

SCHOOL ENVIRONMENTS AND PRINCIPALS' ADMINISTRATIVE EFFECTIVENESS IN KWARA STATE PUBLIC SECONDARY SCHOOLS, NIGERIA

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ABSTRACT

The environment seems to play a prominent role in the actualization of administrative effectiveness irrespective of the level of education. Hence, this study examined the relationship between environmental factors and principals' administrative effectiveness in Kwara State public secondary schools. This study adopted a descriptive research design of survey type. Teachers in the entire 305 public secondary schools in the 16 Local Government Areas of Kwara State constituted the population for this study. Multi-stage sampling techniques which involve Stratified random sampling were followed in selecting the 42 principals and 371 teachers who participated in this study. The participants were drawn from 42 schools in six local government areas. This study made use of two researcher-designed instruments titled "School Environments Questionnaire" (SEQ) and "Principals' Administrative Effectiveness Questionnaire" (PAEQ) to collect data from the respondents. Descriptive and inferential statistics were employed for the analysis of the data collected. Findings from the study revealed that a significant positive relationship existed between the school environment and principals' administrative effectiveness. A significant relationship was equally obtained between administrative effectiveness and school location, provision of facilities as well as school-community relations. It was inferred that the administrative effectiveness of school principals is related to environmental variables. It was recommended among others that the healthiness (physical and psychological) of the school environment should be reviewed from time to time in order to ensure administrative effectiveness.

1.0 INTRODUCTION

Education has become an increasingly global enterprise spanning societies, communities, and nations. This is because the level of social, economic, and political development of any family, society, community or nation largely depends on education. However, for education to achieve the goals for which it is established, adequate consideration must be given to environmental factors such as the location where schools are established, number of the students enrolled in schools per academic session, availability of physical facilities, instructional resources, and a host of others.

Majid (2011) explained that the school environment refers to both internal and external conditions which could facilitate the realization of the goals and objectives for which schools are established. He believed that these factors could facilitate the effectiveness of any school

system irrespective of the level when given thorough consideration and the reverse is the case when they are neglected. These factors include the conduciveness of the environment where schools are located, the nature of the relationship between the schools and the parents/guardians and the communities where schools are located, the schools' population, and the like. Bello (2019) believed that a principal is the chief executive of the secondary school, saddled with the responsibility of improving teaching and learning conditions within the classrooms, maintaining school-community, ensure an adequate supply of educational resources to motivate teachers, non-teachers, and students so that effectiveness and efficiency is attainable in the system. Bello also stated that for any school principal to achieve administrative effectiveness; the school environment should be made favorable.

Yahya (2019) defined school administration as a careful and systematic arrangement and use of human and material resources, situations and opportunities for the achievement of the specific objectives of a given organization. However, achieving the specific objectives of an organization calls for the emergence of a leader/administrator. The effectiveness of school administration is however dependent on personal qualities, interaction with subordinates and the situation as well as their ability to inspire all members of the school community to work together toward the goal of excellent education of all students.

Hussein (2018) stated that administrative effectiveness is the extent to which a school manager is able to lead the school to the realization of desired goals. However, effectiveness of a school is not only limited to how appreciable students' academic performance obtained in both internal and external examinations are, rather it also includes the level of adherence of both the students and the staff to the rules and regulations of the school, the level of judicious utilization of the school facilities, the level of teachers' dedication to their duties, ability of the school principal to provide a sense of direction as the head, the level of internal supervision carried out by the school manager and a host of others.

Eleyele and Babajide (2013) were of the opinion that school environments are the remote controllers of the operations of any school and as a result of this, both the government and the school managers at all levels of education should prioritize ways of managing them, so that the products from Nigerian educational system could be vibrant and energized enough to meaningfully contribute to the development of the economy. Unless these factors are taken into consideration in the establishment new schools and operations of the existing schools, it could be difficult to achieve administrative effectiveness.

In the same vein, Daramola (1999) stated that one of the factors affecting effective operations of many public secondary schools in Nigeria is the kind of environment they are located. The roles played by the school environment such as the school location, the school population, class size, the conduciveness of the environment where the school is located to learning, and the likes cannot be under-estimated. Ajayi (2012) also explained that one of the factors contributing to the administrative ineffectiveness of many Nigerian public secondary schools is the environment of the school itself. Factors such as school location, school population, school-community relations and the likes should be always considered by the educational planners, so that administrative effectiveness could be less cumbersome to achieve.

Mashood (2014) examined the extent to which principals' administrative effectiveness depended on school environment in public secondary schools in Ifelodun Local Government

Area, Kwara State. The study recommended that, since the findings have empirically shown that there is significant relationship between school environment and principals' administrative effectiveness, government ensure that school environment is favourable to the realization of the school goals. Salako (2020) in his study on school environment and in principal administrative effectiveness Surulere Local Government Area of Lagos State concluded that the situation of any school environment goes a long way in affecting the level of students' academic achievement of the students. In view of this, government should ensure that all the rules and regulations guiding establishment of new schools are followed so as to ensure that school environment supports the realization of school goals. Peter (2011) stated that the importance of school-community relations in the realization of the goals for which schools are established cannot be over-emphasized. All the school managers should avail themselves opportunity to always ensure peaceful co-existence between the schools and the communities where the schools are located (Ajiboye, 2016). It is the responsibility of all the school managers to design strategies which would consistently sustain mutual understanding that has been established between the school and community. It is when this is achieved by the school managers that the contributions of the communities towards the actualization of improved administrative effectiveness could be tangible.

2.0 STATEMENT OF THE PROBLEM

Environment plays significant roles in the realization of administrative effectiveness by any school administrator, irrespective of the level of education. In view of this, for any school principal to achieve effectiveness in his/her administration, the school environment must be supportive. However, it has been observed that administrative effectiveness of many public secondary school principals in Nigeria is not encouraging and this is traced to poor state of the environmental factors such as school location, school population, school-community relations, school facilities and a host of others. According to Unagha (2018), administrative effectiveness in many Nigerian public secondary schools is not stimulating and this is as a result of the fact that their locations are not learning-friendly. In the opinion of George (2015), many public secondary schools in Nigeria are thickly populated to the extent that the available human and non-human resources cannot sufficiently cope with number of the students and this has been one of the factors hindering administrative effectiveness of the principals in these schools. Yahya (2019) was of the opinion that educational facilities provided for secondary schools in Nigeria nowadays are not sufficient enough to sustain them, this accounts for the menace of administrative ineffectiveness is persistent at this level of education. Unless much is given to secondary schools in terms of school facilities, it would be a forlorn hope to expect much from the secondary school principals, in terms of administrative effectiveness. It is pitiful that many school managers find it difficult to establish and maintain peaceful co-existence between the schools and the communities where the schools are located and this has been depriving the schools of some benefits that could facilitate the realization of improved administrative effectiveness. In view of this, this study sought to examine the relationship between school environments and principals' administrative effectiveness in Kwara State public secondary schools.

3.0 PURPOSE OF THE STUDY

- i. Investigate the relationship between school environment and principal administrative effectiveness in Kwara State Public Secondary Schools
- ii. Examine the relationship of school location on principals' administrative effectiveness in Kwara State public secondary schools.
- iii. Investigate the relationship between school facilities determine principals' administrative effectiveness in Kwara State public secondary schools.
- iv. Investigate the relationship between school-community relations and principals' administrative effectiveness in Kwara State public secondary schools.

4.0 RESEARCH HYPOTHESES

- I. There is no significant relationship between school environments and principals' administrative effectiveness in Kwara State public secondary schools.
- II. There is no significant relationship between school location and principals' administrative effectiveness in Kwara State public secondary schools.
- III. There is no significant relationship between school facilities and principals' administrative effectiveness in Kwara State public secondary schools.
- IV. There is no significant relationship between school-community relations and principals' administrative effectiveness in Kwara State public secondary schools.

5.0 METHODOLOGY

The research design for this study will be descriptive survey of correlational type. Teachers and principals in the entire 305 public secondary schools in Kwara State constituted the population for this study. The study was conducted using a total of 413 participants. The sample which comprised of 42 principals and 371 teachers were selected using a multistage sampling procedure. At the first stage, stratified random sampling technique was used to select two Local Government from the three senatorial District in the state. At stage two, simple random sampling techniques was used to select 42 from the existing 112 schools in the selected Local Government. At the final stage, 42 principals and 371 teachers were selected from the sampled schools using proportionate sampling technique. Data were collected using "School Environment Questionnaire" (SEQ) and "Principal Administrative Effectiveness Questionnaire" (PAEQ). Experts in test and measurement as well as educational management scrutinized and confirmed it valid facially, contextually, and construct wise. To ensure the reliability of the instrument, test-retest method was used. The instruments were administered on the same set of ten respondents twice. The result obtain were correlated using Pearson Product Moment Correlation (PPMC). The correlation co-efficient of 0.78 and 0.77 for SEQ and PAEQ respectively were considered high. The SEQ was responded to by all the sampled teachers (371) and principals (42) while the PAEQ was responded to by the teachers (371) only. The instruments were administered by the researcher with the help of some teachers from the sampled schools. Data collected were analyzed using both descriptive and inferential statistics.

6.0 RESULTS

Research Hypothesis 1: There is no significant relationship between school environments and principals' administrative effectiveness.

Table 1: School Environments and Principals' Administrative Effectiveness

Variable	N	Mean	SD	df	Cal. r-val.	p-value	Decision
School Environments	413	18.26	3.78	411	0.427	0.000	Ho Rejected
Principals' Administrative Effectiveness	371	22.78	4.14				

Table 1 shows that the calculated r-value as 0.427 with a p-value 0.000. The p-value shows that the result is significant at 0.05 level. Therefore, the null hypothesis which stated that "there is no significant relationship between school environments and principals' administrative" was rejected.

Hypothesis 2: There is no significant relationship between school location and principals' administrative effectiveness.

Table 2: School location and Principals' Administrative Effectiveness

Variable	N	Mean	SD	df	Cal. r-val.	p-value	Decision
School location	413	15.31	2.82	411	0.345	0.000	Ho Rejected
Principals' Administrative Effectiveness	371	22.78	4.14				

Table 2 shows that the calculated r-value as 0.345 with a p-value 0.000. The p-value shows that the result is significant at 0.05 level. Therefore, the null hypothesis which stated that "there is no significant relationship between school location and principals' administrative" was rejected.

Hypothesis 3: There is no significant relationship between school facilities and principals' administrative effectiveness in Kwara State public secondary schools.

Table 3: School facilities and Principals' Administrative Effectiveness

Variable	N	Mean	SD	df	Cal. r-val.	p-value	Decision
School facilities	413	14.91	2.64	411	0.321	0.000	Ho Rejected
Principals' Administrative Effectiveness	371	22.78	4.14				

Table 3 shows that the calculated r-value as 0.321 with a p-value 0.000. The p-value shows that the result is significant at 0.05 level. Therefore, the null hypothesis which stated that "there is no significant relationship between school facilities and principals' administrative" was rejected.

Hypothesis 4: There is no significant relationship between school-community relations and principals' administrative effectiveness in Kwara State public secondary schools.

Table 4: School-community relations and Principals' Administrative Effectiveness

Variable	N	Mean	SD	df	Cal.	p-value	Decision
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				r-val.			
School-community relations	413	13.53	2.31	411	0.293	0.000	Ho Rejected
Principals' Administrative Effectiveness	371	22.78	4.14				

Table 4 shows that the calculated r-value as 0.293 with a p-value 0.000. The p-value shows that the result is significant at 0.05 level. Therefore, the null hypothesis which stated that "there is no significant relationship between school-community relations and principals' administrative" was rejected.

7.0 DISCUSSION OF FINDINGS

Findings from this study revealed that there was significant relationship between school environment and principal administrative effectiveness in Kwara state secondary schools. This implies that the quality of the school environment in term of physical location, equipment available for school use, cordiality of school-community relation among others could be associated with the principal's performance of their administrative tasks in the secondary schools. This finding confirmed the position of Ajayi (2012) that one of the factors contributing to the administrative ineffectiveness of many Nigerian public secondary schools is the environment of the school itself. Factors such as school location, school population, school-community relations and the likes should be always considered by the educational planners, so that administrative effectiveness could be less cumbersome to achieve. Thus, when the aforementioned factors are in good shape, they would assist the principal in effectively piloting the affairs of the school in such a way that the stated goals could be appreciably achieved. And, when these factors are not well taken care of, no matter how hard the principal works, it would be difficult to accomplish administrative effectiveness.

It was equally showed that there was significant relationship between school location and principals' administrative effectiveness in Kwara State Public Secondary Schools. This implies that a supportive school environment where there is no internal and external disturbance would facilitate effective discharge of communication, decision-making, resource allocation and other administrative responsibilities by the school principal. This aptly corroborated the assertion of Daramola (1999) that one of the factors affecting effective operations of many public secondary schools in Nigeria is the kind of environment they are located.

The study revealed further that there was a significant positive relationship between school facilities and principals' administrative effectiveness in Kwara State Public Secondary Schools. This indicates that the extent to which school administrator perform their statutory roles could be related to the availability of fundamental teaching-learning facilities in the school environment. That is, when learning materials and facilities such as textbooks, library, classrooms, laboratories as well as convenience rooms are sufficiently provided, principals will find it easy to manage human and other resources for optimal goal attainment. This aptly justifies George (2015) opinion that many public secondary schools in Nigeria are thickly populated to the extent that the available human and non-human resources cannot sufficiently cope with number of the students and this has been one of the factors hindering administrative effectiveness of the principals in these schools. It equally confirms Yahya (2019) position that educational facilities provided for secondary schools in Nigeria nowadays are not sufficient

enough to sustain them, this accounts for why the menace of administrative ineffectiveness is persistent at this level of education.

Findings from the study indicated that there was significant relationship between school-community relations and principals' administrative effectiveness in Kwara State Public Secondary Schools. This implies that the involvement of school based management committee (SBMC), religious organizations and other community members of the school host could be associated with the administrative effectiveness of the principal. This could be attributed to the fact that such relationship assist a great deal in mobilizing resources for the smooth running of the school. This result aligns with Ajiboye (2016) assertion that the school managers should avail themselves opportunity to always ensure peaceful co-existence between the schools and the communities where the schools are located. It is the responsibility of all the school managers to design strategies which would consistently sustain mutual understanding that has been established between the school and community.

8.0 CONCLUSION

Based on the finding from this study, it was inferred that the extent to which administrative goals are attained depends on the favourability of the school environment. It was equally concluded that principals whose schools are sited in a serene environment, fortified with requisite physical facilities, and hosted by a receptive community of people would be more effective in discharging statutory administrative duties.

9.0 RECOMMENDATIONS

The following recommendations were made based on the findings of this study:

- i. The environmental health (both physical and psychological) of all public secondary schools must be given necessary attention by reviewing it from time to time in order to ensure administrative effectiveness of the principals.
- ii. Government must ensure that secondary schools are located in conducive environment that is free from noise and other forms of nuisance. Existing schools with such unpleasant interferences should be identified and necessary actions must be taken in order to avert the wastage that often accompany administrative ineffectiveness.
- iii. School community should be provided with enlightenment on their responsibilities towards the public schools within their domain.
- iv. It was recommended that basic facilities needed for curricular and co-curricular activities, social amenities and other facilities that facilitates high quality of work-life should be made available in the schools. This is necessary to make the discharge of administrative tasks less burdensome to the principal.
- v. School principals should ensure that statutory bodies such as School Based Management Committee, Parents-Teachers Association and other non-statutory bodies such as religious groups and traditional councils are involved in the administration of the school in order to guarantee effectiveness.

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