PRINCIPALS' MANAGERIAL EFFECTIVENESS IN SECONDARY SCHOOLS:
EMERGENT ISSUES FROM RESEARCH

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Abstract
Virtually all studies on successful schools identify principals' managerial effectiveness as critical for instructional improvement in the classroom and vital to the overall success of schools. This paper started with a definition of the concept of managerial effectiveness. Early and recent studies on managerial effectiveness of secondary school principals were reviewed. Evidences from these studies clearly indicate that principals do make a difference, for managerial effectiveness was positively associated with school outcomes in each of the studies. Five emergent issues from the literature indicate that for principals to the effective managers of secondary schools in the face of emerging issues, they should focus on staff management and development; instructional leadership: managing discipline and students; managing, facilities and fostering enabling school climate. Introduction

Research on managerial effectiveness of school principals within the last decade has seen a shift from an emphasis upon management directives, to a focus upon the effective potential of management (Lewin, and Mint on., 2007). In educational management, there is a move from the tacit belief that managers are senior executive (hat issue orders and directives, to the view that effective principals set high standards for both staff and students, focus on excellence and inspire all members of the school community to a shared commitment towards the realization of school goals (Lezolte & McKee, 2006). Thus, what transpires in a school either promotes, nourishes or impedes and diminishes students' academic success. This means (hat when the principal does his job effectively, great things happen; but when they are incompetent in performing (heir roles, young people are hindered from achieving their potentials.

Managerial Effectiveness Defined
Managerial effectiveness is the ability of school administrators to effectively channel the resources available to a school towards excellence in the school goal attainment. According to Hoyle (1999), effectiveness is the degree to which an organization approximates to achieving its goals. Therefore, effectiveness is related to the achievement of goals. It is concerned with the relationship between the inputs a school gets and the outputs it achieves in the extent of its environment (Bjögn, 2002). Managerial effectiveness in the secondary schools would entail the extent to which school administrators harmonize material and human resources available to them to achieve the goals of the school system. For the purpose of this study, managerial effectiveness will be considered as the ability of school principals to efficiently and effectively manage the human, infrastructure, financial and learning resources in their schools in order to accomplish organizational objectives.

Earlier Studies on Principals' Managerial Effectiveness
Managerial effectiveness has been a concern of educators for the past two decades. One of the early studies that sought to answer the question: Do principals' managerial effectiveness actually make a difference and if so, which leadership behaviours are associated with positive outcomes?, was carried out by Weber (1971). Weber's work tested the hypotheses that managerial effectiveness does not make a difference; a student's achievement is exclusively a function of family background. Conducted in four inner-city schools in New York. Los Angeles, and Kansas City, results pointed toward effectiveness in school management as the determinant of success in third-grade students' reading achievement.

The schools Webber examined, exhibited a significant number of poor students scoring above national reading norms. To further substantiate student competency in reading, a test was devised to determine reading ability. The results showed that reading ability in the four schools was similar to that of students in average-income schools. Interviews with staff and observations of classes during reading instruction revealed that in successful schools, the management laid emphasis on reading; careful and frequent evaluation of pupil progress; and a pleasant, orderly, and quiet atmosphere. Hence, managerial effectiveness appeared to be a significant factor; school administrators set the tone for the school and assumed responsibility for instruction and allocation of resources to reach school goals.

In 1974, a New York State Performance Review set out to connect school management with school effectiveness. The New York studies tended not only to confirm the Weber findings but pointed to the school environment as being instrumental in elevating achievement scores. Two inner-city schools in New York City that matched on important environmental factors but differed significantly in reading achievement were studied in depth. The analysis revealed that differences in student achievement appeared to be attributable of factors under the school's managerial control, some of them significantly related to leader behaviour. The principal in the more effective school had developed and implemented a plan for dealing with reading problems and provided a good balance between management and instructional skills. He appeared to be 'quietly everywhere', observing students and teachers. He was more involved in explaining, establishing educational practices, and developing a stable school atmosphere.
Another related study was conducted by Madden (1976). That study paralleled both Weber's and the New York State Performance Review but was more extensive and rigorous. Identifying 21 pairs of elementary schools that matched on the basis of pupil characteristics but differed on standardized achievement measures, the researcher identified five factors that seemed to differentiate effective from less effective schools. In more effective schools;

1. teachers reported receiving significantly more support from principals;
2. the principal created an atmosphere conducive to learning;
3. the principal had more impact on educational decision making;
4. there was more evidence of pupil progress monitoring by the principal;
5. the principal laid more emphasis on achievement

Edmonds and Frederickson (1978), also tried to identify and analyze urban schools in which management were instructionally effective for poor and minority students, as a major contributor to school effectiveness. His initial efforts were as project director of Harvard University's "Search for Effective Schools". These studies involved 20 elementary schools in Detroit's Model Cities Neighbourhood, a re-analysis of the 1966 Equal Educational Opportunity Survey (EEOS) data (Frederiksen, 1975), and an analysis of results in six pairs of elementary schools in Lansing, Michigan. On the basis of these extensive analyses, Edmonds concluded that schools and effectiveness of school management do make a difference and that effective school management are marked by leaders who:

1. Promote an atmosphere that is orderly without being rigid, quiet without being oppressive, and generally conducive to the business at hand.
2. Frequently monitor pupils progress
3. Ensure that it is incumbent upon the staff to be instructionally effective for all pupils,
4. Set clearly stated goals and learning objectives.
5. Develop and communicate a plan for dealing with reading and mathematics achievement problems.
6. Demonstrate strong leadership with a mix of management and instructional skills.

Recent Studies on Principals' Managerial Effectiveness

Recent studies on effectiveness in school management include that of Hopkins (1994). Hopkins investigated the conditions that are necessary for effective school management. The study was a survey of over thirty experts South West to 20-item self-evaluation questions. Findings revealed that the quality and standards of teaching and learning, transformational leadership, effective staff development, appropriate co-ordination, collaborative planning and involvement of staff, students and community in decision-making were important conditions for effective school management.

Brighouse (1994), also studied the processes that encourage effective school management. He based his survey on secondary schools in Cambridge. 300 principals and 1,213 teachers responded to a 50-item questionnaire. He found that successful leadership; decision-making, supervision, organization, and creating the enabling environment, in that order were the major activities that enhance school management.

Essang (1997), studied the extent of the influence of interpersonal factors on administrative effectiveness of secondary school principals in Cross River and Akwa-Ibom States of Nigeria. The sample consisted of 242 principals, and 726 experienced teachers. A questionnaire on school administration was administered to the subjects. Pearson's Product Moment and t-test were used to test the hypotheses formulated for the study. The study showed that healthy interpersonal relationships with teachers tend to be helpful for administrative effectiveness of secondary school principals. The implications of the study were considered and formed the basis for some recommendations.

In a 1998 study, commissioned by the National Association of Elementary School Principals (NAESP), responses from 1,323 randomly selected K-8 principals indicated that elementary and middle school principals spend an average of nine hours per day and 54 hours per week in work-related activities. More specifically, he notes, most of the time is spent in three areas: contacting and supervising staff, interaction with students, and managing student discipline. The typical principal selects and has the responsibility of supervising teachers, involves teachers in developing and evaluating the instructional process, and is likely to share the responsibility for instructional improvement with teachers. Instructional leadership emerged as the major role of the K-8 principal in the NAESP study (Doud and Keller, 1998).

In their analysis of existing literature and review of high- and low-performing schools in the state of Washington, Lewin & Minton (2007), found that high performing schools demonstrate at least five of nine characteristics which include a clear and shared focus, high standards and expectations for all students, effective school leadership, high levels of collaboration and communication, curriculum, instruction and assessments aligned with state standards, frequent monitoring of learning and teaching, focused professional development, supportive learning environments, and a high level of family and community involvement. Lewin and Minton (2007), noted that most of the high-performing schools they researched were identified as high-performing based upon student performance on standardized exams, with many of the schools exhibiting a high percentage of students from low-socio-economic backgrounds.

In recent surveys conducted by Kouzes and Posner (2002), more than 70% of respondents chose the ability to look
ahead as one of the most sought-after managerial traits. Leaders must be able to choose an appropriate direction for the organization. Followers expect the leader to have a well-defined orientation toward the future and want to know "what the organization will look like, feel like, be like when it arrives at its destination" (Kouzes & Posner, 2002:29). For the school leader, this means constantly examining new research, best practices, and new systems to see how the school can become more effective (Lezotte and McKee, 2006).

In a study conducted in Nigeria, Nwaodua (2005), focused on leadership forces as correlates of excellence in the management of secondary schools in Delta State. Six research questions were raised and seven null hypotheses were tested. Two sets of questionnaire- The leadership forces questionnaire (LFQ) and Questionnaire on School Excellence (QSE) were constructed by the researcher and were subjected to expert validation and reliability. From a population of three hundred and forty-six principals that function in the Delta State and teachers on principal cadre who were not heading schools. Fifty principals were sampled and five teachers were randomly selected to collect data on their principals' leadership. Mean scores and Pearson product moment correlation were used to provide answers to the research questions, (lie t-test for correlated means were used in testing the hypotheses. The findings indicated that there was a significant relationship between the leadership forces and excellence in school management. The researcher recommended that principals should receive some proficiency training that would enhance their performances.

The purpose a study by Eziuzor (2008) was to appraise the effectiveness of principals' practices in secondary school administration in Onitsha Education zone of Anambra State through the opinions of teachers. The appraisal was delimited to three administrative practices of staff personnel administration, students' administration, and administration of school-community relationship. The study, which was guided by three research questions, adopted the descriptive survey design. Sample was made up of 355 teachers who were randomly selected from 10 secondary schools out of 32 secondary schools in Onitsha Education Zone of Anambra State. A questionnaire containing 15 items was validated, tested for reliability and used as the data collection instrument. Mean scores and standard deviation were used in answering the research questions. The findings of the study indicated that principals performed well in some areas such as students' administration, and school-community relationship, but they did not perform well in financial management, and staff personnel administration. It was therefore recommended among other things that principals should pay serious attention and improve on their managerial practices. They need the authority to manage the school effectively in areas such as disciplining of staff and students, participation in staff selection, mobilizing and using community resources.

**Principals' Managerial Effectiveness: Emergent Issues from Research**

Evidences from these studies clearly indicate that principals do make a difference, for managerial effectiveness was positively associated with school outcomes in each of the studies. Of equal importance was the emergence of specific managerial behaviours consistently associated with managerial effectiveness of principals. Clearly, implications are that managerial effectiveness is enhanced by principals who emphasize achievement, set instructional strategies, provide an orderly school atmosphere, and frequently evaluate pupil progress. Coordination of instruction and support of teachers also received strong support when one considers that the studies were aimed at school processes, not at curriculum.

These are four major issues for managerial effectiveness that apply to Nigerian secondary school principals as emergent from the review. These are subsequently discussed.

**Staff Management and Development**

The principal should ensure that he/she recruited staff to appropriate need areas where their services will be optimally utilized according to their area of specialization and job experience. The responsibilities assigned to staff must be challenging, interesting and motivating. Overloading must be avoided as much as under utilization. Furthermore, the principal has the responsibility of induction of new staff members. Weller (2004), came up with the type of assistance needed by the new staff include: making the new staff members feel welcome, introducing a new staff member to all aspects of the school life, conducting a new staff member round the school and introducing them to members of staff and students especially during assembly, arranging to take them round the locality and point out interesting and useful places and dignitaries. The importance of orientation course for the new staff cannot be over emphasized. This is because it helps them to settle down easily and makes for speedy adjustment to their new jobs and environment. In addition, the principal should assist in developing and appraising the staff. This helps to equip staff with modern skills, knowledge and attitudes required on the job, for improving instruction.

**Instructional Leadership**

Principals should provide effective instructional leadership. They should be involved in curriculum discussions and influence the content of curriculum guidelines, influence teachers' instructional strategies only when they judge it necessary, and believe in monitoring students' progress over a period of years. Lewin and Minton (2007), contend that the principal of the future must lead a complex learning organization by helping to establish new cultures in schools that have deep capacities to engage in continuous problem, solving to improve instruction. They should be able to clarify for their followers the follower's responsibilities, expectations the leaders have, the task that must be accomplished and the benefits to self-interests of the followers for effective teaching and learning. Lezotte and McKee (2006), also believe that the
educational leader must establish, nurture, and maintain a cultural mindset of continuous improvement among the followers in order to initiate, plan, and implement effective and sustainable school reform that will lead to improved student learning. Principals should therefore:

- Lead schools in a way that places student learning at the center
- Set high expectations and standards for the academic and social development of all students and the performance of staff.
- Demand content and instruction that ensure student achievement of agreed-upon academic standards.
- Create a culture of continuous learning tied to student learning and other school goals.
- Use multiple sources of data as diagnostic tools to assess, identify and apply instructional improvement, and
- Actively engage the community to create shared responsibility for student and school success.
- School principals should create a school environment where academic achievement should be (he primary goal to be realized by the school.

Managing Discipline and Students

It is the responsibility of the principal to maintain discipline in the school in order to make way for the achievement of the set goals and objectives. In order to achieve this, he himself must be disciplined, attending school regularly, exhibiting the qualities of a good leader, thus leading by example. Me or she needs -to adopt strategies that will attract his or her staff to remain and work for the school. He or she should adopt motivational approach to ensure compliance to his commands and orders by making teachers participate in decision-making, assisting them to improve their teaching skills, being attentive to their material and social problems and by procuring for them sufficient working tools and facilities.

Another area has to do with the management of students. The sole purpose of sending a child to school is for training, growth and development (T.dikpa, 2)\(^{(M)}\). Every child in the school represents a family and has some goals, aspirations, interests and needs to achieve. The principal's role should be to satisfy these needs. I fence, his or her role with regard to student management relate to admission policies, classification and grouping of students for instruction, boarding service, social/recreational services, food, health and transportation services, guidance and counseling services, discipline among students, students' records and progress report and orientation programme for the new students. The principal must realize that he will be held responsible for any wrong doings in his schools; likewise, he will have the credit for excellent performance and satisfactory results. Consequently, he must ensure that the relationship between him and his students remains cordial. Udeozor (20(M:5), pointed out that the activities required for student development include;

- the revision of educational objectives, helping teachers to individualize teaching, sensitizing teachers on modern method of using aids, evaluating learners, maintaining class control, co-operatively assessing methods and materials of teaching, observation of classroom instruction, conducting teachers' meeting or individual conferences, cooperative study of learners, identification of students' problems and cooperative application of possible solutions to lowering standards.

Managing Facilities

The school principal should endeavour to procure the necessary plants and facilities that will promote quality education in his school and at same time protect, maintain or even replace the obsolete ones. School buildings, equipment, and supplies cost a great deal of money. Therefore, they should be adequately maintained and cared for. The storage and distribution of school supplies and equipment must also receive adequate attention and the custodial staff must be supervised. Ejigou (2002), points out that the major responsibilities in this regard call for adequate care of plants and facilities, involving the entire school personnel in their maintenance. This means that the principal should devise supervisory schedules to avoid neglecting the plants and facilities, procure adequate quantity and quality of the school personnel to enable the plants and facilities function at the optimum capacities and crate awareness among the staff regarding the importance of well-kept school plants and facilities.

In this era of Information and Technology, they should encourage teachers and students to be ICT compliant. They should partner with private sector to provide ICT facilities and training for students.

School Climate

Prior research has identified a number of factors that are related to organizational climate, both in positive and negative terms. In educational institutions, positive factors include reduced role ambiguity (Campisano, 1992; Cintavey, 1995), teacher empowerment (Ilomung, 1995; Wu, 1994), clear organizational mission (Varona, 1991), and encouragement of innovation, continual professional development, and shared decision making (Veitenheimer, 1993). Other factors identified in studies involving school teachers were a confronting and cooperative conflict resolution style of principals, as
opposed to a withdrawing conflict resolution style (Byers, 1987; Hajzus, 1990),
principal-teacher goal congruence (Derczo, 1987), and religiosity of the teacher (Ciriello, 1987).
In essence, it appears that organizational commitment may be fostered by enhancing promoting factors
such as administrative support, empowerment, collegiality, and a collaborative climate.

For principals to effectively manage secondary schools, they should create good school climates. They should be able to communicate with parents, teachers and students and be team builders by building coalitions between these stakeholders. To be effective managers, principals should be well aware that there is a turbulent environment and they should address the needs of the outside groups that are too numerous. They should also encourage a risk taking environment by urging their employees to assume responsibility for a task. They should possess certain skills in conflict management, active listening, problem solving and consensus building. Moreover, they should adopt norms and attitudes that are in harmony with the school's culture. Most importantly they should establish credibility and prove that they are people of integrity.

In order to effectively lead an organization, educational leaders must possess the ability to make valued decisions. Decisions are in part, a fundamental means by which opportunities for change and development are possible. The successes and/or failures of an organization may be directly linked to its leaders' decisions (Yuki, 1994). As educational leaders of public schools, this is especially true for Nigerian principals.

Conclusion
Virtually all studies on successful schools identify principals' managerial effectiveness as critical for instructional improvement in the classroom and vital to the overall success of schools. To be effective, principals must be prepared to recognize the importance of teaching and learning, clearly communicate the vision and mission of the school to all stakeholders, manage available resources, promote an atmosphere of trust and collaboration, and emphasize professional development. School principals must act with integrity and establish trust with stakeholders so that even unpopular decisions are supported. There is an important need for principals to demonstrate an appreciable degree of managerial effectiveness so as to model the process of school administration to be realistic, motivating, and fulfilling in the face of emerging issues in secondary education.

References


