ADMINISTRATIVE SUPERVISORY STRATEGIES IN MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study examined administrative supervisory strategies in the management of public secondary schools in Anambra State. This study adopted a descriptive survey research design. The population constitute 263 principals. These principals are made up of 107 male and 156 female principals. The entire population was used as the sample size; this means, that no sampling technique was used in sample size selection. A 19-item structured questionnaire was used for data collection. The correlation coefficients of Cluster B = 0.87 and Cluster C = 0.81 and an average correlation coefficient reliability score of 0.84 was obtained. Mean scores that are 2.50 and above are regarded as agreeing while mean scores below 2.50 are taken as Disagree. On the other hand, a t-test was deployed to test the hypothesis formulated for the study. The study found that motivational strategies adopted by principals in management of public secondary schools in Anambra State are provision of welfare packages, making available conducive environment, assisting teachers to solve some personal problems. The personnel management strategies adopted by principals in management of public secondary schools because principals adopt treatment of teachers as individuals rather than just members of a group, expression of satisfaction when teachers do their work well. The study recommended that

principals should involve teachers in managing the school through thorough supervision by networking the activities of the staff. Principals should ensure effective communication is established with the teachers.

Keywords: Administration, Supervisory, Networking, Strategies, Management

INTRODUCTION

The goal of secondary school according to the specifications of the National Policy on Education (the Federal Republic of Nigeria, 2014) are aimed at preparing students for useful living within the society and higher education. Nwafukwa and Odey (2018) added that preparing the individual for useful living in society means that after acquiring secondary education, he/she must be self-reliant, contribute meaningfully to the development of the society, be morally and culturally sound, be of good character and participate actively in decision making in matters affecting the entire society. However, these responsibilities of secondary school education, rest squarely on the school principals as the managers of the school.

The primary role of school managers revolves around the administration of human and material resources. These resources must be effectively managed and harnessed to provide an enabling environment for teachers to teach, and learners to learn (Madukwe, Owan, & Nwannunu, 2019). The school manager harnesses human and material resources to set a standard that improves the quality of secondary education. Bernard and Goodyear (2000) posit that the school manager leads to the development of aspirations and expectations on the part of both teachers and students to do good work. The school manager also assists the teachers in resolving problems from improving methods, materials and evaluation and thus provides a good measure of quality control. In most of these situations, as Madukwe, et al. (2019) further stated, the school manager (principal) ensures information dissemination, communication flow, and hierarchical chain of authority which can be established and effectively managed by creating administrative supervisory network.

Administrative supervision, according to Nwankwoala (2020) can be seen as the process of providing leadership to the teacher or even nonteaching staff in a school system. It involves directing, assisting, motivating and encouraging teachers towards the attainment of set instructional objectives. Leigha (2010) perceives administrative supervisory as the situation where there is the auxiliary relationship between super-ordinates and their subordinates, where giving direction and control to a subordinate staff by the superior staff takes place easily. On some occasions, these administrative supervisory are networked. Those involved in administrative supervisory include principals, teachers, counselors, and non-academic staff among others. These supervisory networks have the duties of supervising both human and materials resources. At the same time, they share ideas, communicating and connecting with

other school personnel who share a common interest, collaborating, participating, sharing information and knowledge as well as gaining new knowledge. Jideofor (2022) stated that the school administrator is always expected to create a network where information dissemination, communication flow, and a hierarchical chain of authority can be established and effectively managed. It is one thing to create networks within the school, as it is another thing to supervise the smooth running of these networks and ensure that these networks run smoothly.

However, as the school administrator explores supervisory networking, the employment of other strategies to boost the quality of education is necessary. According to Brinich (2016), for any school administrator to be considered as being supervisory competent, such characteristics as communication, conflict resolution, leadership, critical thinking, interpersonal skills, time and priority management, and administrative strategies need to be present. Ogbonnaya (2013) described administrative strategies as the total of the various processes of decision making, organizing, stimulating, coordinating, staffing, budgeting, communication and evaluating, which aid administrators in the utilization of resources in the achievement of organizational goals.

Consequently, Jideofor (2022) pointed out three administrative strategies principals can deploy in the management of secondary schools. These include motivational strategies, communication strategies and personnel management strategies. The principals' motivational strategies will cover their delegation of duties to staff, involving them in decision-making furnishing offices and promoting teacher professional growth among others. Communication strategies will involve holding talks with staff, addressing them weekly, using a notice board to pass information and listening to teachers' opinions among others. Personnel management strategies will look into the use of advertisement to announce recruitment, using written interviews, shortlisting, and oral interviews among others for personnel election as well as making the workplace safe. Nevertheless, supervisory networking and strategies seem to be a relatively new phenomenon in secondary school management in Anambra State.

There are issues in carrying out administrative duties in Anambra State's public secondary schools. From the researcher's observations, there are issues such as poor supervision, conflict among teachers, low motivation, insufficient funding, communication problems, insufficient facilities, a lack of a principal-teacher relationship, poor personnel management, and a principal with poor leadership styles, among others. More so, some school principals seem to lack vision whereas some appear inexperienced in deploying administrative supervisory networks and strategies in the effective management of school schools. However, it seems that irrespective of the gender of the principals, some supervision roles of these principals are poor. A

male principal may adopt administrative strategies different from that used by another female principal.

Unfortunately, from the researcher's preliminary research, there seems to be a scarcity of literary works on administrative supervisory networking and strategies in the management of public secondary schools in Anambra State. This has created a gap in the literature in making sure that there is effective management of public secondary schools in Anambra State irrespective of the gender of the principal where the secondary school education achieves its goals of producing quality secondary school graduates. It is on this premise that this research paper was borne.

RESEARCH QUESTIONS

The following research questions guided the study;

1. What are the motivational strategies adopted by principals in management of public secondary schools in Anambra State?
2. What are the communication strategies adopted by principals in management of public secondary schools in Anambra State?
3. What are the personnel management strategies adopted by principals in management of public secondary schools in Anambra State?

HYPOTHESES

The paper tested the following null hypotheses at a 0.05 significant level.

$H_0$1: Male and female principals do not have a significant mean difference in the administrative supervisory strategies adopted by principals in management of public secondary schools in Anambra State.

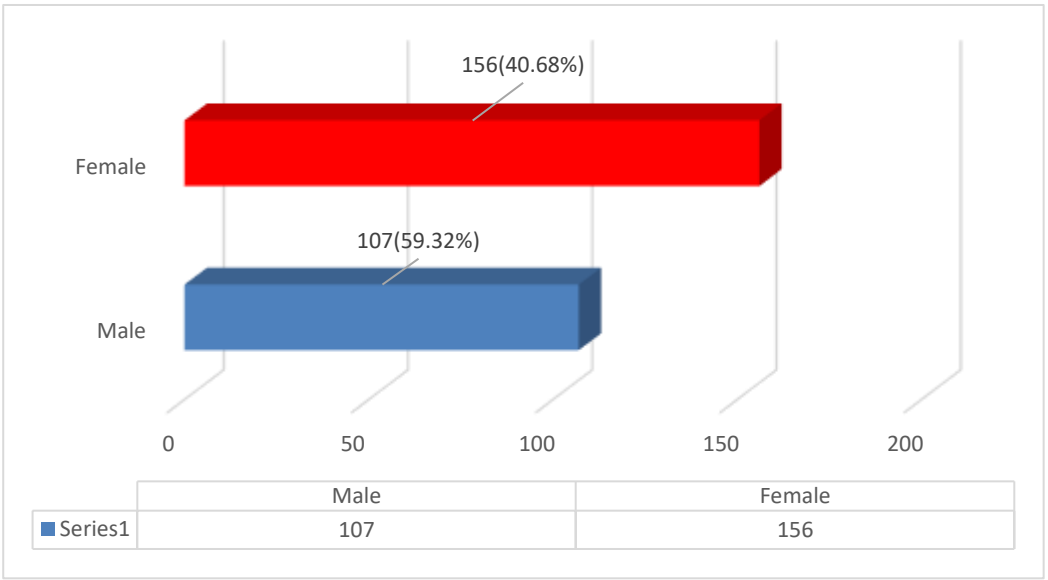
$H_0$2: Male and female principals do not have a significant mean difference in the administrative supervisory strategies adopted by principals in management of public secondary schools in Anambra State.

$H_0$3: Male and female principals do not have a significant mean difference in the administrative supervisory strategies adopted by principals in management of public secondary schools in Anambra State.

RESEARCH METHOD

This paper adopted descriptive survey research design. As Nworgu (2014) stated, the descriptive survey research design is the plan of study which aims at collecting data on and describing systematically, the characteristics and features of facts about a given population. The population comprised all the principals in the public secondary school in Anambra State. These public secondary schools in Anambra State have a total of 263 principals. In these public schools, there are 107 male and 156 female principals. The entire population served as the sample size; this means, that no sampling

technique was used in sample size selection. A 19-item structured questionnaire was used for data collection. The questionnaire was titled: Administrative Supervisory Networking and Strategies in the Management of Public Secondary Schools Questionnaire (ASNSMPSSQ). The questionnaire had four clusters ranging from clusters A to D respectively. Cluster A sought information on the gender of the respondents. Cluster B sought the administrative supervisory networking in the management of public secondary schools in Anambra State, and Cluster D sought information on administrative strategies in the management of public secondary schools in Anambra State. The questionnaire was structured on a 4-point Likert scale ranging from Strong Agree (SA) - 4, Agree Disagree (SD) – 3; Disagree (D) – 2; and Strongly Agree (SD) respectively. The questionnaire was subjected to face and content validity where three experts from the Department of Educational Foundation, Faculty of Education in Nnamdi Azikiwe University, Awka validated the research instrument. The reliability of the questionnaire was established with the use of a pilot test to determine the Cronbach Alpha coefficient. 10 principals from Anambra State were used to determine the Cronbach Alpha coefficient. From the results yielded, the correlation coefficients of Cluster A = 0.87 and Cluster B = 0.81. There was an average correlation coefficient reliability score of 0.84 indicating that the instrument was reliable. The questionnaire was used in data collection. After the administration of the questionnaire, the researcher collected the filled copies on the spot to avoid loss. At the end of the exercise, 100% of the questionnaire were returned. Mean score was used to analyse data gathered from the field of study. Mean scores that mean score of 2.50 and above are regarded as agree while the mean score below 2.50 is taken as Disagree. On the other hand, a t-test was deployed to test the hypothesis formulated for the study. In testing the null hypothesis, where the p-value was greater than 0.05,



the null hypothesis is accepted and if the p-value is less than 0.05, the null hypothesis is rejected.

RESULTS

Gender of the Respondents

Figure 1 shows the gender of the respondents. The results revealed that 40.68% of the respondents were male principals and 59.37% of the respondents were female principals. This implies that the majority of the respondents were female principals.

Table 1: Mean ratings of the male and female principals' responses on the motivational strategies adopted by principals in management of public secondary schools in Anambra State

		Male principals =107			**Female principals = 156**		
S/N	**Item Descriptions**	**X**	**SD**	**Decision**	**X**	**SD**	**Decision**
1	Provision of welfare packages	3.00	1.030	Agreed	3.14	.881	Agreed
2	Making available conducive environment	2.86	.990	Agreed	2.92	1.047	Agreed
3	Assisting teachers to solve some personal problems	2.98	.937	Agreed	2.88	1.081	Agreed
4	Use of democratic leadership style	2.94	1.038	Agreed	3.14	.756	Agreed
5	Provision of monetary reward	2.78	1.036	Agreed	2.80	1.050	Agreed
	Cluster Grand Mean	2.91	1.006	Agreed	2.98	0.963	Agreed

Table 1 shows the mean ratings of the male and female secondary school principals' responses on the motivational strategies adopted by principals in management of public secondary schools in Anambra State. The results revealed that all the items were highly rated by the male and female principals. The cluster grand mean ratings of 2.91 for male and 2.98 for female principals ascertain the acceptability of the rated

items by the respondents. It is, therefore, the opinions of the male and female principals that the motivational strategies adopted by principals in management of public secondary schools in Anambra State are provision of welfare packages, making available conducive environment, assisting teachers to solve some personal problems, use of democratic leadership style, and provision of monetary reward. This means the motivational strategies adopted by principals influences management of public secondary schools in Anambra State.

Table 2: Mean ratings of the male and female principals' responses to the communication strategies adopted by principals in management of public secondary schools in Anambra State

		Male principals = 107			Female principals =156		
S/N	**Item Descriptions**	**X**	**SD**	**Decision**	**X**	**SD**	**Decision**
6	Consistently convening staff meetings to improve school performance	3.00	.969	Agreed	2.78	1.016	Agreed
7	Speaking in a clear and concise manner	2.84	1.037	Agreed	2.96	.989	Agreed
8	Initiating open communication	3.04	.989	Agreed	2.94	1.077	Agreed
9	Encourage inclusive discussions	3.06	.935	Agreed	3.06	.956	Agreed
10	Encourage participation in suggestions on school issues	3.00	1.030	Agreed	2.94	1.077	Agreed
11	Encouraging teacher team meetings for students' improvement	2.98	1.020	Agreed	3.06	.956	Agreed
12	Encouragement of feedback	2.94	1.038	Agreed	3.14	.756	Agreed
	Cluster Grand Mean	2.98	1.003	Agreed	2.98	0.975	Agreed

Table 2 shows the mean ratings of the male and female secondary school principals' responses to the communication strategies adopted by principals in management of public secondary schools in Anambra State. The results showed that all the items were highly rated by the male and female principals. The cluster grand mean ratings of 2.98 for male and 2.98 for female principals ascertain the acceptability of the rated items by the respondents. It is, therefore, the opinions of the male and female principals that the communication strategies adopted by principals in management of public secondary schools in Anambra State include consistently convening staff meetings to improve school performance, speaking in a clear and concise manner, initiating open communication, encourage inclusive discussions, encourage participation in suggestions on school issues, encourage teacher team meetings for students' improvement, and encouragement of feedback. This implies that communication

strategies adopted by principals impact the management of public secondary schools in Anambra State.

Table 3: Mean ratings of the male and female principals' responses to the personnel management strategies adopted by principals in management of public secondary schools in Anambra State

		Male principals = 107			Female principals =156		
S/N	**Item Descriptions**	**X**	**SD**	**Decision**	**X**	**SD**	**Decision**
13	Treatment of teachers as individuals rather than just members of a group	2.98	.937	Agreed	3.14	.756	Agreed
14	Expression of satisfaction when teachers do their work well	2.84	1.037	Agreed	2.80	1.050	Agreed
15	Regular supervision of teachers' classroom instructional capabilities	3.04	.989	Agreed	2.94	1.077	Agreed
16	Giving teachers feedback on their instructional capabilities	3.06	.935	Agreed	3.06	.956	Agreed
17	Discussing very clearly teachers' responsibilities for achieving objectives	3.00	1.030	Agreed	2.94	1.077	Agreed
18	Treatment of teachers as individuals rather than just members of a group	3.00	1.030	Agreed	3.06	.956	Agreed
19	Expression of satisfaction when teachers do their work well	2.86	.990	Agreed	3.14	.756	Agreed
	Cluster Grand Mean	2.97	0.993	Agreed	3.01	0.947	Agreed

Table 3 shows the mean ratings of the male and female secondary school principals' responses to the administrative strategies in the management of public secondary schools in Anambra State. The results showed that all the items were highly rated by the male and female principals. The cluster grand mean ratings of 2.97 for male and 3.01 for female principals ascertain the acceptability of the rated items by the respondents. It is, therefore, the opinions of the male and female principals that the

personnel management strategies adopted by principals in management of public secondary schools in Anambra State are treatment of teachers as individuals rather than just members of a group, expression of satisfaction when teachers do their work well, regular supervision of teachers' classroom instructional capabilities, giving teachers feedback on their instructional capabilities, and discussing very clearly teachers' responsibilities for achieving objectives. This means the use of supervisory networking supports the management of secondary schools in Anambra State.

TEST OF HYPOTHESES

Hypothesis One

H_0: Male and female principals do not have a significant mean difference on the motivational strategies adopted by principals in management of public secondary schools in Anambra State.

Variable		No.	X	SD	df	Probability	t-Calculation	Crit. Table Value	Sig. (2-tailed)	Decision
Principals	Male	107	2.84	1.037	263	0.05	-1.668	4.303	.608	Not Sig.
	Female	156	2.96	.989						

The results of the test of hypothesis one indicated that the mean score of male principals on motivational strategies adopted by principals in management of public secondary schools in Anambra State was 2.84 with a standard deviation of 1.037 while that of the female principals was 2.96 with a standard deviation of .989. More so, the calculated independent t-test, -1.668 than the critical table value of 4.303. On the other hand, the p-value (.608) was greater than the 0.05 significant level. For these reasons, the null hypothesis was retained and the alternative hypothesis was not retained. Thus, male and female principals do not have a significant mean difference on the motivational strategies adopted by principals in management of public secondary schools in Anambra State. This implies that the principals' adoption motivational strategies impact the management of public secondary schools in Anambra State.

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Hypothesis Two

H_0: Male and female principals do not have a significant mean difference in the communication strategies adopted by principals in management of public secondary schools in Anambra State.

Variable	No.	X	SD	df	Probability	t-Calculation	Crit. Table	Sig. (2-tailed)	Decision

								Value		
Principals	Male	107	2.98	1.020	258	0.05	.246	4.303	.218	Not Sig.
	Female	156	2.94	1.038						

The results of the test of hypothesis two revealed that the mean score of male principals on the communication strategies adopted by principals in management of public secondary schools in Anambra State is 2.98 with a standard deviation of 1.020 while that of the female was 2.94 with a standard deviation of 1.038. More so, the calculated independent t-test, .218 than the critical table value of 4.303. On the other hand, the p-value (.218) was greater than the 0.05 significant level. For these reasons, the null hypothesis was retained and the alternative hypothesis was not retained. Thus, male and female principals do not have a significant mean difference in the communication strategies adopted by principals in management of public secondary schools in Anambra State. This implies that all the principals in Anambra State agreed to communication strategies impacting the management of public secondary schools in Anambra State.

HYPOTHESIS THREE

H_0: Male and female principals do not have a significant mean difference in the personnel management strategies adopted by principals in management of public secondary schools in Anambra State.

Variable		No.	X	SD	df	Probability	t-Calculation	Crit. Table Value	Sig. (2-tailed)	Decision
Principals	Male	107	3.06	.935	258	0.05	.212	4.001	.115	Not Sig.
	Female	156	3.06	.956						

The results of the test of hypothesis two revealed that the mean score of male principals on the personnel management strategies adopted by principals in management of public secondary schools in Anambra State is 3.06 with a standard deviation of .935 while that of the female was 3.06 with a standard deviation of .956. More so, the calculated independent t-test, .115 than the critical table value of 4.001. On the other hand, the p-value (.115) was greater than the 0.05 significant level. For these reasons, the null hypothesis was retained and the alternative hypothesis was not retained. Thus, male and female principals do not have a significant mean difference in the personnel management strategies adopted by principals in management of public secondary schools in Anambra State. This implies that all the principals in

Anambra State agreed to personnel management strategies impacting the management of public secondary schools in Anambra State.

DISCUSSIONS OF FINDINGS

As indicated in research question one and the affirmation of the test of hypothesis one, the opinions of the male and female principals that the motivational strategies adopted by principals in management of public secondary schools in Anambra State are provision of welfare packages, making available conducive environment, assisting teachers to solve some personal problems, use of democratic leadership style, and provision of monetary reward. These findings are in line with Ucheghara (2011) findings that motivation techniques encompass so many things like the use of fringe benefits, incentives, style of management, working condition, wages and salaries, promotion and others to influence worker's productivity. In affirmation, Agu, Oputa, and Umeh (2021) found that among other things that principals use provision of welfare packages, conducive environment, adequate teaching materials and leadership behaviours as motivational techniques.

More so, the results of research question two and the test of hypothesis two revealed that the opinions of the male and female principals that communication strategies adopted by principals in management of public secondary schools in Anambra State include consistently convening staff meetings to improve school performance, speaking in a clear and concise manner, initiating open communication, encourage inclusive discussions, encourage participation in suggestions on school issues, encourage teacher team meetings for students' improvement, and encouragement of feedback. These findings are in agreement with the findings of Nwankwo, Nwogbo, and Nwachukwu (2019) that principals adopted communication strategies adopted by principals for teacher effectiveness and management of secondary schools. Nwosu (2017) findings affirmed that teachers' job performance to a large extent depends on factors like the principal communication strategies and resources.

Also, the results of research question two and the test of hypothesis two revealed that the opinions of the male and female principals that personnel management strategies adopted by principals in management of public secondary schools in Anambra State are treatment of teachers as individuals rather than just members of a group, expression of satisfaction when teachers do their work well, regular supervision of teachers' classroom instructional capabilities, giving teachers feedback on their instructional capabilities, and discussing very clearly teachers' responsibilities for achieving objectives. In affirmation to these findings, Agu and Amajuoyi (2022) found that principals personnel management strategies enhance management of secondary schools. Chidi, Lucky and Ikechukwu (2019) confirmed that staff personnel management practices adopted by principals in their administration of secondary schools include; motivating of teachers, encouraging team building so as

to promote cohesiveness in the school, supervising teachers' activities, disciplining of teachers exhibiting misconduct behaviors, delegating duties to teachers, mentoring of teachers, rendering counseling services to teachers, recommending staff for promotion, and appraising staff performances.

CONCLUSION

Based on the results, motivational strategies adopted by principals in management of public secondary schools in Anambra State are provision of welfare packages, making available conducive environment, assisting teachers to solve some personal problems, use of democratic leadership style, and provision of monetary reward. Also, the communication strategies adopted by principals in management of public secondary schools are consistently convening staff meetings to improve school performance, speaking in a clear and concise manner, initiating open communication, encourage inclusive discussions, and encourage participation in suggestions on school issues. More so, the personnel management strategies adopted by principals in management of public secondary schools because principals adopt treatment of teachers as individuals rather than just members of a group, expression of satisfaction when teachers do their work well, regular supervision of teachers' classroom instructional capabilities, giving teachers feedback on their instructional capabilities, and discussing very clearly teachers' responsibilities for achieving objectives.

RECOMMENDATIONS

Arising from the discussions of the findings, the following recommendations were made;

1. Principals should involve teachers in discussions of the school through thorough supervision by networking the activities of the staff
2. Principals should ensure effective communication is established with the teachers
3. Principals should motivationally involve the teachers in decision-making

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