Brown. "Effectiveness in teaching, the role of teaching practice" International Conference on teaching practice, Nsukka, 1981.
2. Elizabeth I. Eke. "Analysis of teacher student communicative transaction" International Conference of teaching practice, Nsukka, 1981.

1. they are usually located in a group setting of at least the teacher and a pupil but quite often more pupils than teachers.
2. the intention is communicative with the teacher wishing to teach, the pupils trying to show that they are learning.

Therefore, the only way whereby the two way transactions can be tapped would be by observing and analysing classroom behaviour to guide teachers on how to help the instructional pursuit to a productive end.

Ohuche (1981)<sup>1</sup> is of the opinion that it is not easy to assess teaching effectiveness (productivity) but felt that effectiveness of teachers at all levels of our educational system must be periodically determined and that: in particular in the secondary schools there is need to obtain inputs for the teachers, his immediate supervisor, his colleagues, his students and Ministry of Education/School Board's inspectors.

In order to measure or assess teachers' effectiveness (productivity) Ohuche suggested that it should be possible for students to complete structured questionnaires on their teachers' personality characteristics about twice a year and for teachers' immediate superior to observe his interaction

1. Romanus Ogbona Ohuche "Continuous Assessment as a vehicle for teacher effectiveness" All Nigeria Conference of Principals of Secondary Schools - 24th April, 1981, pp.89- 97.



observation sheet. Teachers must be given the type of feed-back which enables them develop.

The Minister of State in the Federal Ministry of Education, in his address to the 24th Conference of All Nigeria Conference of Principals of Secondary Schools of April, 1981, felt that what constituted teacher evaluation is the measuring and assessing a learners achievement after an exposure to certain learning situations and experience. Of course, teachers' performance too is evaluated since the learner's achievement should be a reflection of the teacher's input.

Hoyle (1969) <sup>1</sup> noted two patterns of collaborated relations in teaching team:

- the vertical-hierarchical
- the horizontal-collegial

In the hierarchical team, the distribution of power would lead to a greater control being maintained over the work of some teachers with a consequent standardization, routilization and limitations on professional choice by teachers low in hierarchy; but the collegial will have common expectations, group norms, defining appropriate levels of work and informal leadership. Here, the teacher loses his classroom autonomy and hence control over immediate teaching activities. The core professional act of

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1. Hoyle, op. cit.

the teacher lies in his transaction with pupils.

### Internal School Organization

A wide range of organizational alternatives exist in any school and whichever combination is adopted will affect both school effectiveness in terms of producing his output and the kind of operational problems which are met in running it.

Within each school, there is generally an established structure or blue print which describes the allocation of duties and responsibilities among staff. A formal structure of academic work would include.

1. A scheme for dividing up the day into assigned activities and assignment of particular teachers to particular subjects and groups of pupils.
2. Pastoral system- assigning of specific teachers a responsibility for the general welfare of particular pupils.
3. Extra. or co-curricular activities - competitive sports and schemes for coopting certain pupils into the formal authority system.

The roles of subject-teacher, head of department, career masters, all belong to the area of cognitive learning, while the roles of house-master, form-teacher, tutor and counsellor may contribute to the area of moral education. Any teacher can play roles of both kinds. Here we have the

informal but powerful effects of human interaction between every teacher and his pupils. The academic time table and curriculum blue prints pertain to academic side while pastoral care such as house system, form system and counselling system pertain to moral education side.

The pastoral relationship between subject teacher and pupils which will communicate to the pupil the attitude of the teacher towards him and hence his self concepts; academic learning and its formal organization include:

- differentiation of pupils into teaching group
- differentiation of teachers and allocating them to teaching group.
- dividing teaching time and linking specific teachers with specific groups of pupils at specific time and specific places.

Dimensions of role differentiation among teachers:

- one concerns the degree of specialization
- bases of specialization
- working individually or in teaching team.

The formal structuring of role differentiation among teachers is also likely to affect the pupil-teacher relationship in so far as it affects the number of teachers to which each pupil is exposed during the course of a typical day or week.



### Pastoral Structure

This involves the roles of counsellor, tutors and housemasters etc. Teachers as guidance counsellor as part of teacher productivity variable should help students with good guidance counsellor to help shape their morals and in guiding them towards future careers.

The importance of teachers in the execution of the new policy in education was emphasised when Edem (1984) <sup>1</sup> said that:

the success of our new system of secondary school depends, to some extent, upon the teacher who has the most frequent and continuing contact with the pupils he motivates.

and advocated that:

the school can adopt a policy which stresses guidance as a part of the normal function of the school staff including teachers' career-master, house-master and administrator and the use of all situations both curricular and non-curricular for guidance purposes.

He then enumerated the following functions of a teacher - counsellor:

1. Placing pupils according to grade, class and experience to encourage and promote fruitful learning.
2. making adequate and special arrangements for pupils who are superior, retarded, socially maladjusted and socially isolated.
3. establishing remedial courses for back-ward

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1.D.A. Edem. "The teacher as a Guidance Counsellor." The Nigerian Principal Journal of ANCOSS, Vol.1, No.5, 1984, pp.76-85.

pupils.

4. provides opportunities for every child to experience some recognition.
5. provides happy atmosphere conducive to effective learning.
6. provides learning experience suited to the maturation levels, interests and needs of individuals.

It is also pertinent that guidance counsellor should be aware of new trends in their pupils' physical, psychological, emotional and social development. Counsels pupils on unguided peer group association, drug addiction and unruly behaviour.

It had been noticed that performances in our secondary schools had been on the downward trend. On the need to arrest the poor performances, an off-shoot of teacher productivity and the need for retention and tenancy, Yahaya (1983).<sup>1</sup> advocated the idea of allowing principals to give inducement in order to retain teachers in the service because instability in staff he observed, contributed greatly to poor performances of students. He recommended that a teacher be encouraged to stay for more than three years in a school. While Shekarau (1987)<sup>2</sup> referring to

1. Aminu Yahaya, "The question of personnel: training and retention of teachers," The Nigerian Principals, Journal of ANCOSS, 1983, Vol.1, No.4, p.36.

2. Ibrahim Shekarau, "Teaching discipline by example: The role of teachers in school discipline" The Nigerian Principal Journal of ANCOSS, Vol.3, No.1 1987/88, p.49.

the bad aspects of a teacher productivity asserted that:

it is an accepted fact that the teacher is the most important cog in the wheel of education machinery. The success of educational institution depends largely on the personal example and dedication to duty of the teachers of that institution. If the behaviour of teachers of the school is bad, the students are bound to copy such bad behaviour.

He further felt that even though the major function of the school is teaching and learning; teaching could become ineffective as a result of:

- i. overloading teachers;
- ii. poor time-tabling;
- iii. use of inappropriate syllabus;
- iv. ineffective supervision of teachers;
- v. inadequate staffing.

Even though it appeared an over-statement to regard teachers as "the cog in the educational wheel" it is quite pertinent as Yahaya observed, to ensure the retention and tenancy of both the school manager and the teachers. It is part of the problem of this study that there appeared to be too frequent movements of both the manager and teachers which had been one of the causes of poor teacher productivity.

#### Training:

Training is an important ingredient to teacher productivity. Training is part of incentive and motivation for teachers as well as their professional growth and developments. For as aptly put by Rubin (1975) :



A teacher prepares to teach by spending four or five years at a training institution.... Even if this preparations were adequate, and it clearly is not, the training can become out-dated in a very short time. Indeed, the moment teachers leave the training institution, they embark upon a rapid journey to obsolescence.....And we have recently come to realise, with incredible lateness, that schools can teach children to be failures as well as success. Beyond affective consideration, the continuous modernization of substantive knowledge is an accepted fact. It has often been noted with good reason, that the teacher who has not studied, say biology, during the last five years, no longer knows the subjects.

The odds are, therefore, good that such a teacher will fill students with misconceptions. Preservice training alone then cannot produce great teaching.

A good staff development programme will aim at:

- (i) presenting information of one kind or another
- (ii) helping teachers understand information
- (iii) helping teachers apply understanding in their teaching
- (iv) helping teachers to accept and be committed to the new approaches.

According to Rubin, a good and productive teacher should have

- a sense of purpose
- perception of students
- knowledge of subjects matter
- mastery of technique.

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1. Louis Rubin, "The case for staff development" in Sergiovanni (ed). Professional Supervision for Professional teachers, Washington D.C. Association for supervision and curriculum development, 1975, p.34.

Sense of purpose and perception of students are akin to a teacher's educational platform representing values, beliefs, assumptions and action; theories a teacher holds about the nature of knowledge, how students learn, appropriate relationships between students and teachers and other factors. For when teachers are genuinely knowledgeable, when they know their subjects well enough to discriminate between seminal and ideas and the secondary matter; when they can go beyond what is in the textbook, the quality of the pedagogy becomes extraordinarily impressive.

Another significant link between the managerial supervision and teacher productivity was what Cogan (1973) <sup>1</sup> described as clinical supervision which requires:

- (i) establishing the teacher-supervisor relationship
- (ii) intensive planning of lessons and units with the teacher.
- (iii) planning of classroom observation strategy by teacher and supervisor.
- (iv) supervisor to observe in-class instruction
- (v) careful analysis of the teaching-learning process
- (vi) planning the conference strategy
- (vii) the conference exchange of information between supervisor and teacher about what had happened or intended.

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1. Morris Cogan, Clinical Supervision, New York, Houghton Mifflin, 1973.

(viii) assumption of planning for the next lesson and new targets, approaches and techniques.

If the above process could be observed by both the school manager and teachers, there is bound to be high productivity by the two of them. Through such an input process, the final output would be achieved and the downward trends in school output would be arrested. Since this study is interested in the through-put to the final output, it finds clinical supervision theory very useful since it emphasises lesson planning, presentation, adequate interaction between principal/supervisor and teachers, and the necessary teaching-learning climate and strategies.

Wiles and Lovell (1975) were of the opinion that teachers utilize specialities such as subject matter, pupils diagnoses and teaching methodology and that the recognition of the competence and specialization of teachers provide the basis for instructional supervisory behaviour that involves teachers in curriculum development and policy formation activities, giving and receiving help from each other and other professionals in the organization.

At all times, the doors of classrooms must be opened so that teachers can interact with each other as well as with supervisory staff. The potential for interpersonal influence

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1. Kimball Wiles and John T. Lovell, Supervision for better Schools, New Jersey, Printice-Hall Inc. Englewood Cliff, 1975 pp. 13-19.



and human growth can be enhanced and the supervisor is in a strategic position to contribute to the process. Cooperative, planning, teaching, evaluation and teacher-teacher visitation and demonstration are examples of activities that could contribute to the school goals.

It is possible to think of teaching as goal identification, development of operation for achieving goals and evaluation of goal activities.

However, it is the general belief that the institution of education is a sub-system of the society and therefore the society expectation of learning outcomes are a significant factor in the formation of goals. It is to be noted that each teacher cannot act as an independent agent in the process of goal specification. Since teachers are assumed to be professionally competent, they must have authority and resources to develop and actualize appropriate engagement opportunities for students. They are also responsible for the outcomes.

The process of teachers' coordination involves the opening up of the teacher-student behaviour system. Operationally this means that teachers are participating in co-operative planning, teaching and evaluation. This makes it possible for teachers to share engagement opportunities for students' use of each others specialities and continually learn from each other. It is crucial for the

organization to develop a systematic procedure to determine the effectiveness of each teacher - student system according to its contribution to the achievement of the goals to the school. Where there is division or where there is defect in the school system, teachers could set up barriers for change thus:

1. teachers can resist supervisory attempts by not inviting them into their classes or by not doing anything or putting up a show whenever supervisors come.
2. teachers may not listen to suggestions or trying new ideas or taking up extra-administrative or co-curricular school activities.

Teachers and students constitute the teacher - pupil system. The system members are held together by the assumptions that they can achieve certain goals more effectively as a system than as individuals.

Within the system teachers' reaction depends on the principal's managerial approach. The way teachers react to the initiating variables of the principal would depend on the type of the teachers' perception of the principal's managerial capacity which will in turn reveal the aspects of the managerial ability "highly" or "lowly" appreciated, accepted or rejected by teachers.



Sergiovanni and Starratt (1979) <sup>1</sup> categorized teacher's reactions into three types.

1. Those prompted by classical traditional supervisory style.
2. Those prompted by contemporary supervisory patterns which rely heavily on human relations perspective.
3. Those prompted by human resources supervisory pattern working to achieve school effectiveness (goal) through encouraging the growth and development of human organization.

Type one reaction: Those prompted by classical traditional supervisory patterns are characterized by teacher - job satisfaction with working conditions, supervision, school policies, and administration but dissatisfied with job security, interpersonal relations with peers, and subordinates, superior status and salary, some of these factors are symptomatic of a supervisory climate which encourages alienation of teaching staff.

Such reaction over time results in lower level of productivity, resistance to change, high turn over (resignation from work) anti-organizational informal group activities and former labour problem for schools.

Type two reaction: The contemporary human relations pattern involves a feeling of apathy towards the welfare of the

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1. Sergiovanni and Starratt, op. cit.



school and towards the vigorous pursuit of school goals. Supervisors who emphasize a "socially oriented" group life characterized by high morale, good feelings and low tension often elicit this purpose.

Teachers are relieved from job satisfaction, performance expectations are low, work pressure is eliminated and security guaranteed. Yet teachers feel no compulsion to exert commitment, energy and efforts beyond that which is minimally required to carry on day by day. Little opportunity exists for teachers to grow personally and professionally and to deep satisfaction from their job.

Supervisors or Managers who evoke this type of reaction from teachers often fail to distinguish between "using" and "working" with people to achieve school goal.

Type three reaction: Human resources pattern strive to work to achieve school effectiveness variables through encouraging the growth of development of human organization, evoke responses from school subordinates characterized by commitment to work of the school, high loyalty to the school and to the membership sub-unit, high performance goals and desire combined with opportunity for personal and professional growth. Job satisfaction centres around growth opportunities, achievement, recognition and responsibility.

Supervisory behaviour that evokes this type of reaction is mostly associated with school effectiveness and high

productivity.

Appraisal of literature

From the foregoing review of literature, it had been observed that different interpretations had been given to the principal's managerial capacity and teacher productivity.

Principal's managerial capacity had been viewed from the angle of industrial management while productivity had been viewed from the economic side of industry. In fact, productivity had been associated with economics linking up with the psychologist. In economics, productivity can be described as the determination of the internal efficiency of a system as to the relationship of its output to its inputs or benefit accruing. This is what Coombs (1969) <sup>1</sup> labelled as "external productivity".

However, from whatever angle the managerial capacity had been viewed, it is evident that the success of any school depends on the capacity of the principal to achieve the desired school goals. The principal as the manager of the school is in a very real sense the focus and pivot of his school - he is the focus of attention, the pivot on which all school activities revolve, if the pivot collapses the whole school system crumbles.

There appeared to be no consensus as to who to be appointed a school manager (principal). Some authors and

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1. P. Coombs. The World educational crisis: a system analysis, New York, O.U.P., 1969, p.43.

researchers were of the opinion that age, experience and qualifications were vital to the appointment of principals, while others submitted that attributes like age and experience are not strictly relevant to the appointment of principals.

Most of the literature reviewed agreed that some of the qualities expected of a good manager of schools include ability to be sensitive to the feelings of others, enthusiasm, interest in staff welfare, sincerity and straight-forwardness, amicability and ability to promote the desired school climate to elicit staff cooperation and maximum staff productivity.

In addition, the school manager should be verse in curriculum development through his ability to plan, organize, control, motivate, supervise and administer the subordinates.

The school manager should have the capacity to generate a conducive school climate. Halpin (1967) <sup>1</sup> described the perceived principal's behaviour as setting to a large extent a climate tone for a school:

These are the extent to which principals are perceived as being aloof, emphasising productivity, close supervision, setting examples, through their own hardwork and showing considerations.

The above summarises the views of some of the researchers

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1. Halpin, Op. cit. pp.97-98.



including Litwin and Stinger, <sup>1</sup> on the need for conducive school climate.

Another aspect of the principal's managerial capacity as summarized by Sergiovanni and Starratt (1979) <sup>2</sup> when they observed that:

the structure of the school and its functioning as a formal organization influence the character of the school; disposition of teachers and students and the flow and design and articulation of the school educational programmes.

On teacher productivity, different views have been expressed by authors and researchers. Some literature viewed teacher productivity in terms of teacher effectiveness and examination results. Even though there were no consensus as to what constitutes teacher productivity, it is generally agreed that the following, among many others, could aid teacher productivity:

1. teaching load and proper assignments.
2. provision of professional growth.
3. utilization of teachers' formal and informal relationships.
4. classification of and grouping of pupils.
5. provision of social and recreational activities
6. guidance counselling.
7. maintenance of school discipline.

Emphasis was also placed on training and tenancy, to be able

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1. Litwin and Stinger (Jr.), Op. cit.

2. Sergiovanni and Starratt, Op. cit. p.69.

to ascertain the managerial capacity of any school manager and assess teacher productivity within a school system, they should be allowed a length of time in particular schools. Most of the literature reviewed were very useful to this study even though it appeared that teacher productivity is equated with effectiveness and as an end result without necessarily taking into consideration the means or through-put to the end. Most of the literature reviewed were able to see the great link between teacher productivity and principal's managerial capacity.

The summary of Erez and Goldstein<sup>1</sup> gives the general view of the link between the independent and dependent variables when they asserted that:

school principalship has been recognized as key position with a high impact on the organizational climate of school, on the implementation of change and on the teacher's role performance.

The all embracing position of the principal is aptly described by Adaralegbe (1971)<sup>2</sup> and the description cut across many of the works reviewed in this section when he described the principal as:

an administrative head, a manager, a community public relations man and a supervisor as well as an instructional leader, a curriculum innovator and a catalyst towards planned educational renovations.

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1. Erez and Goldstein, Op. cit.

2. Adaralegbe, Op. cit.

### Research Hypotheses

This study was intended to find a relationship between principals managerial capacity and teacher productivity. To this end, the following directional hypotheses were proposed:

H.1 The managerial capacity of principals in Kwara State secondary schools will be rated as significantly high

H.2 The level of teacher productivity will be rated as significantly high.

H.3 There will be significant relationships between principal managerial capacity and teacher productivity.

H.4 Experience and qualifications will significantly affect the appointments of school managers (principals) in Kwara State.

H.5 There will be no significant difference between Government and Board Schools.

H.6 Teachers perceptions of Principal Managerial capacity will be significantly affected by teacher personal variables as:

i. Teachers with first and second degrees will perceive the academic goals significantly high.

ii. Teachers below first and second degrees will perceive the social aspects significantly high.

iii. Perceptions of younger teachers will correlate with younger principals on academic goals.



- iv. Perceptions of older teachers will correlate with older principals on social aspects.
- v. Demographic variables of sex, location and population will have significant impact on the perceptions of principal managerial capacity.
- vi. Duration of stay and length of time spent in school will significantly affect perceptions of principal managerial capacity and teacher productivity.

H.7 The level of teacher productivity will be perceived as high by students.

- ii. There will be significant difference in the perception of teacher productivity between male and female teachers in Government and Board Schools.
- iii. There will be significant difference between male and female students in their perceptions of teacher productivity.

#### Assumptions of Hypotheses

The assumptions to the hypotheses drawn up for this study relate very closely to the theoretical frame work. It is assumed that principals would be honest enough to give correct assessments of their managerial capacity through their personal perceptions of their own job.

However, it is equally assumed that teachers who are the direct receiver of the principal's managerial capacity, would be in a good position to assess the ability of their

managers through their perceptions of their Principals' managerial ability.

It is also assumed that two possible goal achievements - Academic and Social - could be the end result of the perceptions by both principal and teachers. Principals who laid more emphasis on the academic goal at the expense of the social would likely end up with "high" academic performances and vice versa.

It is equally assumed that an ideal principal would place equal emphasis on both academic and social goals with the resultant end of high academic and social performances and very high productivity.

The Principal Managerial Capacity would be perceived by both the principal and teachers in the Principals' performances of the following functions: planning, organizing, supervising, coordinating, controlling administering, motivating and interventionists. It is equally assumed that these functions could be grouped into "Social" and "Academic" goals.

The hypotheses also assumed that there are other variables that could make a school manager succeed. One of such is identified as "supportive Aids" from the parent bodies - the Ministry and the Board. These bodies are expected to ensure that school managers are well equipped for their successful performances in terms of staffing,



funding, staff stability, adequate visits, provision of enough classrooms and laboratories.

The end results of the "through-put" are the students under the guidance of both principals and teachers, but since teachers are expected to be in a closer contact with the students, it is assumed that students would be in the best position to assess their teachers' productivity.

Therefore, the areas of teachers through-put of classroom managements, record keeping, general evaluation, school guidance, co and extra-curricular activities deal directly with students. It is therefore assumed that students' perception of their teachers' productivity would be a more valid assessment.

The researcher is aware of the variables that can affect observers' judgement and perceptions such as personality factors and disposition. However, the hypotheses are based on the assumptions that principals, teachers and students' perceptions would not be significantly affected by these personality variables. It is therefore assumed that observers' responses to the instruments would be unbiased as much as possible and would give the true perspectives of the managerial capacity of school principals and teacher productivity.



CHAPTER 3  
RESEARCH DESIGN AND PROCEDURE

The study was to find out the correlation (relationship) between the principal managerial capacity and Teacher productivity in Kwara State Secondary Schools.

The study will be correlational and the design will be "Corretational Ex-post Facto" which according to Kerlinger (1977) <sup>1</sup>

is a systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependent variables.

Kerlinger further explained that if 'X' then 'Y'. The researcher observes 'Y' to see if concomitant variation, the variation expected or predicted from the variation in 'X' occurs. If it does, this is the evidence for the validity of the proposition "X-->Y" meaning "if X then Y".

The study would like to establish if there is any relationship between teacher productivity and principal managerial capacity. In the study the independent variable, the principal, and the dependent variable, the teacher are already established. They cannot be manipulated but inferences can be drawn about the relationships between the ways principals in Kwara State Secondary School manage their

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1. Fred N. Kerlinger. Foundations of Behavioural Research  
New York, Holt Rinehart and Winston  
Inc. 1977, page 397.

teachers and the ways teachers respond or view the principals management approach and behaviour.

### Research Procedure.

For this study, the following procedure was adopted:

1. Sampling.
2. Construction and validation of Research instrument.
3. Administration of research instrument.
4. Analysis of data.

### Sampling Procedure

The study was to cover a target population of about 312 Secondary Schools, 6,000 teachers including principals of different categories and about 136,500 students spread all over the 12 Local Government Areas of Kwara State.

As a result of this large population and because it was impossible to sample the whole population because of time limit and financial constraints, a sort of stratified random sampling was adopted for the study.

The use of stratified random sampling according to Nwankwo (1984) <sup>1</sup>

permits the investigator to include parameters of special interest while at the same time controlling for internal validity by using random selection within each sub-group.

For this study the following was done:

1. Eleven of the twelve L.G.A.s were sampled.

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1. John I. Nwankwo, Mastering Research in Education and the Social Sciences, Ibadan, Bisi Books & Co, 1984, page 117.

2. Eighty (80) out of the 312 Secondary School were sampled.
3. Eighty (80) principals were sampled.
4. Five hundred and seventhty six (576) teachers were sampled.
5. Eight hundred and twelve (812) form five students were sampled.

TABLE 1

Sampling Structure	Selection Method	Sampled Population
L.G.A.	Stratified	11
No of Schools	proportional stratified	80
No of Teachers	proportional stratified	576
No of Principals	stratified	80
No of Students	stratified	812

TABLE 2

L.G.A	SAMPLED SCHOOLS	NO
ASA	Govt. Sec. Sch. Afon; Govt. Day Sec. Sch. Otte; Govt. Day Sec. Sch. Aboto-Oja; Local Govt. Sec. Sch. Budo-Egba	4
BORGU	Borgu Sec. Sch. Ne-Bussa; Local Govt. Sec. Sch. Babana.	2
EDU	Govt. Day Sec. Sch. Lafiagi; Gbudu Sec. Sch; Lafiagi Sec. Sch. Lafiagi	3
IFELODUN	Govt. Sec. Sch. Babanla; Govt. Day Sec. Sch. Alegongo-Inu; E.C.W.A. Sec. Sch. Igbaja; Omupo Gram. Sch.; Community Sec. Sch. Elerijare; Idofian Gram. Sch. Idofian	6
ILORIN	Govt. Sec. Sch. Ilorin; Queen Sch., Ilorin; Govt. Day Sec. Sch. Oke-Aluko, Govt. Day Sec. Sch. Amule; Govt. Day Sec. Sch. Okesun; Govt. Day Sec. Sch. Karuma; Govt. Day Sec. Sch. Alore; Govt. Day Sec. Sch. Okekeré; Govt. Day Sec. Sch. Agbabiaka;	



L.G.A	SAMPLED SCHOOLS	NO.
	Govt. Day Sec. Sch. Tanke; Govt. Day Sec. Sch. Oko-Erin; Govt. Sec. Sch. Sobi; Anarul Islam Sec. Sch. Ilorin; United Community Sec. Sch. Ilorin; Community Sec. Sch. Iponrin; Sec. Gram. Sch. Omode; Tetegun Compr. High Sch. Apado	7
IREPODUN	Govt. Sec. Sch. Omu-Aran; Govt. Sec. Sch. Idofin; Govt. Sec. sch. Agbamu; Notre Dame Girls Sec. Sch. Oro; Esie Iludun Gram. Sch.; Oro Muslim High Sch.; Babalola Memo. Gram. Sec. Odo-Owa; Anglican Compr. High Sch. Oke-Opin; Compr. High Sch. Ajasse-Ipe; Iwo High Sch. Iwo; Oke-Onigbin Sec. Sch.; Omu-Aran High Sch.; Sec. Commercial Sch. Eruku; Compr. High Sch. Iludun; Victory Coll. of Commerce Edidi; Ilofa Gram. Sch. Ilofa; Osi Central High Sch.; Iketa Gram. Sch. Osi; Compr. High Sch. Ilofa; Oro Gram. Sch.; Community Sec. Sch. Etan; Community High Sch. Obo-Ile; Obbo Gram. Sch. Omu-Aran	23
MORO	Govt. Day Sec. Sch. Lanwa; Awon-Ga High Sch. Shao.	2
OKEHI	Govt. Girls' Sec. Sch. Oboroke.	1
OKENE	Abdul Azizi Atta Mohammed college Okene; Okene Sec. Sch. Okene; Queen of Apostle's Coll Okene; Community Sec. Sch. Etahi; Local Govt. Sec. Ohiana; Local Govt. Sec. Sch. Ukpogoro.	6
OYI	Govt. Sec. Sch. Iluke; Govt. Day Sec. Sch. Takate-Ide; Govt. Day Sec. Sch. Okeri; Egbe School Catholic Girls' Sec. Sch. egbe; Okutadudu High Sch. Odo-Ere; Unityed Sec. Sch. Odo-Ere; Egbe Compr. High Sch. Egbe; Compr. High Sch. Odo Eri.	8
OYUN	Baptist Gram. Sec. Sch. Ijagba; Ansarul-deen Coll. Offa; Ang. Coll. of Commerce Offa; Baptist Gram. Sch. Ippe; Offa Gramm. Sch. Offa Erin-Ile Sec. Sch. Erin-Ile; Olalomi Compr. High Sch. Offa; Moremi Girls' High School. Offa.	8
	TOTAL	80

Schools selected covered those under the direct supervision and administration of the State Ministry of Education designated as "Government Secondary Schools" and

the rest that could be owned either by a community or religious bodies that are under the direct control and supervision of the State Schools Management Board. Owner of schools under the State Management Board are regarded as proprietors.

Principals of the eighty Secondary Schools were sampled, while teachers sampled from each school ranged from five to twenty depending on the population of the school.

All the schools sampled run both Senior and Junior Secondary Schools. The study samples are summarized in tables land 2 above.

#### Research Instruments.

The research instruments used for this study are:

1. Principal Managerial Capacity Questionnaires (PMCQ)
2. Teacher Productivity Questionnaire (TPQ)

#### Construction of Research Instruments.

A. multi-dimensional Principal Managerial Capacity Questionnaire (PMCQ) and Teacher Productivity Questionnaire (TPQ) were the instruments designed for this study. Both the principal and teachers would respond to the Principal Managerial Capacity Questionnaire, while only Form5 students in the selected secondary schools of Kwara State would respond to the Teacher Productivity Questionnaire.

With the PMCQ the researcher would be able to establish the relationship and significance between the perceptions of



school principals and the teachers. Teachers productivity will be measured by students perceptions of their teachers productivity.

The two instruments - PMCQ and TPQ - were discussed with my supervisor Dr. John I. Nwankwo and a number of the academic staff of the department and the faculty for inspection, suggestions, modifications and final approval of the items of the instruments.

On the basis of the study design, modifications and suggestions, a 60 item questionnaire labelled "Principal Managerial Capacity Questionnaire" (PMCQ) and a 26 item questionnaire labelled "Teacher Productivity Questionnaire" (TPQ) emerged.

The PMCQ was based on the Principal's capacity to plan, organize, control, motivate, coordinate, administer, supervise and intervene in school activities to encourage the teachers participation for maximum school productivity.

The TPQ was based on teachers ability to make a through-put of what they are expected to do within the school system. The TPQ was based on a "process" to an end rather than an end in itself.

The through-put which are mainly in terms of the teachers interactions with the students within and outside the classrooms included classroom management, records keeping, punctuality to duty, co-curricular and



extra-administrative activities delegated to teachers by school principals.

Features of the Questionnaire.

The PMCQ was divided into 3 sections. All the sections are based on Likert rating Scale:

Section A and B

4. - Regularly
3. - Often
2. - Ocassionally
1. - Rarely

Section C.

- 4 - Very adequate
- 3 - Adequate
- 2 - Inadequate
- 1 - Very inadequate

The Teacher Productivity Questionnaire (TPQ) was based on Likert rating scale of:

- 4 - Strongly agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly disagree

Section A of the PMCQ was based on the following aspects of the Principals' Managerial Capacity that could lead to the School academic goals:

- Planning

- Supervision of instruction
- Punctuality to duty
- Attendance of professional courses
- Proper communication and information flow
- Motivation and control.

Section B related to social, traditional and bureaucratic Managerial aspects of School Principals.

- solving domestic problems
- Interaction with staff and other external bodies like the P.T.A; Schools Board and Ministry of Education.
- School ceremonial activities
- personal behaviour
- Use of authority and power, threats, warnings, assertions, domination, order and command.

Section C Supportive aids from the Ministry of Education and State Schools Management Board to aid the school manager and productivity;

- supply of staff
- funding
- equipment
- adequacy of classrooms and laboratories
- tenancy
- appointments of School Managers

The Teacher Productivity Questionnaire was based on teachers' school activities such as:



- Classroom management
- lesson delivery
- record keeping (academic and non academic)
- giving and grading assignments
- guidance counselling
- extra and co-curricular activities
- extra administrative activities.

Instructional Validity (Content and construct validities)

According to Nwankwo (1984) <sup>1</sup>, the validity of any test or measurement represents the extent to which the test measures what it intended to measure and would answer the following questions:

1. Does the test really measure the characteristics that it is being used to measure.
2. Validity questions and relationships between the data obtained to the purpose for which the data was gathered.

And to buttress the above submission, Kerlinger (1977) <sup>2</sup> asked the basic questions: "Are we measuring what we are measuring?" with emphasis on what is being measured and submitted that "content validity is basically judgemental" The items of a test must be studied, each item being weighed for its presumed test must be studied, each item weighed for

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1. Nwankwo, Op. cit., page 117.

2. Kerlinger, Op. cit., pp 457-459.



its presumed representativeness of the universe. In agreement Lien (1978) <sup>1</sup> asserted that:

validity refers to the degree to which an observational tool provides for objective appraisal of what it observed.

### Construct Validity

Construct validation and empirical scientific inquiry are said to be closely allied in that construct validity involved the following:

1. suggesting what construct possibly account for test performances.
2. deriving hypothesis from theory involving the construct
3. testing the hypothesis empirically.

Face and content validity The purpose of the instruments designed for this study is to determine the extent to which the PMCQ and the TPQ are good samples of the behaviour and the perception for which they are purported to measure or test.

To find out whether the PMCQ actually measured the Principal's Managerial capacity as perceived by both the Principal and teachers, both will respond to the 60 item questionnaires based on Likert rating scale while the TPQ was used to find out how students in form 5 perceive their teachers' productivity.

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1. Annold J. Lien. Measurement and Evaluation of Learning (3rd ed) IOWA Wn. C. Brown Co. Publisher, 1978 p.79.



In order to be able to draw up the items of the instruments to ensure the content validity of both the PMCQ and the TPQ the following steps were taken:

1. The literature relevant to the study was thoroughly reviewed before the construction of questionnaire items.
2. Questionnaire was discussed with my supervisor and some members of the faculty.
3. The questionnaire was graded to cover the areas to be tested.
  - academic
  - social
  - traditional
  - supportive aids
  - productivity
4. Discussions were held (where necessary) with Principals, teachers and students.
5. A pilot study was carried out to further stabilize the instrument.

#### Reliability

A good test or measure must be reliable - this has to do with accuracy, consistency and stability of a measuring instrument. Davis and Shackleton (1975)<sup>1</sup> defined reliability as:

.....the degree to which two separate independent measures of the same thing agree with one another. Thus

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1.R.J. Davis and V.J. Shackleton, Psychology and work Suffolk, Richard Clay (The Chancer Press) Ltd. 1975.



measure of agreement is usually expressed by a co-efficient of correlation which represents the relationship between two sets of measurements.

While Nwankwo (1984) <sup>1</sup> submitted that reliability would find out "whether the data gathering process is stable, repeatable and precise" Nwankwo however warned that one might not expect "a perfect" reliability as such sound impossible and asserted that:

a reliability co-efficient of 1.00 (perfect reliability) could be highly suspicious and would require "perfect proof"

In order to find out the reliability of the instruments a pilot study was carried out in 10 schools involving 10 principals, 100 teachers and 200 students from 3 Local Government Areas of Kwara State.

TABLE 3

Following are schools sampled

L.G.A	NO OF SCHLS	NAME OF SCHOOLS	NAME OF PRINCIPAL	TEACHERS	STUDENTS
ASA	2	Govt. Sec. Sch.			
		Afon; Local Govt			
		Day Sec. Sch.			
		Budo-Egba.	2	20	40
ILORIN		Govt. Sec. Sch.			
		Ilorin; Govt. Day			
		Sec. Sch. Amule;			
		Ansarul Islam			
		Sec. Sch. Ilorin;			
		Govt. Day Sec.			
		Sch. Alore; Govt.			
Sec. Sch. Tanke	5	50	100		
IPEPODUN		Ang. Compr. High			
		Sch. Oke. Opin;			
		Osi Central High			
		Sch; Osi Ilofffa			
		Gram. Sch. Ilofffa	3	30	60
TOTAL	10		10	100	200

1. Nwankwo, Op. cit, p.112.



The purpose of the pilot study was to find out whether the instruments are suitable and appropriate to measure what they were designed for in terms of respondents ability to give correct interpretations to the items in the questionnaires.

For the purpose of this study, the 60 questionnaire items of the PMCQ were grouped into the following areas of Principal Managerial Capacity.

TABLE 4

S/NO	MANAGERIAL AREAS	QUESTIONNAIRE ITEMS
1.	ñ Planning	ñ 4
2.	ñ Organizing	ñ 7, 11, 27, 30
3.	ñ Coordinating	ñ 24, 32
4.	ñ Motivating	ñ 1, 3, 9, 14, 15, 16, 20, 25, 31, 33,
		ñ 34, 43
5.	ñ Control	ñ 10, 26
6.	ñ Administration	ñ 5, 8, 12, 13, 21, 23, 28, 29, 41, 42,
		ñ 57
7.	ñ Supervision	ñ 2, 17, 18, 19
8.	ñ Interventionist	ñ 6, 22
9.	ñ Social Aspects	ñ 35, 36, 37, 38, 39, 40
10.	ñ Traditional	ñ
	ñ (bureacracy)	ñ 44, 45, 46, 47, 48, 49, 50, 51, 52
11.	ñ Staffing	ñ 53
12.	ñ Equipment	ñ 54
13.	ñ Funding	ñ 55
14.	ñ Adequacy classrooms	ñ
	ñ & Labs.	ñ 56
15.	ñ Tenancy	ñ 58
16.	ñ Ministry/Board	ñ
	ñ Supevision	ñ 59
17.	ñ Appointments of	ñ
	ñ Managers	ñ 60

The 26 item Teacher Productivity Questionnaire (TPQ) were equally itemized into the following areas:



TABLE 5

S/NO.	PRODUCTIVITY	QUESTIONNAIRE ITEMS
1.	Academic Pursuit	1,2,3,4,5,6,11,16,19
2.	Guidance Counselling	7,8,13,14,17,18
3.	Student Records	9,10
4.	Inadequate Preparations	15
5.	Dissatisfaction or Irrelevances	12,20,21
6.	Staff Adequacy	25
7.	Extra Administrative	26
8.	Frequent Transfers	24
9.	Female Teacher Out put	22
10.	Male Teacher out put	23

For the pilot study, the following results were obtained for the areas itemized using the Duncen mean (see tables 6 and 7 below)

TABLE 6

Responses of both Principals and Teachers to the items of the PMCQ

S/NO.	ITEMS AREAS	PRINCIPALS' PERCEPTIONS	TEACHERS PERCEPTIONS
1.	PLANNING	3.64	3.60
2.	ORGANIZING	3.15	3.10
3.	CO-ORDINATING	3.03	2.85
4.	MOTIVATING	3.14	3.01
5.	CONTROL	3.56	3.56
6.	ADMINISTRATION	3.20	3.16
7.	SUPERVISION	3.12	3.18
8.	INTERVENTIONNIST	3.47	3.29
9.	SOCIAL	3.19	3.12
10.	TRADITIONAL	1.59	1.84
11.	STAFFING	2.43	2.51
12.	EQUIPMENT	2.14	2.13
13.	FUNDING	1.93	2.04
14.	ADEQUACY/CL LAB.	2.61	2.47
15.	TENANCY	3.10	3.17
16.	MOE/BOARD SUPERVISION	2.35	2.53
17.	MANAGERS APPOINTMENT	2.73	2.96
	SAMPLED POPULATION	10	100

From the results obtained in the above table, it would appear that the items of the instrument used were fully



understood and the results obtained from both the principals and teachers, with different degrees of freedom were reflective of their understanding of the instrument. The scores were quite close even though cell sizes (population) were not the same. The instrument can then be said to be appropriate, reliable and unambiguous.

TABLE 7

Students' perception of the TPQ.

S/NO.	ITEM AREAS	♂ MALE STUDENTS	♀ FEMALE STUDENTS
1.	ACADEMIC PURSUIT	3.40	3.40
2.	GUIDANCE COUNSELLING	3.08	3.09
3.	STUDENTS RECORDS	3.05	3.11
4.	INADEQUATE PREPARATIONS	3.14	3.28
5.	DISSATISFACTION/ IRRELEVANCES	1.09	1.14
6.	STAFF ADEQUACY	2.45	2.39
7.	EXTRA ADMINISTRATIVE	3.02	3.14
8.	FREQUENT TRANSFERS	3.46	3.46
9.	FEMALE TEACHER OUTPUT	3.23	3.35
10.	MALE TEACHER OUTPUT	3.21	3.36

From the results of the table above, it would seem that students understand the implications in the instrument administered hence the similarities in the scores of both boys and girls in their perceptions of teacher productivity. It can then be assumed that the instrument is reliable and could be administered and repeated with a larger population of students in Form 5.

The researcher did not see the need for a re-test of the pilot study since there were no disparities in the responses of the sampled population and perception of



Principals and teachers in the PMCQ as well as male and female students in the TPQ. In which case the instruments were in conformity with Davis and Shackletons<sup>1</sup> definition that reliability was the degree to which two separate independent measures of the same thing agree with one another. There appeared to be agreements between the Principal and Teachers' perceptions of the PMCQ as well as male and female students in the TPQ.

#### Administration of Instrument.

The multi-dimensional instruments of the PMCQ and TPQ were personally administered by the investigator at two levels. The first level was the visits to sampled schools to hand over the instruments to principals who then distributed the questionnaire to both staff and students. The questionnaire meant for principals were annotated by the investigator to differentiate them from those of the teachers since both would respond to the same PMCQ.

The second level was during the Principals' conference at Ilorin where the investigator went round to serve the questionnaire to some school managers- the Principals.

The investigator had to go round the schools to retrieve the questionnaires personally to ensure a high rate of returns and prompt actions.

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1. David and Shackleton, Op. cit.



Explanations were offered where necessary, even with the clear and unambiguous instructions and guide lines provided on how to complete the questionnaires.

#### Rate of Returns.

The 80 copies of the questionnaire distributed to principals of selected schools were all returned, giving 100% return rate.

However, out of the 600 copies served to the teachers, 576 were returned giving a return rate of 90% while 812 TPQ of 1000 sent out were returned. This represented 81.2% return rate. 12 of the returned questionnaire were found unusable for lack of complete information.

#### Method of Data Analysis.

Basically, the "SAS" Digital computer was employed in the analysis of the data obtained from the respondents of the 60 items PMCQ and 28 item TPQ.

In order to measure the Principal Managerial Capacity, the responses of the 80 Principals and 576 teachers were regrouped into 17 areas identified by the investigator as areas of focus of Principal Managerial Capacity.

In analysing the data according to the hypotheses generated the following analysis were used:

1. Duncan mean of multiple range.
2. Analysis of Variance (ANOVA) with 'F' ratio to find the correlation between the different groups identified.



For the 28 Teacher Productivity item questionnaire, 10 areas of focus were identified for Teacher productivity. The responses of the 812 form 5 students sampled according to the identified 10 areas of teacher productivity were analysed by the use of:

1. Duncan Mean of Multiple range.
2. 'F' ratio with Analysis of Variance (ANOVA).
3. 'T' test with Pearson Correlation 'r'.

The computerized statistical method used vary according to the study hypotheses. In most cases the Duncan mean, 't' test and 'F' ratio were used for both Principal and teacher's perceptions of the PMCQ and the Teacher Productivity.

The acceptance or rejection of hypotheses depends on the computerized 'F' or 'T' values and the "critical" value. In all cases where the calculated 'F' value is higher than the critical value, the null hypotheses would be rejected. What it would signify is that there was a significant difference between the population sampled but where the calculated value is less than the critical value, then there would appear to be no significant differences with sampled populations. With 'T' scores, the level of perception depends on whether the scores obtained are  $>$  or  $<$  than 50.  $>$  than 50 denotes high while  $<$  denotes low.  $T > 50$  denotes high perception while  $T < 50$  denotes low perception.

Below are some of the formulas used for the data analysis of Principal Managerial Capacity Questionnaire



(PMCQ) and Teacher Productivity Questionnaire (TPQ)

1. T. scores formula:

$$T = \frac{10Z + 50}{S_x} = \frac{10(x - \bar{x})}{S_x} + 50$$

where T = the linear transformation of the Z scores represented by  $\frac{X - \bar{X}}{S_x}$

- Z = standard scores
- 10 = new standard deviation
- 50 = new mean.
- $x - \bar{x}$  deviation from the mean
- $S_x$  = sample standard deviation

Interpretation given to the Transformed 'T' score in this study  $T \geq 50$  significant score(S),  $T < 50$  = Not significant score(NS).

ii. Correlated 't' model

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\frac{S_1^2 X_1^2 + S_2^2 X_2^2 - 2r S_1 S_2 X_1 X_2}{N_1 + N_2 - 2}} = \frac{(\bar{X}_1 - \bar{X}_2)}{\frac{S_1^2 X_1^2 + S_2^2 X_2^2 - 2r S_1 S_2 X_1 X_2}{N_1 + N_2 - 2}}$$

Where  $\bar{X}_1 - \bar{X}_2$  is the mean different of the population sample.

$S^2_1$  = Variance estimate of group 1

$S^2_2$  = Variance estimate of group 2

$N_1$  = sample size of group 1

$N_2$  = sample size of group 2

$\frac{S_1}{2r/n_1} \frac{S_2}{n_2}$  = an adjusted expression which when subtracted from the denominator of the separate variance 't' model produces a correlated t model.

According to Popham and Sirotnik (1973) <sup>1</sup>

If there is a relationship between scores composing the two groups as indicated by 'r' a special 't' model specifically designed for this purpose must be used.

The rationale being that there is the "tendency of the two group means to be similar if correlation exists" <sup>2</sup>

iii. Pearson Correlation coefficient. <sup>3</sup>

$$r = \frac{\sum(x - \bar{x})(Y - \bar{Y})}{\sqrt{[N\sum X^2 - (\sum X)^2] [N\sum Y^2 - (\sum Y)^2]}}$$

where 'r' = co-efficient of correlation (Pearson product movement)

X = sum of 'x' scores

Y = sum of 'Y' scores

1: James W. Popham. and Sirotnik Keneth A. Eduational Statistics: Use and Interpretation (Second ed), New York, Harper and Row Pub. Inc. 1973 p.145..

2. Ibid.

3. joan Welkowitz et al. Introductory statistics for Behavioural sciences, New York, Academic Press, 1976 p.159.



$(x) \cdot (y)$  = multiplication of the sums of 'X' and 'Y'

$X^2$  = squared sum of X

$Y^2$  = squared sum of Y.

#### Level of Significance.

In this study and according to the computerized data analysis all tests of significance were based on the probability level of P0.05. All critical values are based on the  $P \geq .05$ .

#### Limitations of the study .

A study that involved the measurement of principal Managerial Capacity and Teacher Productivity in Kwara State secondary schools, would be expected to cover all the population involved in all the secondary schools of Kwara State-The principals, staff (teaching and non-teaching) and all students. The focus of this study is however, limited to those involved in the academic pursuit within the school set up. The study is therefore limited to principals, the teaching staff and the students.

Even with the limitations to academic staff and students, the population sampled is equally limited to 80 schools and principals out of about 312 Secondary schools; 576 teachers out of about 5,700 teachers and 812 students out of a population of about 136,500.

The students population sampled was limited to form 5 students. This was because of their maturity and long



interaction with their principals and teaching staff. They have nothing to fear in their response to the instrument administered, hence a degree of objectivity was expected.

Even with the sampled population there was not a hundred percent return rate from all the respondents while some returned were unusable for lack of complete information. Another limitations concerned the definition of terms. Principal Managerial Capacity is limited to those few 17 areas identified by the researcher as areas that the principal is capable of containing effectively. The areas identified were just part of a whole in which case there are more areas than identified in this study. Likewise, Teachers Productivity is limited to those 10 process areas of interaction mostly within the schools system. There are more areas of Teachers productivity than identified in the study.

Even though samples were taken from 11 out of 12 Local Government Areas of kwara State, it could have been ideal to cover all the 12 Local Governments of the state.

CHAPTER 4

RESULTS

The results of this study are presented below as follows:

1. Perception of Principal Managerial capacity
2. Perception of the level of teacher Productivity
3. Relationships between Principal Managerial capacity and teacher productivity
4. Effects of experience and qualifications on the appointments of school managers (principals) in Kwara State Secondary Schools.
5. Difference between Government and Board schools.
6. Effects of teachers personal variables and demographic variables like qualifications, age, sex, location and population on their perceptions of principal managerial capacity.
7. Teachers' productivity as perceived by students in relationship to:
  - i. Degree of teacher productivity in terms of productivity criteria for the study.
  - ii. Teachers in Government and Board schools.
  - iii. Duration or length of time (tenancy) in schools
  - iv. Male and female teacher productivity.

1. Perception of Managerial Capacity

H.I. The managerial capacity of Principals in Kwara State Secondary Schools will be rated as significantly high.

TABLE 8

PRINCIPAL AND TEACHER PERCEPTIONS OF PRINCIPAL  
MANAGERIAL CAPACITY

PRINCIPALS				TEACHERS				% RATE HIGH
S/NO.:	ITEMS	MEAN	T.VALUE:H/L	MEAN	T.VALUE:H/LS			
1.	: PLANNING	: 3.64	: 65 : H	: 3.66	: 65 : H			
2.	: ORGANIZING	: 3.18	: 63 : H	: 3.11	: 62 : H			
3.	: COORDINATING	: 3.02	: 58 : H	: 2.91	: 53 : H			
4.	: MOTIVATING	: 3.15	: 60 : H	: 3.04	: 60 : H			
5.	: CONTROL	: 3.61	: 64 : H	: 3.58	: 64 : H			
6.	: ADMINISTRATION	: 3.20	: 62 : H	: 3.17	: 62 : H			
7.	: SUPERVISION	: 3.14	: 61 : H	: 3.20	: 62 : H		90%	
8.	: INTERVENTION- NIST	: 3.47	: 63 : H	: 3.34	: 63 : H			
9.	: SOCIAL	: 3.19	: 62 : H	: 3.12	: 62 : H			
10.	: BUREAUCRACY	: 1.61	: 40 : L	: 1.81	: 41 : L			
	: POPULATION	: 80		: 576				

X = 2.35; T  $\geq$  .50 = high; T < 50 low.

The results of the analysis above show that Principal Managerial capacity were rated significantly high by both principals and teachers. Out of the 10 items 9 (90%) were found to be high by the two observers at T  $\geq$  = 50 while only one item (10%) had T < 50 and therefore low percentage. Hypothesis 1 is therefore accepted.

2. Perception of the level of teacher productivity.

H.2. Perception of the level of teacher productivity will be rated as significantly high.



TABLE 9

STUDENTS PERCEPTION OF TEACHER PRODUCTIVITY

PRINCIPALS					TEACHERS		% RATED HIGH
S/NO.:	ITEMS	MEAN	T. VALUE	H/L	MEAN	T. VALUE	
1.	: CLASS MANAGE- : MENT	: 3.20	: 62	: H	: 3.19	: 62	
2.	: RECORD KEEPING	: 3.19	: 62	: H	: 3.24	: 62	
3.	: GENERAL : EVALUATION	: 3.35	: 63	: H	: 3.41	: 63	
4.	: SCHOOL GUIDANCE	: 2.64	: 51	: H	: 2.56	: 51	
5.	: CO-CURRICULAR : ACTIVITY	: 3.22	: 62	: H	: 3.36	: 63	
6.	: EXTRA ADMINI- : STRATIVE	: 2.66	: 51	: H	: 2.76	: 52	80%
7.	: IN-ADEQUATE : PREPARATIONS	: 2.46	: 50	: H	: 2.55	: 51	
8.	: STAFF ADEQUACY	: 2.21	: 48	: L	: s.34	: 49	
9.	: DISSATISFACTION: : /IRRELEVANCIES	: 1.89	: 42	: L	: 1.91	: 43	
10.	: MALE/FEMALE : OUTPUT	: 2.91	: 57	: H	: 3.31	: 61	
: POPULATION			: 448		: 324		

$\bar{X} = 2.35$ ;  $T \geq 50 = \text{high}$   $T < 50 = \text{low}$ .

From the analysis in table 9 above, out of 10 areas of teacher productivity 8 (80%) were perceived significantly high at  $T \geq 50$  while 2 items (20%) were rated at  $T < 50$  therefore perceived as low.

Hypothesis 2 is accepted.

H.3. There will be significant relationships between principal Managerial capacity and teacher productivity

TABLE 10

RELATIONSHIP BETWEEN PRINCIPAL MANAGERIAL CAPACITY AND  
TEACHER PRODUCTIVITY

	POPULATION	DF	MEAN	F RATIO	r
PRINCIPAL MANAGERIAL CAPACITY	80	654	2.96	0.530	0.635
TEACHER PRODUCTIVITY	576		3.05		

$$\bar{X} = 2.15$$

$P \geq 0.05$  No significant difference

$P < 0.05$  Significant difference.

$r < 0.50$  Not significant.

From table 10 above there is a positive relationship between Principal Managerial capacity and teacher productivity. With the F ratio at 0.530 which is higher than P.0.05 signifying no significant difference in the perceptions of the two groups.

This is further confirmed by Pearson 'r' movement correlation at r. 0.635. There is therefore a significant relationship between Principal managerial capacity and teacher productivity.

H.3. is therefore accepted.

H.4. Exeperience and qualifications will significantly affect perceptions of appointments of school managers (principals) in Kwara State Secondary Schools.



TABLE 11A  
EFFECTS OF EXPERIENCE ON APPOINTMENT OF SCHOOL PRINCIPALS

YEARS	PRINCIPALS				TEACHERS			
	NO.	MEAN	F.RATIO	DF	NO.	MEAN	F RATIO	D.F
1-5	3	3.00	0.259	76	492	2.52		
6-10	7	3.14		76	76	0.173	0.173	572
11-15	18	2.61			6	3.12		
abv 15	52	2.69			2	3.13		

$\bar{X} = 2.35$

P.0.05 = No significant difference

P.0. 05 = significant difference.

When pooled together, the results of table 11A above show the 'F' ratio of Principals as 0.259 while teachers had 0.173 both  $P > 0.05$ . There is no significant difference in their perceptions of appointments of school principals in Kwara State. However, ratings by younger teachers of 1-10 years were significantly lower than those of younger principals, while those of older teachers of 11-15 years and above were relatively higher than those of their corresponding principals. Even though when pooled together, there were no significant differences; yet when ranked according to years of experience there were slight variations between older and younger principals and teachers. Experience did not significantly affect the perceptions of appointments of school managers in Kwara state.



TABLE 11B

EFFECTS OF QUALIFICATION ON APPOINTMENT OF SCHOOL

PRINCIPAL

QUALIFICATION	PRINCIPALS				TEACHERS			
	NO.	MEAN	F.RATIO	DF	NO.	MEAN	F.RATIO	DF
NCE/ND	3	3.00			258	3.01		
BA/BSC/B.ED	64	2.66	0.172	77	299	2.92	0.030*	572
MA/MSC/MED	13	3.00			18	2.76		
Ph.D	-	-			1	1.00		

Population of Principals = 80 DF. 77 F. 0.172 P > 0.05 = Not significant

The analysis of the results in 11B above, based on qualifications show significant difference between perceptions of principals and teachers with F at 0.172 and 0.030 respectively. Principals perceptions show no significant difference among themselves as F. ratio of 0.172 is P 0.05 while there is a significant difference in teachers' perception as 'F' ratio of 0.030 is P < 0.05 significantly is the low rating by the only Ph.D teacher with a mean of 1.00.

From tables 11A and 11B above, experience and qualifications has not significantly affected the perceptions of both principals and teachers on the appointments of school managers (Principals) in Kwara state. H<sub>4</sub> is therefore rejected.

H.5. There will be no significant differences between Government and Board Schools in their perceptions of Principal Managerial capacity.

TABLE 12

PERCEPTION BY GOVERNMENT AND BOARD SCHOOLS

	: PRINCIPALS	: TEACHERS
GOVERNMENT	: 2.85	: 3.15
BOARD	: 2.96	: 3.18
F. RATIO	: 0.203	: 0.887
D.F.	: 78	: 574

From the analysis of data in table 12 above, appointments of school managers (Principals) were perceived in the same way by the two groups (principals and teachers) with the 'F' ratios at 0.203 and 0.889 for principals and teachers respectively, the 'F' ratio are  $P > 0.05$ . However, ratings by Board schools were slightly higher than ratings by Government Schools. Boards ratings at 2.96 and 3.18 for principals and teachers respectively were slightly higher than ratings by Government schools at 2.85 and 3.15 for principals and teachers respectively. The slight difference implies that appointments of principals in Board schools appeared more satisfactory than those of Government schools. H.5. is therefore accepted as there was no significant difference between Government and Board schools in their perceptions of appointments of school managers (principals) even though it appeared that those in Board Schools were

more satisfied in the appointments than those in Government schools.

PERSONAL VARIABLES

H.6. Teachers' perceptions of principal managerial capacity will be significantly affected by teachers' personal variables.

- (i) Teachers with 1st and 2nd degrees will perceive the academic goals significantly high
- (ii) Teachers below 1st and 2nd degrees will perceive social aspects significantly high.
- (iii) Perceptions of younger teachers will correlate with younger principals on academic goals.
- (iv) Perceptions of older teachers will correlate with older principals on social goals.
- (v) Demographic variables of sex, location and population will have significant impact on the perceptions of principal managerial capacity.
- (vi) Duration of stay and length of time spent in schools will significantly affect perceptions of principal managerial capacity and teacher productivity.

QUALIFICATIONS AND PERCEPTIONS OF ACADEMIC AND SOCIAL GOALS

- H.6(i) Teachers with 1st and 2nd degrees will perceive the academic aspects significantly high.
- H.6(ii) Teachers below 1st and 2nd degrees will perceive social aspects significantly high



TABLE 13

QUALIFICATION:	PRINCIPALS			TEACHERS		
	ACADEMIC	SOCIAL	D.F.	ACADEMIC	SOCIAL	DF
NCE/ND	3.27	2.89		3.16	3.15	
BA/BSC/BED	3.18	3.18		3.15	3.11	
MA/MSC/MED	3.14	3.27	77	3.17	3.06	572
PH.D	-	-		3.09	1.69	
F.ratio	0.726	0.436		0.966	0.040*	

From the analysis of the table above, there is no significant difference in the perceptions of principals managerial capacity regardless of qualifications. Principals as managers of schools perceive both academic and social aspects of their managerial capacity the same way. Academics 'F' 0.726 and social 'F' = 0.436 each  $P > 0.05$  hence no significant difference. For teachers, there are some significant differences between Academic and social aspects of their perceptions of principal managerial capacity according to qualifications. Regardless of qualifications, the academic aspect was perceived the same way by all teachers with 'F' = .09666.  $P > 0.05$  hence no significant difference. But there is a significant difference in the perceptions of the social aspect with 'F' = 0.040  $P < 0.05$  hence significant difference. The Ph.D holder with a mean of 1.67 is far lower than the X of 2.15 whereas the same person rated the academic aspect high, with a mean of 3.09, which

is far higher than X of 2.15.

H.6 i. is rejected as there is no significant difference in teachers perceptions of academic aspect of principal managerial capacity regardless of qualifications.

H.6 ii. is equally rejected as significant difference from teachers perceptions of social aspect was not from teachers below the first and second degrees; but from the Ph.D holder. Perceptions of those below the first degree are almost the same as those with first and second degrees.

H.6 iii. Perceptions of younger teachers will correlate with Younger Principals on academic goals.

6. vi Perceptions of older teachers will correlate with older principals on social goals

TABLE 14

PERCEPTIONS OF PRINCIPAL MANAGERIAL CAPACITY BY YEARS OF EXPERIENCE

YEARS	PRINCIPALS			TEACHERS		
	NO.	MEAN	MEAN	NO.	MEAN	MEAN
		ACAD	SOC.		ACAD	SOC.
1-5	3	2.94	2.67	35	2.76	2.76
6-10	7	3.29	3.45	55	3.16	3.17
11-15	18	3.14	3.14	306	3.27	3.23
abv 15	52	3.22	3.20	180	3.52	3.35
F.Ratio:		0.340	0.052		0.313	0.238
D.F.		76			572	

From the analysis of table 14 above, all principals, regardless of experience perceived the academic aspect alike

with 'F' 0.340 There is a little significant difference in their perceptions of the social aspect of their managerial capacity with 'F' = 0.052 which is just a little above  $P > 0.05$ . Younger Principals of 1-5 years perceived the academic roles relatively higher as  $\bar{X}$  2.94 than their corresponding teachers with  $\bar{X}$  2.76. The social aspect is higher by younger teachers at  $\bar{X}$  = 2.76 than their corresponding principal with 2.67. In teachers' perceptions of Principal managerial capacity according to years of experience, there was no significant difference between the academic and social aspects; Academic at 'F' = 0.313 and social at 'F' 0.238 each  $P > 0.05$ . However, using the Duncan mean, perceptions of younger teachers like younger principals are just above average for both academic and social aspects.

Principals with 1-5 years experience had 2.94 and 2.67 for academic and social aspects respectively, while teachers of the same experience of 1-5 years had 2.76 each for both academic and social aspects.

There is a close correlation between younger principals and younger teachers in their perceptions of both academic and social aspects of principals managerial capacity; the same with older teachers and older principals whose perceptions of both academic and social aspects were slightly higher than the younger ones.

Even though perceptions of older principals and older



teachers appeared higher than those of younger principals and teachers, there is no significant difference in their perceptions of academic and social aspects of Principal Managerial capacity.

H.6. iii and iv are therefore rejected.

H.6. v. Demographic variable of sex, location and population will have significant impact on the perceptions of principal managerial capacity.

TABLE 15A

EFFECTS OF SEX ON PRINCIPAL MANAGERIAL CAPACITY

ITEMS	PRINCIPALS			TEACHERS		
	MEAN : MALE	MEAN : FEMALE	F. : RATIO	MEAN : MALE	MEAN : FEMALE	F. : RATIO
1. PLANNING	3.66	3.44	0.272	3.64	3.51	0.0222*
2. ORGANIZING	3.18	2.17	0.117	3.11	3.08	0.565
3. COORDINATING	3.03	3.06	0.903	2.91	2.86	0.428
4. MOTIVATING	3.15	3.07	0.469	3.04	2.93	0.013*
5. CONTROL	3.62	3.56	0.658	3.58	3.52	0.291
6. ADMINISTRATION	3.21	3.15	0.638	3.17	3.12	0.176
7. SUPERVISION	3.14	2.97	0.359	3.20	3.12	0.105
8. INTERVENTIONIST	3.47	3.45	0.865	3.34	3.18	0.014*
9. SOCIAL ASPECTS	3.19	3.19	0.999	3.12	3.13	0.93
10. TRADITIONAL (BUREAUCRACY)	1.61	1.47	0.298	1.81	1.93	0.011*
11. STAFFING	2.44	2.33	0.695	2.51	2.51	0.988
12. EQUIPMENT	2.13	2.22	0.672	2.13	2.14	0.893
13. FUNDING	1.90	2.11	0.319	2.04	2.04	0.933
14. CLASSROOM/LAB ADEQUACY	2.65	2.33	0.307	2.52	2.34	0.030*
15. LENGTH OF STAY (TENANCY)	3.11	3.00	0.626	3.18	3.17	0.918
16. MINISTRY /BOARD VISITS	2.35	2.33	0.945	2.52	2.54	0.742
17. APPOINTMENT OF MANAGERS	2.73	2.67	0.779	2.93	3.02	0.212
POPULATION	71	9	.	410	166	.
DF.	.	78	.	574	.	.

$P > 0.05$  = No significant difference

$P > 0.05$  = Significant difference

$\bar{X} = 2.25$ .

From the table above, sex makes no significant difference in principals' perceptions of their managerial capacity with 'F' ratio of all the items  $P > 0.05$ . But with teachers, sex makes some noticeable significance with  $P < 0.05$  in 5 items.

Item: 1 Planning

4 Motivation

8 Interventionist

10 Bureaucracy

14 Classroom/Laboratory adequacy.

It is quite significant that perceptions of female teachers were lower, in many items, particularly in the five identified items. It is also noticeable that female teachers perceive their school managers as more bureaucratic in their managerial capacity than their male counterpart.

TABLE 15B

EFFECT OF LOCATION ON PRINCIPAL MANAGERIAL CAPACITY

ITEMS	PRINCIPAL			TEACHERS		
	MEAN : URBAN	MEAN : RURAL	F.RATIO	MEAN : URBAN	MEAN : RURAL	F.RATIO
1.	:3.63	:3.64	:0.929	:3.63	:3.59	:0.467
2.	:3.09	:3.18	:0.424	:3.14	:3.08	:0.493
3.	:3.07	:2.96	:0.491	:2.86	:2.91	:0.481
4.	:3.04	:3.17	:0.266	:3.00	:3.02	:0.881
5.	:3.54	:3.65	:0.237	:3.57	:3.55	:0.568
6.	:3.11	:3.24	:0.087	:3.18	:3.14	:0.633
7.	:3.04	:3.17	:0.296	:3.19	:3.17	:0.839
8.	:3.54	:3.43	:0.339	:3.26	:3.31	:0.700
9.	:3.16	:3.20	:0.709	:3.14	:3.11	:0.786
10.	:1.61*	:1.59*	:0.841	:1.90*	:1.81*	:0.116
11.	:2.41	:2.43	:0.872	:2.55	:2.48	:0.541
12.	:2.07*	:2.17*	:0.525	:2.21	:2.08*	:0.097
13.	:1.89	:1.94*	:0.699	:2.03*	:2.04*	:0.971
14.	:2.37	:2.74	:0.073	:2.43	:2.50	:0.611
15.	:2.89	:3.21	:0.037*	:3.23	:3.19	:0.092
16.	:2.19	:2.43	:0.170	:2.62	:2.46	:0.0045*
17.	:2.59	:2.79	:0.199	:3.04	:2.909	:0.039*

$\bar{x} = 2.35$

$P > 0.05 =$  No significant difference

$P < 0.05 =$  Significant difference

From the analysis in table 15B above, Principals as school managers in both rural and urban areas recorded some significant differences in their perceptions of tenancy or length of stay in schools. Item 15 with 'F' = 0.037 < P.O. 05 and applying the Duncan mean principals in rural areas appeared to enjoy longer length of stay in their schools than principals in urban areas with 3.21 and 2.89 respectively. Items 10 (Bureaucracy) 12 (Equipment) and 13 (Funding) were equally ranked very low by urban and rural



school managers.

For teachers, areas of significant differences with  $'P' < 0.05$  are items 16 (Supervision/visits from Ministry and Board) with  $'F' = 0.0045$  and item 17 (Appointment of school managers (Principals) Applying the Duncan mean teachers in urban areas appeared better satisfied than their counterparts in rural areas with the two items - 16 and 17. This indicates that teachers in urban areas are more satisfied with visits from the Ministry and the Board and in the appointments of school managers (Principals) than teachers in rural areas.

Other three areas where teachers and principals in both urban and rural areas recorded low ratings are in items:

- 10 - Bureaucracy
- 12 - Equipment
- 13 - Funding

Teachers in rural areas perceive their principals less bureaucratic than teachers in urban areas.

TABLE 15C

EFFECTS OF POPULATION ON PRINCIPAL MANAGERIAL  
CAPACITY

ITEMS	PRINCIPALS		TEACHERS	
	MEAN	F.RATIO	MEAN	F.RATIO
1.	3.50	0.615	3.46	0.076
2.	3.14	0.143	2.82	0.0023*
3.	2.91	0.588	2.99	0.020*
4.	3.12	0.807	2.89	0.276
5.	3.16	0.764	3.42	0.011*
6.	3.19	0.561	3.16	0.0001*
7.	3.11	0.368	3.17	0.377
8.	3.44	0.497	3.27	0.663
9.	3.15	0.171	3.11	0.095
10.	1.57	0.781	1.83	0.234
11.	2.14	0.020*	2.45	0.263
12.	2.06	0.663	2.17	0.0015*
13.	1.93	0.861	2.05	0.213
14.	2.66	0.006*	2.45	0.011*
15.	3.00	0.965	3.15	0.024*
16.	2.33	0.947	2.43	0.0001*
17.	2.66	0.206	2.78	0.0002*
DF		75		571

$\bar{X} = 2.35$

P > 0.05 No significant difference

P < 0.05 significant difference.

From table 15c, principals as school managers recorded two significant areas where school population affect their managerial capacity. These areas are items 11 and 14 staffing and classroom/Laboratory adequacy, respectively.

The mean for the following item areas are equally less than average, meaning that as a result of population these aspects of their managerial capacity are affected:

- item 10 - Bureaucracy
- " 12 - equipment
- " 13 - funding
- " 16 - Supervision/visits from Ministry or Board.

Therefore as a result of school population the managerial capacity of principals are affected in the following areas:

1. staffing
2. classroom/laboratory adequacy
3. funding
4. equipment
5. supervision/visits from Ministry or Board.

Unlike school principals, teachers identified 9 areas of significant differences, where 'P' is < than 0.05, affecting their perceptions of principal managerial capacity as a result of school population.

- Item 2 Organizing
- " 3 Coordinating
- " 5 Control
- " 6 Administration
- " 12 Equipment
- " 14 Classroom/Laboratory adequacy.
- " 15 Length of stay (tenancy)
- " 16 Supervision/visits from Ministry and Board
- " 17 Appoitment of principals.

The mean scores of the following items are equally rated low by teachers.



10 - Bureaucracy

13 - Funding

TABLE 15D

POPULATION USING 'r' CORRELATION

POPULATION	:	1-100	:	101-200	:	201-400	:	401-1000	:	ABOVE 1000
'r'	:	0.653	:	0.462	:	0.445	:	0.325	:	0.323
	:		:		:		:		:	

Applying the Pearson correlation( $r$ ) there are positive relationships between principal and teachers' perception of principal managerial capacity as it affects the school population. The ' $r$ ' reveals that the larger the school population the lower the positive relationships with the two observers - principals and teachers. This confirms that school population has a great impact on the managerial capacity of school principal. The larger the school the lesser the positive relationships.

H.6.V is therefore accepted as demographic variables of sex, location and population have significant impact on principal managerial capacity

H.6.vi Duration of stay and length of time spent in schools will significantly affect perceptions of principal managerial capacity between Government and Board Schools

TABLE 16

EFFECTS OF LENGTH OF STAY OR DURATION OF TIME

	PRINCIPALS	TEACHERS	'r'
GOVERNMENT	2.96	3.17	
BOARD	3.16	3.18	0.635
F. RATIO	0.203	0.887	
DF	78	574	

Length of stay or duration of time spent in schools were perceived the same way by both principals and teachers. There are no significant differences in their perceptions. Ratings of principals and teachers at 'F' 0.203 and 0.887 respectively are  $P > 0.05$  hence no significant difference and with 'r' at 0.635 there appeared to be significant correlation between the two observers.

However, ratings by both principals and teachers in Board schools are higher than their counter parts in Government schools implying that principals and teachers in state schools Board enjoy better tenancy than those in Government schools. Principals and teachers' ratings of 3.16 and 3.18 respectively are slightly higher than those of Government 2.96 and 3.17 for principals and teachers respectively. when pooled together there appeared to be no significant difference but with the Duncan mean there are slight differences between perceptions of length of stay in Government and Board Schools.

H.6 vi is rejected.

H.7 (i) The level of teacher productivity will be perceived as high by students.

TABLE 17  
STUDENT PERCEPTION OF TEACHER PRODUCTIVITY

ITEMS	MEAN	T. VALUE	H/L	D.F	% RATED HIGH
1. CLASS MANAGEMENT	3.21	55	H		
2. RECORD KEEPING	3.39	56	H		
3. GENERAL EVALUATION	3.30	54	H		
4. SCHOOL GUIDANCE	2.93	52	H		
5. CO-CIRRICULAR ACTIVITY	2.72	50	H	810	80%
6. EXTRA ADMINISTRATIVE	2.85	51	H		
7. INADEQUATE PREPARATION	2.71	50	H		
8. STAFF ADEQUACY	2.35	46	L		
9. DISSATISFACTION/IRRELEVANCES	1.95	42	L		
10. MALE/FEMALE OUTPUT	2.85	51	H		

$\bar{X} = 2.67$

$T \geq 50 = \text{high}$

$T < 50 = \text{low}$

From table 17 above, out of 10 items of teacher productivity, 8 (80%) were perceived as high, while 2 (20%) were perceived as "low."



H.7 (i) is therefore accepted

H.7 (ii) There will be no significant difference in the perception of teacher productivity between male and female teachers in Government and Board Schools

TABLE 18

PERCEPTION OF MALE/FEMALE TEACHER PRODUCTIVITY IN GOVERNMENT AND BOARD SCHOOLS

SEX	GOVT. SCHOOLS	BOARD SCH.	F. RATIO	DF
MALE	3.22	2.85	0.788	243
FEMALE	2.82	2.77	0.456	567

From table 18 above, there are no significant differences in productivity between male and female teachers in both Government and Board Schools. The 'F' ratio for Male and Female of 0.788 and 0.456 are  $P > 0.05$  hence no significant difference. Using Duncan mean, both male and female teachers of Government schools are rated slightly higher than their counter parts in Board schools with 3.22 and 2.82 for male and female teachers respectively in Government schools.

2.85 and 2.77 for male and female teachers respectively in Board schools. Another finding is that in both Government and Board schools male teachers' productivity were rated higher than their female counterpart.

H.7 (ii) is therefore accepted



H.7. (iii) There will be no significant difference between male and female students in their perceptions of teacher productivity

TABLE 19

MALE AND FEMALE STUDENTS PERCEWPTION OF TEACHER

PRODUCTIVITY

ITEMS	1	2	3	4	5	6	7	8	9	10	DF
MALE	3.19	3.22	2.39	3.25	1.89	2.66	2.64	2.62	2.21	3.20	
FEMALE	3.24	3.36	2.53	3.41	1.91	2.76	2.56	2.37	3.03	3.22	
F.RATIO	0.088	0.0037	0.0490	0.610	0.172	0.258	0.046	0.001	0.623	0.632	810

From the analysis in table 19 above, students identified 3 areas of significant differences with  $P < 0.05$ .

These three areas are:

2 student Records -  $F = 0.037$

8 Staff adequacy -  $F = 0.046$

9 Female teacher productivity -  $F = 0.0001$ .

The mean score of item 5 "irrelevence or dissatisfaction" is rated low by both male and female students implying that teachers do not show signs of dissatisfaction with their work. Generally, female students perceive teacher productivity slightly higher than male students. Both male and female students rated male teacher productivity higher than female teacher productivity.

H.7 (iii) Accepted.



SUMMARY OF MAJOR FINDINGS

1. Managerial capacity of principals of secondary schools in Kwara State are rated high at 90% of significance.
2. Teacher productivity in secondary schools in Kwara State are rated high at 80%.
3. There is a significant relationship between principal managerial capacity and teacher productivity in Kwara State secondary schools.
4. Both the academic and social aspects of principal managerial capacity were perceived high by both teachers and principals at significant level of  $T \geq 50$ .
5. Perceptions of younger teachers of 1-10 years were slightly rated lower than those of younger principals with  $X$  2.52 and 3.00 respectively.
6. The ratings of older teachers (11-15 years and above) in their perceptions of principal managerial capacity were slightly higher than their older principal counterparts with  $X$  3.12 and 2.65 respectively.
7. Principals of schools regardless of their qualifications had no significant differences in their perception of their managerial capacity with 'F' 0.172  $P > 0.05$ .
8. Teachers' qualifications had significantly affected teachers' perception of principal managerial capacity with 'F' at 0.030;  $P < 0.05$  and significantly noticeable was the very low rating of the perception of the social aspect of principal managerial capacity by the only Ph.D



teacher with a X of 1.00.

9. Both principals and teachers score low ratings for the following areas of principal managerial capacity

1. Funding
2. Classroom/Laboratory adequacy
3. Supervision or visits from Ministry and Board.

10. Sex has significant impact on the following areas of principal managerial capacity:

- i. Planning -  $F = 0.022$   $P < 0.05$
- ii. Motivation -  $F = 0.013$   $P < 0.05$
- iii. Interventionist -  $F = 0.014$   $P < 0.05$
- IV. Bureaucracy-  $F = 0.011$   $P < 0.05$
- V. Classroom/Laboratory Adequacy -  $F = 0.030$   $P < 0.05$

11. Principals in urban and rural areas do not perceive location significantly different except in the areas of tenancy or length of stay in schools with 'F' 0.037  $P < 0.05$ . While there were significant difference in teachers ratings in urban and rural areas in the following 4 areas:

1. Equipment
2. Funding
3. Supervision/visits from Ministry and Board
4. Appointments of school managers.

12. With school population, while principals identified 3 areas of significant differences:



- i. Staffing
  - ii. Classroom/Laboratory adequacy
  - iii. Supervision/visits from Ministry and Board,
- teachers on the other hand identified 8 areas of significant differences:
- i. Organizing
  - ii. Coordinating
  - iii. Control
  - iv. Administration
  - v. Equipment
  - vi. Classroom/Laboratory adequacy
  - vii. Supervision/visits from Ministry and Board
  - viii. Appointments of school managers (Principals)
13. Out of the 10 areas of teacher productivity 8 (80%) were rated high at  $T \geq 50$  while 2 (20%) were rated low at  $T < 50$  by students. Areas rated low are Staff Adequacy and teachers' dissatisfaction or teacher talking irrelevances to student in classes.
14. Teachers in Government schools were perceived as having higher productivity than their Board counterpart.
15. Female teachers' output were rated lower than their male counterparts in both Government and Board Schools.

CHAPTER 5

DISCUSSIONS AND RECOMMENDATIONS

This chapter discusses the major findings of this study under the following headings:

1. Perception of principals managerial capacity by school manager (Principals) and teachers.
2. Perception of teacher productivity.
3. The relationship between principal managerial capacity and teacher productivity.
4. Managerial capacity and teacher productivity under the control of the Ministry of Education and State Schools Board.
5. Perceptions of academic and social aspects of school goals.
6. Perception of appointments of school managers in Kwara State Secondary Schools.
7. The impact of personal variables and demographic variables on perceptions of principal managerial capacity and teacher productivity.
8. Students' perception of teacher productivity.

Perceptions of Principal Managerial Capacity

One of the first major findings of this study shows that perceptions of principal managerial capacity by both school managers (Principals) and teachers are significantly high. Out of 10 criteria under which principal managerial capacity



were measured 9 items, representing 90%, were perceived by both teachers and principals to be significantly high with T. value of the 9 items  $> 50$  while only one item, no 10, was rated low by both principals and teachers (table 8). The researcher's inclusion of "bureaucracy or traditional" managerial aspect was deliberate, as he was trying to find out whether principals, as managers of schools in Kwara State, were being seen as "conservative", "bureaucratic" or still use the "traditional" approach in their managerial approaches. With the low ratings by both principal and teachers with X 1.61 and 1.81 or T.40 and 41 for principals and teachers respectively, the item was perceived as not significant, implying that our principals, as school managers, were not viewed as being bureaucratic in their dealings with their teachers. One would have expected that teachers' assessments of the bureaucratic aspect of principal managerial capacity would be significantly high as they were at the receiving end, but that was not the case. As a group, teachers were assumed to be most important in assessing the principal managerial capacity and as subordinates who looked towards principals for help and assistance as their leader, their high ratings of the most items of principal managerial capacity confirmed that principals in Kwara State have great managerial capacity for the required high standard performances in our secondary

schools.

While agreeing with Umaru<sup>1</sup>, that the most vital requirement for success is for each principal to become more conscious of his managerial functions, this study does not support his submission that:

most of the problems facing our schools today are attributable to the failure of our principals to see themselves primarily as managers.

Contrary to Umaru's observations, both principals and teachers see their principals primarily as school managers by relatively high ratings given to the 9 dimensional areas of principal managerial capacity of planning, organizing, coordinating, motivating, controlling, administering, supervising, intervening and social and by rejecting the idea that their principals were bureaucratic. On many occasions, principals as school managers were blamed by the authority, Government and State Schools Board, for faults that were not solely those of the principals, like when principals were blamed for students' poor performances in public examinations. Authorities usually forget that they might have contributed to poor performances by not helping school managers in providing the required human and material resources. In Kwara State, no principal employs teaching staff. They are posted to schools from either the Ministry of Education or the State Schools Board without the

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1. Umaru, op. cit., p.9

knowledge of school managers, who have no right to reject any teachers regardless of whether such teachers were needed or not. In some cases, schools are understaffed, in others, there are poor staff balancing on subject basis. In which case there are subject areas with over-staffing, while other subject areas experience shortage of staff. In some cases, subjects are left untuaght for lack of teachers. This study had proved that poor performances may not have been as a result of poor principal managerial capacity, but as a result of lack of what the study regarded as "Supportive aids" or what Obanya<sup>1</sup> regarded as reinforcement" or necessary assistance from the authorities controlling schools in Kwara State. In line with this study, Obanya was of the opinion that "between school supervision should aim at strengthening the efforts made at within school level."

From the results of the analysis, it is quite clear that both principals and teachers' ratings of supportive aids such as funding, staffing, equipment, adequacy of classrooms and laboratories are rated low (table 15A).

There are areas where the Ministry of Education and the state's school Board should come to the aid of school managers. Conscious of defficiencies of the "supportive aids" from the Ministry and the Board Umaru<sup>1</sup> submitted that:

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1. Obanya, op. cit.



It is no use engaging in nostalgic longing for days gone by when all resources for providing sound education and maintaining discipline were available. The challenge facing the society today is how we can still run schools efficiently,

and effectively in the face of declining resources and societal dislocation. Umaru went further to aver that management was not just passive or adopted behaviour but had major responsibility for creative action by taking actions to make the desired results come to pass. He felt that principals did not appreciate the need for creative action to make the desired results come to pass. Umaru appeared to have no sympathy for principals plight as he maintained that:

the more one listens to complaints of school administrators the more apparent it becomes that these basic principles are not sufficiently appreciated.

The above goes to confirm that principals managerial capacity and teacher productivity were seriously affected by lack of sufficient aids or supports from the Ministry of Education and the state schools board. Even paying of visits to schools were equally inadequate as this item was equally rated low by both principals and teachers.

Unlike Umaru, the findings of this study tended to agree with Shekarau<sup>2</sup> who observed that in the implementation of the 3-3 system, the principal has a key role to play, but that "the principal is being asked to operate a system

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1. Umaru, Op. Cit.  
2. Shekarau, Op. cit.

without the necessary personnel and material required" and

Being at the receiving end, he (principal) always received the most painful pinch of the problems, for the parents of the innocent children placed under his care know no one to be responsible but him (principal).

Principals of secondary schools were equally unlike what Simon<sup>1</sup> described as "heads carrying for too big a burden so as to live up to the traditional ideals of being a good headmaster" Simons description implied lack of delegation of authority which could lead to "role strain" or "role overload" of heads of schools. In Kwara State, school administrators having such "role strain" could imply being bureaucratic or traditional in their approach. This was however not the case according to the findings of this study. With the low ratings of this item by both principals and teachers, schools managers in Kwara State were not perceived as being bureaucratic or traditional in their managers capacities.

From investigations and discussions with some school managers in Kwara State, the researcher was able to establish that broad decisions on major overall school policies were principally made by the Ministry of Education and the state schools Board.

Staffing, allocation and disbursement of funds, supply of equipment and provisions of classrooms and laboratory equipment are "supportive or reinforcements" to principal

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1. Simon, OP. Cit.

managerial capacity. In most cases it was discovered that these supportive aids fell short of expectations and this appeared to have seriously handicapped principals' capacity for effective teacher productivity. In many cases school managers had to resort to Parent Teacher Association (PTA), Board of Governors and the Advisory Boards for help. Even when this happened, principals of schools were usually subjected to undue scrutiny by the ministry and Board, and bureaucratic procedure before allowed to use allocations approved by the P.T.A; the Advisory Board or Board of Governors. In addition, planning was usually done without the knowledge of the principals who are usually directed to execute plans done for them. This was reflected in table 15A where ratings for 'planning', 'F' 0.272 >.05 and 0.022 < 0.05 for principal and teachers respectively and with "r" = 0.436 depicting statistical significant difference and low relationships. In which case teachers felt principals' managerial capacity were adversely affected by improper planning or lack of involvement at the planning stage. This goes to confirm that principals were given little or no opportunity in planning for their schools. Principals only "carry out plans and policies" as "so directed" by the Ministry or Board. From these findings, there is the need for principals to be consulted before evolving policies that would affect their schools. Such participatory



responsibility would make school managers to be more dedicated and more involved. Principals also need the required "supportive aids" from the Ministry and the Board. With the analysis of the result as shown in table 8, perceptions of principal managerial capacity were rated high. There is however, the need for the required supports from the authorities controlling the schools.

#### Perception of teacher productivity

For the purpose of this study, the areas of teacher productivity investigated were classroom management, record keeping, general evaluation, school guidance, co-curricular activities and extra-administrative duties. All these were processes to an end and not end results by themselves. This study decided to make students evaluate their teachers productivity through the TPQ instrument. This was done as students were mostly the direct receivers of teachers instructions within the school system. Teachers must also be constantly aware that their performances were equally evaluated through the learners' achievement which would be regarded as a reflection of teacher's input. Therefore, in the secondary schools there is the need to obtain inputs from the teachers, his immediate superior (principal), his colleagues, his students and the Ministry/Schools Board inspectors. Each of these groups has a contribution to make towards giving a total picture of the productivity of any

given teacher. If the teacher cannot say much about his own personality, he should be able to give a clear indication of the teaching technique employed by him, and if students are not competent to pass judgement on the teaching technique, they can assess the personality of the teacher. His immediate supervisor and other subject colleagues can assess his competence in subject contents as well as the manner in which he blends his personality into lesson presentation. Each time students are assessed, there are some measures of success or failure of the teacher in the performance of students. In addition, it should be possible for students to complete structured questionnaire on their teachers' productivity in terms of how they see their teachers performing their classroom teachings and other relevant delegated or assigned duties.

This researcher is aware of differences of opinion in using students to assess teachers' productivity. Researchers and writers like Bradley <sup>1</sup> and Werdell <sup>2</sup> were of the opinion that students might not be mature enough for correct assessment hence students submissions might be biased.

However, this study tends to agree with Lehmann <sup>3</sup> who

1. Glanya H. Bradley: "What do College Students like and dislike About College Teachers and their Teaching" Educational Administration and Supervision, 1950 Vol.36 pp113-120.
2. P.Werdell. Course and teachers evaluation: A student's confidential Association 1966.
3. I. Lehmann, "Evaluation of Instruction" In Paul Dresssl et. al. (eds) Evaluation in Higher Education, Boston Houghton Mifflin co. 1961.

asserted that:

students are perceptive and they become more so when they realise that their opinions are seriously regarded.

In his own submission Gustad <sup>1</sup> in support of Lehmann said that:

students are virtually the only direct observers and are in the position to assess their teachers' performances should they be asked the right questions.

While this study agrees that there are many other yardsticks students can use in assessing their teachers' productivity the seven dimensional measures chosen for this study were meant to investigate the process which is almost in agreement with Kent <sup>2</sup> who was of the opinion that even though students might not be able to assess their teachers mastery of their subject matter, they were in a better position to judge whether or not their teachers had presented their subject or carry out their responsibilities in the expected ways or whether they have stimulated their interests or increased their understanding and concluded that "well designed studies have demonstrated that student ratings are reliable."

While Costing <sup>3</sup> et al declared that:

students ratings of instructors are generally found to be stable, internally reliable and valid with respect

1. J.W. Gustad, "Evaluation of teaching performances. issues and possibilities" Improving College Teaching Aids and Impediments, Background papers of the American council on Eductaions 49th Annual Meeting, Washington, The Council 1966 p.133.
2. L. Kent, "STudents Evaluation of Teaching," Educational Record, Summer 1966 p.401.
3. Greenough F.W.T. Costing. and R.J. Menges, "Student Rating of college teaching reability, validity and usefulness" in Review of Education Research, 1971, Vol.41 pp 511-536.



to many criteria of teaching effectiveness. From the foregoing, this study believes strongly that students' assessments of their teacher productivity could be valid basing it on the clarity of the instruments used in measuring teacher productivity. The researcher is aware that students' assessment of teacher productivity is not a common practice in Kwara State secondary school and in many states of Nigeria as students are being regarded as not mature enough to assess their teachers. However, it is the belief of this researcher that with good and simple structured questionnaires, students can accurately and successfully assess their teachers' productivity.

From the results of the findings (table 9), the researcher discovered that students actually understood what was expected of them. Their response to the instrument showed a clear understanding and implications of the instruments. The researcher deliberately included one or two items that were anti-productive to find out if students' assessments would reflect that teachers were anti-productive or that they think more of their personal problems than facing the job for which they were being paid.

From the instrument, the TPQ nos. 20 and 21 were deliberately included to find out what students feel about their teacher on what the researcher regarded as "dissatisfaction or irrelevances." Interestingly enough, of all the parameters used the scores for this item were

generally below the average scores and with  $T < 50$  and hence perceived as not significant. Whereas, within the same instrument students were able to identify that their teachers were usually frequently transferred. This actually indicated that students were aware of what went on in their schools and with proper guidance and well structured instruments, students can give the true picture of their teachers productivity.

For this reason, the assessments of high teacher productivity (80%) as rated by students can be said to be valid, reliable and could stand the test of time. This study agrees with the students' assessment of the high significant scores to 8 out of 10 items of the TPQ. indicating that students understood the implications of the instrument as indicated in table 9 chapter 4. The items rated below average and with  $T < 50$  were:

8. staff adequacy
9. dissatisfaction or irrelevences.

From this result, students did not feel that teachers showed dissatisfaction with their job or talk irrelevances the mean scores for "extra administrative" and "inadequate preparations" were low indicating that students realized that their teachers specially coached them for examinations rather than spreading the coaching or testing throughout the major periods of school time. In terms of



extra-administrative activities students were able to observe that their teachers were less very active in duties like being house-masters, form-masters, games masters and other extra-administrative functions delegated to them by their principals. The "school guidance" was rated just a little above the average; this might have resulted from the less emphasis being placed on guidance counselling in our schools. Teachers who are not very much interested in extra administrative activities might have resulted from the fact that some of these duties do not carry any remunerations or staff are never rewarded for such activities which they possibly regarded as part of the principals' job.

Outstanding high ratings were given to items leading to academic excellence. Items such as class management, Record keeping, general evaluation of students work and co-curricular activities were generally rated very high by students.

From the above, teachers productivity in kwara State was perceived significantly high by both male and female students.

This study therefore agreed with Costing <sup>1</sup> Lehmann <sup>2</sup> and Kent <sup>3</sup> on the need for students ratings and assessments of their teachers. Students assessments could be "valid and

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1. Costing, Op. cit.

2. Lehmann, Op. cit.

3. Kent, Op. cit.



reliable" with respect to many criteria when "asked the right questions" The findings of this study does not quite agree with Madubuike's observations in his "Good will messege to the conference of Nigerian Union of Teachers: (1980) <sup>1</sup> when he drew the attention of the NUT to the "unethical behaviours" of some teachers who:

lack a sense of devotion and direction. They spend their time running around for contracts and engage in petty trading. These traits naturally detract from their effectiveness (productivity)

While one might not completely dismiss Madubuike's assumption on teachers, it has not been proved by this study. It might be possible that teachers engage in petty tradings in order to make two ends meet but such activities had not proved to necessarily lead to ineffectiveness or poor productivity as students had not perceived their teachers as such.

Apart from the need to involve principals in the planning stages of the school activities, this study agrees with the UNESCO <sup>2</sup> recommendations that:

i. since teachers were particularly qualified to judge the teaching aids and methods most useful for their pupils,

1. I.C. Madubuike, "Goodwill message from the Houourable Minister of Education to the conference of the Nigerian Union of teachers holding in Calabar on 31st March, 1980" The Nigerian Schoolmaster, the Journal of the Nigerian Union of Teachers, Jan - April, No.19, 1980.

2.UNESCO, "Recommendations concerning the status of teachers" UNESCO Inter-governmental Special Conference on Status of Teachers Paris, Oct. 5th 1966 p.56.

they should be given the essential role in the choice and adaptation of teaching materials, the selection of books and the application of teaching methods within the framework of approved programme.

- ii. where any kind of direct assessment of teachers work is required such assessment should be objective
- iii teachers should be free to make use of such evaluation techniques as they deem useful, for the appraisal of pupils' progress.
- iv. all teachers should seek to achieve the highest possible standard in all professional work
- v. authorities (principals) should establish and regularly use recognized means of consultations with teachers' organization on such matters as educational policy, school organization and new developments in the education service.

#### Relationships Between Managerial Capacity and Teacher productivity

It is assumed that principals as school managers would always provide the desired necessary climate conducive to high teacher productivity. This study assumed that the capacity of principals as school managers to direct the school activities would reflect on teachers' reaction and the resultant teacher productivity. From the results in table 10 chapter 4 there was a high positive relationship

between principal managerial capacity and teacher productivity in Kwara State Secondary Schools. With 'F' ratio at  $.530 > 0.05$  there was no statistical significant difference between the perceptions of principal managerial capacity and teacher productivity. With the Pearson Product correlation of 'r' at 0.635 there is a high positive relationships between principal managerial capacity and teacher productivity in Kwara State Secondary schools.

With the criteria used for the managerial capacity and teacher productivity, principals managerial capacity was perceived by both principals and teachers relatively positive enough for high academic and social goals of school activities. AS observed by Szreter (1969)<sup>1</sup> that principals managerial capacity and teacher productivity might be determined by:

- (1) the cultural function concerned with the transmission of values and attitudes essential to social cohesion and historical continuity
- (2) the instructional function concerned with the transmission of knowledge
- (3) the economic function of equipping the young for earning their livelihood and
- (4) the social selection function operating as a determinant

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1. R. Szreter, "History and the sociological perspective of Educational Studies" University of Birmingham Historical Journal Vol.XII, 1969 pp4-5.



of social position in status and occupation.

Therefore, both managers and teachers might be reminded by the above that the school is servicing the society. Point no 2 above is particularly relevant to the findings of this study. The managerial capacity had been proved to have assured high teacher productivity in terms of output for high academic goals.

Another three areas of effectiveness (productivity) identified by Anderson (1954) relevant to this study were:

- i. the results produced
- ii. the process employed in teaching
- iii. the equipment the teacher possesses for teaching + qualifications.

This study confirms that the processes identified as productivity criteria had been satisfactorily handled by teachers in schools. It was however identified that the "supportive aids" or "reinforcements" were identified as handicaps for proper managerial capacity and teacher productivity. The supportive aids like equipment and supply of qualified teachers as identified by Anderson above were the responsibilities of the Ministry of Education and the State Schools Management Board. Whatever deficiencies

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1. Multon Harold Anderson, "A study of certain criteria on teaching effectiveness" Journal of Experimental Education, Vol. XXIII, No. 1, Sept. 1954 pp. 41-71.

identified in those areas could not be blamed on the principals and teachers but on the Ministry and the Board. Other areas identified as militating against managerial capacity and high productivity by both principals and teachers, which might not be peculiar to Kwara State alone, were observed by the NUT. in their "memorandum" to the Federal Government in (1987) when the Union submitted that:

We are privileged to know that the infrastructural situation in many schools in Nigeria is unsatisfactory. Talk of building, except the town schools, the roofs are tattered, ceilings are luxury, the floor is all dust, the windows and door shutters are hard to come by, the pupils do not have enough desks and chairs to use..... teachers in some cases stand by the wall because they have no chairs and tables to use. registers, record books, chalk and exercise books for lesson notes are no longer provided in some schools.

The above situations according to the findings of this study are equally applicable to Kwara State, where students are made to purchase lockers and chairs and even stationery for use in schools. In fact, many schools depend on the PTA for survival. This may have accounted for the very high ratings of a mean of 3.25 and 3.20, on P.T.A. participation, by principals and teachers respectively. No matter how good school managers are, and how hardworking teachers might be perceived to be, without the necessary tool to work with, the end results could be negative. Even though this study discovered that principals of secondary schools were

1.N.U.T. "Education in Nigeria - Problems, Teachers' grievances and demand" N.U.T. Memorandum to the Federal Government 20th March 1987 p.13.

adjudged highly capable and teachers highly productive without the necessary "supportive aids" the end result might be negative. This might have accounted for the general poor performances in public exams, like the G.C.E, despite the high input by both principals and the available teachers.

The results of this study shared some of the feelings of Jiboyewa (1979) <sup>1</sup> when he enumerated the following among many other reasons contributing situational constraints for administrative effectiveness:

1. inadequacy of qualified teachers and supporting staff
2. inadequacy of physical facilities including classrooms, laboratories and recreational centres
3. Little or no interests by parents in their children's education.
4. overloaded classrooms
5. untrained but experienced administrators
6. untrained and inexperienced administrators
7. inadequacy of funds for carrying out administrative functions.

From the results of this study, "Supportive aids" such as staffing, equipment, funding, classroom and laboratory adequacy were rated relatively low by both principals and teachers (table 15A, chapter 4). This implies that both principals and teachers were of the view that those aspects

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1. D.A. Jiboyewa, "Theoretical look at leadership effectiveness in Nigeria" The Nigerian School Master, Journal of the Nigerian Union of Teachers No.18, Sept-Dec.1979. p.31



were inadequately provided and might have militated against principal managerial capacity and teacher productivity for the expected high academic and social goals of schools in Kwara State. However, there were no evidences in the results to show that parents were not interested in their children. On the contrary the ratings for P.T.A. participation were high showing that parents showed interests in their children for better school achievement. Unlike Jiboyewa's, there were no evidence either, to show that there were unqualified teachers. There were inexperienced school principals but the results did not show their being inexperienced were handicaps to their managerial capacity. There were agreements between teacher pupil ratings that overcrowded classrooms, especially in urban areas, affected principal managerial capacity and teacher productivity. The data in table 15D showed that the more the school population, the lower the relationship between principals and teachers. Schools with between 1-100 students had 'r' at 0.653 while those with over 1000 students had 'r' 0.323. This implies that over populated schools had some implications on the managerial capacity and eventual teacher productivity in Kwara State Secondary Schools. The pathetic situation of secondary school fundings was aptly described by the Herald editorial of 11th January 1989<sup>1</sup> when it asserted that:

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1. Ilorin. The Herald Wednesday 11th Jan. 1989 p.5

only Federal Government funded Unity schools, for instance, provide education worthy of any post primary institution. The inability of most secondary schools in the country to meet some of the requirements of the new education system is probably a strong symbolic measure of the state of secondary school education in the country.

Even though this study finds high correlation between principal managerial capacity and teacher productivity, it also submitted that the "supportive" roles to be played by the authorities controlling these secondary schools had been discovered to have hindered the final school output academically.

#### Appointments of Principals and Teacher productivity

In Kwara State, two bodies are responsible for the controls of secondary school principals and teachers within the state. These are The Ministry of Education and the State Schools Management Board. The Ministry of Education controls all Government secondary schools, while the Schools Board controlled all the Voluntary Agency and Community secondary schools. In theory, the Ministry of Education is to be a more superior partner from whom the State Schools Board should receive directives. In practice, however, the two are almost independent of each other in terms of motivating of staff - appointments, promotion and staff welfare. One of the problems of this study was to find out if there were differences in the perception of appointments of school managers between the Ministry of Education and the State Schools Management Board; and if experience and

qualification had any significant influence on the appointments of school managers.

From the findings of this study, there was no significant difference between the Ministry of Education and State Schools Board in their perceptions of appointments of school manager in Kwara State (table 12). While the perceptions of principals and teachers in Government secondary schools had a mean of 2.85 and 3.17 respectively, those of the Board had a result of 2.96 and 3.18 for principals and teachers respectively.

The 'F' ratio of principals in Government and Board Schools stood at 0.203 while those of teachers for the two showed an 'F' ratio of 0.887 each  $>0.05$  and hence no significant differences. However, the ratings by teachers in the Ministry and Board schools were slightly higher than those of principals in the two establishments. This implies that even though the two bodies were responsible for appointments of school managers, there were no statistical differences in their feelings about appointments of principals in both Government and Board schools. The notion that appointments of principals were better in one section than the other is therefore not statistically supported. But using the Duncan mean, ratings of principals and teachers serving in Board schools were slightly higher than those of principals and teachers in Government schools implying that Board schools



were more satisfied with appointments. The dual nature of control of schools in the state had always been an issue of discussion among the professionals particularly the N.U.T. as this was revealed in one of their addresses to the State Governor in 1985 <sup>1</sup> when the Union reiterated that:

Here in the state, our educational administration is dual in nature. For instance two bodies, namely, the Kwara State Education Management Board with its mini-body representatives, control the government grant-aided and former Voluntary Agency Schools while the Ministry of Education controls all the government secondary schools, technical and teacher training colleges, the two bodies operate at different wave lengths with the following resultant effects that: teachers under government are given preferential treatment in terms of posting, promotions, granting of study leaves with pay, retirement benefits, furnishing of offices and in the teaching and learning facilities.

and the NUT finally suggested that all teachers be brought under one umbrella and hence suggested a teaching service commission which would unite all teachers to allay suspicion. UNESCO <sup>2</sup> also advocated that:

since education is a continuous process the various branches of the teaching service should be so coordinated so as to improve the quality of education for all pupils and to enhance the status of teachers.

In appointing school managers one would have expected that both teachers and principals would perceive experience and qualifications as better criteria for appointments of school managers. However, from the results in table 11A, experience made no statistical significant differences in

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1.N.U.T, Op. cit.  
2.UNESCO, Op cit.

the perceptions of appointments of school managers. Principals recorded an 'F' ratio of 0.259 while teachers had 0.173 both  $P > 0.05$  hence no significant differences in their perceptions. However, younger principals of 1-10 years experience had a higher mean ratings than older principals of 11-15 years and above. The opposite was the case with teachers.

For teachers of 11-15 years and above had higher mean scores than those of 1-10 years. This implies that teachers were of the opinion that experience should be considered for appointments of school managers. This could equally imply that these old and experienced teachers expected that appointments would come to their turns judging from their previous experiences either as Vice Principals or Heads of Departments hence their ratings of experience higher than teachers of lesser experiences. Ratings of older principals were lower than those of younger ones. This might imply that older principals no longer found excitements in their job since they might have been doing the job years after years while young principals could still be excited and therefore perceived their new role as something special. It would therefore appear that since the ratings of older teachers apperaed higher than the younger ones, the former felt that experience should play a significant role in the appointment of school principals. This would be in line with UNESCO 1

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1. UNESCO, Op. cit.

recommendations that:

Posts of responsibility in education such as that of inspectors, educational administrators, directors of education or other post of special responsibility should be given, as far as possible, to experienced teacher.

The study is also in support that promotions of school managers be based on previous performances level of efficiency and experience. A situation where a classroom teacher is catapulted into the level of a school manager might imply that such a teacher had risen beyond his level of experience and competence and might be a dangerous precedent. Such a situation might lead to bias on part of the teachers and in turn lead to low morale and low productivity on the part of teachers. The above submission might run counter to Obilade's<sup>1</sup> contention in support of Peter's Principal when she quoted Peter and Hall (1969) that:

since past performances is continually used to predict future performance eventually people are promoted to a job where they would not be effective.

Obilade's view is not supported by the findings of this study as experience appeared to have been seen as a good yardstick for appointments of school managers.

Basing appointments of school managers on qualifications, the analysis of the results in table 11B, showed a statistical significant difference between perceptions of principals and teachers. Within the

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1. Obilade, Op. cit.



principals, regardless of qualifications, there was no significant difference with 'F' ratio at  $0.172 > 0.05$  while teachers had 'F' at  $0.030 < 0.05$  implying that significant differences existed between the perception by teachers. Using the Duncan mean, NCE/ND school manager had 3.00, while those with first degrees had 2.66 and those with second degrees had 3.00. Within the sampled group, no Ph.D holder was a school manager. Teachers with NCE/ND had the highest ratings of 3.00 while first and second degree holders had 2.92 and 2.76 respectively. The Ph.D holder among the teachers had a very low rating of 1.00. This might imply that the expectations of the Ph.D holder had not been fulfilled in that basing it on qualifications, he might have expected to be appointed a school manager which did not materialize hence his possibility of perceiving other school managers as less qualified, hence the very low rating resulting in statistical significant difference of 'F' at  $0.030 P < 0.05$ . While one might not generalize from the only Ph.D degree holder's perception of appointments of school managers, it would appear that qualifications had affected perceptions of teachers in their assessments of appointments of school managers in Kwara State. In which case, the findings of this study implies that experience and qualifications could be taken into account while appointing school managers either at the Ministry or Board level.

Academic and Social goals and Personal Variables

It was the aim of this study that teachers' personal variables would significantly affect teachers' perceptions of principal managerial capacity. The final goals of the output, according to this study, were managerial capacity and teacher productivity leading to high academic, and social goals. It was assumed in this study's hypothesis that teachers with first and second degrees would perceive academic goals significantly high; that teachers below first and second degrees would perceive the social aspects significantly high and that perceptions of younger teachers would correlate with younger principals on academics while older teachers would correlate with older principals on social aspects.

From experience, one would also feel that younger graduate teachers would always be eager to show the extent of knowledge already acquired from universities, by pursuing the processes that would lead to high academic goals and same with younger principals who would want to make their marks and carve some managerial images for themselves and would therefore tend to pursue more of academic activities than the social aspects of the school goals. While older teachers and principals who might have made their marks would tend to relax and attend more to personal and social aspects of the school goals. However, from the results of

table 14 there appeared to be no differences in the perceptions of both old and young principals and teachers in their academic and social aspects of school goals respectively. With principal 'F' of 0.340 and 0.052 for academic and social goals respectively, both  $> 0.05$  had no statistical significant differences in their perceptions of two aspects. With teachers 'F' of 0.313 and 0.238 for academic and social respectively both  $> 0.05$  there were no statistical significant differences between the two. With the ratings of both principals and teachers higher than the average mean for both academic and social aspects, there was no significant difference in their ratings of academic and social aspects of school goals in Kwara State secondary schools.

Considering experiences, there appeared to be a correlation between experience and the perception of principal managerial capacity. The ratings of teachers of 1-5 years experience correlate with those of principals of the same years of experience in both academic and social aspects of school goals (table 14). The same results were found between principals and teachers of 6-10; 11-15 and above 15 years respectively. From the results of the analysis in the table 14, the perceptions of both academic and social aspects should lead to high academic and social goals of principal managerial capacity and teacher productivity in



Kwara State secondary schools.

Demographic Variables of sex, location and population

Another assumption of this study was that demographic variables of sex, location and population would have significant impact on the managerial capacity, from the findings in table 15A, sex did not show much statistical differences among the principals: perceptions. Both male and female principals recorded low ratings for the following managerial aspects of their school activities.

Item 10: -Bureaucracy or traditional aspects of principals managerial capacity. Therefore, principals in Kwara State Secondary Schools did not perceive themselves as being bureaucratic.

Item 11 Staffing: both male and female principals were of the opinion that staffing were inadequate in schools as both rated this item below the average mean.

Items 12 and 13, Equipment and Funding were equally rated below the average; also rated low was item 16, "visits from the Ministry of Education and the Board"

The results imply that principals, regardless of their sex observed that their managerial capacity were being handicapped by lack of staff, poor funding, poor equipment, inadequate classroom and laboratory facilities. It is equally evident that both the Ministry of Education and the

State Schools Board do not pay regular visits to their principals either in form of routine inspections or friendly visits to advise and encourage them or to inform them about policy matters affecting their administrations. Most of what this study regarded as "supportive aids" were lacking in Kwara State secondary schools. The resultant effect could be poor academic and social goal achievements since no matter how good school managers are and how productive the available teachers could be, without the necessary tools for effective performances the final output might be poor.

When there were no statistical significant differences with principals regardless of sex, teachers recorded statistical significant differences in the following areas:

- i. Planning - 'F' ratio 0.022 < 0.05
- ii. Motivation - 'F' ratio 0.013 < 0.05
- iii. Interventionism - 'F' ratio 0.014 < 0.05
- iv. Bureaucracy/Traditional - 'F' ratio 0.014 < 0.05
- v. Classroom/Lab. adequacy - F = 0.030 < 0.05

The following items were equally rated below the average mean by both male and female teachers: Equipment, funding and Ministry or Board visits in most of the items. There were close relationships between ratings of principals and those of the teachers in their perceptions. However, where there were statistical significant difference between the ratings of male and female teachers, it was observed that in

most cases the ratings of female teachers were generally lower than their male counterpart, implying that female teachers appeared more dissatisfied with those areas of principal managerial capacity than the male counterpart. For example, ratings for 'planning' were 3.64 and 3.51, "Motivation" 3.04 and 2.93; "Interventionist" 3.34 and 3.18; Traditional/Bureaucracy 1.81 and 1.93 and Classroom/Lab adequacy 2.52 and 2.34 for male and female teachers respectively. It was equally noticeable that female teachers perceive their principals as more bureaucratic in their managerial capacity than their male counterparts. From this it appeared that female teachers in Kwara secondary schools were less satisfied than their male counterpart in working with their counterpart, in working with their principals as managers of our secondary schools. This was equally reflected in the students perception of teacher productivities where student rated the level of productivity by male teachers higher than the female teachers. Male teachers were perceived to be more productive than their female counterpart.

In terms of location one would normally expect that principals and teachers in Urban areas would show better satisfaction than their counterpart in the rural areas. But from table 15B, there were very few areas of statistical significant differences between principals and teachers in urban and rural areas.



With principals, there was only one area of significant difference, "length of stay or tenancy", recorded. Ratings of principals in rural areas were slightly higher than those of urban principals with 2.74 and 2.37 respectively. This implies that principals in rural areas enjoy longer stay in office than principals in urban areas. However, the following items were rated below the average mean by principals in urban and rural areas:

11. Bureaucracy/traditional

12. Equipment

13. Funding

In which case whether in the rural or urban areas, equipment and funding were inadequate, while principals did not perceive themselves as being bureaucratic in their approach to their managerial duties.

As for teachers, there were two areas of statistical significant differences recorded:

16. Ministry/Board visits  $F = 0.0045 < 0.05$

17. Appointment of Managers =  $F 0.039 < 0.05$

In these two items teachers in the urban areas recorded higher ratings implying that they were more satisfied than their rural counterpart. Other items with low ratings by teachers were:

12 Bureaucracy

12 Equipment

13 Funding

Like principals, regardless of location, teachers also perceive equipment and funding as problems to the managerial capacity and teacher productivity in their respective schools. Teachers did not see their principals as being bureaucratic whether in the urban or rural areas. From these findings, it could be concluded that there is a high correlation between perceptions of principals and teachers in both rural and urban areas as both identified the same areas militating against principal managerial capacity and teacher productivity in Kwara State secondary schools.

With population, principals, as managers of schools, identified two areas of statistical significant differences (see table 15c):

11. Staffing -  $F = 0.020 < 0.05$

14. Classroom/Lab. adequacy -  $F = 0.0006 < 0.05$

These two areas are crucial to successful school management and teacher productivity. Ratings of the items were slightly higher in urban than in rural areas implying that schools in urban areas were more comfortable in the teacher-pupil ratio than schools in rural areas. Even though school managers were rated high in their managerial capacity, their capacity and capability could be shakened by lack of teachers to cope with the work load and students population and the consequence could be poor academic and social output. Other items rated low by principals as a result of school

population were items:

- 3 - coordinating
- 10 - bureaucracy/traditional
- 12 - Equipment
- 16 - Ministry/Board visits
- 17 - Appointment of school managers

These were areas identified as militating against principals managerial capacity as a result of school population. The low rating for "coordinating" was more prominent in urban areas where there are more student-teacher populations than in the rural areas.

Teachers who were the direct receivers of the principals supervision and directly in contact with student-population identified 9 areas of statistical significant differences.

These are items:

2. Organizing -  $F = 0.0023 < 0.05$
3. Coordinating -  $F = 0.020 < 0.05$
5. Control -  $F = 0.011 < 0.05$
6. Administration -  $F = 0.001 < 0.05$
12. Equipment -  $F = 0.0015 < 0.05$
14. Classroom/Lab. adequacy -  $F = 0.011 < 0.05$
15. Length of Stay (tenancy) -  $F = 0.0001 < 0.05$
16. Ministry/Board visits -  $F = 0.0001 < 0.05$
17. Appointment of Managers -  $F = 0.0002 < 0.05$

In addition to the 9 areas of statistical significant



differences, "Funding," "Staffing" and "bureaucracy" were equally rated low by teachers.

Using the Pearson correlation 'r' (table 15D) it was discovered that the smaller the population, the closer the relationships between the principals and teachers, the ('r' of 1-100 school population was 0.653; Above 1000 = 0.323 respectively. Implying that there is closer working relationships between principals and teachers of smaller schools than those of bigger schools. One might be tempted to say that it was obvious because of the close unit of smaller schools but this should not be necessarily so in that in the bigger schools of Kwara State Secondary Schools, older and very experienced principals of special grade levels are usually posted there.

They are assisted by two experienced vice principals in charge of administration and academics respectively. Whereas in smaller schools principals appointed are usually of lesser experience and grades, with or without any vice principals to assist them. One would have expected that the principal managerial capacity would have not been perceived differently since two vice principals would be expected to be able to cope with the teacher - student population in addition to the principal. With the revelation in this study, it would appear that population could constitute a limiting factor to the principal

managerial capacity and teacher productivity in Kwara State Secondary Schools. It might be advisable that school population be reduced to manageable sizes particularly in urban areas of Kwara State as population appeared to have been a major factor inhibiting principal managerial capacity and teacher productivity in Kwara State Secondary Schools.

This study is therefore in agreement with Anioke (1979) <sup>1</sup> who observed that:

In many of our secondary schools in urban centres, you have classes with over 50 pupils. A teacher in front of a big group of pupils can instruct or drill but he cannot educate

School population could therefore be viewed as one of the many factors militating against high school academic output inspite of the high ratings for principal managerial capacity and teacher productivity in Kwara State Secondary Schools.

Another assumption of this study is that in order to be able to properly assess principal managerial capacity and teacher productivity some length of time or duration of stay in a particular school be allowed. At least a minimum period of 3-5 years could be a good yardstick for measuring the success or failure of school administrators and their

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1. George, C.I. Anioke. "Factors that militate against Quality Education in our Secondary Schools, " School master - Journal of Nigerian Union of teachers, No.18, Sep-Dec. 1979. pp.27-30.

teachers. From the analysis in table 16, there were no significant differences between the perceptions of principals and teachers in the length or duration of time spent in particular schools. With 'r' at .635 there was high relationship between the perceptions of principals and teachers in their assessments of duration of stay in schools. With 'F' = 0.203 and 0.887 for principals and teachers respectively, both  $> 0.05$ , there is no statistical significant differences in their perceptions. However, using the Duncan mean, ratings by principals in the Ministry and Board Schools were lower than teachers' ratings. Another observation was that the rating by principals and teachers in Board schools were slightly higher than ratings by teachers and principals in Government secondary schools. The implication is that principals in both the Ministry and Board Schools were of the opinion that time spent in schools were inadequate while teachers appeared satisfied with the length of time they spent in schools. This would mean that principals were more subjected to frequent transfers and replacements than the teachers. It is equally noted that principals in Board schools enjoy a longer period of stay than principals in Government Secondary Schools. The same thing with teachers in government secondary schools having the feelings that they were more subjected to frequent changes than their Board counterparts within the



same state.

These different perceptions arose from the dual nature of secondary school administrative control in Kwara State where one is under the direct control and supervision of the Ministry of Education, while the other is under the direct control and supervision of Kwara State Schools Management Board. Frequent transfers, as perceived by government principals and teachers could be counter-productive and reduce output academically and socially. It makes it difficult to have an accurate assessments and judgements of principals' abilities to manage schools as they do not execute, to logical conclusions, programmes initiated by them. With the analysis in table 16 and the apparent differences existing between perceptions by principals and teachers under the Ministry and Board controls, this study cannot but agree with the N.U.T. <sup>1</sup> submission that it would "augur well if teachers in the state secondary schools could be brought under the same umbrella", while schools were given the same preferential treatment. In her plea for a teachers' commission in the state, the N.U.T. argued

There is the civil service commission for civil servants in every state of the Federation and the Local Government Service Commission is also in every state for the Local Government workers. As usual, it is only teachers that every state is allowed to manage through anybody found convenient.

The dual nature of secondary school administration in Kwara

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1. N.U.T. Op. cit.

State sometimes lead to suspicion and misunderstanding in terms of policy interpretations and motivation of teachers. This was why the N.U.T. conceived the notion that teachers under government establishment were being given "preferential treatments in terms of postings, promotions, granting of study leave with pay, automatic re-absorption after leave, retirement benefits and furnishing of offices". If teachers are placed under the same administrative umbrella such suspicions would be eliminated. As a matter of fact, the opposite of the N.U.T's notion could be the case in services under the State Ministry of Education. principals and teachers of the state schools Board enjoy better tenancy as indicated in the analysis than their counterpart in Government schools. In terms of "preferential" treatment, it might not necessarily be so and when we talk of motivation, particularly with promotion of staff, the board teachers were usually better off than their counterparts in Government secondary schools.

To remove such suspicions this study would be in support of a single body to manage teachers' affairs in Kwara State. This could be in form of the teaching service commission as being practised in some states of the Federation as at now. This suggestion would be in line with the N.U.T's recommendation that "a unified condition of service for all teachers in the Federation will go a long way to remove

frustration among teachers".

Teacher productivity

One of the assumptions of this study was that there would be significant differences in students' perception of teacher productivity in Kwara State Secondary Schools. As previously submitted, students were in good position to assess their teachers' productivity since they were at the receiving end.

This was equally the views of some writers and researchers like Awoyemi <sup>1</sup>, Osinowo <sup>2</sup>, Lehmann <sup>3</sup>, Bradley <sup>4</sup>, Wardell <sup>5</sup>, Costing et al <sup>6</sup>, Aleamoni and Spencer <sup>7</sup> and many others. This study agrees with the proposition that students assessments could be valid, stable and internally reliable. Table 17 shows the results of students perception of their teacher productivity in the ten broad areas used as criteria for the assessment of teacher productivity in this study. Out of the 10 criteria, 8(80%) were perceived as significant, while only 2 items were adjudged not

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1. Awoyemi, Op.cit

2. C.O. Osinowo, "Relationship Between Principal Instructional Leadership role and Teacher Classroom Task Performance in Ogun State Secondary School" Unpublished Ph.D Thesis: Faculty of Education, University of Ibadan 1986.

3. Lehmann, Op. cit.

4. Bradley, Op cit.

5. Wardell, OP cit.

6. Costing et al, Op. cit.

7. Aleamoni and Spencer, Op. cit.



significant by students. By the design of the instruments, one area which was perceived low and not significant was an expected result. Item 9 was designed to know if teachers showed signs of dissatisfaction in the presence of their students. Signs of dissatisfaction could be in terms of talking irrelevances with students or discussing personal problems like lack of promotions, essential remuneration, incentives and motivation with students. With the students' low ratings in their responses to the instrument designed for this purpose, it could be concluded that teachers sampled in Kwara State for this study did not show signs of dissatisfaction in the presence of their students and therefore students ratings could be adjudged valid and reliable. Item 9 had a mean of 1.95 and a 'T' value of 42 therefore not significant. The other item rated as not significant was "staff adequacy" which correlated with the ratings of principals and teachers of the same item in the PMCQ. From this, one would agree that students are competent and observant enough to rate their teachers productivity if their ratings on the TPQ instrument designed for them could agree with the PMCQ designed for principals and teachers. As the direct receivers of teachers' input, students were able to identify that staffing was inadequate in their schools with a mean of 2.35 and 'T' value of 46. Staff adequacy was rated not significant by students. This study had been able

to establish that the available teachers, as sampled, were seen as being productive but were not adequate. This had been the observations of students, teachers and principals. There is therefore a congruency between the managerial capacity and teacher productivity in their assessments of school staffing in Kwara State. Highly rated items by students were class management,  $X=3.21$  and 'T' 55 Record Keeping,  $X 3.39$  and 'T' 56; General evaluation  $X 3.20$ , 'T' 54. Others rated a little above the average mean were school Guidance; co-curricular activities, extra-administrative; inadequate preparation and male/female output.

One might wonder why item 7, "inadequate preparation" was rated as being significant and above the average mean. The instrument designed for this was such that students were to rate the idea that teachers "only prepare students to pass examinations". It would appear that students understood the implications and their ratings depicted that their teachers prepare them essentially to pass examinations. This was not unexpected as the students used were in Form 5 and were generally being coached for external examinations which was always used as yardsticks for measuring the performances of subject teachers in schools. The researcher regarded it as inadequate preparation as students are required to be prepared throughout the year round rather than preparing them for examinations only. Hence the justification for

students' high ratings of the item. This further goes to confirm the validity of students' assessments of their teachers performances when the required instruments were used.

Another conjecture for this study was that there would be no differences between Government and Board teachers in the students' ratings of their teacher productivity. From the analysis in table. 18, there are no significant statistical differences between Government and Board teachers. The 'F' ratio for male teachers was  $0.788 > 0.05$  and for female  $0.456 > 0.05$  hence no significant differences. But with the Duncan mean ratings; it became apparent that the ratings of male productivity in both Government and Board schools were higher than their female counterparts. Implying that male teachers were regarded as more productive than their female counterparts. Another revelation of the result was that the ratings of Government teachers, male and female, were higher than the ratings for Board teachers. For male, students ratings were 3.22 and 2.86 for Government and Board teachers respectively and for female the ratings were 2.82 and 2.77 for Government and Board teachers respectively implying that teachers in Government secondary schools were regarded as being more productive than those in Board schools.

This revelation appears curious as previous analysis



had shown that teachers in Board schools enjoy longer tenure in their schools than those in Government secondary schools. The length of stay could have been a big advantage for board teachers for higher productivity but the contrary had been proved to the case here.

However, might be the observation of the N.U.T. that Government teachers enjoy preferential treatment may have accounted for the higher productivity in Government schools or Government schools enjoyed better qualified and better well supervised teachers than those in Board schools, which this study had not been able to establish as perceptions of principals and teachers for appointments for school managers did not record any statistical significant differences except that Board schools appeared to have better perceptions of appointments of their school managers than those in Government schools.

Another assumptions of the teacher productivity was that there would be significant difference between male and female students in their perceptions of teacher productivity. From the results of the analysis in table 19, there were three areas of statistical significant differences among the 9 items:

2. Students' records - F. 0.0037 < 0.05

8. Staff adequacy - F. 0.046 < 0.05

9. Female teacher productivity - F. 0.046 < 0.05

Within these three areas, ratings by female students were found to be higher than those of male students. In which case female students had better perceptions of their teacher productivity than their male counterparts. In all the 10 items, ratings of female were found to be higher in 7 items. Students ratings could also be said to be valid and accurate when item 5 "irrelevances or dissatisfaction" was rated below the average mean by the two set of respondents. In many cases, where teachers are dissatisfied either with their school managers (Principals) or job, they showed signs either by discussing the shortcomings of their principals directly or indirectly with students or ruminating over their personal problems or job dissatisfaction. In which case students would have agreed with the instrument by giving high ratings to this item. But since it appeared there were no such signs or indications, students' ratings were low implying that students understand the implications of the instrument. As in table 18, students ratings for male teacher productivity was again higher than the ratings for female teachers. However, the ratings by female students were higher for both male and female teachers implying that female students perceived their teachers' productivity better than their male counterpart.

In Kwara State, the concentration of female teachers was generally in urban areas. Where you have such a

concentration of female teachers there was the possibility of managers having some administrative and supervisory problems in that female teachers could be more emotionally depressed and upset with the slightest domestic or psychological problems.

In addition it was discovered that the bulk of these female teachers were made of middle age women who could go on maternity leave any time. Their absence was usually felt by students since there were no easy replacements. Female teachers also reflected their dissatisfaction with their principals being bureaucratic in their managerial approach to them (see table 15A) Here we find that both statistical significant differences and ratings between male and female perceptions of the item. Female teachers perceived their principals in a more bureaucratic manner than their male counterpart. This attitude was confirmed by the students perceptions of lower female teacher productivity. It might not be impossible that female teachers were being propelled to do their normal job which they might have interpreted to mean "kitch hunting" them. However, with this overall assessments of students, teacher productivity in Kwara State secondary schools was rated high enough for the desired high academic and social goals of the final school output.

#### Implications of the study for practice

1. The study had been able to establish a relationship



between principal managerial capacity and teacher productivity in Kwara State secondary schools. In the study both the principals managerial capacity and teacher productivity variables had been seen as "processes" which if well co-ordinated could lead to high output in the academic and social goals of secondary school in Kwara State. Contrary to the public blames on school principals and teachers for poor school academic performances in public examinations like the G.C.E, which they use as yard -sticks for measuring secondary school achievements, the managerial capacities and teacher productivities of the sampled schools in Kwara State were rated significantly high. Implying that the managerial capacity of school managers (Principals) and teachers productivity are capable of producing the expected high academic and social goals in the state as both academic and social aspects of the principal managerial capacity were perceived relatively high by both principals and teachers.

2. The Kwara State Government in general and the Ministry of Education and the state schools Board in particular would understand from this study that some of the things militating against high school output in terms of public examinations were outside the controls of school managers (Principals) and the teachers. Some of the militating agencies were the direct products of the nature of school control in Kwara State. As per "within school"

supervision and management, principals were rated as capable and teachers regarded as productive by their students, but some areas identified as problems militating against successful school management could only be remedied by the authorities directly in control of secondary schools in Kwara State, the Ministry of Education and Kwara State Schools Management Board. Problem areas which were identified as working against principal managerial capacity and teacher productivity are :

- i. Funding - In Kwara State, funds for running secondary schools are usually disbursed to schools through the different agencies controlling the schools. In most cases schools are starved with fund thereby rendering principals handicapped in successfully running schools.
- ii. Equipment is another area identified as militating against principal managerial capacity. Most of the equipment were expected to be supplied by the agencies, but when this was not forthcoming, principals and teachers could use their initiatives to purchase relevant equipment if funds were made available to them, but funds were not forthcoming therefore, no matter how capable school managers and good teachers are without the necessary equipment and infrastructure success could not be guaranteed.

iii. Classrooms and Laboratories were identified as being inadequate particularly in urban areas. As a result, the study also identified that the more the school population the less the impact of the school managerial capacity. The agencies concerned - the Ministry of Education and the State Schools Board - might therefore explore the possibility of decongesting some of the overpopulated schools or classrooms particularly in urban areas, by concentrating classroom buildings in urban areas to cope with the demands in urban areas rather than politicising such a thing by spreading buildings all over the Local Government Areas where they might not be required. In addition, school population could be pegged to 1000 since it was discovered that the correlation between principal and teacher relationship in our school becomes low according to increase in school population. Implying that impact of principals as school managers in large school are least felt despite the fact that these large schools have two experienced vice principals. Organizations, control, administrations and motivation in such large schools were rated low by both principals and teachers.

iv. Principals, teachers and students identified staffing as areas where teacher productivity and principal



managerial capacity were hindered. Implying that inadequacy of teachers in our schools whether urban or rural could hinder proper school management and productivity. Staffing is outside the capability of school managers since teachers are posted to schools by the Ministry and the Board respectively. School managers have no say in the recruitments and cannot appoint teachers by themselves. Since those teachers sampled were adjudged as productive, if enough teachers were guaranteed in the relevant subject areas, the expected high output in terms of external examinations would be assured.

3. The study also discovered some effects of the dual nature of secondary school control in Kwara State. It was discovered that teachers in Government Secondary Schools were rated higher in terms of productivity than teachers in Board Schools. This revelation appeared curious to the researcher in that the study discovered better tenure of office (length of stay in particular schools) was rated higher for Board Schools implying that both principals and teachers in Board schools enjoyed better stability in schools than those in Government schools. One would have expected better and higher productivity from the Board schools but the opposite was the case in this study. Might be Kwara State Government would explore the possibility of

putting teachers' control under one umbrella to remove the suspicion of "preferential treatment" as alleged by the NUT. In this wise, this study is in support of an establishment to take direct control of all matters concerning teachers. This could be in form of "Teachers Commission". This would remove the prejudice in the minds of teachers that one side was being given "preferential" attention in terms of motivation and incentives as alleged by the N.U.T.

4. This study also discovered that male teachers were adjudged more productive than their female counterpart in Government and Board schools. This appeared to be confirmed by female teachers regarding their principals as being bureaucratic in their managerial approaches. Understandably, the problems of female teachers could be emotional or psychological. But one aspect that was obvious was that once they were emotionally disturbed their work suffers. In addition, many of these female teachers are either of middle ages still enjoying maternity leaves at the expense of their job as no substitutes were provided during their absence, hence students judgment of lower productivity on the part of female teachers could be valid when the above personal variables were taken into considerations. While this study could not advocate that female teachers be minimized, the authorities responsible might think of a pool where immediate replacements could be made whenever such female

teachers were away on maternity leaves. It might also be suggested that rather than laying off female teachers at their early retirement ages, some of them could be retained since they could have freed themselves of the burden of child bearing and hence less emotionally and domestically disturbed in their job.

5. Even though experience as a variable for appointment of school managers did not show any statistical significant difference between experienced and relatively inexperienced school managers ratings by older teachers for appointment of school managers appeared higher than the younger teachers implying that some of them were hoping to become school managers, basing it on their previous experiences either as Vice Principals or Heads of department. This study supports the idea that appointments of school managers be based on relevant experience and qualifications as much as possible.

6. Another major finding of this study that could be of great use to both the Ministry and the Board was the revelation that both teachers and principals did not appear to have felt the impact of these agencies since schools were perceived as being neglected in terms of visits to them. Both principals and teachers recorded very low ratings for "visits from the Board or Ministry". This implied that "between school" supervision is not being regularly carried out in the state. The Ministry and Board should try to boost



the morale of their teachers and schools by paying regular friendly visits to advise, encourage and disseminate the latest policy matters to them. Problems of schools, could in such a manner, be given an on-the-spot assessments and necessary solutions. This might even help to reduce inherent students unrest in schools. In other words; there would be free flow of information and communication that could remove unnecessary rumours, tensions and prejudices on the side of principals, teachers and students.

In fact some principals and teachers in schools usually perceived those in offices as people " sitting in air-conditioned rooms planning and making policies" without thinking of the practicability of those policies and without necessarily involving or caring what happened at the execution end. With regular visits and explanations of policy matters, such prejudices would be removed.

7. The study also found students ratings of their teachers productivity, reliable, accurate and valid. It is therefore recommended to school authorities, particularly principals of school, to occasionally make use of students in assessing their subjects masters. If possible, students opinions could be reflected in the annual performance evaluation of such teachers. This should be carried out without bias or prejudice. This will make teachers conscious of the fact that their students' ratings would form part of their annual

evaluation without necessarily using such assessment as punitive measures by principals.

#### Implications of the study for Theory

It is the assumption of the theoretical framework of this study that adequate principal managerial capacity would lead to high teacher productivity and the resultant high school goals.

When a principal emphasized the social aspect of the managerial capacity, the end result might be "high" social and "low" academic goals and vice versa. But where school managers place an almost equal emphasis on the two aspects, the end result of the school goal would be "high academic and social" goals, which would be regarded as ideal for our secondary schools.

Principal managerial capacity and teacher productivity had been shown as processes to an end in terms of principal's ability to plan, organize, coordinate, administer, motivate and intervene to remove agencies of discord in their within - school management, while teacher productivity had been measured against teachers' classroom management, record keeping, general evaluation, school guidance, co-curricular and extra-administrative activities. In the two variables, some aspects could lead to purely academic school goal, while some could lead to social aspects of school goals. (see theoretical framework).

The results that had emerged from the study confirmed that there was a significant relationship between principal managerial capacity and teacher productivity in Kwara State secondary schools; and that impediments against any final output in schools were not very much traceable to school managers and their lieutenants but the various bodies controlling these schools - the Ministry of Education and Board.

The study also confirmed the theory that in the schools sampled both in the Government and Board, both the academic and social aspects of school goals were perceived significantly high. In which case, our secondary schools, are capable of excellent performances and high academic output. From the result of the study, and in line with the theoretical framework, the blame for poor academic performances in our secondary schools being heaped on school managers and teachers by the Ministry, the Board and the public were not justified by this study. On the contrary, lack of the required tools to be supplied by the authorities controlling schools were identified as hinderances to good academic performances, no matter how effective and efficient school managers are and how productive teacher's are. However, the study proves that principal managerial capacity were rated significantly high by both principals and teachers, while students rated their teachers' productivity



as significantly high thereby implying a high correlation between principal managerial capacity and teacher productivity as indicated in the theoretical framework. One would naturally expect that the final output would be high; but lack of infrastructure; poor funding and lack of effective monitoring or visits from the Ministry and Board, efforts of both principals and teachers in their within - school activities might not yield the expected results.

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RECOMMENDATIONS:

On the basis of the foregoing discussions, implications for practice and Theory the following suggestions and recommendations are proffered:

1. School Managers (Principals) and teachers in Kwara State Secondary Schools. had been rated high in their managerial capacity and productivity respectively. It is therefore inferred that school Managers and the available teachers be not solely held responsible for poor academic performances in schools.
2. Both The School Managers and teachers are capable of high academic and social school goals if provided with required "Supportive aids" or "reinforcements" by the controlling agencies - The Ministry of Education and The Schools Board.
3. Appointments of School Manager should as much as possible be based on relevant previous experiences and qualifications,
4. The process to an end had been proved to be as important as the end result, It is therefore recommended that the managerial processes of planning, Organizing, Supervising, Administering, Interviewing, Co-ordinating, Motivating and controlling with teacher productivity of classroom management, Keeping of school records, general evaluations, School guidance,

co-curricular and extra-administrative activities be given emphasis all the year round.

5. School Managers (Principals) should as much as possible be consulted before evolving policies that would affect their schools. Such participatory responsibility would make them to be more dedicated and more involved.
6. The Ministry of Education and The Schools Boards should ensure that "Supportive aids" or "reinforcements" such as adequate staffing, funding, classroom and the laboratory, equipment and regular friendly visits (not inspection) are available in schools. For no matter how good school managers are and hardworking teachers might be without the necessary tools to work with the end result would be negative.
7. School population, particularly in the urban areas should be kept to a ceiling of about 1000 since the more the population the less positive relationship between the managerial capacity and teacher productivity. In doing this, more attention should be paid to the building of more classroom in urban areas where they are crucially needed.
8. Female teachers had been perceived as less productive than their male counterpart. It is therefore recommended that concentration of female teachers in



particular schools be guided against and where female teachers go on maternity leaves replacements should be provided as this might be one of the reasons for students' low perception of female teacher productivity.

9. it is suggested that rather than laying off female teachers at their early retirement ages, some could be retained as they would have freed themselves of the burden of child bearing and hence be less emotionally and domestically disturbed in their job.
10. The Ministry of education and the Schools Boards should boost the morale of their school managers and teachers by paying them regular friendly visits to advise, encourage and disseminate the latest policy matters. This would go a long way in reducing tensions and inherent student unrests in Schools.
11. The dual nature of Secondary school control in Kwara State has been found to be of concern to School principals and teachers and it had led to suspicion and prejudices between teachers under the controls of the Ministry of education and the Schools Board respectively. It is therefore recommended that a single establishment like the "Teachers' Commission" be set up to take control of all matters concerning teachers.

12. School managers and teachers should be given some length of time (3 - 5 years) of stay in particular schools in order to be able to judge their managerial capacity and productivity.
13. Students should be allowed to evaluate their teachers' productivity through simple structured questionnaire as this had been proved to be reliable, accurate and valid. Students Opinions could be reflected in the teachers' "Annual Performance Evaluations".

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### Implications for further Research

From the previous studies and the review of literature different interpretations had been given to school goal achievements. In most cases school achievements had been treated as the "effectiveness" on the part of the principals and teachers in terms of the final school output like results in public examinations. This had been a popular yardstick or variable used by researchers and writers. However, this study takes a different approach to principal managerial capacity and teacher productivity by viewing the two variables as "processes". As a process, the execution involves the students, the teachers and the principals.

Both principals and teachers judged the principal managerial capacity while students were made to judge their teacher productivity since the study was based on a 'process' to an end and had established that the 'process' were rated significantly high enough for both principals and teachers respectively but the outcry of poor school performances continued, it might be necessary that further researches be conducted to establish the quality of the real subject teaching being carried out - art and science - and teacher utility.

- ii. Further research could be conducted into the quality and quantity of teachers in secondary schools and the rate of teacher turn-over in our secondary



schools.

iii. In addition, some dissatisfaction appeared to have risen from the dual nature of secondary school control. A further research could still be instituted to find out the effect of such a dual administration on our secondary school and the desirability or otherwise of unifying the service under one control such as the Teaching Service Commission.

iv. Further research could also be made into the low female productivity in the state secondary schools.

#### Generalization of the Results of the study

In view of the sampling procedure, the sampling size and population, validation and administration of research instruments and the statistics employed in the analysis of the results, the research can be applicable to Kwara State Secondary School which is the study universe. However, other generalization could be deduced to suit the purpose of other universe as found appropriate.

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APPENDIX A  
QUESTIONNAIRE

PRINCIPAL'S MANAGERIAL CAPACITY  
QUESTIONNAIRE (PMCQ)

Personal Background Information Questionnaire

(Please put a tick ( ) in one of the boxes as it applies to you).

1. Name of School .....
2. Location of School - Urban  Rural
3. Type of School: Male  Female  Mixed
4. Population of School:  1 - 100  101 - 200  201 - 400  
 401 - 1000  Above 1000
5. Sex: Male  Female
6. Teaching Experience - YEARS -  1 - 5  6 - 10  11-15  
 Above 15
7. As a principal, what was your highest post before appointment as a Principal  
 VP  HOD  Senior Teacher  
 Class Teacher
8. Your Experience as Principal/Class Teacher: YEARS -  1 - 5  6-10  
 10 - 15  Above 15
9. Qualifications:  NCE  BA/S.SC/B.ED  MA/M.SC/M.Ed  P.HD
10. Age - Years:  20-25  26 - 30  31 - 40  40 and above
11. For how long have you been in your present school?  
Years:  1 - 5  6 - 10  11 - 15  Above 15
12. Duty Post -  Principal  V.P.  H.O.D  
 Senior Teacher  Class Teacher

1. Principals: Rate yourself in your performances of the following functions by putting a tick ( ) in the appropriate column

2. Teachers: Rate your Principals in their performances in the following functions by putting a tick ( ) in the appropriate column.

	Regu- larly	Oft- ten	Occa- siona- lly	Rare- ly
	4	3	2	1
1. Punctually to school				
2. Paying Visits to Classroom to watch teachers.				
3. Encouraging teachers to go for professional conferences, Seminar, Workshops, etc.				
4. Prompt preparation and adhere to school time table				
5. Discussing issues with staff in his office.				
6. Responding promptly to staff request.				
7. Delegating authority to staff				
8. Notifying information from the Ministry/Board				
9. Insisting on "time book" to ensure punctuality to school and classes.				
10. Encouraging staff to ensure high standard of school performance.				
11. Consulting staff on school programme and welcoming their suggestions.				
12. Ensuring prompt action on requests from Ministry Board.				
13. Ensuring that students' progress are made known and discussed regularly with staff.				

	4	3	2	1
:14. Encouraging staff to pursue their work with enthusiasm and vigour.				
:15. Setting the pace for working very hard through his/her example.				
:16. Treating staff as professional colleague.				
:17. Staying after school hours to put finishing touches to the day's work.				
:18. Ensuring that staff are always within premises during school hours.				
:19. Checking school records like register, schemes and Record of work, etc.				
:20. Encouraging school guidance counselling by encouraging career talks.				
:21. Avoiding irrelevance while addressing both staff and students.				
:22. Listening patiently to staff and ready to offer explanations for actions taken.				
:23. Easy to approach.				
:24. Encouraging extra coaching for weak students and public exams.				
:25. Ensuring prompt actions on staff needs and complaints.				
:26. Ensuring the school programmes produced desired results.				
:27. Encouraging school clubs and society to organize visits and other academic activities.				
:28. Encouraging direct dialogues with students.				
:29. Meeting the student Union Body occasionally.				
:30. Ensuring that school library is stocked and functioned properly.				



	4	3	2	1
:31. Teaching some periods of lessons.				
: SECTIONS 'B'				
:32. Visiting the staff room for occasional chats with staff.				
:33. Help staff to solve domestic problems.				
:34. Giving financial aids to staff.				
:35. Encouraging social interaction among staff.				
:36. Paying attention to school purchasings.				
:37. Taking active part in ceremonial activities like the speech and prize giving day.				
:38. Organizing cultural shows film shows and other special displays.				
:39. Paying attention to personal neatness of school, staff and students.				
:40. Taking keen interest in entertaining visitors.				
:41. Paying regular visits to the Ministry or Board.				
:42. Encouraging parents' participation through P.T.A and parents regular visits to school.				
:43. Giving written warnings and queries to staff.				
:44. Passing information to staff through "Staff Notive Book" and pieces of paper.				
:45. Threatening staff of being reported to either the Ministry or Board.				
:46. Giving order and command instead of appealing to staff.				
:47. Making decisions before consulting staff.				
:48. Isolating him/herself by stipulating specific time staff can visit him/her.				

	4	3	2	1
:49. Asserting authority to ensure compliance and feeling of personal presence.				
:50. Giving opening correlation to staff at the instance of any mistakes.				
:51. Dominating staff meeting and breifings allowing staff little participation.				
:52. Being ready and rough with staff.				
:53. Supply of staff.				
:54. Supply of equipment and materials.				
:55. Funding of the school.				
:56. Adequacy of classrooms and Laboratories.				
:57. Level of P.T:A Participa-tion and involvements.				
:58. Length of stay in schools.				
:59. Visits from the Ministry and Board.				
:60. How do you assess appoint-ments of school principals in terms of experience, age and qualification?				

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APPENDIX B  
TEACHER PRODUCTIVITY QUESTIONNAIRE (TPQ)

Form 5 students - Tick ( ) the appropriate column in your assessment of the performances of your teacher in the following:

Male :  : Female :  :  
:  : :  : School.....

My teachers:	Strongly Agree	Disagree	Strongly Disagree
	4	3	2
1. Attend classes to teach regularly and promptly.			
2. Give regular assignments to students.			
3. Mark, grade and return assignments to students.			
4. Insist on students making corrections.			
5. Mark and grade students' corrections to ensure students comply.			
6. Attend school assemblies and other schools functions regularly.			
7. Help students in the final choice of their subjects.			
8. Correct students immediately mistakes are made by them.			
9. Keep students' record of performances by the use of marks books.			
10. Mark the class attendance registers every morning.			
11. Deliver lessons in very interesting manner.			
12. Easily get annoyed whenever students make mistakes.			
13. Encourage both weak and strong students to work very hard.			



	4	3	2	1
:14. Inform students about their performances so as to encourage them to improve.				
:15. Only prepare students to pass examinations.				
:16. Draw examples familiar to students while teaching.				
:17. Regularly advise students on the type of friends to keep.				
:18. Encourage students to obey school rules and regulations.				
:19. Help to organize preparatory time-table and supervision of papers.				
:20. Use lesson periods to talk about personal problems and other irrelevances.				
:21. Discuss their principal with students.				
:22. Who are female are very hard-working.				
:23. Who are male are equally very hard-working.				
:24. are always transferred from our school to their schools.				
:25. are enough to teach the required subjects in the school.				
:26. always come to our assistance on the sports fields, as house masters or form masters.				

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