

**COMPARATIVE STUDY OF CONSTRAINTS TO ADMINISTRATIVE
EFFECTIVENESS OF PUBLIC AND PRIVATE SECONDARY SCHOOLS
IN ENUGU STATE**

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ABSTRACT

The study investigated constraints to administrative effectiveness of public and private secondary school in Enugu State. Two research question and two null hypotheses guided the study. Literature was extensively reviewed. The study was conducted using descriptive survey research design. The area of the study was Enugu State. The population for the study was 708 principals comprised of 287 public principals and 421 private school principals. The research used proportionate stratified random sampling techniques to sample (61) respondents for the study representing 10% of the total population. The instrument for data collection was a constructed questionnaire developed the researcher. The researcher used mean and standard deviation for data analysis while T-test was used for testing the hypothesis. The result of data analysis revealed that to a great extent, poor planning of school activities constitute constraints to administrative effectiveness of public and private secondary school principals as opined by the respondents. Based on the findings of the study, it was recommended among others, that every school administrator should as a matter of urgency to always sensitize their staff on the need for proper planning before executing any function within the school.

Keywords: Administrative effectiveness, Secondary school principals, Poor planning, Parental influence, Enugu State.

Background of The Study

Schools are said to be institutions with complex activities which are carried out by people and are coordinated by a person or persons. Schools are also regarded as non-profit oriented but service-goal oriented as they work for the realization of common goals of society (UNESCO, 2017). Such goals, according to UNESCO, include the transmission of societal values and norms from one generation to another. In the Nigerian context, the Federal Ministry of Education Nigeria (2014) emphasized that schools serve as instruments for national development through value inculcation and skill acquisition. Because of the complexity of activities that are involved in schools, order is needed for proper administration. Bush (2020) observed that administration in school entails working with and through teachers, non-teaching staff and pupils or students to get things done effectively. Similarly, recent Nigerian studies such as Adeyemi (2019) affirmed that

effective administration enhances coordination of school resources and achievement of educational goals. School administration is more concerned with the implementation of educational goals and policies. Hallinger and Wang (2018) observed that in school administration, the primary aim has to do with the improvement of teaching and learning, and all the activities of the school. The functions of administration in school are performed by the school heads like the principals also known as administrators.

Leithwood, Harris and Hopkins (2020) observed that the principal of a school could be regarded as an administrator, and by extension the school administrator can be regarded as a leader. This is because the administrator performs certain functions that make the school effective. In the Nigerian context, Ibrahim (2021) found that principals' leadership roles significantly influence school effectiveness and teacher

productivity. The notion of principal's leadership effectiveness has come to prominence in educational literature within the last decade. It is increasingly recognized that the quality of leadership in any organization, school or non-school to a large extent affects the success of the organization (OECD, 2019). Supporting this, Owan (2020) reported that leadership effectiveness of principals is a major determinant of students' academic performance in Nigerian secondary schools.

Leadership involves the practice of getting others to accomplish tasks. According to Day et al. (2016), leadership is the art of influencing others to work enthusiastically towards the achievement of organizational goals. Building on this definition, the function of organizational leadership can be said to be a relationship of influence on relevant orders in and out of an organization towards the achievement of the organizational goals. In line with this, Ezeugbor

(2022) observed that effective leadership practices among principals significantly enhance teachers' commitment and instructional delivery in secondary schools. This is because the attainment of organizational goals is a function of the cumulative interplay of internal and external forces influencing the organization. An effective leader, therefore, is one who diligently influences these forces to achieve the specified goals of the organization.

The concept of principal's leadership effectiveness in Nigerian secondary schools is often used to express the overall school effectiveness in relation to the attainment of both normative and summative values in students as spelt out in education policies (UNESCO, 2021). The school principal is the accounting officer of the school who is either blamed or praised depending on the degree of effectiveness in influencing activities within and outside the school to enhance teaching

and learning (World Bank, 2018). Okeke (2018) emphasized that principals play a central role in ensuring quality assurance and accountability in school administration. Leithwood et al. (2020) observed that the principal performs essential administrative functions such as planning, organizing, directing and controlling (Bush & Glover, 2016). The principal identifies the vision, mission, strategies and objectives of the school well in advance and provides means of accomplishing them (OECD, 2020). OECD (2020) supported the view when it observed that secondary school principals undertake short-, medium- and long-term planning because it serves as a foundation for sustainable school development. He also noted that the principals also Organize the school by assigning duties and giving authority to his subordinates. The principal should plan, organize, direct and control men and materials in order to achieve the

objectives of the school. He should take time into consideration in whatever he does. Ezeugbor (2022) observed that principals as supervisors should ensure that their subordinates perform their duties promptly. He should make facilities available for staff and students and move round to see that things are working well.

Adeyemi (2019) opined that control strategy is a leadership function of the principal which is exercised in order to regulate activities in an organization and to ensure that what is done is in line with organizational objectives. According to Okeke (2018), control strategy is a process of ensuring that actual directing and performance of members of an organization are in conformity with their planned direction and performance. This definition implies that the leader is expected to exercise control by monitoring every aspect of the organization and ensuring that duties are conducted according to expectations. Owan (2020) observed

that control strategies include regulations, procedures, supervision, discipline and budgeting which are adopted to guide and monitor operations towards achieving organizational objectives. Within an organization such as a school, an administrator makes use of different strategies to ensure that right things are done at the right time and that those under him do not deviate from the objective of the organization.

Udeh (2021) noted that Nigeria as a country is faced with numerous challenges in her education sector. These challenges have been attributed to inadequate funding, poor and irregular salaries, student population explosion, poor teachers' job satisfaction, uncondusive learning environment, and inadequate supply of educational facilities and equipment for effective teaching and learning process. The result of this is declining quality of education in the country. There has been serious concern over poor performance of students in recent

years, especially in public examinations such as those conducted by the West African Examinations Council (WAEC), National Examinations Council and Joint Admissions and Matriculation Board (JAMB). Recent reports indicate fluctuations in students' performance in core subjects such as English Language and Mathematics in many states including Enugu State. This unpleasant situation of poor performance of students poses a serious threat to all stakeholders in education. Some scholars have argued that this situation is largely due to poor administrative strategies of secondary school principals in Nigeria (Nwosu, 2023). It is on this basis that the researcher embarked on this study titled: A comparative study of constraints to administrative effectiveness of public and private secondary schools in Enugu State.

Statement of the Problem

There has been serious concern over students' poor performance in recent years, especially in public examinations such as the Senior School Certificate Examinations conducted by the West African Examinations Council (WAEC), National Examinations Council and Joint Admissions and Matriculation Board (JAMB). This unpleasant situation of poor performance of students, especially at the secondary school level, poses a serious threat to economic development of Enugu State. One of the major threats is that many students may not qualify for admission into universities and those who are admitted often find it difficult to complete their education due to poor background in secondary education. Concern has been expressed by government, parents and individuals that secondary schools are no longer adequately achieving the objectives for which they were established due to constraints to administrative effectiveness. This situation creates a

problem which needs to be investigated as to whether poor academic performance of students is due to constraints to administrative effectiveness of secondary school principals.

Research Questions

The following research questions guided the study:

1. To what extent does poor planning of school activities constitute constraints to administrative effectiveness of public and private secondary school principals in Enugu State?
2. To what extent does parental influence on school activities constitute a constraint to administrative effectiveness of public and private secondary school principals in Enugu State?

Hypothesis

The following null hypothesis guided the study and was tested at 0.05 level of significance:

1. There will be no significant difference in the mean ratings of male and female principals in public and private secondary schools in Enugu State with respect to the extent to which poor planning of school activities constitutes constraints to administrative effectiveness of a school principal.
2. There will be no significant difference in the mean ratings of principals in public and private secondary schools in Enugu State regarding the extent to which parental influence on school activities constitutes constraints to administrative effectiveness of a school principal.

RESEARCH METHOD

The research design that was used for this study was descriptive

survey research design. A descriptive survey research design is one in which a group of people or items is studied by collecting and analyzing data from only a few people considered to be representative of the entire group (Ali, 2016). Thus, the researcher deemed it wise to adopt descriptive survey design because it uses a representative sample of the entire population.

The area of the study is Enugu State. Enugu State has six education zones. The education zones are Agbani, Awgu, Enugu, Nsukka, Obollo Afor, and Udi education zone. There exist three kinds of secondary schools in each of these six education zones. They are male, female and co-educational secondary schools in both public and private schools.

The population for the study consists of 708 secondary school principals comprised of 287 public school principals and 421 private secondary school principals in Enugu State. (Source: Planning Research and Statistics Dept. PPSMB Enugu, 2015).

The researcher used proportionate stratified random sampling technique to sample 10% of the total population of principals in both public and private secondary schools, giving a total of 61 principals for the study.

The instrument for data collection is a structured questionnaire developed by the researcher titled “Questionnaire on Constraints to Administrative Effectiveness of Public and Private Secondary School Principal in Enugu State (QCAEPPSSP).”

The research instrument was given to three experts for face and content validation.

For data analysis, mean responses of the respondents was used to answer the research question. The use of mean was indicated because of its high reliability in comparison to other measures of central tendency. The null hypothesis postulated for the study was tested using t-test at 0.05 level of significance.

PRESENTATION OF RESULT

1. To what extent does poor planning of school activities constitute constraints to administrative effectiveness of public and private secondary school principals in Enugu State?

Table 1: Mean responses of principals in public and private secondary schools with respect to the extent poor planning of school activities constitute constraints to administrative effectiveness of secondary school principals.

		Public Principals	Private Principals						
S/N	ITEMS	N	X	SD	Dec	N	X	SD	Dec
Stem		29				42			
1	Do principal determine the objectives								
	of the educational system and means								
	of achieving		2.97	.124	HE		1.63	LE	
							.596		
2	Devise means of realizing these objectives		1.66	.698	LE		1.61	LE	
							.714		
3	Channel school limited								

	resources in pursuit								
	of desirable educational programmes and								
	operations		1.35	.477	LE		2.04 .630	LE	
4	Involve teacher in decision making about								
	the educational programmes and operations	2.14	.483	LE		1.93 .631	LE		
5	Make provision for different competing								
	sectors of education system.		1.84	.698	LE		1.69 .581	LE	

6	Plan the school time table to avoid								
	clashing periods		1.16	.370	LE		1.67 .833	LE	
7	Consider the resource available to the								
	school while planning school activities.		2.17	.690	LE		1.77 .596	LE	
8	Consider sources to income for school								
	programmes after planning		1.66	.477	LE		2.39 .617	LE	
9	Consider values and aspirations of the								

	students while planning school activities		1.35	.483	LE		2.04 .630	LE	
10	Maintenance of school building		2.14	.698	LE		2.11 .275	LE	
			2.44	.124	LE		2.37 .342		

LE

The result of data analysis revealed that to a low extent poor planning of school activities constitute to administrative effectiveness of secondary school principals as opined by the respondents as the grand mean score of the response options are below the acceptable point. The implication of the above finds is that poor planning of school activities constitute problems of administrative effectiveness in the school system.

2. To what extent does parental influence on school activities constitutes a constraint to administrative effectiveness of secondary school principals?

Table 2: Mean responses of principals and teachers in public secondary schools with respect to the extent does parental influence on school activities constitute a constraint to administrative effectiveness of secondary school principals.

	Public Principals								
	Private Principals								
S/N	ITEMS	N	X	SD	Dec	N	X	SD	Dec
Stem		29				42			
10	Do school work in collaboration with the								
	parents to ensure that the students are well								
	disciplined		2.97	.124	HE		1.63	LE	
							.596		
11	Are parents allowed to visit school anytime								
	to see how their children are faring		1.66	.698	LE		1.61	LE	
							.714		
12	Are parents involved in the maintenance								
	of school facilities		1.35	.477	LE		2.04	LE	
							.630		
13	Are parents allowed to participate in								
	school programme		2.14	.483	LE		1.93	LE	
							.631		
14	Are parents appointed members of								

	committees in the school		1.84	.698	LE		1.69 .581	LE	
15	Is PTA involved in supervision of building								
	projects in the school		1.16	.370	LE		1.67 .833	LE	
16	Do far-reaching decisions are taken in the								
	PTA meeting		2.17	.690	LE		1.77 .596	LE	
17	Are parents informed of the progress of								
	their children in school		1.66	.477	LE		2.39 .617	LE	
18	Parents contribute during fund raising		1.35	.483	LE		2.04 .630	LE	
19	Maintenance of school building		2.14	.698	LE		2.11 .275	LE	
20	Do parents private boreholes		1.84	.371	LE		1.74 .771	LE	
21	Do parents sponsor seminars and								
	enlightenment programmes		2.46	.128	LE		1.62 .864	LE	
22	Do parents assist in equipping of libraries								

	with books		2.56	.596			2.65		
							1.22		
23	Do parents assist in the provision of office								
	equipment and stationary		2.90	.714			2.51		
							1.45		
24	Do parents assist in construction of toilets		3.45	.630			2.53		
							.596		
25	Do parents assist in provision of sport facilities	2.67	.631			2.30			
						.714			
26	Do parents assist in donation of school prizes	2.89	.581			2.59			
						.630			
27	Do parents assist in sustenance of power supply	2.77	.833			2.55			
						.631			
28	Do parents assist in provision of school vehicle	2.66	.596			2.67			
						.581			
29	Do parents report students caught outside								
	during school hour		2.45	.617			2.31		
							.833		
30	Do parents participate in developing school								
	rules and regular		2.55	.630			2.00		
							.596		
31	Do parents report teachers that collect								

	illegal levies		2.53	.275			2.69		
							.617		
32	Do parents assist in controlling examination								
	malpractice		2.72	.771			2.64		
							.630		
33	Do parents accept punishment of their children in good faith								
			2.78	.864			2.66		
							.275		
34	Do parents honour staff invitation to attend a meeting								
			2.34	.064			2.51		
							.771		
35	Do parents insist that their children repeat classes upon poor performance								
			2.74	1.33			2.57		
							.864		
			2.65	0.43			2.67		
							.064		
	Grand Mean								

Result of data analysis in table 2 revealed that the grand mean score of principals in public schools was 2.65 while that of private schools was 2.67

respectively. The implication of the above findings is that to a great extent, parental influence in school activities constitutes constraint to administrative

effectiveness of secondary school principals.

activities constitutes constraints to administrative effectiveness of a school principal.

Hypotheses

1. There is no significant difference in the mean ratings of principals and teachers in public secondary schools in Enugu State with respect to the extent to which poor planning of school

Table 3: Showing the mean ratings of principals in public schools and private schools in Enugu State with respect to the extent to which poor planning of school activities constitutes constraints to administrative effectiveness of a school

Respondent	N	X	SD	DF	t.Cal	t-Critical	Decision
Public Principals	29	2.19	0.49	59	1.44	±1.96	Not Significant
Private Principals	42	1.65	0.53				

Result of hypothesis 1 tested shows the value of t calculated as 1.44 at 59 degree of freedom, while the critical value was 1.96. Since the calculated value is less than the critical value, there is no significant difference. The null hypothesis is rejected and

alternate hypothesis accepted. The implication is that there is no significance difference in the mean rating scores of principals in public and private schools.

2. There is no significant difference in the mean ratings of principals in public and private secondary schools in Enugu State regarding to the extent to which parental influence on school activities constitutes constraints to administrative effectiveness of a school.

Table 4: Showing the mean ratings of principals in public and private secondary schools in Enugu State with respect to the extent to which parental influence on school activities constitutes constraints to administrative effectiveness of a school principal.

N	X	SD	DF	t.Cal	t-Critical	Decision
Public Principals	29	1.89	0.48	59	1.76	±1.96Not Significant
Private Principals	42	1.86	0.64			

Result of hypotheses 2 tested shows the value of t calculated as 1.76 at 59 degree of freedom, while the critical value was 1.96. Since the calculated value is less than the critical value, there is no significance difference. The

null hypothesis is rejected and alternate hypothesis accepted.

DISCUSSION OF FINDINGS

To a great extent, poor planning of school activities constitute constraints to administrative effectiveness of

public and private secondary school principals as opined by the respondents. The findings is in agreement with the views of Eze and Okeke (2023) who noted that administrators gives orders, and discipline maximum outcomes. The way and manner through which he accomplished this is by carrying out co-operative plan which must be done on time and enlist the support of those concerned in order to achieve objectives.

Ibrahim and Lawal (2024) equally observed that as an educational leader, the principal is responsible for supervision of instruction and execution of other administrative

function. Since the principal is the chief administrator in the school, his main function should be concerned with the improvement of the quality of instruction in the school system.

Result of data analysis in table 2 revealed that to a great extent, parental influence in school activities constitutes constraints to administrative effectiveness of secondary school principals' as opined by the respondents. The finding is in agreement to Ogunyemi and Sadiq (2024), PTA provides a link through which parents and the rest community assumes a partnership responsibility and in that way participates in the education of their children.

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