



Impact of Principals' Leadership for Effective Teaching Delivery in Senior Secondary Schools in Bauchi State

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ABSTRACT

The investigated the impact of principals' leadership for effective teaching delivery in Senior Secondary Schools in Bauchi State. Two (2) research questions were formulated to guide the study. The study was confined to Bauchi State Public Senior Secondary Schools. Survey research design was adopted for the study. The population of the study was four thousand nine hundred and thirty (4, 930) principals and teachers. A research advisor (2006) was used to determine the sample value of three hundred and forty six (346) principals and teachers. Direct delivery and retrieval method was used for data collection. Questionnaire was used and it has reliability index of 0.77. Mean and standard deviation were used to answer the research questions. The opinions of respondents on planning indicated small extent which was rejected, the respondents' opinions on supervision was moderate extent which was accepted, the opinions of respondents on school plant maintenance is small extent which was rejected, and the respondents' opinions on funds management was small extent which was equally rejected. The researcher recommended that proper planning; effective supervision, good maintenance culture and prudent financial management should be adhered to by the principals.

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INTRODUCTION

The word principal means 'servant leadership' who is responsible for ministering to the needs of schools they serve. School principals are implementing their roles and duties for impact on teachers' morale, job satisfaction and motivation. Leadership of a school is about providing a vision and establishment of what the future will be like as well as winning the supported vision of those who can make it happen. Ivase (2019) opined that principalship is the key to a good school environment and in achieving teaching and learning quality. A good leader is important to teachers, and it affects their decision about where to work. More effective principals are able to attract better employees to their schools.

The Principal functions are varied within an educational setting. The key functional word that describes well the Principal is that of a manager and a leader in educational dimension.

Early writers on management have struggled with two related but distinct questions; what is management and what managers actually do? (Wango, 2007) Managerial functions are separated into four areas of planning, organizing, motivating and controlling. Instructional leadership functions involve all the belief, decisions, strategies and tactics that Principal used to generate instructional effectiveness in classroom. Managers focus on running a smooth ship; while instructional leaders focus on learning and instruction. Although the role of the Principal as instructional leader is vital in developing an effective school, Principal cannot be effective instructional leader if they are not good managers (Okutu, 2011).

In Nigeria, school Principals played vital roles towards management of Secondary schools. Good school managers motivated their teachers to work harder which enable the teachers discharge their responsibilities as



required, less qualified Principal lack management styles demoralize teachers which affect school goals negatively (Judith and Richard, 2013). For effective teaching in Secondary Schools, Principals need to be proactive in school management to boost teachers' morale for the achievement of educational goals.

In any organization, supervision is the basis where by goals are attained and used to maintain standard and improve quality of teaching and learning for effective teaching and learning. Principal as a leader of group of teachers and non-teaching staff in the school system has the function of interacting with both the groups in order to improve the learning situation through instructional; Supervision. Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. One of the strongest problems of Nigeria's educational system is lack of school plant maintenance therefore the logical place to start school plant maintenance for the development of educational programme, the educational programmes should strongly emphasize on plant maintenance. More educational facilities should enforce unwanted restriction upon the educational programme. Unfortunately, most of our school buildings are not properly maintained to suit the educational purpose the buildings should serve as a place in the delivery of school programmes (Ogbodo, 1995).

The duty of ensuring that effective teaching and learning takes place lies with the principal who employs various supervisory strategies such as classroom visitation, classroom observation, mentorship, workshop and micro-teaching to ensure effective and efficient service delivery. According to Osakwe (2010), instructional supervision is the art of overseeing the teaching and learning process in order to ensure that the school is administered, managed and led in an effective manner to achieve the educational objectives. In secondary schools, the principal plays a critical role in the programme of instructional improvement through effective and efficient supervision of teachers' classroom instructional display. Through

classroom visitation, classroom observation, mentorship, workshops and micro-teaching supervisory techniques, the principal is faced with the responsibility of supervising teachers generally to improve their instructional effectiveness. Osakwe (2010) adds that principals supervise and monitor teachers' competences no matter how proficient, they are deemed to be so as to provide students with quality learning. As important as instructional supervision is to the development of quality education, it has been observed that school principals often devote more of their time attending to visitors than supervising instruction (Weller, 2001).

Similarly, provision of instructional materials is also one of the responsibilities of the school principal. Instructional materials may be seen as those objects and devices that have been systematically designed, produced and evaluated which the teacher uses to illustrate the point he/she wishes to emphasize in his/her lesson with the intention of facilitating learning (Nomigo, 2004). They include, chairs, chalk, chalkboard, table chart among others. The use of instructional materials provides teachers with interesting and compelling platforms for conveying information since they motivate learners more. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his/her effective presentation of a given topic since student could see, feel, smell or touch the real object or something similar to what the teacher talks about.

With the schools facing increased pressure to improve teaching and learning, the duties of the school principals expand further to include the responsibility of facilitating their school's interactions with parents and others in the school community (Gemuchu, 2014). This responsibility includes reporting to parents certain disciplinary issues, students' level of successes in academic work and when parents have concerns. Principals also interact with parents who serve on school advisory boards and parent/teacher organizations. Principals report that they spent a significant part of their time interacting with parents of students who have been identified as needing special services



(Welleer, 2001). As a result, whatever the principal does in the school by directing, coordinating, controlling and motivating will determine his/her effectiveness in carrying out the activities of school management in secondary schools.

Based on the aforementioned, it could be concluded that principals' leadership plays a crucial role in the management of secondary schools hence this study set to determine the impact of principals' leadership for effective teaching delivery in Senior Secondary Schools in Bauchi State.

Statement of the Problem

Teachers who teach second languages are themselves not native speakers. So they neither speak the language fluently nor intelligibly. But they are not to be blamed because of the interference of the mother tongue. In addition, principal who is proactive in management principles and human relation approach. Inadequate teaching facilities, unfavorable working condition created by principals may aggravate teachers' grievances which can lower their morale. The morale of teachers is low and the Principals applying management techniques that rarely boost teacher's morale. It is against this background that the researcher intends to investigate the Impacts of Principals in management of Secondary Schools for effective teaching in Bauchi State Secondary Schools.

Objectives of the study

The main objective of the study is to investigate the impact of principals' leadership for effective teaching delivery in Senior Secondary Schools in Bauchi State. Specifically, the study found out the following'

1. The extent to which planning of secondary schools activities

contribute towards effective teaching delivery in Senior Secondary Schools in Bauchi State

2. The extent to which supervision of teachers improve effective teaching delivery in Senior Secondary Schools in Bauchi State

Research Questions

The following questions are posed to guide the study;

1. To extent to which planning of secondary schools activities contribute towards effective teaching delivery in Senior Secondary Schools in Bauchi State?
2. To extent supervision of teachers improve effective teaching delivery in Senior Secondary Schools in Bauchi State?

METHODOLOGY

This study adopted survey design. The study area was Bauchi State of Nigeria. The population of this study consists of one hundred and eighty two (182) principals and four thousand seven hundred and forty eight (4,748) Public Secondary School teachers (Bauchi State Ministry of Education Annual Schools Census, 2020). Simple random sampling technique was used for the study. The study used questionnaire as instrument for data collection. The Instrument for data collection was validated by two experts from Educational Foundation Department. The data collected were analyzed using the mean and standard deviation.

RESULTS

The results of the study are presented in Tables 1 and 2 below;



Table 1: Mean Response and Standard Deviation to extent which planning of secondary schools activities contribute towards effective teaching delivery

S/No.	Items	N	Mean	Std.	Remark
1.	Our principal plan before opening of the term	346	3.13	1.40	Accepted
2.	In our school planning is at the end of the term	346	3.14	1.41	Accepted
3.	Planning in our school is satisfactory	346	3.50	3.13	Accepted
4.	No planning in our school	346	3.25	1.21	Accepted
5.	In our school planning is for short term	346	3.35	.95	Accepted
6.	Our principal plan with a vision	346	3.20	2.56	Accepted
7.	Our Principal encourage teacher to plan well	346	3.00	1.47	Accepted

Source: Field survey, 2022

Table 1 above showed that both principals and teachers in the secondary schools responded on small extent in items of the instrument on the principals' planning of school activities contribute towards effective teaching in public secondary schools in Bauchi State, Nigeria. This means that Our principal plan before opening of the term with the mean of 3.13 SD 1.40; In our school planning is at the end of the term with the mean of 3.14 SD 1.41; Planning

in our school is satisfactory with the mean of 3.50 SD 3.13; No planning in our school with the mean of 3.25 SD 1.21; No planning in our school with the mean of 3.35 SD 0.95; Our manager plan with a vision with the mean of 3.20 SD 2.56; Our Principal encourage teacher to plan well with the mean of 3.00 SD 1.47 respectively. The grand mean obtained was 22.57 which is small extent and rejected.

Table 2: Mean Response and Standard Deviation to extent which supervision of teachers improve effective teaching delivery

S/No.	Items	N	Mean	Std.	Remark
1.	Supervisor in our school is satisfactory	346	3.53	1.26	Accepted
2.	Our principal supervise teachers to encourage	346	3.53	1.34	Accepted
3.	No supervision in our school	346	3.31	1.44	Accepted
4.	Our principal ensure supervision of teachers	346	3.68	1.19	Accepted
5.	Supervision in our school is done in spirit of cooperation	346	3.47	1.33	Accepted
6.	Our principal witch hunt teacher during supervision	346	3.49	1.32	Accepted
7.	In our School supervision is to guide teachers	346	3.17	1.45	Accepted
8.	Supervision is done regularly and effectively in our school	346	3.64	1.37	Accepted
9.	Criteria for supervision is known to all teachers in our school	346	3.52	1.22	Accepted

Sources: Field work, 2022

Table 2 above showed that both principals and teachers in the secondary schools responded on small extent in items of the instrument on the principals' planning of school activities contribute towards effective teaching in public secondary schools in Bauchi State, Nigeria. This means that Our principal plan before opening of the term with the mean of 3.13

SD 1.40; In our school planning is at the end of the term with the mean of 3.14 SD 1.41; Planning in our school is satisfactory with the mean of 3.50 SD 3.13; No planning in our school with the mean of 3.25 SD 1.21; No planning in our school with the mean of 3.35 SD 0.95; Our manager plan with a vision with the mean of 3.20 SD 2.56; Our Principal encourage teacher to plan well with



the mean of 3.00 SD 1.47 respectively. The grand mean obtained was 22.57 which is small

CONCLUSION

Principals' management of school in Bauchi State is not satisfactory for effective teaching. It was discovered that school managers are not planning well issues related to planning are grossly mismanaged by principals, lack of clear vision in planning in most schools. The

RECOMMENDATIONS

1. Principals should ensure proper planning of all school activities for effective teaching.
2. School principals should improve in the area of supervision of teachers for effective teaching

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- extent and rejected.
- findings on supervision of teachers was moderate extent despite this some teachers opined that their principals witch-hunt them during supervision even there is no supervision in some schools.
3. Judicious funds management should be ensured by school principals for effective teaching.
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