

## RELATIONSHIP BETWEEN HEADMASTERS' MANAGERIAL STRATEGIES AND SCHOOL EFFECTIVENESS IN PRIMARY SCHOOLS IN WAMAKKO LOCAL GOVERNMENT AREA OF SOKOTO STATE, NIGERIA

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### Abstract

*This study examines the Relationship between Headmasters' Managerial Strategies and School Effectiveness in Primary Schools in Wamakko Local Government area of Sokoto State, Nigeria. The study intends to cover public primary schools in Wamakko Local Government Area. There were 79 primary schools in the area of study with population of 1010 teaching staff and 79 headmasters'. A total number of 278 teaching staff through proportionate random sampling technique and 15 headmasters were selected through purposive sampling technique to participate in the study. Two research questions were raised and answered. Two validated instruments titled "Headmaster Questionnaire (HQ) and Teaching Staff Questionnaire" (TSQ) were used for data collection. The Pearson Product Moment Correlation was the major statistical tool employed for data analysis. Findings in relation to headmasters' responses indicated that a positive relationship exists between headmaster organizing, directing, supervising, controlling and communicating of teaching staff and school effectiveness. The study revealed that in teachers' responses there was significant relationship between extents to which headmaster was organizing, directing, supervising, controlling and communicating of teachers and school effectiveness. It is recommended among other things that primary school headmasters should at least have degree in education and must have years of experience in classroom teaching and appointment and posting of headmasters in the state should be based on merit. Conclusively, the effectiveness of a schools relies to a great extent on the headmaster's duties in organizing teaching staff to achieve the goals of education, the more proper appointments of a competent person as a headmaster in primary schools, the more realistic the achievement of educational goals.*

### Introduction

Public schools are ideal for the examination of the relationship between managerial activities and organizational environments. They are ideal because headmasters must manage their schools according to local school community context and immediate needs, while also considering and responding to national educational goals trends and expectations for schooling. Therefore, what headmaster do may be a response to school level needs national level of needs and expectations may be called an organizational environment and at each level, various levels of complexity characterized these organizational environments (Meyer & Associates 2008 and Meyer & Scott, 2003).

The school effectiveness could be viewed on the basis of how the teaching staff of the school are organized toward producing individuals that are not only inculcate permanent literacy and the ability to communicate effectively but also provide basic tools for further educational advancement. For the headmaster to see the effectiveness of the school, he or she should imbibe the spirit of integrating and directing giving external monitoring and

operational planning (Garret 2007). One of the strategies that could be adopted by proprietors to ascertain the equality of instruction and to effect change where possible is classroom supervision. The teacher's made in instruction would determines the level at which the learners will grasp the contents of the curriculum. Thus, Ogunsaju in Peretomode (2004) opined that; "it appears that the only way to be effect change is through proper supervision which can be implemented through the head of the school".

Management, to Peretomode (2004) defines management as the performance of executive duties, the carrying out policies of decisions to fulfill a purpose, and the controlling of the day today-running of an organization. Nwadiana & Sokefun (2009) conceive management as a process concerned with creating, maintaining, stimulating, controlling and unifying (formally and informally), organizing human and material, energies with a unified system, designed to accomplish pre-determined objectives of the organization. Sherlekar (2004) defined management as the guidance, leadership and control of the efforts of a group towards some common objectives. There is an argument that a school is effective if school processes result in observable (not always quantifiable) positive outcomes among its student consistently over a period of time (Reynolds, 2005 & Ninan, 2006). This implies that the effectiveness of a school is dependent more on its 'processes' and gauged by its outcomes' than on its 'intake', plays only a marginal role in school effectiveness (HMI,2007). This is in contrast with the argument that differential effect of schools plays a role in school effectiveness (Teddle & Reynolds, 2000). Mortimore's (2003) view was told an effective school adds an extra value to its student's out comes in comparison with other serving similar intakes (Sammons & Mortimore, in Tiddie & Reynolds 2000). This concept of the 'value added' by the school resulted in a need to explicitly focus on student outcomes ion all methodologies involving school effectiveness research (Mcpersonm in Tiddie & Reynolds 2000). This then led to methodological issues such as consistency and stability in effectiveness.

School supervision is the process of watching and monitoring the activities of staff and student so as to ensure that they in line with policies, objectives and programmes designed for the attainment of school goals (Manga 2015). Controlling is the measurement and correction of performances in order to make sure that enterprises objectives and the plans devised to attain them are accomplished Koontz et al (2000). A more comprehensive definition of managerial control presented by Robert (2000) management control can be defined as a systematic effort by business management to compare performance to predetermine whether performance is in line with these standards and presumably in order to take any remedial action required to see that human and other corporate resources are being used in the most effective and efficient way possible in achieving corporate objective.

### **Statement of the Problem**

Provision in the Nigerian National Policy on Education (2013) on issues that have to do with equal opportunities in education by all Nigerians have brought about a situation whereby primary, schools, which are public owned are springing up everywhere all over the country. In view of the fact that primary education is the bedrock of other levels of the educational systems, its falling standard on the performance of student is unacceptable to any government that is concerned with the educational development of the citizens. This falling standard as quite evident from the product of our primary schools that could not read or write and do not processes any skill to make them useful in the society.

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It is worthy to note that the broad goals of primary education could be geared towards, preparing the student for “(a) inculcation of permanent literacy and numeracy and the ability to communicate effectively:” (b) Providing basic tools for further educational advancement”. Since the headmaster, by virtues of his or her appointment and position in the school, is to see the effective teaching learning that ensure the realization of primary educational goals in his her school. Therefore, one may ask: Is the headmaster utilizing his management skills positively to manage teaching staff for school effectiveness. The problem of this study is to find out the relationship that exists between headmaster and teaching staff and school effectiveness.

### **Research Questions**

1. What is the relationship between Headmaster's supervision of teaching staff and school effectiveness in primary school in Wamakko Local Government Area?
2. What is the relationship between Headmaster's controlling of teaching staff and school effectiveness in primary school in Wamakko Local Government Area?

### **Objectives of the Study**

The study was set to find out:

1. To find out the relationship between Headmaster's supervision of teaching staff and school effectiveness in primary school in Wamakko Local Government Area;
2. To find out the relationship between the headmasters' controlling teachers and school effectiveness in primary school in Wamakko Local Government Area.

Therefore, this research ascertained and evaluated how some of these problems which serve as obstacles to the relationship between headmasters' managing academic staff and school effectiveness. In the end, the researcher suggested workable and viable management principles that would enhance the relationship between headmaster management of teaching staff and school effectiveness.

### **Null Hypotheses**

This study tested the following null hypotheses:

- H<sub>01</sub>: There is no significant relationship between the headmasters' supervision teachers and school effectiveness in primary school in Wamakko Local Government Area;
- H<sub>02</sub>: There is no significant relationship between the headmasters' controlling teachers and school effectiveness in primary school in Wamakko Local Government Area.

### **Research Methodology**

The research design for this study was descriptive survey method. This was chosen because the research benefit of descriptive survey is to study large number of heterogenous respondents within short period of time with intention of generalizing the findings to the population (Creswell, 2014). It was designed with the intention of investigating the relationship between headmasters' management of teaching staffs and school effectiveness. Survey research is effective when studying what is happening at the present (Osuala, 2001). The survey method also became very relevant in this study being

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that the work was not aimed at experimenting a particular model and neither was it projected towards exposing a historical event. The population of this study comprised of all the headmasters and academic staff of all seventy nine (79) public primary schools in Wamakko Local Government Area with the population of one thousand and ten (1010) academic staff and seventy nine (97) headmasters. Therefore, this research drew its representative sample from the populations presented. See appendix IV.

The sample of this study comprised all the public primary school of Wammako local government area and their headmasters and teaching staff. The sample size selection of 278 participants from 1010 population of teaching staff was based on Krejcie and Morgan in Rabiati (2009) table for determining sample size as reflected in table two. The researcher used purposive sampling technique to select the fifteen (15) schools that made up the representative sample of the entire population of this study. The schools selected were public primary schools. The public schools were selected because a high population of the entire primary school students' population of Wamakko Local Government Area Sokoto State attends public primary schools.

**Table 2: Population Sample**

S/No	Name Of Primary Schools	No of Teachers	Sample Size
1.	Aliyu Magatakarda Model Primary School	38	20
2	Abubakar Mujeli Model Primary School	16	8
3	Asari Model Primary School	22	11
4	Badon Barade Model Primary School	35	20
5	Badon Fari Model Primary School	22	11
6	Barade Abubakar Jabi (1) Model Primary School	31	15
7	Federal Low Cost Model Primary School	38	20
8	Gidan Salanke Model Primary School	46	30
9	Gandun Ardo Model Primary School	25	12
10	Haliru Rijiya Model Primary School	47	30
11	Kalambaina Model Primary School	25	12
12	Lugu Marina Model Primary School	42	29
13	Muhammad Bida Model Primary School	55	36
14	Sarkin Yaki Nahantsi Model Primary School	22	11
15	Family Support Model Primary School	27	13
Total		491	278

**Source:** Wamakko Local Government Education Authority, 2018.

To Collect Data for this study two set of self-designed questionnaires were used, in order to collect data from school headmasters and teaching staff of schools. The questionnaire for the headmasters was used, in sourcing data that was used, in evaluating the extent of head masters management of teaching staff and school effectiveness. The headmasters were asked to indicate whether they agreed or disagreed to some statement related to how they perform their duties. The teaching staff questionnaire is structure in such a way that it requests the participant to tick relevant option from given five Point Likert scale as follows; Strongly Agree (SA) = 5 Agree (A) = 4 Disagree (D) = 3 Strongly Disagree (SD) = 2 Undecided (U) = 1

The qualitative responses that were generated from the questionnaire using the scoring as indicated above were used to get the opinion of the respondents and help throw more light during discussion of the findings. One approach which is very much in use is to submit copies to a panel of experts for validation. After the vetting of the questionnaire, comments and observations were used in ensuring a standard copy of the questionnaire which was seen as valid for conducting the research. For the purpose of this study, the instrument was administered to a pilot group of Fifteen (15) respondents and was also re-administered after two weeks to the same group of respondents and scores of the two administrations were computed using Pearson product moment correlation co-efficient and result gave a reliability index of 0.76, which indicated that the instrument was reliable to be used for the study. This is in line with William, (2006) a measure is considered reliable if it would give the same result over and over again without changing.

The responses to the questionnaire were collected and processed. The data was processed with the use of statistical package for social science (SPSS) to obtain the frequency counts. The descriptive and inferential statistics was employed. The computer package does virtually all statistical analysis for research, the Pearson Product Moment Correlation (r) co-efficient (PPMCC) method was used to analyse all the hypotheses based on the objectives of the study.

### **Data Presentation and Analysis**

It contains statistical tests that were selected from inferential techniques and the data obtained was presented in tabular form.

### **Hypotheses Testing**

The results of the analysis of the hypotheses are presented below. Here the responses of headmasters and teachers in headmaster organisation, directing, supervision, controlling and communication and school effectiveness in primary school Wamakko Local Government Area of Sokoto State, Nigeria.

HO<sub>1</sub>: There is no significant relationship between extents to which headmasters supervise teachers and school effectiveness.

This hypothesis was tested first by subjecting the scores of the item which relate to Ho<sub>3</sub> that is headmasters' responses to extent to which headmasters supervise teachers and school effectiveness and also by subjecting the scores of teachers' responses to extent to which headmasters supervise teachers and school effectiveness to Pearson's correlation analysis as shown in tables 3 and 4.

**Table 3: Headmasters Responses to the Relationship between Headmasters' Supervision of Teachers and Schools Effectiveness.**

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Supervising	15	25.07	5.86	.923	.000	H <sub>0</sub> Rejected
Effectiveness	15	15	82.53			

**Source:** Researcher's Field Work, 2018

From the result of table 3, extents to which staff supervision and school effectiveness were positively related and significant, Pearson's  $r(28) = .923, p = .000$ . This indicates a significant relationship between extents to which headmasters supervise teachers and school effectiveness because the  $p$ -value is less than the .05 level of significance. Therefore,  $H_{03}$  which states that there is no significant relationship between extents to which headmasters supervise teachers and school effectiveness was rejected.

**Table 4: Teachers Responses to the Relationship between Headmaster Supervision of Teachers and Schools Effectiveness.**

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Staff Supervising	278	20.92	3.41	-.216	.017	$H_0$ Rejected
Effectiveness	75	16.51	6.29			

**Source:** Researcher's Field Work, 2018

From the result of table 4, extents to which headmaster supervised teachers and school effectiveness though negatively related was significant, Pearson's  $r(351) = -.216, p = .017$ . This indicates a significant relationship between headmaster directing of teachers and school effectiveness because the  $p$ -value is more than the .05 level of significance.

$H_{02}$ : There is no significant relationship between extents to which headmasters' control teachers and school effectiveness.

This hypothesis was tested first by subjecting the scores of the item which relate to  $h_{04}$  that is headmasters' responses to extents to which headmasters control teachers and school effectiveness and also by subjecting the scores of teachers responses to extents to which headmasters control teachers and school effectiveness to Pearson's correlation analysis as shown in tables 5 and 6.

**Table 5: Headmaster Responses to the Relationship between Headmasters' Controlling of teachers and Schools Effectiveness.**

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Controlling	15	10.33	1.75	.594	.019	$H_0$ Rejected
Effectiveness	15	15	82.53			

**Source:** Researcher's Field Work, 2018

From the result of table 5, extents to which staff control and school effectiveness were positively related and significant, Pearson's  $r(28) = .594, p = .019$ . This indicates a significant relationship between extents to which headmasters control teachers and school effectiveness because the  $p$ -value is less than the .05 level of significance. Therefore,  $H_{04}$  which states that there is no significant relationship between extents to which headmasters control teachers and school effectiveness was rejected.

**Table 6: Teachers Responses to the Relationship between Headmasters Controlling of teachers and School Effectiveness**

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Staff Controlling	278	16.90	3.65	-.226	.051	H <sub>0</sub> Rejected
Effectiveness	75	16.51	6.29			

**Source:** Researcher's Field Work, 2018

From the result of table 6, extents to which headmaster control teachers and school effectiveness though negatively related was significant, Pearson's  $r(351) = -.226, p = .051$ . This indicates a significant relationship between staff controlling and school effectiveness because the  $p$ -value is less than the .05 level of significance.

### Summary of Major Findings

The following are the major findings of the study:

Headmasters' supervising teachers has relation to school effectiveness in primary school in Wamakko local government. The act of supervision help the headmaster in watching and monitoring the activities of teachers and pupils so as to ensure that they are in line with objectives for the attainment of school goals;

School effectiveness was related to headmasters' controlling teachers in primary school in Wamakko local government. This is because controlling is a tool for achieving school effectiveness.

### Discussion of the Findings

Headmasters' and teachers' responses to H<sub>01</sub> indicate that there was significant relationship between headmaster supervision of teaching staff and school effectiveness. This was attributed to the fact that the idea of supervision of staff is not to find or judge but to help remedy the situation affecting teaching in school. Headmaster's supervisory roles cannot be overlooked, teachers whether new entrant or old on the job need necessary support in implementing the instructional programmes (Adarlegbe, 2009). School heads are therefore, need to provide this support to teachers they have to be involved in the implementation of instructional programmes overseeing what teachers are doing in the form of visitation to the classroom. It is often difficult for a headmaster to oversee every teacher in a school especially now that the school population is extremely large. To ease the supervisory roles the headmaster should delegate some duties to the vice-headmaster and the head of department in order to achieve the desire objectives.

In H<sub>02</sub>, both the headmaster and teaching staff responses showed that there is significant relationship between headmaster controlling of teaching staff and school effectiveness. This means that when headmaster accomplished the duties of controlling teachers the school management process is completed (Ajidahun, 2007). Headmaster can make use of controlling to ensure that every order is being carried out in accordance with the plans, ensure effective acquisition and use of school, resources and performance of its objectives.

## Conclusions

From the findings of this study, it can be concluded that the effectiveness of school relies on the duties of headmaster in managing teaching staff to achieve goals of education. This is confirming by the position of several authors and the responses made by the respondents of this study who happen to be headmasters and teaching staff. The fact remains, clear that the headmaster is a key factor and executive officer in supervision, of teaching staff as they go about executing their duties so as to see that the objectives of establishing primary schools and the goals of primary education are achieved. The teachers of primary schools are aware of the duties of headmaster's. The teachers believed that the headmaster's duties in controlling and communicating with teachers would bring about school effectiveness.

## Recommendations

1. In view of the findings and conclusions the following recommendations were made to remedy and/or control the situation.
2. Primary school headmasters should at least have degree in education and must have years of experience in classroom teaching. This will make the headmaster aware of the goals of education as well as the needs of teachers.
3. There should be constant monitoring of the performance of headmaster in directing teaching staff in relation to the achievement of goals. This will enable the division in charge of monitoring the activities of headmasters to identify areas of weaknesses and strengths thus providing necessary corrections.
4. The headmaster should open welcoming constructive contributions from members of staff as well as maintain discipline through the use of communication. This will reduce conflict in the school.

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