

**PRINCIPALS' CAPACITY BUILDING AND SCHOOL  
EFFECTIVENESS IN NIGER, NIGERIA**

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**FACULTY OF EDUCATION  
UNIVERSITY OF MALAYA  
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## ABSTRACT

Principals' capacity building and school effectiveness is a crucial aspect of educational development, growth, and sustainability. In recent years, many countries are aspiring to adopt this concept, Nigeria inclusive. This study investigates Principals' Capacity Building and School Effectiveness in Niger State, Nigeria. The study examined the extent to which secondary school principals implement capacity building in secondary school education levels to foster growth in the sector. The study discovered the extent of principals' capacity building matrix of Secondary School Principals (SSPs), Heads of Department (HODs) and Secondary School Education Board Officials (SSEBOs) for enhancing the effectiveness of secondary schools in Niger State, Nigeria. A mixed research methodology that explored quantitative and qualitative approaches was adopted to ensure the overall assessment of empirical and theoretical concepts. The purpose of using this approach is to ensure that assumptions, findings, and results are consistent, valid and credible. The population for the study was 852 who are SSPs, HODs, and SSEBOs from 7 localities that constitute Niger state educational zones. Quantitatively, the sample size for the study was 448 who were randomly selected. Data was collected through questionnaires, semi-structured interviews and focus group discussions. Questionnaires were administered to the sample size of the study, out of that, 445 questionnaires were returned duly completed. Qualitatively, 9 participants were selected purposely to represent a qualitative sample for the study, with one participant from the 3 zones who are SSP, HOD, and SSEBO representing each zone respectively. A focus group interview was conducted on the selected SSPs, HODs, and SSEBOs. The survey result shows that the principals' capacity building are high in Niger State Secondary Schools. The data further reveals that the level of school

effectiveness activities is high among different Principals (SSPs, SSEBOs, and HODs). ANOVA result indicated statistically significant differences between mean responses of SSEBOs, SSPs, and HODs on principals' capacity building for enhancing the effectiveness of secondary schools in Niger state at 0.05 level of significance  $f(2,442) = 15.24, p(.00) < 0.05$ . Also, ANOVA result shows that there are significant differences in the mean responses of SSPs, HODs, and SSEBOs on principals' capacity building matrix for enhancing the effectiveness of secondary schools in Niger state at 0.05 level of significance  $f(2,442) = 23.34, p(.00) < 0.05$ . Furthermore, there is a significant relationship with principals' capacity building and principals' capacity building matrix effectiveness of secondary schools. As a result, principals' capacity building and principals' capacity building matrix had a significant influence on school effectiveness in Niger. However, findings from qualitative data show that community engagement, the flow of communication, credibility, and trust, and financial management has impacts on the effectiveness of schools. The outcome further reveals that principals' capacity building matrix, specifically distributed leadership has an important contribution to the effectiveness of schools. The study concludes that capacity building ensures better effectiveness of schools particularly, the effectiveness and improvement of secondary schools.

**PEMBINAAN KAPASITI PRINSIPAL DAN KEBERKESANAN SEKOLAH  
DI NIGER, NIGERIA**

**ABSTRAK**

Pembinaan Kapasiti Pengetua dan keberkesanan sekolah menjadi aspirasi kebanyakan negara dalam sektor pendidikan global. Nigeria sebagai sebuah negara tidak terkecuali dalam hal ini. Tujuan kajian ini adalah untuk mengkaji amalan pembinaan kapasiti Niger, Nigeria. Kajian ini menerangkan sejauh mana pembinaan kapasiti pengetua, dan mengetahui tahap kepimpinan SSP, HOD dan SSEBO untuk meningkatkan keberkesanan sekolah menengah di Niger, Nigeria. Kajian ini menggunakan strategi kaedah campuran (kuantitatif dan kualitatif). Populasi kajian terdiri daripada 852 Pengetua Sekolah (SSP), Ketua Jabatan (HOD), dan Lembaga Pengarah Pegawai Pendidikan Sekolah Menengah (SSEBO) dari 7 zon pendidikan Niger, Nigeria. Secara kuantitatif, saiz sampel kajian adalah 448 yang dipilih secara rawak. Kaedah pengumpulan data termasuk soal selidik, temu bual separa struktur, dan perbincangan fokus secara berkumpulan. Soal selidik telah diedarkan kepada sampel kajian dan 445 soal selidik telah dikembalikan dengan sempurna. Secara kualitatif, sembilan peserta telah dipilih secara bertujuan sebagai sampel kualitatif untuk kajian ini, dengan seorang wakil SSP, HOD dan SSEBO dari setiap zon. Dapatan kaji selidik menunjukkan bahawa pembinaan kapasiti pengetua adalah tinggi. Hasil kajian juga mendedahkan bahawa tahap aktiviti keberkesanan sekolah dalam kalangan pemimpin yang berbeza (SSP, SSEBO, dan HOD) adalah tinggi. Analisis ANOVA menunjukkan bahawa terdapat perbezaan yang signifikan dalam maklum balas SSEBO, SSP dan HOD mengenai pembinaan kapasiti Pengetua untuk meningkatkan keberkesanan sekolah menengah di Niger pada tahap signifikan 0.05,  $f(2,442) = 15.24$ ,  $p(0.00) < 0.05$ . Analisis ANOVA juga menunjukkan bahawa terdapat perbezaan yang signifikan

dalam maklum balas SSP, HOD dan SSEBO mengenai matriks kapasiti kepimpinan dalam meningkatkan keberkesanan sekolah pada tahap signifikan 0.05,  $f(2,442) = 23.34$ ,  $p(0.00) < 0.05$ . Selain itu, terdapat hubungan yang signifikan antara pembinaan kepimpinan dan keberkesanan sekolah. Oleh itu, pembinaan kapasiti pengetua mempunyai pengaruh yang signifikan terhadap keberkesanan sekolah di Niger, Nigeria. Walau bagaimanapun, penemuan dari data kualitatif menunjukkan bahawa penglibatan masyarakat, aliran komunikasi, kredibiliti dan kepercayaan, dan pengurusan kewangan mempunyai kesan ke atas keberkesanan sekolah. Hasil kajian juga mendedahkan bahawa, matriks kapasiti kepimpinan, khususnya kepimpinan secara teragih mempunyai sumbangan penting terhadap keberkesanan sekolah. Kajian ini menyimpulkan bahawa pembinaan kapasiti pengetua akan memastikan penambahbaikan keberkesanan sekolah dan seterusnya meningkatkan output sekolah.

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## LIST OF SYMBOLS AND ABBREVIATIONS

- ANOVA: Analysis of variance.
- CBO: Community based organization
- CB: Capacity building
- CE: Community engagement.
- CT: Credibility and trust.
- DLS: Distributed leadership style.
- FC: Flow of communication.
- FM: Financial management.
- HODs: Head of Department.
- LCM: Leadership capacity matrix.
- LF: Laissez-faire.
- LSSEA: Level of Secondary school effectiveness activities.
- M: Mean.
- NNPE: Nigerian National Policy on Education
- NPE: National Policy of Education
- PCB: Principals capacity building
- PTA: Parents' teacher association.
- SBMC: School base management committee.
- SD: Standard deviation.
- SE: School effectiveness.
- SFME: Staff of federal ministry of education.
- SME: State ministry of education.
- SPSS: Statistical package for social sciences.
- SSEBOs: Secondary School Education Board Officials.

SSPs: Secondary School Principals.

TL: Trained leadership.

WAEC: West Africa Examinations Council.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

Education is one of the most important determinants of man's prosperity and success capable of catalysing positive change across societies. The growth and development of any country rely on education. Acquiring education goes beyond classroom pedagogical instructions, it can be delivered through the formal or informal systems and play important role in institutional development particularly, in the areas of capacity building and leadership as well as overall human development.

Today, most nations compete for global influence in the areas of technology and science employing education as an instrument to achieve both their national and global agendas. As a result, a paradigm change in the sectors has been consistent across the globe. These changes are mainly in the form of policy reforms targeted at identifying an effective and efficient educational system that meets today's developmental needs. This agendas or aspirations is emphasised in the National Education Policy (NEP) in both developing and developed countries, Nigeria inclusive.

Nigeria National Policy on Education (NNPE, 2004; 2013) affirms that teachers at all levels of educational institutions shall acquire professional training as part of the requirement for qualification. Although, the teacher education program has been reformed to equip teachers with the right tools that reflect on skill acquisition for improving school effectiveness and growth of the education system at large, much is needs to be done particularly on principals' capacity building. However, inequality in the treatment of principals and teachers has remained one of the major challenges impeding development in the sector today, for example, in the area of training and skill acquisition, the Nigerian government seems to pay more emphasis on teachers' skill

acquisition, training, and development at the expense of principals owing to the provision of the national education policy. A typical example is the teachers' professional training offered by the National Teachers Institute (NTI) during long vacations of secondary schools in Nigeria, whereas, such training is more or less not provided for principals especially in the area of capacity building. Capacity building plays a pivotal role in fostering not just the professional development of the principals but, also facilitating the general development of the education system. Although this training has produced a certain level of positive results for school effectiveness, the major educational development as enshrined in the Nigerian national education policy which includes improving the effectiveness of secondary schools in Niger state and development of educational sectors in a broader spectrum has largely not been attained.

These setback has been observed by many scholars including Adeyemi and Bolarinwa (2013); Ehiane (2014) and Victor (2017) they pointed that secondary schools' leaders are unable to effectively perform their responsibilities as relates to student's academic development. This can be attributed as a result of improper training in the areas of principals' capacity building. This is evident in the views of Uwakwe (2017) who stated that inadequacy in the provision of welfare services and specialised training for principals attributed to deficiencies in their leadership capacity and handling their statutory responsibilities efficiently. Uwakwe stressed that these deficiencies have a bearing on student's low level of performance and school ineffectiveness, etc. Ejionueme (2010) noted there is the existence of terminal challenges impeding the delivery of quality education to students and these challenges have been largely overlooked by responsible authorities.



Secondary education according to Arikewuyo (2009) assumes a central and key position in the Nigerian educational system. Tertiary education depends solely and significantly on secondary education as a hub; hence secondary education can be said to be a feeder to the tertiary education system in Nigeria. In coordinating the secondary school system, the role of principals as the figurehead in the secondary school education system remains very important. Oyedeji and Fasasi (2006) and Arikewuyo (2009) observed that one of the primary roles of a secondary school principal is to assign duties to subordinates. Other than this, a principal is also seen as the chief accounting officer whose functions include but not restricted to school management, school administration, providing leadership for curriculum and instructional development. Abdulrasheed and Bello (2015) revealed that aside from the functions cited by Arikewuyo (2009) principals' roles are equally inclusive of guiding and giving inspirations to teachers to achieve maximum job satisfaction.

Principals play a fundamental role in terms of school management and administration, however, Onwuameze (2013) revealed that Northern region of Nigeria which has 19 out of the 36 states that formed Nigeria; includes Niger State where this study was carried out are facing widespread challenges in terms of low secondary school performance in the region. This drawback can be attributed to skill deficiencies among secondary school principals in the state. Concerning low secondary school educational achievement in northern Nigeria, UNAIDS DATA (2018) further noted that there is a rising concern amongst stakeholders over the declining rate of secondary school effectiveness in the region, particularly in Niger state. Studies conducted in the northern region show that secondary education has continued to witness a downward trend in the region (Amuche & Saleh, 2013). According to Ejimofor (2007), this development emanated from inefficiency and lack of capacity of secondary school

principals to foster leadership and sound management strategies to ensure growth in the sector.

Education is an important aspect of individual and societal development (Ikediugwu, 2016). Comparatively, the number of secondary school enrolment is increasing in various countries. Governments all over the world are investing greatly in building new secondary school facilities (Ibukun, Oyewole & Abe, 2011). The primary goal of any government is ensuring the welfare of her citizens and education constitutes the starting point, health, housing, transportation represents the cornerstone of national growth and development. However, in the context of Nigeria, a lot has not been achieved thus, more effort is needed to encourage growth and development of the education system.

Like with most countries in Africa, Nigeria's public education system is facing various challenges. In a study carried out by Ikegbusi and Iheanacho (2016) identified some of the factors responsible for Nigeria's sluggishly performing education system, he stressed that limited supply of teachers workforce, inadequate training of teachers and principals, lack of appraisal and motivational packages and lack of leadership constitute some of the major challenges. Adegbemile, Abdullahi; Azike, and Nzurumike (2011) revealed that lack of administrative competency by the school principals contributes to the ineffectiveness in the Nigerian secondary school's education system. In addition to insufficient and inaccurate statistics, under-funding, siphoning of public funds and incompetence among civil servants also contributed to the setback. This is an indication that there is a desperate need for reform to eradicate or reduce the height of ineffectiveness in Nigeria's education system. Although, the Nigerian government has expressed determination to stamp out corruption, incompetence, and deficiencies from the system by ensuring public schools are

upgraded to international standards through the adoption of best seen in developed countries. However, the lack of experienced and well-trained school principals has remained an impediment to this effort (Lipham & Hoeh, 1974). It is imperative to point out that, the effectiveness of the school's administrative system depends on the principals' capacity building and leadership. Igu, Ogba, and Igwe (2014) stated that the quality of training acquired by prospective or active school principals improves their administrative capabilities, vision, and mission as well as their competency and accountability to job function.

Accordingly, Onwubiko, Eze; Udeh; Okoloagu, and Chuka-Okosa (2015) observed that, the roles and position of a school principal includes head of administration, a leader, a public communication officer, curriculum designer, a supervisor, a reformer and an innovator who must be able to introduce change and sustain transformation process in the education system. In the view of Victor (2017), a principal is not just a leader but is also responsible for planning, coordinating and supervising the activities of the school, as well as ensuring works are done smoothly in line with his/her statutory obligations.

The Federal Ministry of Education Nigeria (FMEN) is responsible for managing and regulating education policies and also responsible for allocating budgets to the schools for funding and development of necessary projects, pay salaries to their employees and cover running costs. The function of the principal as the head and coordinator of secondary schools is to manage and control schools under their responsibility. Their statutory obligation including designing schemes to promote the effectiveness of teachers, students and the school at large. Recent literature observed that principals perform poorly as school leaders. This observation has been linked to school ineffectiveness and low student performance.

Factors highlighted by (Beazley, Griggs & Smith, 2004; De Jong, Grundmeyer & Yankey, 2017; Igu et al., 2014) affecting school effectiveness include, principals' capacity building, level of secondary school effectiveness activities, community engagement, flow of communication, credibility and trust, financial management, laissez-faire, trained leadership, as well as distributed leadership.

## **1.2 Background of the Study**

Education in all nations of the world is realised as the turning stone of growth and development. It forms the basis for knowledge, technological advancement, skills attainment, as well as the capacity to connect the natural resources of the environment for development (Adeyemi & Bolarinwa, 2013). Nevertheless, in most gears, the societal opportunities in terms of the achievement of these goals have barely happened and the portion of the elucidation is connected to the nonattendance of adequate student personnel services and academic environment of most secondary schools in Nigeria is not conducive to prepare students for effective teaching and learning.

In comparison with other nations, Nigeria's education serves as a mechanism for implementing the national development plan. The goals are clearly illustrated in the national education policy particularly to reflect on the developmental need of the individual and the society in general. Some of these goals include intensified efforts in facilitating the education system through infrastructural development. To achieve these goals, school principals are saddled with important responsibilities which require them to provide quality leadership especially in running the affairs in secondary schools thereby, fostering teacher's shared leadership orientation, improved job effectiveness, increase student's performance, as well as ensuring parents' participation in the leadership process. According to Yahya (2015), the important factor is to understand the extent to which these responsibilities are carried out by

principals who are assigned to ensuring the effectiveness of the schools under their supervision. This concern has remained a central focus among educationists in the context of Nigeria.

By their appointment as heads of schools in any school environment, especially in the public secondary school setting, principals' job position is seen as a highly important job position requiring both professional, interpersonal and technical skills. The vitality of any particular school rests with the principals' functional leadership traits, and he or she should be capable of stimulating and invigorating teachers and students to achieve schools' aims and objectives. One of the principals' primary function is to exhibit quality instructional leadership in designing and improvement of all-inclusive curriculum and pedagogical instructional programs to effectively attain the set goals and objectives (Ogundele, Sambo & Bwoi, 2015; Onumah, 2016). On this note, the mission and vision of schools and stakeholders are to provide quality teaching for the students using the experiences of principals. Through years of performance in various professional and administrative functions, most principals are equipped with the necessary skills and qualifications to achieve the goal set out for the schools. Thus, administrative functions such as instructional supervision, directing and guiding of teaching and learning processes are part of important role school administrators undertake in academic institutions.

A principal is considered effective if he or she demonstrates the ability to initiate positive change through improving the academic effectiveness of the students and guiding teachers towards the professional delivery of education. According to the study conducted by Bush and Glover (2014) principals are empowered to manage and control school activities such as managing the finance, ensuring teacher's and student's welfare and making important decisions.

Similarly, school principals are required to be a catalyst for change, they should be able to introduce new ideas that strengthen and inspire a working relationship between staff and teachers. Teamwork is an important aspect of work efficiency, therefore principals are seen as unifying agent ensuring that staff performs their duties as a team rather than as independent units (De Jong et al., 2017). Another important aspect is to set out a clear vision and objectives that guide the process of job functions. These can go a long way in motivating staff and teachers to work as a team. A set out clear vision and objectives, will help in reducing workload of the principal and allow the staff and teachers to share responsibilities as a team as well as contribute ideas, play supportive role and share the understanding that critical administrative functions is not limited only to the office of the principal but a collective effort to drive home the goals of the school.

Fuller and Hollingworth (2014) argued that principal's effectiveness can be determined through students' test scores, while Krasnoff (2015) stressed that empirical evidence is needed in order to measure principal's influence on school effectiveness and (Hansen, 2016) pointed out that, a highly effective principal must produce improved exam results, which is a key indicator of school leadership. Therefore, an effective principal is expected to be able to envision improvement and meeting the school's objectives while coordinating and monitoring teaching activities.

Thus, school effectiveness can be referred to as the ability of schools to deliver quality education to students and ensure that today's learner's needs such as a conducive learning environment, sufficient learning materials, employment of qualified teachers and increased students' performance are adequately catered for. These goals can further be achieved through continuous supervision of teaching and non-teaching staff (Ayandoja, Aina & Idowu, 2017). Thapa, Cohen; Guffey, and

Higgins-D'Alessandro (2013) claimed that school effectiveness is positively influenced by principal's and the staff's experience and their respective values and norms. Good interaction between principals and teachers also improves school effectiveness. Thus, effective management of school facilities and handling of various facets associated with school culture or system can equally be achieved through competency, knowledge and professional skills (Stoll, Macbeath; Mortimore; & MacBeath 2001) and (Lezotte, 1991). Thus, principals must possess the ability required to set clear objectives, supervise efficient use of facilities and able to draft procurement plans, they must be consistent with lay down plans to ensure that set-out objectives are achieved (Uko, 2015). Besides, Principals should be able to make informed decisions, they must be conversant with up-to-date trends and events within educational institutions playing a leadership role in the school as well as "learning how to learn" to equip themselves with new ideas and knowledge. Imperatively, Up-to-date leadership skills "learning how to learn," constitute some of the major challenges facing must of the school principals. Such leadership skills "learning how to learn," are needed to tackle the present issues and reduce the complexity of the problems or challenges faced by secondary schools (Abrahamsen, Aas & Hellekjær, 2015, Bennett, Wise; Woods, & Harvey, 2003). According to Abrahamsen et al. (2015) and Bennett et al. (2003) the trio stated that principals are required to be multi-tasking, handling complex challenges and providing a solution to difficult problems.

Previous studies carried out by (Hall, Gunter, & Bragg, 2013; Hall, 2013) highlighted certain criteria to determine a set of skills a principal should possess, some of the most important criteria include (learning how to learn) and ensuring accountability. Learning how to learn and accountability enables a principal to increase the standard and distribute leadership among teachers and staff. Akdemir and Ayik

(2017) observed that clear vision and motivation to control both students and staff combined with the professional knowledge of how to sustain and manage a school constitutes the essential criterion for appointing someone as principal. Ogundele et al. (2015) highlighted that poor management skills among school principals can result in inefficiency in the conduct of administrative functions. Efficient management skill requires interpersonal ability to foster discipline, ability to assess and evaluate operations, ability to make decisions, negotiate, and communicate efficiently and the ability for conflict resolution, etc. These variables are vital for raising the level of school effectiveness. National agendas for school effectiveness is seen as a global goal, in recent years, there has been a concerted effort among research institutions, educators, policymakers and stakeholders to identify best approaches to improve school effectiveness and performance in developed and developing countries. Fuller and Hollingworth (2014) found that most developed countries like Canada as well as developing countries like Vietnam invest more in the principal evaluation as a means of measuring school improvement and effectiveness, while the United States focuses more on school leadership. A study conducted in Hong Kong by Hallinger and Lu (2014) revealed that the role of principals guided by leadership capacity is considered more important in Hong Kong.

Galdames and Gonzalez (2016) further expressed that in Chile, principals- teachers relationship determines the effectiveness of school performance while, Ibrahim and al-Taneiji (2013) made a general observation that presence of effective leadership style, professional principals, positive school climates and constructive behaviour among teachers goes a long way to influence school performance, leading to overall school development. In general, different research has been carried out in different countries dealing with school and principals' performance. However,



researchers have neglected to investigate principals' capacity building when measuring school effectiveness, particularly in African countries such as Nigeria. Principals' capacity building constitutes an active process, beginning with an assessment of individual needs. Such assessment should be dynamic and systematic resulting in a capacity-building plan. Stuart (2014) observed that in capacity building, individuals become ready to learn once they recognize a deficiency in their performance level.

In the past decades, various studies on secondary school leaders have been carried out in Nigeria. Adejumobi and Ojikutu (2013) conducted a study on school climate and teacher job performance in Lagos, the south-western part of Nigeria to determine the correlation between school climate and teacher performance. They found that the two variables have a bearing on the performance of the school in general. Ogundele et al. (2015) assessed principals' level of skills and found that most principals lacked leadership skills or exhibited poor leadership skills in the control of their schools, which negatively affected their school management. Hargreaves, Halász, and Pont (2007) studied the variance in leadership style and its effect on student's academic achievement. While Onumah (2016) examined principals' performance on internal supervision and instructions in public secondary schools. Oselumese, Omoike, and Andrew (2016) studied the effect of the school environment on students' academic performance. The studies were conceptualized on Nigeria's school leadership style, in general. However, the present study emphasised on principals' capacity building and school effectiveness in Niger state, Nigeria. Several other studies have been carried out concerning capacity building and school leadership across educational sectors globally.

For example, studies conducted in Europe, America, and Asia over the past five decades, acknowledged capacity building contributed to the school environment, hitherto there is the need for more studies to focus on improving principals' capacity building role to raise school effectiveness (De Jong et al., 2017). According to Galdames and Gonzalez (2016) relevant evidence has shown that the principal's responsibilities in school effectiveness are acknowledged in academic research institutions in the United States of America and Great Britain. In Norway, the issue of school leadership has been addressed in the form of secondary school reforms (Abrahamsen et al., 2015) and Krasnoff (2015). Fuller and Hollingworth (2014) revealed that the principal's effectiveness has merited only a little attention in research, especially in the areas of empirical evidence to examine or investigate the extent of secondary school principals' effectiveness.

Bennett et al. (2003) observed that most previous studies were focused on teacher effectiveness, and important factors bearing on the effectiveness of principals in the school environment were overlooked, thus, he suggested more empirical investigation in future studies to determine the effect of effective school principals on school effectiveness. Evidence has shown that effective leadership functions carried out by principals of secondary schools require further investigation and more empirical evidence concerning principals' capacity building and school effectiveness.

However, some studies adopted different theoretical models including system theory (Ghani, Siraj; Radzi & Elham, 2011; Katz & Kahn, 1978; Yahya, 2015). Different models and theories have been developed to measure and explain academic performance which includes, principal's leadership style, school leadership, and school environment models. There is no one agreed-upon model or theory to explain school effectiveness, the leadership capacity matrix, and capacity building, different

models can be used for the explanation. This lack of a suitable model that incorporates all three elements calls for the proposal of a new model for the effectiveness of schools, especially in the context of secondary schools in Niger state. Therefore, the basic framework of (Katz & Kahn, 1978; Lunenburg, 2010) on latent capacity building model, Beazley et al. (2004), leadership capacity matrix by Lambert (2000) was adopted for this study. There is also the five-factor theory of effective school, Miller sadker and Zittleman (2010), Effective school model, (Ghani et al., 2011) as well as financial and resource management (Coleman & Anderson, 2000; Levacic, 2000) are used as a basis in supporting this study.

Furthermore, to foster positive transformation in secondary schools will require training and equipping principals with the right skills, as highlighted below, such skills should include, learning how to learn in school administration as a tool to empower them in the areas of making sound decisions that will bring about transformation, improvement and school effectiveness. According to Arikewuyo (2009) *“it is no longer possible to believe that practical experience alone constitutes valid management training; too many costly mistakes can occur while the experience is being acquired, and in any case, the quality of experience can vary widely”* (p.81). According to Niqab, Sharma; Ali and Mubarik (2015) it is now an era to emphasis critical training on management for secondary school principals, therefore attention should be shifted on improving principals’ overall capacity building and leadership skills.

The researcher hypothesized that School administration is like solve the puzzles and just like any puzzle, it consists of complex details, which administrator are required to learn and master if they want to be successful in the management of their organizational functions hence, it is essential to encourage secondary school principals

in learning and mastering of capacity building for the management of schools. Although, principals often have clear views of their needs and would want to enhance their capacity to appreciate those needs. The United Nations Development Programme Assessment (1998) suggests that capacity is not the mere existence of potentials, but the rather existing potential that must be harnessed and utilised to identify and solve problems.

By implication, the followings will support the work of:

- 1) Principals' working inside secondary school systems at all levels with a lens toward entire systems enhancement;
- 2) Capacity builders and mechanical assistance benefactors, principally those who are stressed with or looking to composite these domains of practice;
- 3) Funders subsidiary capacity-building efforts;
- 4) Policymakers and policy advocates seeking to expand they are indulgent of effective and justifiable methodologies to change;
- 5) Community organizers and community capacity builders who are connecting with the secondary school systems toward unbiased revolution.

Against the backdrop of importance attached to the secondary school principal's capacity building, the main purpose of principals' capacity building in this study remains centrally that of school effectiveness. Inter alia, such school effectiveness should flow in line with renowned eleven factors relating to school effectiveness. The factors include; *“(1) professional leadership; (2) shared vision and goals; (3) a learning environment; (4) concentration on teaching and learning; (5) purposeful teaching; (6) high expectations; (7) positive reinforcement; (8) monitoring progress; (9) pupil rights and responsibilities; (10) home-school partnership; and (11) a learning organization”* (Sammons, Hillman; & Mortimore 1995, p. 1) . However,

according to Ghani et al. (2011) there are other factors for school effectiveness that conforms with the environment of the study which includes; “*High expectations, Continuous assessment, Concentration on Teaching and Learning, School as learning Organization, Conducive Environment, Collaboration between school and home, Professional Principal Leadership*” (p. 1708). Thus education today is no longer limited to schools and classrooms. Current information and communication technologies make education possible everywhere, whichever time. The evolving and growing technologies are creating a knowledge era, changing the educational landscape, and simplifying the educational innovations. In recent years principals’ find ways to nurture curiosity, cherish creativity and involve the mind of the students using innovative methods.

### **1.3 Problem Statement**

In the view of the researcher, there is a solemn essential gap in principals’ capacity building and school effectiveness in Niger, Nigeria for effective implementation of the secondary schools’ program in Niger, Nigeria. Statistics from available WAEC results and research findings show that students have been performing unwell in their external examinations and the objectives of secondary education are far from been realised. This ill-starred change has been a great concern amongst parents, stakeholders and the public who usually put the blame on the ineffectiveness and increasing occurrence of students’ drop out, indiscipline and ruthless behaviours on lowly and unsatisfactory services condensed to students by the secondary school principals.

The management of secondary school education system requires skills (Learning how to learn) and competent individuals, following the argument that school administration and the achievement of educational goals are better realized when individuals managing the system are sound in the dynamics of school administration.

Inter alia, school effectiveness, which relies on principals' managerial skilfulness requires constant capacity building consequent upon the submission that school management vastly looks into the different needs of the school system. Appointment of Principals is a traditional duty of the personnel management department in the Ministry of Education (Oladipo, Adebakin & Iranloye, 2016) or of recent, the secondary school Education Board.

One of the core functions of State Ministries of Education under the Personnel Management Department is to assign leadership; precisely assigning principals for secondary schools. However, recent developments regarding the appointment of school Principals have shown that appointments are no longer strictly based on merits, but rather, on other factors such as *“years in service, faulty appointment procedures and the politicisation of the industry where unqualified teachers are promoted to become School Principals”* (Oladipo et al., 2016, p. 20-21). A previous study regarding the appointment of school principals posits that rather than competence and efficiency as a factor for selection or appointment of secondary school principals; god father's, political relationship and influence, nepotism or various related factors such as culture or religion affiliations are used to determine who heads a school (Ejimofofor 2007).

In a bid to correct the incidence of poor leadership in public secondary schools, capacity building experts in the sector have resoundingly maintained that principals would serve better and efficiently if they are first appointed to serve other responsibilities such as heads of departments before heading a secondary school. Ejimofofor (2007) argued that the challenges posed by lack of effective policy and fair methods of recruitment and the downsides coming from ill-appointment have the

potentials to trigger negative development or impact on effective and efficient educational leadership responses.

Furthermore, other studies conducted using both qualitative and quantitative approach investigated the professional competence of Principals serving in certain faith-based schools, discovered that school Principals, are of course, competent in other field but they lack the professional competence in school management, administration, and planning (Oladipo et al., 2016; Ejimofor, 2007). Observations from the study show that the managerial competence system if wrongly or ineffectively employed by the principals may negatively affect students' performance.

A study conducted by Amuche and Saleh (2013) also shows that the Northern part of Nigeria has 19 of 36 that formed Nigeria, Niger State inclusive is still struggling to add meaningful development to the secondary education sector with numerous challenges facing the system in the region. Furthermore, regarding the low level of secondary school education in Northern Nigeria, Ejimofor (2007) noted that parents, teachers, and stakeholders are increasingly becoming concerned over the declining rate of effectiveness in secondary school education in the region.

Interestingly, while concerted efforts to conducted more studies on principals' professional competence intending to discover challenges arising from that sector in South-West Nigeria, much is yet to be done in the Northern part of Nigeria (Ayeni, 2012; Ndidi, Obiageli & Peace, 2013). Therefore, there is a need for this study to be carried out concerning public secondary school principals and their professional competence and capacity building in Niger State Nigeria.

Although the Nigerian government is making effort to provide quality education to all citizens and make school effectiveness more effective, the academic effectiveness of Nigerian students seems relatively low (Ayandoja et al., 2017;

Oluwadare, 2011). According to Alimi and Akinfolarin (2012), the average performance of secondary students registered with the West African Examinations Council (WAEC) and National Examinations Council (NECO) records a high rate of examination failure among the students. Statistics show that the overall performance has decreased from (26%) in 2005 to (13%) in 2014 (Ifedili, 2015). The state of the secondary schools in Nigeria is problematic, which calls for more investigation.

In spite of the efforts being made by the Nigerian government to ensure growth in the sector, mostly through supervising teachers and principals, these efforts have not yielded much-needed result capable of transforming the system and bring about development. This is evident in the national examination results rating showing school effectiveness continues to remain below 40 percent in terms of performance rating (Ayandoja et al., 2017). Similarly, the outgoing Minister of State for Education, Anthony Anwukah, publicly blame the school principals and their lack of discipline and determination (Jannah, 2017).

Some studies highlighted that lack of effective school principals is responsible for student's ineffectiveness in the senior secondary school examinations (Bolanle, 2013; Ayandoja et al., 2017; Oluwadare, 2011). Ehiane (2014) supported the view that the poor performance of the principals negatively affects student academic effectiveness. Another concern is that lack of effective school leadership affects the academic effectiveness of students also, insufficient teachers and poor student supervision on the part of the principals constitutes low-performance rating in secondary education levels.

Despite the high failure rate recorded in the national examinations especially in WAEC and NECO examinations, the primary cause of these failures which are lack principals' capacity building has been largely overlooked. According to Ikegbusi and



Iheanacho (2016) and Igu et al. (2014), well-trained principals in the area of leadership role can ensure that students attain successful academics through monitoring and supervision of students-teachers relationship in the classroom. Ikegbusi and Iheanacho (2016) listed several factors responsible for low performance among students in secondary schools, one of those include, lack of high-quality instruction. The absence of such instruction needed to guide students can be attributed as a result of poor principals' leadership capability. Thus the need for principals' capacity building should be paramount for the growth and development of the educational system. These can be approached by way of distributing leadership, how principals coordinate and manage their secondary schools can be greatly improved.

Given the high rate of students' failure recorded in most of the Nigerian public secondary schools, it is suggested that there is a high rate of deficiencies and ineffectiveness of secondary school education in the country (Sule, 2013). Some studies have highlighted that the failure in the school's effectiveness is due to the lack of good leadership or how principals manage and coordinate their schools (Ayandoja et al., 2017). Similarly, Odeh, Angelina, and Ivagher (2015) identified some of the factors causing ineffectiveness in secondary schools which include, lack of good leadership, lack of qualified teachers, insufficient and inadequate funding and poor learning environment. As part of the efforts to stop the downward trend in school effectiveness, principals need to supervise and monitor the teachers in the classroom (Sule, 2013; Duruji, Azuh & Oviasogie, 2014; Ehiane, 2014; Usman, 2015).

Previous studies identified factors considered as influencing school effectiveness, those factors community engagement, the flow of communication, credibility and trust, financial management, laissez-faire, trained leadership, principal leadership, level of school effectiveness activities and distributed leadership (Lumby,

2013; Ogundele et al., 2015). In this respect, Lumby (2013) asserted that there is less emphasis on distributed leadership studies that measure the relationship between school effectiveness and principals' capacity building. According to Akdemir and Ayik (2017) distributed leadership practice cut across schools' administrative systems to reflect on students' effectiveness and enhances school effectiveness.

Thus, this study explores distributed leadership through capacity leadership of the principals intending to improve secondary schools' effectiveness in Nigeria and addresses ineffectiveness and low-performance level among students at the national level. Other reasons for the poor performance of secondary schools in Nigeria are due to principals' lack of financial management skills. From a general perspective, it has been observed that the operational cost for the development of schools is mismanaged mostly in developing countries (Nwafukwa & Aja, 2015). Ogundele et al. (2015) mentioned that it is the role of principals to manage the financial account of schools, however, most principals lack the qualification to efficiently manage financial accounts of schools under their jurisdiction. It is on record that a number of secondary school principals have been accused of embezzling the budget allocated for school projects under their control and for some reasons such corruption or negligence in the education system has been overlooked by responsible authorities, they are either too complaisant to take action and hold corrupt principals accountable or completely look the other way (Oboegbulem & Kalu, 2013; Nwafukwa & Aja, 2015). Such incompetence has become a common occurrence resulting in operational decay in the school system.

Although, financial mismanagement in the context of school management is not peculiar to Nigeria, but rather a problem which has been observed in various African countries for instance in Kenya, where secondary school principals have been charged

for corruption and mismanagement of funds meant for secondary schools management (Mogire, 2013). In comparison to secondary school principals in Nigeria, principals in Kenya are also found to be lacking financial management skills and required training like their Nigeria counterparts. However, such training has not been substantially provided by the governments in those countries. This may be the main reason why there is rampant mismanagement of funds allocated to secondary school for important training, in this part of the world. A South African study conducted by Mokoena (2013) established that principals have limited knowledge of planning which affects school effectiveness. Financial management skills have a considerable impact on school effectiveness thus, the researcher investigates how best financial management can enhance school effectiveness.

As part of the discussion on school effectiveness, studies have considered community engagement among other factors that influences school effectiveness (Agi, Kalagbor & Anthony, 2016). Studies conducted by Asodike (2003) and Asodike and Ejiogu (2013) revealed that community engagement has a significant relationship with the principal in terms of improving school effectiveness. Although, Agi et al. (2016) stated that community engagement in Nigerian secondary schools does not affect school effectiveness. However, on the relationship between community engagement and school effectiveness, findings show inconsistency in the variables. Thus, for principals to properly engage the schools' host community to reflect on improving the effectiveness of the school, there must be the existence of a robust relationship with the host community and importantly the flow of sound communication.

The flow of communication among principals and teachers is seen as crucial for improving school effectiveness. Al-Hajar (2016) also established that the flow of communication strengthens the principals-teachers relationship. Ogundele et al.

(2015) revealed that the existence of poor communication among principals and teachers negatively influences school effectiveness. Imperatively, this study suggested that the principal should look towards adopting a leadership approach that collaborates their effort to foster school effectiveness. Some educators have suggested laissez-faire leadership.

The practice of laissez-faire leadership style by school principals may be counter-productive towards attaining school effectiveness in the context of Nigeria considering the absence of or inadequate supervision and monitoring of works in this type of leadership style. Laissez-faire leadership style encourages friendliness and flexibility on the part of the leader towards staff and also encourages extensive freedom to subordinates in making important job decisions and take responsibility. Thus, a principal who is friendly to staff will increase supervisor-subordinate working relationships and boost productivity (Opara, Oguzor; Adebola & Adeyemi, 2011; Drobot & Roşu, 2012; Tsang, Finti & Shahrill, 2014). However, while laissez-faire leadership style may be highly resourceful in other management sectors, it may not be suitable for leadership in the context of secondary school management particularly in the context of Niger state. Asan (2015) argued that laissez-faire leadership style may also hurt the effectiveness of schools, pointing out that in most cases, school principals seem to wittingly or unwittingly abandon their tasks or apportioning them to others and thus delay decision-making. He suggested that this kind of leadership may not necessarily raise the effectiveness of schools but most likely, may lower it. Tsang et al. (2014) also revealed that laissez-faire leadership affects productivity and thus reduces the effectiveness of the school. Considering the complexity of the challenges in school management, it laissez-faire leadership style seemingly too flexible to ensuring effectiveness, although teachers independence in carrying out their duties is

acceptable to a certain level, however over the use of this factor may allow teachers and administrative staff to do what they like without proper supervision. Lack of proper supervision and putting job function under control following lay down rules does not reflect the leadership style necessary to introduce a positive change. Regardless of a seemingly over the flexibility of laissez-faire leadership style in terms of setting job rules and guidelines, this study attempted to explore the role of laissez-faire leadership style in school effectiveness. The researcher believes that if effectively utilised, this leadership style may be productive but not necessarily sufficient particularly in the context of Nigeria.

More so, viewed from a more theoretical perspective, in the context of Nigeria, lack of a model that guides the roles of school principals and lack of well-defined correlation between leadership and school effectiveness and its consequent adverse effects are palpably evidential in the overall education system (Yahya, 2015). Since the past decade, there is little research on the roles of principals and school effectiveness in Nigeria. Therefore, theories adopted in this study such as Basic framework theory, leadership capacity matrix, and latent capacity building are developed on a conceptual basis, that requires more empirical studies. Since the latent capacity-building model restricted the scope and focus of the previous studies, this study integrates the model to explain the relationship between principals' capacity building and effectiveness of the school.

Although previous studies have investigated the performance of secondary schools, principal leadership, and other related research aspects, most of the methodology reviewed in the context of Nigeria focused on teachers and students and the majority are conceptual and limited to empirical studies. Onumah (2016) employed the use of a quantitative method of research by choosing teachers as respondents to

assess and evaluate the performance of their principals. However, the studies have used a conceptual method of research to investigate the principal leadership performance and school effectiveness performance (Bolanle, 2013; Tsang et al., 2014; Asan, 2015). Similarly, only a few empirical studies were found on principal leadership performance and school effectiveness ( Odeh et al., 2015; Duruji et al.,2014; Usman, 2015; Ayandoja et al., 2017; Olufemi & Tyo, 2014; Ehiane, 2014).

In short, most studies focused on the conceptual and empirical study but only a limited number of studies adopted and employed mixed mode or triangulation methods of research. Similarly, teachers and students were the targeted respondents used for data collection rather than principals. Thus, this study intends to use the triangulation method to fill the gaps and provide empirical evidence on the effectiveness of the school.

As highlighted above, this study investigates principals' capacity building and effectiveness of secondary schools in Niger State. The focus of the research is limited to school effectiveness, poor principal leadership, lack of community engagement, lack of financial management skills, poor communication flow, distributed leadership, trained leadership, laissez-faire, level of secondary school effectiveness activities, credibility and trust. However, the existing studies are not without theoretical, methodological, and conceptual limitations. These limitations opened a gap for subsequent researchers to fill.

#### **1.4 Research Framework**

This section presents detailed overview of all theories guiding the research methodology, in this regard, the researcher adopted Basic framework (Katz & Kahn, 1978; Lunenburg, 2010), latent capacity-building model (Beazley et al., 2004), leadership capacity matrix Lambert (2000), Five-factor theory of effective school

(Miller sadker & Zittleman, 2010), Effective school model (Ghani et al., 2011) as well as financial and resource management theory (Levacic, 2000). Each of these theories was discussed separately in the subsequent sub-headings.

#### 1.4.1 Theoretical Framework

The open system theory initially originated from the biologist Ludwig Von Bertalanffy (1956) later applied in different study contexts. Bertalanffy introduced (systems theory) in a seminar held at the University of Chicago. Bertalanffy was a researcher in the field of life sciences and the setting of ecology. He stipulated that nothing could be comprehended by confining research to just one player and examined the important role one part can play in a framework. The idea of system theory was to investigate and examine the open system, which is based on input and output. However, Bertalanffy's system theory failed to explain the input and output of the environment. The illustration of other Open-system Theory Katz and Kahn (1978) and Lunenburg, (2010) as depicted in Figure 1.1

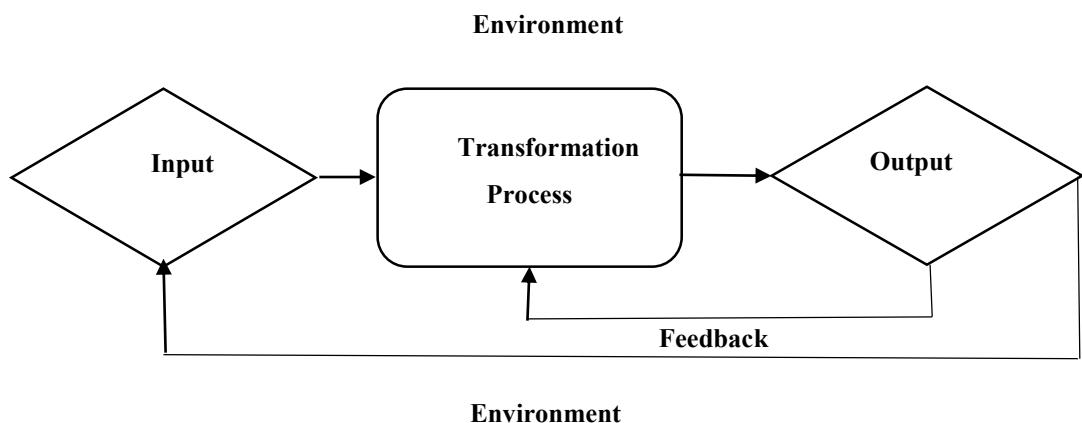


Figure 1.1: Open-system Theory (Katz & Kahn, 1978; Lunenburg, 2010).

Most of the theories developed did not explain the interaction between input, process, and output and their effect on the environment. They did not explain the environmental influence in the organization and did not include system theory and

organizational theory. Traditional theory ignored the influence of the environment on the efficiency of an organization. Thus, modern research has adopted the open system theory to better explain the influence of the “internal and external environment” in the organization. This theory entails that, the failure to succeed in the environment where many things influence the society will affect the people and the organization. Older theories have been used based on the premise of understanding the influence of culture to improve the organization.

Open system theory recognized the environment as a significant variable to understand the organization. In 1960, open system theory started gaining popularity among other models and theories in the organization context. Katz and Kahn (1978) extended the system theory to develop an open system theory with the objective that the open system can examine and explain the input and output of human behaviour in an organization. The open system examines the relationship and interaction with the environment through the organization, whereas the closed system examines the internal structure, tasks, and formal relationships. Therefore, the open system was developed characterized as interaction, interrelated and exchange within the environment of an organization.

Researchers argued that a school is similar to an organization and it can be categorised as a social system in terms of structural interaction among the components to constitute the system, such as principals, staff, teachers, and students. The school structural interaction although unique, but has management structures and components similar to an organization (managers, employees, and customers) (Thien, 2012). A school is a social system that involved two or more than two persons working with common goals to manage and coordinate the school and its environment including the



students, teachers, staff, and other resources. However, from the perspective of open system theory, we understand that the school always interacts with the environment. Thien and Nordin (2012) studied a basic framework for school organizations utilizing the open system theory to increase the interaction and relationship in the school environment. The study revealed that, in schools, interaction occurred between all units in the system.

The system can be defined as an interconnected set of components operating as a unit (Senge, 2006). As represented in Figure 1.1, an open system comprises five basic components (Scott, 2008) “*Input, Transformation process, Output, Feedback, and Environment.*”

However, in the context of school administration processes, systems operate four types of inputs or require substantial resources to function efficiently, those resources include, “*human resources, financial resources, physical resources, and information resources*” (Cater & Cater, 2009, p. 200) and Abouelenein (2017). The human resource department in schools consists of staff, teachers and other administrative components, etc. while financial resources in this context involve, operational capital in terms of finance to facilitate short term and long term projects or operations. Physical resources involve sufficient supply of materials, the establishment of important facilities, and constant availability of equipment and finally, information resources include operational knowledge, educational blueprint in form of curricula, data to analyse trends in the sector and related information that supports or enhance school operation. Thus, the duty of the school administration involves planning, organising, coordinating and combining these complex and diverse resources in such that it produces expected outcome or attain the overall objectives of the school (Cater & Cater, 2009, p. 200, Abouelenein, 2017).

Furthermore, teachers-students interaction can be a transformation process or learning process which can extensively influence students positively in both educational development so that they can make a meaningful contribution to society (Abouelenein, 2017). The difficult question has always been, how will the school administrators accomplish this? To address this question, one needs to examine the importance of operating an organisation with an efficient system or systems.

The efficient system in the workplace is important because it enhances job flexibility. It enforces the rule, establishes guideline, regulate job activities and ensures coherency in the operation of affairs. The system operates as a conglomerate of components functioning as a unit in operational management. As with other systems in various organisation, systems require technical competence to operate it efficiently. Thus, school management settings, administrators and staff must posse such competency including the ability to plan operations and to cope with change. This is important because tasks performed by school administrators have far-reaching impacts on the health and survival of the organizational foundation or structure of the school's effectiveness in general.

However, the bulk of this responsibility lies on the shoulders of school principals especially in terms of efficient use of allocations or inputs to foster transformation process in secondary school levels (Cater & Cater, 2009, p. 200). While allocations or inputs can be utilised for transformation, it is, however, important to consider external variables that can be used to produce outputs (Cater & Cater, 2009, p. 200, Abouelenein, 2017).

In schools' social system context, output entails the accomplishment of aims or objectives set out by the school. This accomplishment can be measured by the level of outcomes produced by the system in terms of products or results. Typically, output of

systems varies according to specifics, so is performance of schools varies according to factors influencing the organisation of schools, such factor may include one of the following, development and accomplishment levels of teachers and by extension teachers, rate of school dropout, level of competency, rate of turnover, school-community relations and job satisfaction (Cater & Cater, 2009, p. 200). Imperatively, job satisfaction can encourage a high level of job performance, therefore, schools should obligate themselves to provide satisfaction to the academic community and members alike. Such satisfaction must go beyond physiological needs such as “*salary, working conditions, job security*” (Udechukwu, 2009) but includes appraisal incentives packages. Secondly, motivation drives an employee to perform efficiently, therefore if schools must retain motivated staff and teachers they must provide needs that satisfy employee’s affiliation, acceptance, and self-esteem. The provision of these needs is paramount in motivating and retaining a committed workforce, skilful enough to accomplishing job tasks at maximum levels of competency (Maslow, 1998). For schools to succeed, feedback on the operational performance from staff and the general public is also crucial. For example, feedback received from parents about student’s performance can be utilised for correcting deficiencies in the school transformation process or feedback received from students about infrastructural decay can be used to evaluate how the school environment influences student’s engagement.

Considine and Zappalà (2002); Ajayi, Ekundayo and Osalusi (2010) pointed out that, environment of the schools or school district is influenced by “*social, political and economic forces*” (p.7) which can affect operational functions positively or negative, either way, principals must be able to stair the affairs of the school towards school effectiveness.

#### **1.4.2 Latent Capacity Building Model**

The latent capacity-building model was introduced by Beazley et al. (2004) with the aim to extend the traditional theory of capacity building. It helps redefine the traditional approach of capacity building in a different approach with the addition of community engagement and involvement. Furthermore, the latent capacity-building model focuses on the community as an important instrument of developing capacity needs for school principals from the open system (Smith & Beazley, 2000). In this model, the effort was made to incorporate the community in the school's system based on the assumption that skills and knowledge spread across the host community can harness to grow and improve the performance quality of school administrators. Therefore, the model proposed a progressive method of community engagement (Beazley et al., 2004).

Furthermore, the model asserts that two-way communication can connect schools and the community through the information flow applying the top-down and down-top approach. The schools' continued need to grow is fulfilled by strengthening the relationship between schools and society. The following table 1.1 presented the axiom of this model.

Table 1.1

*Axiom of Latent Model for Capacity Building**“Alternative Approaches to Capacity Building”*

Variables	Deficit Model	Latent Capacity Model
Assumptions	Communities lack skills	Communities possess skills
Tasks	Teach skills	Release skills
Method of Capacity Building	Passive	Active
Method of Community Engagement	Traditional	Progressive
Flow of Communication	One- way	Two-Way (Top-down & Down-top approach)
“Credibility and Trust”	Low	High
“Effect on the System”	Facilitative	New ways of thinking

Source: Beazley et al. (2004)

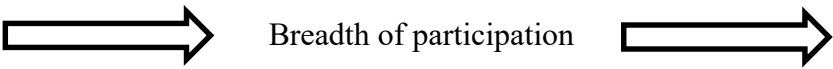
Citing the illustration in Table 1.1, the model proposes that the latent model takes cognizance of the community as an essential aspect of development. The model adopts the active method as a way of building capacity. It uses progressive measures in ensuring community engagement. It acknowledges that the community can add value to the school system. Also, this model ensures a two-way communication flow. Information moves from up to down, then, from down to up as a form of effective communication. Furthermore, it depicts a high level of trust and credibility. Specifically, trust is taken seriously in the model. Mutual trust and understanding exist between the school and the community. Based on this trust, they can work together harmoniously without harming each other. The effect of this model on the school system is that it leads to a new way of thinking which influences school principals, teachers, and members of the community to think deeply and come up with means of improving school effectiveness system that meets 21<sup>st</sup> century rapid and constant change and needs of the society.

### **1.4.3 Leadership Capacity Matrix**

The leadership capacity matrix was developed by Lambert (2000). The capacity building of school leaders has four phases presented in the form of the quadrant. She argued that the leadership capacity building matrix implies operating in an adult-adult relationship in which staff, parents, students, community, and stakeholders are part of the change process. Therefore, the model proposed the leadership capacity matrix as presented in Table 1.2

Table 1.2

*Leadership Capacity Matrix*

	
High Quadrant 1	High Quadrant 2
<p>Autocratic Administration</p> <p>The inadequate and one-way flow of information</p> <p>Co-dependent and paternal relationship</p> <p>Inflexibility in outlining roles</p> <p>Deficiency of innovation for teaching and erudition</p> <p>Students accomplishments are low or faintly displaying short-term development</p>	<p>Laissez-Faire Administration</p> <p>Fragmentation and absence of consistency of information</p> <p>Norms of individualism</p> <p>Unclear roles and accountabilities</p> <p>Spotty innovations</p> <p>Generally static student achievement</p>
High Quadrant 3	High Quadrant 4
<p>Trained Leadership or Site-Based Management Team</p> <p>Inadequate use of extensive data, information flow within selected leadership groups</p> <p>Polarised staff Designated leaders act capably while others serve traditional roles</p> <p>Pocketing of strong innovation</p> <p>Students' achievement is static or slightly improve.</p>	<p>Broad-Based and Skilful Participation in Work of Leadership</p> <p>Inquiry-based use of information to inform the decision, and practice</p> <p>Roles and responsibilities reflect extensive participation and cooperation</p> <p>Reflective practice encourages innovations.</p> <p>High students' achievement.</p>

Source: Lambert, (2000, p. 4)

Base on Table 1.2, the first phase (quadrant 1) implies that when the school's principal has an autocratic leadership style, there will be a limited flow of information and there will not be any room for input from the staff, the parents or the community

in decisions relating to the school and student achievement. Teachers see information as instruction, which they must strictly adhere to.

Hence, there will be a co-dependent and paternal relationship among teachers, principals, parents, students, and the community. This can occur due to nature and rigidity way of operation and leadership style (Hoy & Miskel, 2008). This situation will also witness lack of innovation in teaching and learning, as teachers are reluctant to try out a new approach or method to improve the system that may also improve academic effectiveness of students, because the system is closed and does not permit any input from any source apart from the laid down source (Lambert, 2000). Such a scenario will result in low and poor student academic success.

The second quadrant shows that when the leader uses a laissez-faire administrative style, there will be fragmentation and absence of consistency in the flow of information in the school system (Lambert, 2000). Individualism is a feature in this phase given the undefined roles and responsibilities that will result in spotty innovation in the schools. The end product of this is static overall student success. Furthermore, the third phase identified by Lambert has trained leadership with the site-based management team. Here, the school's principal will only select those who are capable and include them in the school's decision making and development plan. This style may yield the desired result, yet is often one-sided (Lambert, 2000). In this style, only the selected ones will understand the information better than those outside the decision-making group, which will lead to lesser data utilisation and flow of information because, it is restricted to the designated leadership group, which may not be helpful to the growth of the schools in the long-run.

This style will also lead to the polarisation of the school's staff. Those who are not incorporated into the decision-making process will feel embarrassed and will cease



to see themselves as an integral part of the schools, which may destroy the attainment of the school's goals and planned changes (Lambert, 2000). They will also try to fight back by pocketing vital innovations that can move the schools forward or help to improve the students' success (Lambert, 2000). The result will be static student success or slight improvement in student success.

Finally, the fourth quadrant involves the use of "*broad-based and skilful participation*" (Lambert, 1998, p. 3) in the work of leadership. Here, the effort is geared towards involving all stakeholders as part of the decision-making process in schools, essentially, to ensure the holistic development of the schools and improve school leadership as fast as visible (Lambert, 2000). This style is commonly practiced now in advanced countries including Australia, the United States, and many European countries. Broad-based style ensures inquiry-based and analysis of information to determine decision-making and job execution. Similarly, the roles and responsibilities of individual stakeholders mirror broad participation and cooperation, which allows healthy development of new ideas in the school system (Lambert, 2000). The by-product of this style is high student success.

#### **1.4.4 Effective School Component**

An effective school component is examined with the five-factor theory of effectiveness of schools. However, scholars and researchers in the field of school administration have used the five-factor theory of effective schools. Additionally, the five-factor theory has replaced the 3R's of reading, writing, and arithmetic, which is regarded as the bases of learning (Bryman & Bell, 2003). However, Miller Sadker and Zittleman (2010) argued that for schools to be effective, these five- factors must be present and carefully looked into. These factors include; "i) strong leadership; ii) clearly stated vision and mission statement; iii) setting a high level of expectation for

students and teachers in terms of academic and character; iv) establishing a safe, conducive and orderly school climate; and v) effective coordination and monitoring”.

- i) **Strong Leadership:** Leadership is recognised as an important tool for ensuring an effective school system. Commenting on the role of school leadership, Collins (2001) identified five levels of effective or strong leadership that include highly capable individuals, contributing to the development of team members, competent managers, effective leader, and a great leader. Strong school leadership implies that, school principals must be able to ensure effective staff and student supervision, design a good and reliable curriculum according to the learning needs of students and society, use appropriate leadership style in running the affairs of the school for optimum results and ensure a healthy relationship between the principal and subordinates including students (Bush, 2012). Putting in place a vibrant or appropriate leadership style has a direct positive transformational effect on the development of the education system.
- ii) **Clearly defined vision and mission statement:** Principals are required to clearly define the vision and mission of the schools to stakeholders. The leader leads the way by designing and formulating the vision and mission of the organization (Yukl, 2011). This is preceded by ensuring effective communication, tutoring and continuous effort in making people understand the philosophy of the school and why it is imperative for schools to follow its mission and vision statement. Effective communication is considered as a vital ingredient in achieving the goals of an organization (Yukl, 2011; Owen & Valesky, 2011).
- iii) **Setting high expectations for students:** Principals owning the obligation to lead and manage the school is responsible for setting achievable goals and objectives

for students' academic success. Here, the school principal helps individual students to set their academic goals. Besides, the principal is saddled with the responsibility of defining the expected level of behaviour and character students must exhibit in and out of the school premises. This can be done through various means such as providing counselling services in the schools, introducing programs that will enhance effective learning, monitoring the behaviour of students using the chart and other means. Responding to this point, Yukl (2010) agreed that leaders set the pace for subordinates to follow.

- iv) **Establishing a safe and conducive school climate:** An effective school provides a conducive and enabling environment that will facilitate effective teaching and learning, enhance student engagement, and serve as the home away from home to both students and teachers. Commenting on the school climate, Owen and Valesky (2011) stressed that a conducive and enabling school climate promotes quality teaching and learning as well as increases students' success and teachers' commitment to work.
- v) **Effective monitoring:** This last phase of effective school theory implies that effective school must be properly and adequately monitored for optimum effectiveness. Monitoring is regarded as a vital role of a leader in an organization (Yukl, 2011). Monitoring the school system involves a constant check of teaching and learning activities, programs, school curriculum, school facilities, and all other aspects of the school's development (Hoy & Miskel, 2008). Apart from the five-factor theory of effective schools, this study examines the school effectiveness model developed by Ghani (2008). This model is predicated on the input, process and outcomes model as contained in Figure 1.2

Based on the information on effective school components, principals set high expectations for the schools in terms of setting attainable and achievable goals for students and staff to devise a consistent assessment process, concentrate their resources on effective teaching and learning. Consequently, the school serves as a learning organization where every student will accomplish their goals and aspirations (Ghani et al., 2011). Besides, an effective school climate should be conducive to teaching and learning. Appropriate facilities that enhance students' academic success must be provided (Owen & Valesky, 2011). More so, schools must ensure effective collaboration with the parents of their students. This collaboration helps all parties to achieve their set targets (Hoy & Miskel, 2008). Finally, professional leadership traits displayed by the principals' ineffective schools are of equal importance. Figure 1.2: shows Effective School Model introduced by (Ghani et al., 2011).

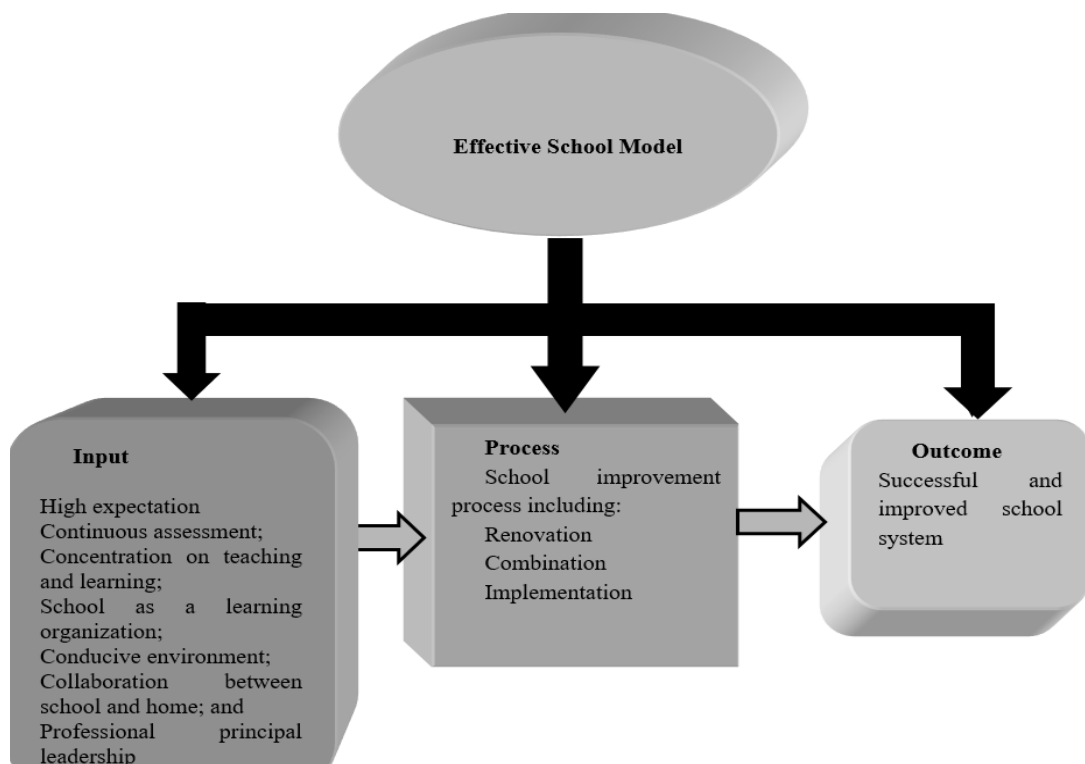


Figure 1.2: Effective School Model (Source: Ghani et al., 2011, p. 1708).

The three broad school improvement processes are (initiation, implementation, and institutionalization). Once the items under the input are put into the school system

effectively and are well utilized and implemented in the process stage, it will bring about successful outcome or output from the school system. Thus, the success of school effectiveness manifests in the students' academic success, school-parent relationship, school-community relationship, and effective school leadership. Financial and resource management is important in the management and administration of the school system.

#### **1.4.5 “Financial and Resource Management in Open System”**

In addition to other theories, the researcher introduced the framework of financial management and related theories. The framework emphasised on “*financial and resource management cycle in an open system of the educational organization*” (Radzi, Ghani & Siraj, 2015, p.1680). It bears characteristics of an open system theory inherently to rational and natural system outlook. Financial and resource management comprises of four attributes in the system for school organization, which includes: “(1) *obtaining resources* (2) *allocating resources (IMPREST)*; (3) *using resources* (4) *evaluating the past use of this data for future decision*”. (Radzi et al., 2015, p. 1680). If all these attributes are closely linked with each other, school effectiveness will be achieved. The attributes are shown in Figure 1.3

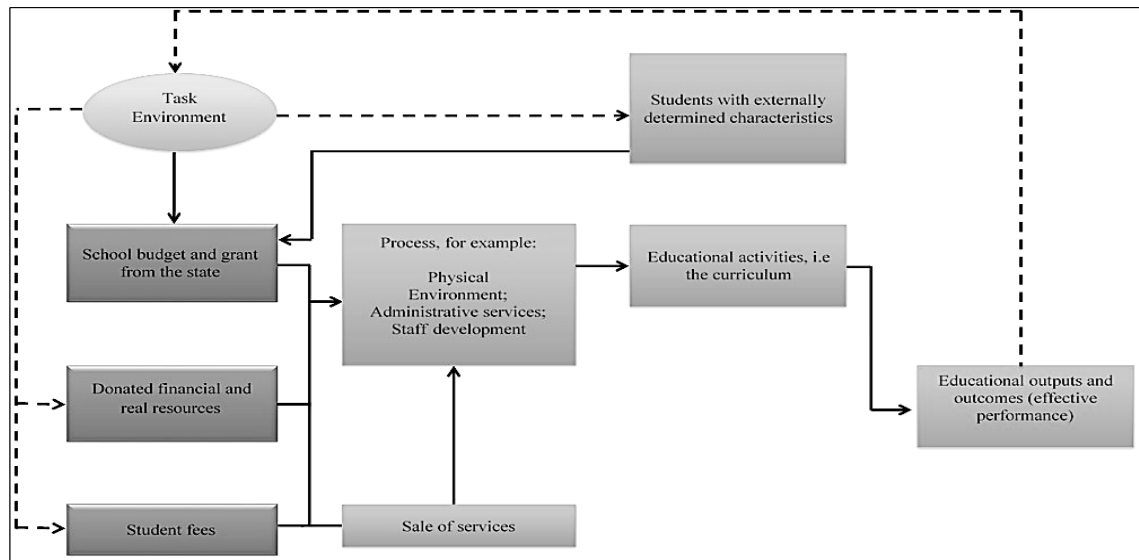


Figure 1.3: “Financial and Resource Management in Open System” (Levacic, 2000).

Therefore, the information sources are taken from the outside condition as cash or genuine assets to prepare for the learning condition. The way toward getting assets habitually includes funds from the government (IMPREST), other gifts, gathering pledges, expenses charging from instructive administrations and some other sources. The cash received is utilized to accommodate fundamental assets for instructive condition as an immediate instalment for showing exercises or supporting instruments for instruction to happen (Anderson, Briggs & Burton, 2001). The open system also allows for genuine products or assets from the exercises of gifts which are prepared to be utilized by the administrators who need to plan, organise and utilise the resources in the school.

Consequently, arranging and planning will decide the way schools designate their money-related physical assets. This is considered as an integral part of the school administration process, as the pioneers are mindful in using their money-related self-rule to achieve effective administration. At that point, the cash and assets will be utilized to create the transitional yield, for example, physical condition, managerial administrations, and specifically for the instructive yield and results through

instructive exercises. The last idea in the process is assessment and input on past utilization of money-related physical assets. This procedure determines the capacity of schools to accomplish instructive objectives whether in quantifiable or impalpable yields. Also, the assessment process determines schools' adequacy, effectiveness, value and esteem for cash with the end goal of better anticipating following monetary and asset administration cycle. All these four ideas at that point turn into a consecutive cycle, which is recurring all over the school's life cycle and process (Levacic, 2000). These four ideas depict the vital piece of the schools-based money related administration, which includes associations of both the outer and inner situations of a school system. It represents the vital trademark fused in schools with budgetary self-sufficiency and the way all school partners take part in the school's budgetary administration process. Every one of the ideas can be easily grasped and deliberately exhibited as a cycle consistently.

### **1.5 Elements of Different Models on School Effectiveness**

Following the existing model as highlighted in Table 1.3 below, this study utilised the model elements described by Ghani et al. (2011) to form the foundation for a theoretical framework for the study. Besides, other elements of the model reported by Mohan (2008), Le zotte, (1991) and Mortimore et al. (1998), do correlate with that of Ghani et al. (2011). However, elements in Ghani et al. (2011) and Beazley et al. (2004) fit properly with the case study of this work. Table 1.3 indicates elements of different models on school effectiveness.

Table 1.3

*Elements of different models on school effectiveness*

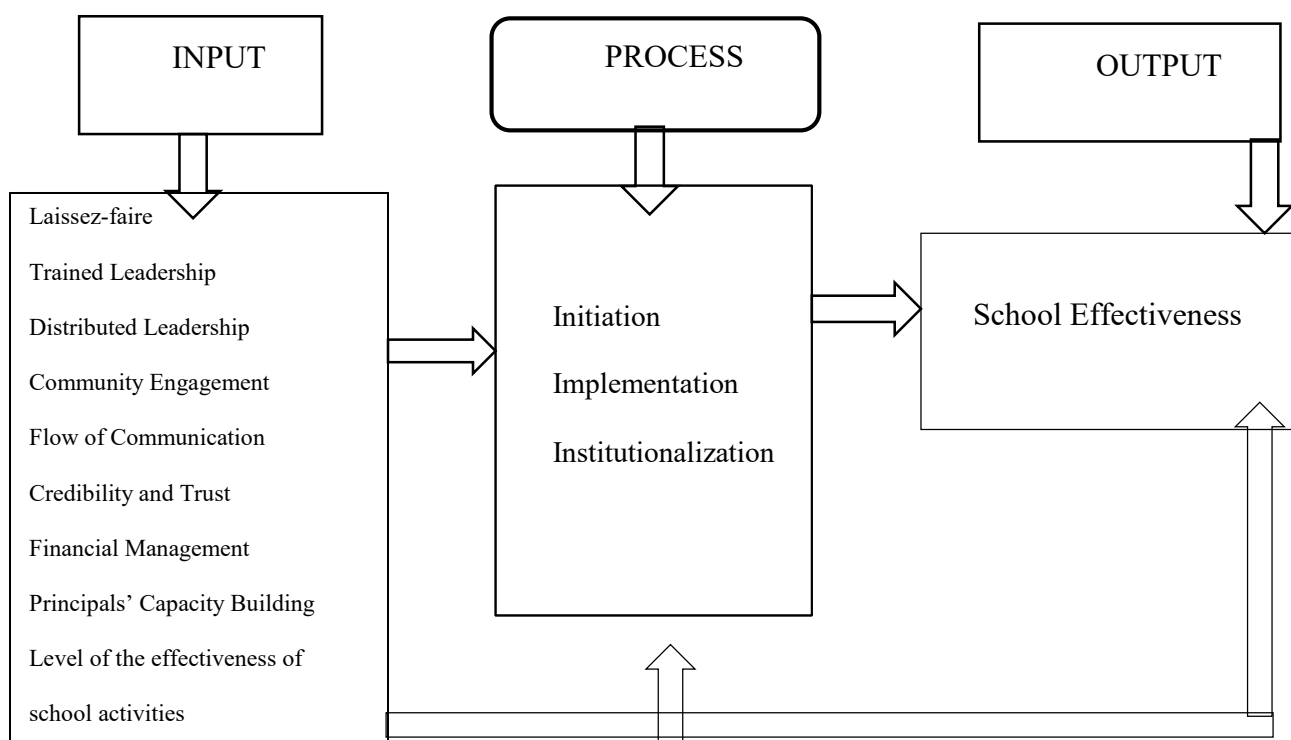
S/N	Models				
	Ghani <i>et al.</i> (2011)	Beazley <i>et al.</i> (2004)	Le zotte (1991)	Mohan, 2008	Mortimore <i>et al.</i> (1998)
1	High Expectation	Community Engagement	High Achievement expectations	A strong, purposeful and involved principal	Professional leadership
2	Continuous Assessment	Flow of Communication	Instructional Leadership	Shared visions, Shared goals including collegiality cooperation among teachers	Shared vision Share goals
3	Commitment to teaching and erudition	Credibility and Trust	Opportunity to Learn	Effective teaching and erudition	Learning Environment
4	School as a learning organization		Safe and Organised Environment	Effective evaluation and monitoring	Commitment to teaching and learning
5	Conducive environment		Positive Home-School/ Teaching Relations	Positive Learning Environment	Purposeful teaching
6	Collaboration between school and home		Regular Checking of Student Progress	Focused professional Development	High expectations
7	Professional principal leadership			Effective parental involvement	Positive reinforcement
8					Monitoring progress
9					Pupil rights and responsibilities
10					Home-school partnership
11					A learning organisation



## **1.6 Conceptual Framework**

The conceptual framework was adopted from previous theories and models. The basic framework employed for this study was used for explaining distributed leadership, the effectiveness of secondary schools. The models explain how the school can be improved. The use of these models is rationalised on the premise that distributed leadership on the effectiveness of secondary schools is hinged on values, attitudes, disposition to trust, sharing of responsibility, accountability, strategies, and trustworthiness. While on the other hand, researchers concerned with the effectiveness of schools justify this framework on the epistemological advantage that identifies many attributes involving the quality and effectiveness of schools and the premise that educational system standards could be negatively affected in absence of distributed leadership practice.

The latent capacity-building model is adapted to illustrate the flow of communication, community engagement, credibility, and trust. The leadership capacity matrix model is used to examine trained Leadership, Laissez-faire, and distributed leadership. Financial and resource management in the open system has been adapted to explain the financial management, and those models and theories are applied to support this study. Hence, it connotes a careful combination of the theories in a fashion that correlates with the concept and the research focus. Although, the framework of the study was adapted from previous models and theories, while the conceptual framework is illustrated in Figure 1.4.



*Figure 1.4: Research Conceptual framework. Sources: (Beazley et al., 2004; Ghani et al., 2011; Hoy & Miskel, 2008; Lambert, 2000; Louise Ann Stoll; 1992; Yukl, 2010).*

The conceptual framework was designed to reflect the objectives of this research work. Three reasons were advanced to extend or integrate a model or theory. The first type of extension or integration is to examine the model or theory in a new context such as an alternative geographical and cultural setting. The second type is to add new elements and thus expand the scope of the theory or model. The third type consists of adding predictors (moderator or mediator) to the variables (Venkatesh, Thong & Xu, 2012). This study adopts the existing model and theory and extends it into a new context of the study, that of Nigerian secondary schools. This study adopts a new combination of variables to explain the model and theory of this study.

Based on the information presented in Figure 1.4, it is found that principals displaying their competencies as highly-trained managers, they can create a vision and mission for their school (Yukl, 2010; Hoy & Miskel, 2008). The school principal will

be able to inspire a collective vision for the school and also model ways that can guide the staff (Yukl, 2010). Once the staff understand the vision of the organization and are given the appropriate guidance and support, they can tread the path of change and strive towards attaining the set goals (Owen & Valesky, 2011). Also, a distributed leadership style enables school principals to design and promote development plans for teachers and staff to improve effectiveness, efficiency and enhance students' academic success (Davies, 2005). As indicated on the conceptual framework in Figure 1.4, the theory of school effectiveness can assist school principals in improving their level of professional leadership, while the capacity building theory will help them in developing the broad-based and skilful participation of all concerned stakeholders (Lambert, 2000).

Furthermore, the input stage is based on the framework and various theories including open system theory, latent capacity and effective school theory resulting in community engagement, the flow of communication, credibility and trust, financial management, laissez-faire, trained leadership, distributed leadership, principals' capacity building and level of effectiveness of school activities. This implies that once school principals judiciously apply these theories, they are more likely to attain their goals and realize the vision of their school. This will also help them to foster collaborative leadership that allows teachers, parents, and stakeholders to take part in the decision-making process and contribute to the leadership of the schools to ensure optimum effectiveness (Lambert, 2000). Besides, principals can efficiently enhance effective management of schools (Owen & Valesky, 2011) and also able to promote the professional development of teachers and facilitate a healthy parent-school relationship and school-community relationship for meaningful development (Ahmed & Hanson, 2011, Hoy & Miskel, 2008).

The second stage in the conceptual framework is the process. At this point, the items in the input stage are mixed with the process (initiation, implementation, and institutionalization) which constitute the function of various interconnected traits, competencies, and abilities that should be present in ensuring effective school administration and leadership (Hoy & Miskel, 2008). Capacity building of principals implies that as the leader, a principal should be able to design achievable goals for the school development, welfare of staff, teachers and for increasing students' success (Owen & Valesky, 2011).

Based on the conceptual framework, input from subordinates is taken as part of the decision-making process which gives room for meaningful innovations, ideas, trust-building and winning over the subordinates' confidence (Yukl, 2010). Appropriate measures for managing limited available resources (human and non-human) present within the schools' system, enhances professional development through training and healthy team building. It also engages parents and the host community in specific programs for development (Owen & Valesky, 2011; Hoy & Miskel, 2008; Lambert, 2000, Yukl, 2010). Thus, when principals capacity building has been met, the schools output will improve; teachers' commitment increases, stakeholders are engaged in the school's leadership, school community is promoted and the school-parent relationship is improved for sustainable education development (Ahmed & Hanson, 2011; Davies, 2005; Lambert, 2000), this outcome will ultimately translate into school effectiveness. It will also allow schools to achieve their set goals as institutions transform and advance towards where learning takes place and character development of the students is prioritised.

However, the input, as well as the process of administrating school effectiveness, determines what the output will be. The element; School effectiveness as indicated in

Table 1.3 which correlates with Ghani et al. (2011) (see Figure 1.4) are important elements to employ during the administration of input and process. Generally, while the capacity building of principals is critical for the overall development of secondary school development, it has not been appropriately considered or studied. Thus, there is a need to address this gap.

### **1.7 Research Purpose**

The major purpose of this study is to identify Principals' Capacity Building and School Effectiveness among Secondary Schools in Niger State, Nigeria.

### **1.8 Research Objectives**

Specifically, the objectives of the study are to:

- i) Investigate the extent of principals' capacity building among SSPs, HODs, and SSEBOs on capacity building in Niger state secondary schools
- ii) Investigate the level of effectiveness of secondary schools activities in Niger state
- iii) Determine if there are any significant differences in the mean responses of SSPs, HODs, and SSEBOs in their opinions on capacity building for enhancing secondary school effectiveness in Niger State.
- iv) Determine if there are any significant differences in the mean responses of SSPs, HODs, and SSEBOs on the principals' capacity building matrix toward enhancing secondary school effectiveness in Niger State.
- v) Determine the contribution or effects of principals' capacity building on secondary school effectiveness in Niger state.
- vi) Explore the extent of principals' capacity building for enhancing school effectiveness in Niger State secondary schools.

- vii) Discover the extent of principals' capacity building matrix toward enhancing school effectiveness in Niger State secondary schools.

### **1.9 Research Questions**

This study seeks to answer these questions:

- i) What extent do principals' capacity building being carried-out among SSPs, HODs, and SSEBOs on the capacity building in Niger state secondary schools?
- ii) What is the level of secondary school effectiveness activities in Niger state?
- iii) Are there significant differences in the mean responses of SSPs, HODs, and SSEBOs in their opinions on capacity building for enhancing secondary school effectiveness in Niger State?
- iv) Is there any significant difference in the mean responses of SSPs, HODs, and SSEBOs on principals' capacity building matrix toward enhancing school effectiveness of the secondary school in Niger State?
- v) Does principals' capacity building contribute or determine the effectiveness of secondary schools in Niger state?
- vi) How do principals' capacity building impacts on school effectiveness in Niger state secondary schools?
- vii) What is the principals' capacity building matrix that could enhance school effectiveness in Niger state secondary schools?

### **1.10 Hypotheses**

The hypotheses are predicated on the research objectives. Research questions 6 and 7 answered the qualitative part of the study while research questions 1 to 5 answered the quantitative part. Therefore, the following null hypotheses were set for the quantitative aspect of the study and were tested at  $p \leq 0.05$  level of significance:

**H<sub>01</sub>:** There are no significant differences in the mean responses of SSPs, HODs, and SSEBOs in their opinions on capacity building for enhancing secondary school effectiveness in Niger State (Research Question 3).

**H<sub>02</sub>:** There are no significant differences in the mean responses of SSPs, HODs, and SSEBOs on principals' capacity building matrix toward enhancing secondary school effectiveness in Niger State (Research Question 4).

### **1.11 Significance of the Study**

Principal's capacity building of secondary schools in Niger state is relatively understudied therefore, there is little or no concrete information on this topic. Thus, the significance of this study seeks to offer valuable information on how principals' capacity building in secondary schools can be achieved. The study will immensely benefit secondary school principals, teachers, and members of staff, parents, and secondary schools host communities. It will also benefit the Secondary Schools' Education Management Board (SSMB), Ministry of Education (MOE), educationists and researchers.

The significance of this study supports the submission of Mitchell's (1982) contingency theory of leadership where he proposed the concept of adoption of training programs that prepare leaders and administrators to function effectively in their offices. In his view, school administrators who have been trained perform their role more efficiently than those who have not to undergo leadership training. This purpose seems to agree with that of Taylor's (1856-1917) who stressed the need for training programs for leaders and developmental attitudes towards employees. He strongly recommended that workers failing to respond to initial training should not be brutally discharged, but given more time or transferred to work in positions for which they are better suited.

The school principals will benefit from this study as it enables them to identify the training needs concerning capacity building in promoting school effectiveness, for example, in areas of community engagement, the flow of communication, credibility and trust, financial management, professional development, and distributed leadership style, etc. This will enable the school principals to be able to manage and organise their school activities, which will lead to school effectiveness.

Secondary school teachers and other members of staff can also benefit from this study as it provides them with relevant information for further research on school management and leadership, particularly in Niger state. On the other hand, members of staff will be able to learn that staff development can assist school personnel in acquiring skills and knowledge required to efficiently accomplish statutory duties, in view to enabling the schools to attain defined missions and visions especially in the capacity of producing first-class students.

The study will provide the host community with valuable information on school engagement approaches, support, and management. The ideals inculcated into the students are usually extracted from the culture of the community where a school is located. The community members, especially the leaders, can learn to support the schools' administration in many relevant areas, especially in their efforts to inculcate appropriate values, virtues, and discipline among students. This would also enable the schools to attain their objectives in teaching and learning.

The state government, through the Secondary Schools' Education Management Board and the ministry of education, can benefit from the findings made in this research work. The government will become aware of the skill deficiencies of the local school principals and incorporate the information provided by the study in their in-service and professional development plans. By equipping the school principals with



relevant skills in administration through in-service professional development programs and capacity building, the state government will benefit from the improved managerial competencies of the principals. Certain sensitive areas such as community engagement; the flow of communication, credibility, and trust, financial management, laissez-faire, trained leadership, distributed leadership, etc. can be adequately developed. Other benefits will be improved cordial relationships between principals and their staff and goal-oriented cooperation among the teaching staff which is important factors in school effectiveness as they are closely connected with the stable and qualitative improvement of the educational process.

From the theoretical contribution of this study, this study employs different models and theories to explain the capacity building of principals and school effectiveness. However, previous studies have highlighted that there is no specific model or theory developed to explain the school's effectiveness of principals. Hence, this research focuses on the leadership skills of secondary school principals and capacity building for the overall effectiveness of the secondary school in Niger state. Thus, the research is predicated on the concept of knowledge contribution to existing research works. By combining different models and theories they study can explain how the effectiveness of secondary schools can be achieved in the context of Niger state. Since most of the theories and models have been developed conceptually, this study envisioned to provide empirical evidence to support results and findings.

In addition to the above, methodology constitutes another framework of knowledge for this study, which contributes to methodology by choosing principals, heads of department (senior teachers) and Secondary school Education Board Officials (SSEBOs) as respondents. While previous studies limited their sample population to

principals, teachers, and students, this study adds experienced senior teachers and Secondary school Education Board Officials (SSEBOs).

Additionally, this study contributes to the aspect of methodology in as much as previous studies focused on conceptual and limited empirical study, whereas this study employs qualitative and quantitative research design concerning methodology. Finally, there is a relatively little amount of empirical data on principals' capacity building in secondary schools for effectiveness thus, the findings made in the work could serve as a guide to principals and other educationists to address various challenges particularly relating to capacity building and leadership in Niger State, Nigeria.

### **1.12 The rationale of the Study**

The rationale for this study is to overcome weaknesses inherent in the administrative system of the secondary school education system in Niger State. The study aims at building a progressive, productive and innovative education system by applying an intensive capacity building scheme towards school effectiveness that will promote creativity. The research respondents are SSPs, HODs, and SSEBOs who are secondary school leaders in Niger state. The mixed-mode research method was used in this research. The rationale for using mixed methods is to present a better understanding of the research problems (Trustworthiness). Niger state public secondary schools were selected as the location for conducting the research. The reason for chosen Niger State government-owned secondary schools is based on the researchers' vast understanding of the research location, although, research is scarce in this area, and as such, the study tends to highlight the ineffectiveness of principal' capacity building and school effectiveness.

### **1.13 Scope of the Study**

The study is designed to identify the level of principals' capacity building in secondary schools in Niger State, Nigeria. The study aimed at identifying school effectiveness and management skills principals require to introduce transformational change in secondary schools in Niger State. The data gathered was restricted to those obtained from the responding principals, heads of department (senior Teachers) and Secondary school Education Board Officials (SSEBOs). The interview protocol is restricted to those individuals who have held the post of principal or head of department for more than five years. Besides, only those (SSEBOs) are allowed to participate in the study who were once school principals.

### **1.14 Delimitation of the Study**

The study involves secondary school leaders. It is delimited to public secondary school principals, heads of department (senior teachers) and Secondary School Education Board Officials (SSEBOs) who are civil servants in Niger State, Nigeria. The study is also delimited to the following variables such as principals' capacity building, level of secondary school effectiveness activities, community engagement, the flow of communication, credibility and trust, financial management, laissez-faire, trained leadership, distributed leadership as well as school effectiveness aspects.

### **1.15 Operational Definition of Term**

**Capacity building:** In this study, capacity building means a process to increase the collective abilities of principals essentially, to continuously improve both the principals and teachers' skills, responsibilities and students' academic success which is aimed generally to improve school effectiveness (National Education and Research Development Council (NERDC, 2012).

**Leadership matrix:** Lambert (2000) suggests that the leadership matrix implies operating in an adult-adult relationship in which staff, parents, students, community, and stakeholders are part of the change process. According to her, it has four phases presented in the form of a quadrant. In the present study, the leadership matrix refers to Laissez-faire, Trained leadership, and Distributed leadership.

**Principal:** According to Ogbonnaya (2014) principal is the chief executive of the school's overall management structure, who is responsible for all running the affairs of the school and coordinating the events and activities. He or she assigns duties, monitors, directs, supervises, coordinates, and organizes teaching and non-teaching staff to enhance their overall productivity. All responsibilities reside under his/her supervision who act as the accounting officer obligated to bring about school effectiveness. In this study principals are those who determine the success or failure of the secondary schools in Niger State, Nigeria. They play a major role in delegating responsibilities and ensuring that they are complied with by their subordinates.

**Heads of Department:** These are the staff appointed by the principal (s) to head the various units (subjects) in the secondary schools in Niger state Nigeria. They are responsible for organising and coordinating the activities of their respective departments.

**Secondary School Education Board:** This is a government parastatal that is responsible for supervising, controlling and directing the affairs of secondary schools in Niger State, Nigeria.

**Secondary Schools:** Secondary school education refers to the last three years of education in secondary school linking primary and the tertiary level. It is classified as Senior Secondary 1, Senior Secondary 2 and Senior Secondary 3. The students are

aged range from 16 to 18 (Ikegbusi & Iheanacho, 2016). These three levels of education are considered as secondary school classification in this study.

**School Effectiveness:** School effectiveness refers to a high level of goal attainment in all areas of school the administrative system including, a high level of students' success, a high level of professional practice amongst teachers, staff, and principals (Botha, 2010). Therefore, in this study school effectiveness is described as the principals' fulfilment of the vision and mission of the school. This is referred as, improving schools' capacities to achieve the visions and missions which may include, students' academic success and moral upbringing (character), teachers' skill development and commitment to work, promoting safe and conducive environment, improved schools and community relationship as well as efficient management of school financial account or resources (Ghani et al., 2011). The attainment of these goals translates to principals' and teachers' job efficiency and effectiveness of the schools. Improved both principals' and teachers' effectiveness and efficiency translates into improved school effectiveness (Okoye, 2016). According to McGaw et al. (1992) school effectiveness *“is about a great deal more than maximising academic achievement. Learning, and the love of learning; personal development and self-esteem; life skills, problem solving and learning how to learn; the development of independent thinkers and well rounded, confident individuals; all rank as highly in the outcomes of effective schooling as success in a narrow range of academic discipline”* (p. 174).

### **1.16 Summary**

This chapter presents the introduction of the research work. It examines the variables from a broader perspective then narrowed down to explain the main area of focus. It identifies a gap in the existing body of research and explains the research objectives,

questions, hypotheses, and limitations of the study. Furthermore, relevant theories relating to the research topic were reviewed and a conceptual framework was developed to guide the research methodologies. The significance of the study to various stakeholders was also highlighted. Key terms used were defined to ensure they are known to the readers and understood by them. The next chapter presents the literature review of relevant studies relating to the research topic.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

In meeting the developmental challenges, capacity building must be provided for SSPs, HODs, and SSEBOs in different ways and capacities. Thus, this chapter presents previous studies carried out by various scholars across the globe, works of literature from other researchers on the related topic submitted to journals, proceedings of conferences done in various countries on this issues were highlighted in this study, related textbooks, research thesis, dictionaries, relevant discussion on magazines and newspapers were analysed and incorporated as reference materials for literature review. A review of related works on the existing body of research on school effectiveness and capacity building that is based on leadership capacity matrix was examined. The factors that influence school effectiveness such as laissez-faire, trained leadership, and distributed leadership, community engagement, the flow of communication, credibility, and trust, as well as financial management were also highlighted in this chapter.

#### 2.2 Principals' Capacity Building

In this context, secondary school administrative management relies heavily on the shoulders of principals who can be considered as the major stakeholder in the secondary school education system. The transformation or development process that determines the level of quality schools will attain largely depends on the level of administrative skill a principal possesses and importantly, it depends on his or her effectiveness. This can be measured by the level of quality training principals acquired. Quality training helps in sharpen the administrative visions and mission layout by the principals (Glatthorn, Jailall & Jailall, 2016). In recent years, the Nigerian government

has embarked on various programs to increase the level of quality education in secondary schools by playing several supportive roles. This is evident in the governments' effort to reduce the rate of incompetency in the secondary schools' administrative system by setting up a selection process that saw persons of right calibre being selected for the position of principal-ship, part of the effort include introduction of induction courses in 2008 for newly appointed principals, in Niger state. The course presupposes that appointment of school principals be based on competency and qualification and not on seniority selection process where administrators were selected based on year of graduation.

Several studies have been carried out on the concept of leadership as capacity amongst a broader group of people. The concept consists of leadership density through expansion of leadership capacity (Sergiovanni, 1992), distributed-leadership (Harris, 2003), teacher leadership (Harris, 2010), post-heroic leadership (Sessa, 2003), and shared or dispersed leadership by (Frost & Durrant, 2003). Leadership goes beyond one individual with a formal position leading several people, it cuts across organizational leadership hierarchical management perspective, to collective leadership concept where people who are not holding formal leadership position perform or play leadership roles. Lambert (1998) noted that leadership is a sustained collective effort to achieve set goals and objectives. It involves a performance process that acknowledges the personality, skills, and knowledge of those holding a formal or non-formal leadership position, supervisors and subordinates. Leadership is a process that is transferrable from one predecessor to a successor, therefore, requires to be sustained. Thus, for schools to improve their effectiveness, it requires to build principals' capacity so that it can assume longevity in management of her internal



responsibility, implementation of necessary reforms, consistently and maintain momentum for self-renewal.

Leadership capacity building is defined in general terms as a collective work in the leadership process, learning or development of advanced leadership skills, this, therefore, narrows in the area of school management involving the acquisition of knowledge on sustainable improvement in the education system (Lambert, 1998). This process leads to a change therefore, without emphasis on building the capacity for proper adaptation to a constantly changing environment or trend, the chances of sustained leadership capacity will be lessened. Thus, the prospects of increasing productivity or school achievement become remote. Although central importance remains the human perspective, by placing competent hands in leadership positions, there is greater opportunity for growth. *“Building capacity means extending the potential and capabilities of individuals and investing in school improvement”* (Sule, 2013, p. 15). Based on what has been discussed earlier, the practice of a laissez-faire style is generally misused by Nigerian principals and the staff, which largely affects the effectiveness of their schools. Previous studies have indicated that leadership matrix can be viewed based on laissez-faire, trained leadership, and distributed leadership (Lambert, 2000).

### **2.2.1 Laissez-faire Leadership and Effectiveness of Secondary Schools**

According to Girei (2015) laissez-faire leadership style is commonly referred to as hand-off style, he noted that this style of leadership, gives managers little or no control over the job task employees perform. Here, employees are allowed to make a decision and take responsibility, they are giving as much freedom as possible to introduce new ideas that would make their job smooth and efficient. This leadership style creates a seemingly tolerant and healthy relationship amongst leaders and

subordinates. Wu (2014) observed that principals who practice laissez-faire leadership style have limited control over jobs staff performs, he also mentioned that this type of leadership style gives staff liberty to perform his or her statutory duties without direct supervision from a leader. Amanchukwu et al. (2015) referred laissez-faire leadership approach as a free-reign style, where there is a leader yet subordinates lead themselves because the leader has limited power over supervision of jobs or allow maximum freedom to his or her subject to make an important decision, implement policies and design methods for specific job accomplishment.

Although laissez-faire leadership style allows staff to make-decision, take responsibility and accountability, this style may not be the right model for principals to adapt in the running of school affairs since ample delegation of job functions, without follow-up or supervision from principals creates performance problems (Akiri & Ugborugbo, 2009) especially considering the context of school management system where most rules require enforcement or close supervision and monitoring to achieve desired performance. However, employees are motivated when they have freedom to make decisions over the job they perform thus, in the setting of school management, it is crucial to exercise some level of supervision and monitoring of staff and teachers job functions while ensuring they are giving the opportunity to partake in the decision-making process essentially, to increase their level of motivation. Wu and Shiu (2009) noted that appraisal for performance, acceptance of opinions and ideas of employees coupled with supervision is a healthy way to improve effectiveness.

Pont, Nusche, and Moorman (2008) believe that laissez-faire leadership entails that since everyone is assumed to bear a sense of responsibility, there should be no rules or regulations to govern them. A laissez-faire school environment may be more innovative and satisfying for those involved in the administrative system of school but

may not culminate in the effectiveness of schools. The administrative capacity of a principal to accomplish the objectives, mission, and vision of a school may depend on the efficient utilisation of leadership styles that reflect the context of a secondary school environment. Therefore, principals should be giving leadership management training and the ability to understand the tenets of leadership style they adopted for running the affairs of the school affairs. As any leadership style, they adopted intrinsically has an overbearing influence (supposedly positive) on the school's administrative system which the principal can explore for the attainment of goals that benefits the school in general (Adeyemi & Bolarinwa, 2013).

However, it seems as though many principals are not properly informed that for schools to attain effectiveness largely depends on the leadership style is adopted. In a 2013 study conducted in Dubai on principals' leadership style and school performance, Ali (2013) found that laissez-faire has a significant impact on school performance. In the context of Kenya secondary schools, Robinson (2017) examined how laissez-faire can affect employees and found that it can influence an employee's performance effectiveness. However, he stressed that laissez-faire leadership style is not suitable to run an effective secondary school administrative or management system and recommended that principals can become more involved in oversight functions, provide guidance, organise, and coordinate job functions for subordinates as well as formulate and implement effective reward and recognition system. Moreover, McKinney, Labat Jr, and Labat (2015) view agree with Robinson (2017) that the use of laissez-faire leadership style should not be adopted as a leadership style for running the affairs of secondary schools because it has been proven not to produce desired results.

Another study by Walker and Hallinger (2015) revealed that a laissez-faire leadership style negatively influences school performance. Thus, existing studies have shown the inconstant relationship between laissez-faire leadership style of principals and the effectiveness of schools. Thus, the correlation between both variables cannot or has not been established. Therefore, studies have shown that laissez-faire leadership in Nigeria secondary school is low and it is hard to practice or incompatible with existing norms, culture and the workable of leadership style that can affect the desired change.

## **2.2.2 Trained Leadership and Effectiveness of Secondary School**

### **Education**

Performance expectations of secondary school principals continue to increase and change alone with trends. Often requiring training and acquisition of new skills to improve their performance. Therefore, the distribution of job tasks to principals should be reconsidered. The length of their job tasks should be measured based on the level of skill they possess. This suggests that more emphasis should be paid on the levels of training, support, and incentives allocated to school principals. Such allocation should be provided in such that substantially matches the level of expectations required of them. Unarguably, it has become a crucial factor to provide professional training to school principals and leaders alike particularly those in developing countries, because they represent an integral part of the education system, policy formulation and implementation process (Maslow, 1998). Thus, their influence negatively or positively will reflect on the overall foundation of the school and fabrics of the state and national education system at large.

Yusuf, Muhammed, and Kazeem (2014) mentioned that, poorly trained and poorly supported principals has far-reaching implication on the overall national

education development which may lead to producing staff who are product of a poor training system and eventually hold important job positions resulting in poor productivity, widespread inefficiency and incompetency across various public and private sectors.

Researchers have approached school leadership from different angles. Peretomode (1991) pointed out that, the importance of leadership to accomplish school programs, objectives, and educational goals cannot be overemphasised. According to Galdames and Gonzalez (2016), a trained principal can manage and coordinate both staff and resources. Leadership training for prospective heads of schools allows them to apply their leadership skills more positively and thus improves the effectiveness of the schools. Grissom, Loeb, and Master (2013) found out that a trained school principal can work with the staff towards the accomplishment of goals and objectives designed to attained high performance and effectiveness of the school. Besides, a trained principal with experience will contribute to teachers' collaboration through the supervision and build a relationship between them.

Furthermore, to advance the quality and competence of principals, it is recommended to encourage universities and ministries of education to organise seminars, workshops, and conferences aimed at educating principals on the importance of building leadership capacity. Onwubiko et al. (2015) believed that principals need training, particularly in school administrative management. While Adejumobi, and Ojikutu (2013) pointed out that, secondary school principals need additional overall leadership skill development training for administration of school functions to increase the level of competency and to equip themselves with specialized skills to sharpen their administrative prowess. In general, trained leadership has a significant relationship with school effectiveness. To increase school effectiveness in Nigeria,

there is a need to place school principals through a rigorous training process that covers the holistic aspect of leadership training that explicitly reflects on school management and improvement of school effectiveness.

### **2.2.3 Distributed leadership**

Distributed leadership can be traced back to the early 2000s relating to the field of sociological, cognitive, and psychological study, similar to an anthropological theory such as distributed cognition and activity theory (Liljenberg, 2015). However, distributed leadership is the essential and conceptual approach to understand how leadership takes place in an organization, especially in a complex organization (May, Huff, & Goldring, 2012). Additionally, distributed leadership is increasingly used as a theoretical framework to study principals, headmasters, and school leaders and determine how school leaders can manage and control their schools “*as an activity stretched across the social and situational contexts*” (Bishop, 2015, p.6). Day, Gu, and Sammons (2016) posited that distributed leadership is not about the feature or character of the leader, but how to distribute or stretch tasks across the organization in ethically and morally manner to the convenience of the followers or members in the organization. Previous studies have indicated that distributed leadership has been developed in a specific context of education, but have been applied in other fields of research such as management, business, and tourism.

Distributed leadership is primarily concerned with the mobilisation of leadership at all levels of management and not just concentrated at the top management structure. The focus is on practicing collective leadership through communication rather than depending on the actions of those who hold a position of power. Regardless, based on various studies, Bennett et al.(2003) summarised that a crucial distributed leadership development phase might be traced in a top-down management structure from the

perspective of leadership model that empower senior and formal leaders to exercise significant influence over the affairs of the organisation. Going by this summary, one may assume that, distributed leadership, appears to have contradicting characteristics over the senior leadership model however, the contradictions may not necessarily have a direct effect on the models.

Although, there is wide disagreement among the scholars about the leadership distribution either to be sole or shared leadership. Until today, there is no universal conclusion on tenets of distributed leadership (Akdemir & Ayik, 2017). In line with this, Crawford (2016) noted that the shift from sole to shared leadership has proven to be more effective for increasing the success of school effectiveness. Another study by Bush and Glover (2014) also claimed that shared leadership provides an opportunity to choose and select experts to manage and contribute to schools. On the other hand, sole leadership can depend primarily on someone's popularity rather than someone's ability to perform or contribute to school effectiveness. Therefore, distributed leadership is how or who can bring strong influence and relationship among the staff, teacher, and student.

Principals or leaders who are holding official positions are required to avoid autocratic behaviour over their subjects but, instead, they should exercise pragmatic behaviour through encouraging, value and appreciate innovative ideas from all members of staff. This could mean, tactically creating opportunities in the form of providing time and space to allow staff to share, and contribute their effort. Understanding the right time to step back or the right time to invite staff to partake in the decision-making process is crucial for growth, advancement, and effectiveness (Obadara, 2013). Hallinger and Chen (2015) examined school principals in British schools who demonstrated distributed leadership behaviour and indicated their

interested to become more distributed in their careers so that they can understand the meaning of distributed leadership in a real-world context. Through empirical evidence, Hallinger and Chen observed that distributed leadership is still on the developing process while, Harris (2004) opines that, to demonstrate positive effects in the organisations' structure people must be engaged in leadership activities through the lens of distributed leadership.

Gurr (2015) study show that students' success is likely to improve when distributed leadership practice are mobilised throughout the schools' environment and host community. He also mentioned that students' engagement level will increase when teachers are empowered to perform efficiently in their area of expertise. Relevant works of literature show that there are constancy and relationship between distributed leadership and effectiveness of schools (Hall, Gunter & Bragg 2013; Hall, 2013). Similarly, Hermann (2016) found that principals practicing distributed leadership enjoy a more positive relationship with the teacher and staff. Most of the Nigerian school principals prefer a sole leadership style, where only the principal has the right to make decisions (Ayandoja et al., 2017). Regardless of preferences of leadership style, the researcher suggests that there is a need for capacity building to ensure competency and most importantly effectiveness so that school goals and objectives can be reached.

### **2.3 Capacity Building**

Capacity building entails introducing the right conditions, opportunities, experiences, cooperation and shared learning to encourage performance efficiency (Harris, 2015). It includes harnessing a reservoir of underutilized talent hidden among employees in the organization thereby, making the opportunity available to others, to mutually interact, exchange ideas, develop their talent and contribute to the growth of the



organization (Barth, 2013). Leaders who strive to implement capacity building practice, also promote leadership in others (Slater, 2014). Thus, this agrees with the notion in the professional community that staff level of commitment to work depends on the leadership capacity building and behaviour. Today, in professional communities, staff are an integral part of the decision-making process, they involve in collaborative work accomplishment, and accept shared responsibility, shared sense of purpose for job performance (Lambert, 1998). Putting these variables into practice can be referred to like building and distribution of internal capacity.

In this context, internal capacity is the teachers' ability to engage students and sustain continuous learning while enhancing student's ability to increase their academic success (Ehiane, 2014). In general, building school capacity implies that schools must encourage cooperation, enablement, and participatory teaching and learning environment. Internal capacity is concerned with making the most of teacher's pedagogical skills. It implies that individuals feel confident to function within the realm of their capacity and within their zone through collaboration and through the participatory decision-making process essentially to promote professional development attain improvement (Asan, 2015). As a result, building the capacity for school effectiveness requires a greater emphasis on how collaborative work accomplishment in schools can be promoted.

### **2.3.1 Community Engagement and Effectiveness of Secondary Schools Education**

As the need for parental and host community involvement in school activities arises, Epstein presented six types of the dimensional framework that can be used to optimise parental involvement. The dimensions vary extensively in areas of influence, ranging from parental involvement in students' homework to involvement in school

policy decision-making process (William, 2014). Imperatively, one of the effective ways of encouraging parental involvement in school activities is to develop a relationship through communication and establish solid interaction between school principals and parents (Lambert, 2000). Although this is not the factor required to engage parents and the host-community, other factors such as school-host community collective growth and development partnership can also be examined. Thus, the principals-parental partnership is desirable because it is potentially beneficial to a student's overall academic wellbeing (Parker, 2015). For example, the partnership offers the parent the opportunity to become part of the teaching and mentoring process which can go a long way in shaping their children's present and future academic development, raise expectations and instil into them the spirit of accomplishment of common goals in their life journey. Such collaboration lays the right foundation for building mutual trust and confidence among individuals or members of the school community. Ikediugwu (2016) mentioned that principals-parental partnership serves as a means for a variety of *“learning opportunities, materials, and positive learning environment, reduce the number of difficulties faced by students, and promote public education”*

The principals-parental partnership is a hands-on approach to foster effective school-community relations therefore, the principal's skill acquisition must involve community engagement training which will enable them to study and understand the host community's traditions and culture. He or she should be able to build relationship with the local communities, possess organizational leadership skills and must be able to understand there are boundless human and physical resources spread across the communities which can be harness, organized and used to expedite the process of developing effective school-host community relations (De Jong et al., 2017).

Principals should frequently update the community about the situations surrounding the development of the school, inform them about achievements made by the school as well as essential necessities or needs to achieve set out goals and objectives. They should endeavour to build and maintain student cooperation in areas of planning and organising program to improve the relationship between schools and host communities, as well as in relating school education to life beyond the school environment (Garland, 2018).

Community engagement is identified as an important link for promoting efforts for school reform (Cavanagh, 2014; Mapp & Kuttner, 2013). Although numerous studies relating to community engagement have been published, however, researchers are yet to gain advanced knowledge and understanding of the best approach to effectively engage local communities in the development of the educational system. Identifying best approaches involves asking questions like, what family engagement strategies or programs can increase the level of students' success and lead to the overall effectiveness of the schools. Wang, Hill, and Hofkens (2014) studied the engagement of parents and school administrators and its effect on student performance. The study included 1,452 students from 23 public schools in the United States and the result showed that community engagement of the parents and school administrators had a positive relationship on school effectiveness. Similarly, O'Sullivan, Chen, and Fish (2014) investigated the urban public school system by collecting data from parents and teachers. The result illustrated that parents and teachers significantly contributed to the effective performance of students. Therefore, community engagement constitutes another factor for school effectiveness because, it bolsters the relationship between principals, teachers, and parents.

Considering empirical observation made in this research work, community engagement in Nigeria is very low and insufficient to influence principals and teachers towards improvement in capacity building, school leadership, and effectiveness of the schools. Studies revealed that various contributions from the local community to improve school performance is limited to funds given to support schools' activities (Akin, 2014). Asodike (2003) and Egwu (2016) observed that, parents lack the confidence to complain about teachers in front of the principal, even after realizing that no assignments have been given to students and situation where they found out that, their children's notebooks are empty, suggesting that the teachers are not doing their work. Community engagement can positively affect school effectiveness when parents and the school community contribute or take part in the decision making the process. Ikegbusi and Iheanacho (2016) mentioned that community engagement fosters the relationship between community and principals towards school effectiveness. Therefore, the observation shows that there is a significant and steady relationship between community engagement and school effectiveness although may not be sufficient.

### **2.3.2 The flow of Communication and School Effectiveness in Secondary School Education**

There are three interconnected ways used for communication: The first takes place between different actors in education system, it involves interaction and engagement; the second, look at the transmission of information, knowledge or data between two or more sources (Beazley et al., 2004); and the third, refers to the processes through which these communications take place. Communication is thus multifaceted and multidirectional, it can be referred to as an affair and a practice for interaction and exchange of information.

There are critical challenges which confront principals during the process of establishing and structuring school culture, forming teachers-students relationship and engaging parents' in the practices and norms of the school. One of the most important responsibilities the principals should exercise to overcome such challenges is to act as protectors of values and beliefs. They should set high expectations for themselves, these are essential factors that define school culture. Also, they should ensure timely and thoughtful communication between the school and the host community including students, teachers, and parents. Unarguably, communication is the bedrock of successful leadership, it has appeared consistently in various literature and discussions of effective school leadership. Beazley et al. (2004) highlighted that leadership is all about communication. He stressed that effective principals often use communication skills to influence beliefs and ideas, and also use it to advocate for positions, dialog and for persuading others. High skilled principals use communication to exact genuine interest in others, win them over and encourage them to demonstrate good moral values. Principals must be able to develop the capacity to pay attention details and listen to the opinions of others, he must be readily willing to show empathy, interact and connect with students, teachers, and parents who require consoling (Al-Hajar, 2016).

Some three-pointers suggest principals are collaborating on the vision and mission of their school. Tsang et al. (2014) opined that one pointer is if they are using systematic two-way communication to collaborate work with staff. Two, if they establish a performance support system and initiate activities that communicate the value and meaning of learning to the students, and three, if they develop and use communication channels with parents to set forth schools' objectives. Furthermore, school principals should be equipped with the knowledge and understanding of

effective communication strategies. Although, oral communication is commonly seen as a personal, instantaneous and persuasive form of exchanging or disseminating information (Beazley et al., 2004) other means of communication can equally be extremely valuable. For example, Parker (2015) argued that for corrective action, leaders especially those running the affairs in school can use if warranted, a formal means of communication to formally take a record of corrective action and disclose the information privately to the staff concern.

The research findings are relevant and conform with observations in the literature reviews on positive impacts communication strategies have in a day to day administration and management school activities thus, an effective principal, is one who is a good communicator. Beazley et al. (2004) supported this notion when they affirmed that effective principals use two-way communication methods to collaborate works across the school and host community. More so, it is imperative that principals should ask questions at all time or when it is necessary, they must be capable to be truthful, they must be seen as motivators who are willing to inspire and encourage others to communicate feedback, without fear of criticisms (Bolanle, 2013).

Additional studies recognises the major responsibilities of effective school principals in building a robust relationship with parents and the community at large (Riehl, 2015). Some of the major responsibilities include coordinating quality interaction networks with students, teachers, and parents. Parker (2015) found that successful principals communicate by listening more, speaking and writing effectively. Writing skills is important because often time, principal use has written communication skill to convey important and specific information to parents, students, and staff. This is why they should be vast in the usage of quality grammatical writing skills because, according to (Hoy & Miskel, 2008) usage of correct grammar and

spelling is crucial for communicating quality and clear written information. Another important factor is the individual character and disposition of heads of schools or principals. It is recognised that the position school principals occupy and their corresponding job functions require sound dispositions of skills and cognitive schemes. Ikegbusi (2016) affirms that common dispositions principals' exhibits include expression of great passion towards the attainment of goals, practical demonstration of zeal to pursue aims and objectives, and enthusiasm towards the accomplishment of responsibilities particularly in the areas of education of children. The 21<sup>st</sup>-century job scope of public school principals has expanded beyond the traditional practices today, principals carry out their duty as though they are managers of business organizations, and they manage people, data, and facilitate processes. They are a task to set goals and objectives, to motivate constituent parts of school communities and they are expected to meet the goals set out for the school. Generally, to significantly impact student's success in terms of a test score, quality of personnel, teachers, and principals must be constantly improved (Sada, Mohd; Adnan & Yusri, 2016). Thus the responsibilities of a good communicator are one of the most important roles of highly effective principals, Johnson and Onwuegbuzie (2004). However, the role of communication skill specifically in the context of school effectiveness is understudied therefore more research work need to be carried out in this area.

As highlighted in this chapter, the flow of communication between principals, staff, and teachers can increase the level of school effectiveness. Recent studies pointed that, the accomplishment of schools' vision and mission is not the sole responsibility of a school principal but be achieved through an effective communication system, collective efforts, and support of staff and teachers (De Jong et al., 2017). Olufemi and Tayo (2014) stated that the clear flow of communication

process between principals and teachers encourages commitment to work, trust, confidence, and reliability, which improves school effectiveness. In the context of Nigeria, it has been observed that the flow of communication between teachers and principals is low.

### **2.3.3 Credibility and Trust and Effectiveness of Secondary Schools Education**

The study of trust and credibility in the secondary school education system has been extensively carried out in different perspectives by various educational researchers. The studies emphasised on measuring leadership and teacher satisfaction (Lee, 2009; Kim, 2014). Beazley et al. (2004) identified valid reasons, why trust is an important tool for stimulating school effectiveness and why it is one of the key instruments for achieving school effectiveness. He pointed out that trust or perception of trust in the school effectiveness can extensively increase productivity, performance level and increase the relationship between principals and teachers which can rapidly translate into the effectiveness of the school. One of the reasons trust is important for school management is that the existence of trust between school leaders and his or her subordinates encourages mutual understanding, teamwork and collective effort to pursue growth and development.

On a broader perspective, trust must be expressed mutually across the organization, between managers and employees, it must be expressively done in such that it opens room for healthy communication (Ali, 2013). Bolanle (2013) stressed that trust is crucial for building a firm social relationship. Mishra and Mishra (2013) defined trust, “*as one party’s willingness to be vulnerable to another party, based on the belief that the latter party is competent, open, concerned, and reliable*” while May et al. (2012) buttressed that, trust is expressed when “*one party is willing to be*



*vulnerable to the actions of another party, based on the expectation that the other party will perform a particular action important to the trustor irrespective of the ability to monitor or control that other party.”*

Liljenberg (2015) confirmed that principals' capacity building leadership style has an overbearing influence on the level of trust teachers may accord to principals. Thus, in a simple explanation, the teacher's level of trust for principals is determined by the principals' leadership behaviour. Liljenberg (2015) further stressed that the level of trust by teachers' accords to principals can significantly impact the level of credibility in the administration system. Based on a test carried out using a structural equation modelling, the result shows that teacher's trust plays the role of a mediator in instructional leadership practice as relating to the teacher's commitment to work. Bolanle (2013) explained the importance of trust in developing student-reading scores, pointing out that, trust is considerably associated with the attainment of the high level of confidence, enthusiasm, and friendly behaviour amongst staff thereby transmitting a positive signal across the school community and consequently leading to increased student success and improved effectiveness of the school. Leithwood and Riehl (2003) examined leadership practices among principals using 24 post-observational interviews and a sample of 24 teachers collected from schools with a high level of trust practices and those with a low level of trust practice. The findings show that teachers measure the level of principals' leadership practices by trust indicators, such as competence, consistency reliability, openness, respect, and integrity. This variable cumulates the level of trust a teacher can accord to principals.

The level of trust principals and teachers share or enjoy influences the level of results outcomes. For example, Tschannen-Moran and Gareis (2015) noted that, there is a link between trust and openness thus, for principals to influence a greater level of

outcome, they must ensure that there is a great level of perception to openness in the organizational system, they must be able to encourage cooperation among colleagues by promoting trust-based leadership as well as exhibiting professionalism and authenticity in the rule of affairs. Although, researchers concluded that while openness and authentic behaviours expressed by principals can create a certain level of trust amongst subordinates, it, however, has a lesser bearing on the trust teachers has towards each other. While other researchers affirmed that generally, the teacher's trust for each other is determined by how individual teachers relate to each other. In summary, they concluded that trust can be spread across an organisation by role modelling from one leader to the subordinates and from one subordinate or employee to another, by instilling the proper behaviour based on trust across the school community, principals will be able to build a desirable, quality and effective school community.

Inspired teachers, strive to reach the highest level of responsibilities thus, creating bonds of trust is one of the important ways principals can help create the conditions that can inspire teachers (Faraj, 2015). On the other hand, when trust is absence among teachers and principals, each becomes conscious and wary of their security and privacy, fear will arise and each will seek to mindful of their level of relationship with co-workers or colleagues by adopting extreme self-protective measures. An environment characterised with a lack of trust and suspicious reduces the chance of building a healthy relationship and the result can lead to a lack of motivation, lack of loyalty, lack of commitment to work, and lack of collective effort to achieve goals and objectives (Ali, 2013). Variables studied by other researchers come nearer to the level of the predictive power of trust in student effectiveness. A study carried out by Tschannen et al. (2015) found that, to set the tone for building the

kind of bond that leads to trust largely depends on the level of trust teachers held for principals. In another study carried out by (McKinney et al., 2015) found that, like other important factors such as community engagement and flow of communication which can enhance students learning, student learning can also be facilitated by equipping school leaders with professional skills specifically on how to set the right tone that can lay foundation to build trust. Setting the right tone ultimately leads to trust occurring naturally between leaders and subordinates. For trust to produce the desired result, it should be natural and genuine, and to achieve such a level of trust requires setting the right tone. However, leaders and subordinates may require proper education or training that can shape their behaviour towards setting the tone for trust to occur naturally. In so doing, the overall academic development of principals, teachers as well as the students is enhanced.

Thus, trust and credibility do not just lead to principals' and teachers' high level of job commitment, accomplishments, and attainment of goals and objectives, it also leads to high levels of students' accomplishment and achievement (Louis, 2016). Relevant evidence has shown that a teacher's job satisfaction has a positive impact on teachers-students relationship (Krasnoff, 2015). Identifying principal's behaviours associated with a high level of trust and high teacher's job satisfaction depicts an indirect pathway school leaders can achieve higher student's success. Therefore, credibility and trust have a significant relationship with the effectiveness of secondary schools.

#### **2.3.4 Financial Management and School Effectiveness in Secondary Schools Education**

Financial management, an important aspect of overall growth and development of any organisation, relates to management, funding, and accounting, it requires a

trained accounting professional to manage and maintain an accurate financial record of the organisation and allocation of funding of projects. According to Miriti and Wangui (2014) education administrators, especially those in developing countries need to be regularly educated on relevant financial management techniques. In the context of Nigeria, the Minister of Education in recent years implemented measures to ensure that heads of schools particularly the principals are updated on some of the important managerial techniques necessary for running an efficient education system, such updates relates to acquisition of skills such as planning, organizing and controlling skills as well as acquisition of skills relating to managing human and material resources and financial management skill acquisition. The essence of these measures is aimed at equipping school heads with relevant information and providing important skills and guidelines for effective management strategy and for designing and setting attainable goals for the school under their supervision. It is imperative to point out that financial management requires a strong sense of commitment to integrity, accountability, professional behaviour, and trust particularly by those who are tasked with the responsibility to manage the financial affairs of the organization.

Among other roles, the principal's office is responsible for carrying out the schools' financial management roles. However, in some cases, their absence of proper financial management records and accountability system especially in secondary schools. This gap can be attributed to the problem of over-centralisation of control and also due to relatively weak oversight functions of the provincial education authorities (Thien, 2012).

MOGIRE (2013) defined financial management in education as the allocation and use of money mainly to facilitate projects for the development of a school on the bases of providing educational services as well as increasing the rank of school

effectiveness. According to Collins (2016) financial management in the context of secondary school management means the performance of managerial actions by a person or persons in an authorised or employed position who has financial management techniques to oversee aspects of schools financial management (regulated tasks), with the main purpose of using available financial resources to attain growth, development and ensure that the education system functions effectively. For example, in the context of Kenya, Ojera and Yambo (2014) described schools' financial management as the performance of managerial actions relating to how money is allocated or distributed to achieve effective education. Bloom, Brynjolfsson; Foster; Jarmin; Patnaik; Saporta-Eksten, and Van Reenen (2017) defined schools' financial management as a part of management activities concerned with funding of projects or programs for the achievement of effective education.

Financial management has been defined in several perspectives by different authors, in the context of school or education system, however, irrespective of the terms used in the definitions, a common term connecting management task and financial aspect has always been used in all the definitions. The term points out all the definition of financial management agrees that if the school budget is effectively implemented, the achievement of school effectiveness will be highly possible. They also agree that management task explicitly has a bearing on aspects of financial management and therefore should be discussed or defined as an integral part of overall management structure in the education system. Thus, in the context of education, the definitions of financial management should reflect on training and acquisition of financial management skills as part of the qualification required for persons aspiring or appointed as school principals. Training in this area should be provided to persons who are already occupying such leadership positions in schools. Ehiane (2014) noted

that principals are required to supervise not just basic or technical managerial functions but professional functions involving financial resources and physical resource management. This includes purchasing and requisitioning supplies and materials, accounting for school monies and maintaining the school's inventory and properties. These functions require a certain degree of professional training for one to effectively and efficiently carry them out. As Odeh et al. (2015) opined that, the fundamental concern is not how money goes into the system, but how efficiently, available funds are utilised thus, an exclusive training program in this area is paramount. Furthermore, in the context of school management, leadership requires trained personnel with professional skills in planning, programming, budgeting, auditing, monitoring, and evaluating financial and physical resources.

In the context of Nigeria, Petty, Titman; Keown; Martin; Martin, and Burrow (2015) expressed that, although funding is not adequately distributed to Nigeria secondary schools by the responsible government agencies, and the minimal available funds are not efficiently managed. This research observed that this problem can be attributed to a lack of proper training on financial management and also, poor accountability measures that gives room for corruption and misappropriation of public fund.

In Nigeria, issues of misappropriation of funds meant for school management has remained a challenge in recent time as many principals have been accused of poor budgeting practices by stakeholders. For instance, some agencies have observed and lamented that some secondary school principals do not follow budget procedures in planning and implementation nor keep the necessary financial account records for evaluation (Paul & Sy, 2015).

One solution to this problem is to provide financial management training to school heads and also to, set up proper accountability measures to ensure that available funds are properly put into good use by the school principals or person in the helm of school affairs. Secondly, to ensure judicious spending of public fund and to ensure proper accountability, school administrators must be properly educated on the importance of good accountability, also there is a need to strengthen external evaluators who are tasked to produce reports on school financial records essentially to create a perception for accountability aimed to instil sense of accountability amongst school principals.

#### **2.4 Activities Cumulating School Effectiveness**

In recent time, an increasing number of studies on the activities that cumulates school effectiveness has been carried out by researchers across the globe. Those researchers identified several activities that can bring about effectiveness in the stream of school affairs. As described in the above paragraphs, those activities include, effective management of school facilities, training of principals, teachers and administrative staff, managing and controlling the school environment, building relationships across the school community and providing good leadership. However, Usman (2015) observed that while these activities are seemingly easy for adoption and implementation in the education system, keeping pace with the speed of constant change in our societies and sustaining schools' effectiveness under a rapidly changing global communities can be a Hercules task for policymakers and stakeholders in developing countries particularly in Nigeria where school principals are not properly trained to adjust to new trends and developments in the sector.

Krasnoff (2015) pointed out that one of the easier ways to embed sense of development into school actors in an environment deprived of capacity building is to

understand school leadership as a collective responsibility and a way of setting goals, objectives, and a way of accomplishment or fulfilment of those goals (Brown & Militello, 2016). Buttressing on the effective management of school facilities, Akiri and Ugborugbo (2009) opined that it is imperative to emphasis more on the need to ensure effective management of school facilities. According to him, the environment is a crucial factor in the health of employees' and it plays an important role in shaping employees' job efficiency. Thus, a conducive school environment surrounded by modern facilities can reinforce the intellectual and emotional development of the school and host communities (Tupas 2015).

In terms of providing training for principals, teachers and administrative staff, Hansen (2016) recommended several practices such as refining teachers coaching and reflective conversation skills, modelling effective teaching, and providing resources for teacher development that are designed to meet the needs of learners, however, principals' supportive role to teachers is paramount to drive home these practices. The essence of principals' support for teachers is to build upon their individual strength McCarley, Peters, and Decman (2016). Although teachers have acquired substantial experience from their years of service in the education sector, regardless, supports from principals or those in a leadership position is one of the core projectiles of their continued professional development. Therefore, to consistently catch up with new trends and development across the sector, principals must educate themselves on relevant information around the globe and also provide a supportive role for teachers. Part of the ways to support teachers and staff is by listening and responding to their needs. Acknowledging their concern and fulfilling their needs which will, in turn, motivate them to provide a subordinate-supervisor supportive role to principals thus,



leading both entities to function as a team and collectively increase overall school effectiveness.

Another activity cumulating school effectiveness is the managing and controlling of the school environment, previous studies investigated the principal's role in managing and controlling the school environment. Bush and Glover (2014) carried out a conceptual study in this area, they noted that the important aspect of school leadership aimed to develop a new type of school improvement mechanism. Managing and controlling the school environment means providing guidelines, establishing the norm and culture that can positively influence the generality of the school community, shaping it towards practice desirable moral values, character, and behaviour that governs the school environment. Adejumobi and Ojikutu (2013) studied the connection between school climate and attitudes of teachers towards a job in secondary schools and tested the relationship of the students and their teachers through a questionnaire. Their findings showed that there is an interaction between the teachers' attitude towards the job and the school climate. A study conducted in Lebanon by Harb (2014) explored the concept of effective school leadership among local principals and teachers. The author selected principals and teachers from private and public schools and used a qualitative research method for the study. His findings show that efficient managing and controlling of the school environment have a significant effect on teachers' performance. Abrahamsen et al. (2015) investigated the reformed leadership effectiveness of Norwegian secondary school principals. In-depth interviews were used to assess the influence principals have on junior secondary schools. The result shows that sole leadership particularly in the areas of managing and controlling the school environment, has no measurable effect on schools, while shared leadership has a high impact. Thus, managing and controlling the school

environment should be a collective effort of the members of the school community. However, the obligation to orient the school community towards shared leadership and collective contribution to the development of the school lies in the school leadership. Hallinger and Lu (2014) studied the effects of principals' capacity building and shared leadership roles on schools in Hong Kong. The study focused on distributed leadership roles, share decision-making progress, intermediary roles of principals and how these variables can improve teaching, learning, and school effectiveness. The finding revealed that these variables can help in improving school effectiveness. The observations of Hallinger and Lu (2014) has a bearing on the relationship between principals and teachers, which is one of the important activities mentioned in this chapter.

Galdames and Gonzalez (2016) researched the connection between principals and teachers in terms of school leadership. They employed leadership preparation, shortage of candidates and principal leadership to explain the relationship. The findings show that effective leadership could develop leadership capacity among teachers. The improved performance of the principal can motivate teachers' commitment to school effectiveness. Firestone (2014) argued that teachers' contribution enhances principals' leadership and improves school effectiveness.

Based on relevant kinds of works of literature, providing good leadership according to Grissom, Loeb, and Master (2013) agrees that principals' leadership is important for improving teachers' commitment to contribute to school effectiveness. Day et al. (2016) sought to evaluate strategies used by principals to efficiently develop school effectiveness. Day et al. (2016) found that a successful principal develops his leadership capacities and those of his/her subordinates through the sustained distribution of responsibility, ensuring accountability in the process and placing

emphasis on generating an array of learning and training opportunities for all staff and students. The findings suggest that sharing leadership responsibilities among the school administrative personnel especially between principals and teachers and supporting them with tailored learning opportunities is potentially resourceful to produce outcomes bearing on the school's effectiveness.

In general, good leadership is fundamental to the effectiveness of any success in the secondary school setting. This has been demonstrated in schools where good leadership is practiced. More so, leadership does not only lay the foundation for long-term effectiveness, but it guarantees sustainability (Hargreaves, Halász & Pont, 2007). The principals' role is multifaceted as they deal with other administrators, teachers and play a supportive role in the administration system (Gardiner & Enomoto, 2006). Robinson, Hohepa and Lloyd (2007) specified qualities and characteristics that make an effective leader. According to them, highlighted are the most critical attributes of an effective school leader:

- An effective school leader leads by example
- An effective school leader has a shared vision
- An effective school leader is a problem solver
- An effective school leader is selfless
- An effective school leader is an exceptional listener
- An effective school leader adapts

Relevant evidence has shown increased performance in schools where principals who possess these leadership traits are in charge of school activities. Thus, there is a need to inculcate these levels of leadership traits in the Nigerian education system considering the high rate of student's poor examination results scores especially those in Niger state. Ifedili (2015) observed this drawback, stressing that,

evidence of poor leadership among principals can be seen across schools in the state as well as poor performance of students is prevalence in the education system in Niger state. Concerns over principals' lack of leadership skills have grown in recent years. Ayandoja et al. (2017) claimed that Nigeria school principals failed to monitor or observe the supervision of teachers in the classroom during teaching while, Odeh et al. (2015) pointed out that, principals poor leadership skill is a major challenge in secondary schools in Niger state. Another problem is that principals do not monitor their students or assess their teachers adequately, which negatively affects the schools and the students' academic success. Recent studies indicated that the primary contributors to school ineffectiveness or failure of secondary schools in Niger are due to poor leadership skills by the school principals.

### **2.5 Principals' Capacity Building and School Effectiveness**

Principals' capacity building is crucial for introducing positive change in the school's environment and also important for attaining school effectiveness (Ross & Gray, 2006). According to the duo, principals' capacity building comprises of three important skills principals should possess, they include conceptual skill which entails, the ability to identify and sustain a vision.

Principals should be able to express the ability of technical and interpersonal skills, and the ability to conceptualize such skills to reflect on the overall growth of the school. This entails using the intellectual capacity to stimulate the school, host community, stakeholders and influence them to accept transformative change. Generally, this skill is instrumental in laying the right foundation upon which a change can be introduced. Thirdly, this skill can simply be referred to as individual consideration for others, this includes, the ability to listen, accept or address varying opinions, sympathise or show empathy to others, the ability to accept criticisms and

understand the concern or need of others and address them properly. The skill is also important for building and strengthening leader-subordinate trust and relationship which plays an important role in attracting the loyalty of members (Barnett & McCormick, 2004). The tenets of these skills can be extensively explored to introduce change not just in the context of the school environment but across all facets of life. For example, in South Carolina, the United States of America, Kochamba and Murray (2003) carried out a study on critical leadership skills principals need to advance their skills for attaining school effectiveness. They found that technical and interpersonal skills, human relations, conceptual and transformative leadership skills are critical for attaining effective management in private business organisations or NGOs are equally effective for the management of secondary schools, thus principals' capacity building, training should also be directed towards this areas. In another study carried out in Hong Kong by Pang and Pisapia (2012) found a link between strategic thinking skills and practical procedures for attaining school effectiveness. Bolanle (2013) and Barnett and McCormick (2004) found transformational, managerial and behaviour management skills to be essential ingredients that principals can add to their skill archives in pursuit of school effectiveness.

In a related study, Hoppey and Mcleskey (2013) revealed that principals, particularly those in developing countries who possess interpersonal skills; believe that this skill is limited to playing supportive roles to teachers. This show that, while they possess such important skill, they perhaps lack the knowledge on its extent of application and usage. The study was centred on the path-goal theory of leadership by House (1996). The path-goal theory of leadership which proposes that a leader can define a clear path to successful attainment of goals for followers and to overcome obstacles on the process determines an effective leader. Thus, it is imperative to further

educate principals on the extent to which the skills they already possess can be applied, explored or utilised.

To clarify the path and direction to which school development takes place, principals must be trained on procedures and processes involved in the application of their skills. To overcome obstacles on the process of attaining school goals and objectives, principals should be able to identify problems or obstacles ahead of time, using the tenets of the skills they possess, they should be able to identify solution and be able to instruct his/her subordinate on what to do and how to do it (Barnett & McCormick, 2004). As highlighted in the pages above, principals' capacity building skills development has a bearing on student's high academic results or successes. However, the case is different in Niger state, as evidence shows that there is a widespread of relatively low academic success recorded among students in public secondary schools (Ayandoja et al., 2017). This further increases doubts that principals in those schools possess the right skills to introduce transformational change. The problem can be attributed to less emphasis on the side of the government on initiating professional training for secondary school principals particularly on capacity building and establishing an evaluation and monitoring systems to checkmate their performances as well as creating incentive packages to influence and motivate them.

## **2.6 Summary**

The reviewed literature provides relevant information on the principals' leadership role, capacity building, and school effectiveness. The other related issues reviewed are levels of secondary school effectiveness activities, community engagement, the flow of communication, credibility, and trust, financial management, laissez-faire, trained leadership, and distributed leadership. Literature reviews establish that the rationale for staff development is to foster and upgrade the professional skills of the principals

to ensure a competency oriented working environment. Principals should develop their skills and use that to promote staff effectiveness through in-service training. In-service training is one of the most important essential ways of developing professional skills. The next chapter presented a detailed report on the research methodology.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter discussed the research methodology, it started by taking a cursory view on the purpose of this study which has been extensively discussed in chapter 1. The aim is to reflect on the overall objectives before driving into the analyses of the research methodology. As narrated in chapter 1, this study is focused on identifying principals' Capacity Building and school effectiveness in Niger State, Nigeria. The researcher adopted investigative approach to examine the extent of principals' capacity building among SSPs, HODs, and SSEBOs on the capacity building in Niger state secondary schools; Identify level of effectiveness of secondary schools activities in Niger state; Identify if there are any significant differences in the mean responses of SSPs, HODs, and SSEBOs, in their opinions on capacity building for enhancing secondary school effectiveness in Niger state; Identify if there are any significant differences in the mean responses of SSPs, HODs, and SSEBOs on the principals capacity building matrix toward enhancing secondary school effectiveness in Niger State; Determine the contribution or effects of principals' capacity building on secondary school effectiveness in Niger state; Explore the extent of principals' capacity building for enhancing school effectiveness in Niger State secondary schools and lastly discover the extent of principals' capacity building matrix toward enhancing school effectiveness in Niger State secondary schools.

In this chapter, a description of the philosophical consideration of the research was discussed. The methodology was discussed under these sub-headings: Research design, Location of the study, Population and Sampling technique of the study. The description involves a comprehensive analysis of the research instruments employed



by the researcher. The instrument validation procedure, method of establishing the reliability of the instruments as well as data collection methods were discussed. The last section ends with a discourse on the various statistical techniques used in analysing the data.

### **3.2 Philosophical Consideration**

Philosophical consideration underpinning this study is discussed in this section. It begins with a look at the philosophical thought, which explains the study and lays the foundation for future arguments on the methodology and the research findings. Four distinct worldviews were used in this research, which are positivist, constructivist, participatory and pragmatist worldview. According to Creswell, Klassen; Plano Clark; and Smith (2011) positivist worldview is concerned with quantitative research where researchers seek knowledge based on cause and effect, empirical observation, theories, and reductionism. Constructivism is related to the qualitative research approach. It deals with the understanding of phenomena, multiple participant perception, social and historical construction, and generation of theory to back a claim.

The participatory worldview, on the other hand, is a philosophical worldview influenced by political concern and empowerment and is issue-oriented. It allows for collaboration and brings about change orientation. Finally, the pragmatist worldview is associated with mixed-method research. It aims at the consequences or outcome of a research study, centres on the central question of the research problem rather than methodology, employs multiple methods of data collection and is real-world practice-oriented. All these four worldviews differ in the area of reality(ontology), knowledge(epistemology), values (axiology), the process of research (methodology), and language of research (rhetoric) (Creswell & Creswell, 2017; Lincoln, Lynham & Guba, 2011).

Based on these four philosophical worldviews, it is acknowledged that pragmatism seems to be the most appropriate worldview for this study as it adopts and supports mixed-method research. Therefore, the researcher examined these worldviews in relation to ontology, epistemology, axiology, methodology, and rhetoric as contained in Table 3.1

Table 3.1

*Elements of worldviews and implication*

<b>Worldview/elements</b>	<b>Positivism</b>	<b>Constructivism</b>	<b>Participatory</b>	<b>Pragmatism</b>
Ontology	Singular Reality	Multiple Realities	Political Reality	Singular & Multiple Realities
Epistemology	Distance/Impartiality	Closeness	Collaboration	Practicality
Axiology	Unbiased	Biased	Negotiated	Multiple Stances
Methodology	Deductive	Inductive	Participatory	Mixed
Rhetoric	Formal Style	Informal style	Change	Formal & Informal

Source: Creswell, Klassen; Plano Clark; and Smith (2011).

From the information provided in Table 3.1, it is clear that pragmatism worldview favours mixed-method research in the area of reality (ontology), knowledge (epistemology), values (axiology), method (methodology), and language of research (rhetoric). Therefore, it is concluded that the philosophical background of this study is the pragmatist worldview.

### **3.3 Research Design**

Research designs involve the plans and strategies needed to explore a wide range of ideas, select the techniques most suitable to collect relevant data and decide how these data will be analysed. There are three noteworthy research ideal models, which are

quantitative, qualitative and mixed methods (Creswell & Creswell, 2017). However, the research design is the element of the explanatory technique used to answer the research question and achieve the objective of the questions. It sets out the outline on the collection of data, data estimation, and data analysis (Blumberg, Cooper & Schindler, 2008). Research design as defined by Zikmund, Babin; Carr and Griffin (2013) constitutes the principle of thought laying out the data collection and research strategies, and methodology.

Subsequent to considering the design in the research, the essential research design to be utilized in the present investigation applies both quantitative and qualitative techniques and a cross-section, which utilizes the overview. Anderson, Sweeney, and Williams (2000) contend that a quantitative research approach can dependably decide whether one thought or idea is superior to others. Besides, scientists quantify and control factors by utilizing quantitative multivariate strategies. Quantitative and qualitative method of research was used. The rationale for using these mixed methods is to present a better understanding of the research problems (Cohen, Manion & Morrison, 2000).

### **3.3.1 Quantitative Research**

The quantitative research approach constitutes the most utilized technique in social sciences research. It is firmly established in social science studies and puts important and significant trust in numbers that signify various ideas, concepts, and opinions. Quantitative research can be directed through evaluating accumulated data and employ standard techniques to analyse those data. Research is studies predicated on hypotheses, which are deducted from the theoretical framework. The goal is to test the hypothesis by methodologically observing and analysing the data and subsequently determine which variable is accepted and which is rejected (Morvaridi, 2005). As

indicated by Bryman (2012) the quantitative approach is guaranteed to be imbued with positivism.

### **3.3.2 Qualitative Research**

Qualitative research methodology focuses on words, perceptions, and observations to express reality, it attempts to describe individual and research phenomena in common circumstances (Amaratunga, Baldry; Sarshar & Newton, 2002). Although quantitative and qualitative methods are unique in approach and application, it is, however, instrumental to use as a mixed research method and understand them not as two competing philosophies (Morvaridi 2005). In addition, Clark (1998) contends that qualitative and quantitative standards are not as different or commonly contrary as is commonly assumed.

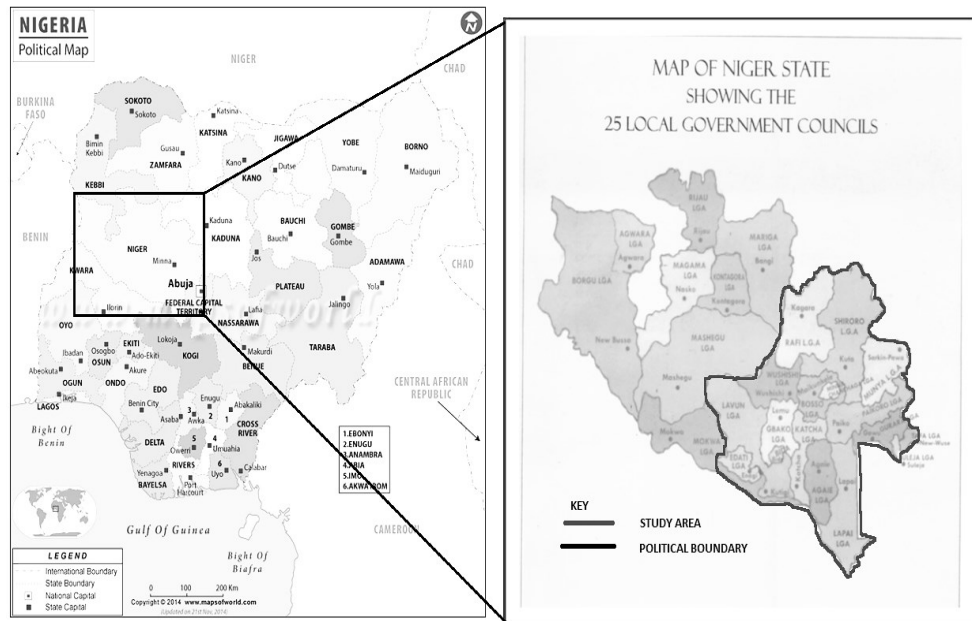
According to Denzin and Lincoln (2002) aspects of qualitative research are multi-pragmatic in focus. Researchers who adopted this method are sensitive to the values related to the multi-method approach and they view the phenomenon from the lens of a naturalistic perspective and through an interpretive understanding of human experience. *“At the same time, the field is inherently political and shaped by multiple ethical and political allegiances”* (p.1047).

### **3.4 Location of the Study**

This study was carried out specifically in government secondary schools in Niger State, Nigeria. Niger state is one of the 36 states that make up Nigeria and it is located in the northern region of the country. The Federal Capital Territory (FCT) of the country is called Abuja as shown in Figure 3.1a. Nigeria is located in West African Sub-region and bordering the Niger Republic in the north, Chad in the northeast, Cameroon in the east and the Republic of Benin in the west. It is the fourth largest country in Africa (FRN, 2012) and 32nd in the world, situated between latitudes 4°16'

and 13°53' to the north of the equator and longitudes 2°40' and 14°41' to the east of the Greenwich Meridian. To the south, Nigeria is bordered by approximately 800 kilometres of the Atlantic Ocean with a total land area of 923,768 square kilometres. The reason for the chosen Niger state as the research location was due to easy access to collect data for the research. The reason for chosen Niger State government-owned secondary schools is based on the researchers' vast understanding of the research location, although, research is scarce in this area, and as such, the study tends to highlight the ineffectiveness of principal' capacity building and school effectiveness. (Creswell, 2017). Second because, most public secondary schools in Nigeria are facing similar challenges in areas of administration, leadership and community engagement activities but Niger state is probably the most affected education system in Nigeria in terms of lack of professional skill and capacity building amongst principals as well as the ineffectiveness of secondary schools. Thus, findings can be used as a benchmark to similar challenges in secondary schools in other states.

Niger State has 25 local governments grouped into seven districts that constitute the educational zones. The zones include Minna, Suleja, Bida, Kutigi, Borgu, Rijau and Kontagora. However, the study was limited to secondary schools in Minna, Suleja, Bida as shown in (Figure 3.1b).



A

B

Figure 3.1 A and B. Map of Nigeria showing Niger State.

Source: UN Office for the Coordination of Humanitarian Affairs (2016).

### 3.5 Research Population, Sample and Sampling Technique

This section explained the population, sample, and sampling technique used in the study. It gives details of the study population, the method of sample selection and sampling method for identification of the sample to represent the entire research population.

#### 3.5.1 Research population

The research population was divided into three categories consisting of SSPs, HODs, and SSEBOs who are secondary school leaders in Niger state. As mentioned in the paragraph above, Niger State is made up of 25 local governments. Based on educational zones, these 25 local government districts are divided into the seven educational zones of Minna, Suleja, Bida, Kutigi, Borgu, Rijau, and Kontagora. The population selected from these schools was 852, see Table 3.2

Table 3.2

*Research Population*

Zone	SSPs	HODs	SSEBOs	Total
Minna	86	172	25	283
Suleja	35	70		105
Bida	60	120		180
Kutigi	49	65		114
Borgu	21	36		57
Rijau	16	27		43
Kontagora	28	42		70
Over all Total	295	532	25	852

Source: Niger State Ministry of Education, Minna (2018)

### 3.5.2 Sample Size for Quantitative Study

Blumberg et al. (2008) defined sampling as the procedure used to select elements out of a population of components to represent the whole populace. The sample size alludes to the number of units required to obtain a particular number to justify the findings (Fink, 2002). As indicated by Gay and Diehl (1992) choosing an appropriate sample measure is essential as its quality validates the test result. The sample is regularly gathering information from each populace unit that has the right to participate in the study (Sekaran, 2003; Zikmund, 2003). As indicated by Sekaran and Bougie (2016) the sample constitutes a subdivision or subsection of the populace. Barlett, Kotrlik, and Higgins (2001) understand sample as the component of the populace that represents a population and sample size, as the number of units of individuals needed to obtain accurate and representative findings. Thus, a random sample and sampling technique were used for the selection of three education zones of the State. The sample size was selected from the total population of SSPs, HODs, and SSEBOs in three (3) education zones in Niger State as indicated in Table 3.3.

According to Krejcie and Morgan (1970) no formula or calculation is needed to select a sample size from the population as it is calculated in the sample size Table.

Hence,  $N$  is used to represent population and  $n$  or  $s$  for sample size. A sample size of the study population for SSPs is 181, for HODs is 362, and 25 for SSEBOs. The sample size is determined according to Table 3.3, which indicates the sampling size of this study.

Table 3.3

*Sampling Size*

Zones	Principal (N)	Sample size (n)	HOD (N)	Sample size (n)	SSEBO (N)	Sample size (n)	Total (N)	Total (n)
Minna	86	70	172	118	25	25	283	213
Suleja	35	32	70	59			105	91
Bida	60	52	120	92			180	144
Over all Total	181	154	362	269	25	25	568	448

Source: Krejcie and Morgan (1970).

Table 3.3 shows the sample size according to zonal participation, Minna has a population of 86 SSPs and the sample size of 86 (N) is 70. Therefore, the sample size of SSPs in Minna is 70. Similarly, those of Suleja 35 and 32 then Bida were 60 and 52 respectively while the population of HODs in Minna is 172, which translates into a sample size of 118, similarly, those of Suleja are 70 and 59 while that of Bida is 120 and 92 respectively, SSEBOs has a population of 25(N), and sample size is 25. The total population of the three (3) educational zones 568 and the total sample size 448.

### 3.5.3 Sample Size and Techniques for Qualitative Study

Nine (9) informants from three (3) educational zones (Minna, Suleja, and Bida) participated in this study, which means each zone is represented by one SSP, one HOD and one SSEBO. The manner in which the respondents were selected for the interviews was explained in detail in the data collection and sample techniques. Purposively sampling was used to select the respondents by using Microsoft Excel 2016. Nine (9)



respondents were chosen through purposive sampling from the three zones (Minna, Suleja, and Bida).

### **3.6 Sampling Techniques**

Sampling is categorized into probability and non-probability samples (Bryman & Bell, 2003). Probability sampling provides an equal right to choose respondents to participate in data collation (Sekaran & Bougie, 2016). This study applies probability sampling by using a proportional sample and a cluster sample.

#### **3.6.1 Sampling Techniques for Quantitative Approach**

Blumberg et al. (2008) defined sampling as the procedure used to select elements out of a population of components to represent the whole populace. The sample size denotes the number of units needed to obtain a specific number for research (Fink, 2002). As indicated by Gay and Diehl (1992) choosing an appropriate sample measure is essential as its quality validates the test result. The sample is regularly gathering information from each populace unit that has the right to participate in the study (Sekaran, 2003; Zikmund, 2003). As indicated by Sekaran and Bougie (2016) the sample constitutes a subdivision or subsection of the populace. Barlett et al. (2001) understand the sample as the component of the populace in order to represent the population and sample size as the number of units of individuals needed to obtain accurate and representative findings. In this study, the sample size is selected from the total population of SSPs, HODs, and SSEBOs in Niger State.

Probability sampling gives every respondent an equal possibility of being chosen as the respondent of the study (Sekaran & Bougie, 2016). The benefit of this sampling strategy is that there is no inclination or bias in the selection of respondents who took part in the research (Salkind & Rainwater, 2003). In order to guarantee the objectivity of probability sampling, probability sampling was used. All members of the population

have an equal right to participate as this study adopted a mixed quantitative and qualitative method. Since the populace is spread crosswise over a wide geographical area, gathering information can be extremely costly (Trochim & Donnelly, 2008). Though, to close discoveries of research, there is a requirement to acquire a test from the entire populace (Raj, 1968). Thus, the answer is to decide a suitable size of a cluster sample from the population (Cochran, 2007).

This study adopts a clustering sample to choose among the seven education zones of Niger state, Nigeria. The researcher used Microsoft Excel software to select three zones. The researcher added the names Minna, Suleja, Bida, Kutigi, Borgu, Rijau and Kontagora with the use of the random samples in order to avoid bias, and the program chose Minna, Suleja, and Bida as the zones participating in this study.

### **3.7 Unit of Analysis**

Zikmund et al. (2013) recommended that in order to find a solution to a research issue and other obstacle in the problem statement, the researcher should define the component of analysis in the study, who are the targeted respondents and where to obtain data hence, the unit of research is the total amount of data needed to be collected from respondents, to proceed to the next stage of data analysis (Sekaran & Bougie, 2016). In this study, SSPs, HODs, and SSEBOs represent the unit of analysis as mentioned earlier under the scope of the study.

### **3.8 Instruments for Quantitative Data**

The research instruments refer to the survey questionnaire and interview protocol used for data collection which is relevant for answering the research questions. Thus, this research used quantitative and qualitative methods for data collection. The design of an instrument for the study follows the recommendation given by Oppenheim (2000) that an instrument should meet two prerequisites. Firstly, relevancy, as the survey is

utilized to gather data to meet the objective of the study, and secondly, accuracy, as the survey is utilized to gather data described by a high level of reliability and validity (Zikmund, 2003).

### **3.8.1 Questionnaire**

Questionnaire booklets were used for the survey. Sudman and Bradburn (1984) contended that using a booklet type questionnaire is recommendable because it looks presentable and it prevents misplacement of the pages and also makes it easier for respondents to read through the pages. The questionnaire consists of sections A and B. **Section A: Demographics.** Respondents are asked to share information with respect to their status as professionals, the education zone of their workplace, the exact school location (urban or rural), and the school's name. Additionally, the respondents are asked to identify their educational qualification level (Ph.D., M.Ed. / M.Sc, B.Ed. / B.Sc, PGDE or NCE). The number of years they have been holding the positions of SSPs, HODs, and SSEBOs are 5-10; 11-15; 16-20; 21-25 years, and 26 years and above respectively. The HODs were asked to highlight the level of class they are teaching (SSS I, SSS II or SSS III). The respondents also stated their gender (male or female) and age group (20 to 25 years, 26 to 30 years, 31 years and above).

**Section B:** This section consists of 82 items loaded in the ten (10) factors of Principals' capacity building, Levels of school effectiveness activities, Community engagement, Flow of communication, Credibility and Trust, Financial management, Laissez-faire, Trained leadership, Distributed leadership, as well as School effectiveness. The five-point Likert scale was employed to answer 82 items in the questionnaire. The scale of interpretation of the response options is presented in Table 3.4

Table 3.4

*Interpretation of mean score*

Mean Score	Interpretation
1.00 – 2.33	Low
2.34 – 3.66	Medium
3.67 - 5.00	High

Source: Hodgson and Spours (2002)

The mean score of 3.67 to 5.00 is regarded as the high score; indicating respondents rating between agreeing and strongly agree. The mean score of 2.34 to 3.66 is regarded as the medium score; indicating respondents rating of neutral. The mean score of 1.00 to 2.33 is regarded as a low score; indicating respondents rating between strongly disagree and disagree (Below neutral).

The Likert scale was used to measure concepts of the study, in other words, to determine the strength of respondents' agreement or disagreement with the statements (Cavana, Delahaye & Sekaran, 2001). The Likert scale is considered as one of the best instruments to assess the perceptions of respondents (Olakunke, 2003). Although there is a seven-point Likert scale, the five-point scale is preferable as respondents tend to become confused and frustrated with the more nuanced seven-point scale. Thus, the quality of the study can be optimized (Seth, Deshmukh & Vrat, 2005).

### **3.9 Operationalization Measurement of Quantitative Variables**

The advanced research technique is known as “operationalization of factors” brings about experimental perceptions that predict those ideas in reality (Babbie, 1992). This study is operationalized using the following variables: Principals' capacity building, Level of school effectiveness activities, Community Engagement, Flow of Communication, Credibility, and Trust, Financial Management, Laissez-faire, Trained

Leadership, Distributed Leadership as well as school effectiveness. Each item of the variable is accompanied by a five-point Likert scale bearing values from Strongly Disagree (1), to Strongly Agree (5). Relevant literature suggests that the five-point scale appears to be less confusing and increases the respondent's response rate (Cavana et al., 2001).

### **3.9.1 Principals' Capacity Building**

Principals' capacity building plays a vital role in school effectiveness and school improvement; importance highlighted by researchers in the field (Hargreaves, 2003). Principals' capacity building is proactive, it increases the awareness levels of subordinates on issues of collective interest and provides a means of achieving uncommon high school effectiveness outcomes (Hoy & Miskel, 2008). Principals' capacity building practice is measured through the sixteen (16) items which were modified from (Jensen, 2010).

### **3.9.2 Level of Secondary School Effectiveness Activities**

Lack of much research that impacts on principals' capacity building, school effectiveness has been produced. School effectiveness can be understood as an attribute of improved leadership, management, and control of school activities Mendels (2012). It is also understood as an efficient process for accomplishing goals and objectives, vision and mission of the schools within a specific period and at a specific cost (Brown & Militello, 2016). School effectiveness can be determined through the objective layout by the school head, administrator or principal who evaluates how the objective has changed or improved the school environment or school effectiveness.

According to Wuni, Agyeman-Yeboah, and Bofo (2017) the growing need for effective management of school facilities has seen rapid change in the concept of

principal-ship, from a managerial and administrative perspective to instructional leadership whereby principals play a major leadership role in all aspects of school management including designing of curricula. Such a role includes influencing the intellectual and emotional development of teachers, introduce a process of change and transformation, encourage a conducive climate that improves learning and inspire performance and achievement orientation and also instil positive behaviour and attitude among members of the school community (Turano, 2005).

### **3.9.3 Community engagement**

Community engagement is defined as a tactical method employed to engage a specific group of people to work collectively for a broader or specific purpose, goal or objective McCloskey, McDonald and Cook (2013). Typically, these people may be connected by geographical location, special interest or affiliation Zhu (2011). The community engagement process requires members to asked questions, make comments, share or exchange ideas on issues affecting their well-being Sparks, Vang, Peterman, Phillips, and Moua (2014). This study operationalizes community engagement in terms of how the community participates in school activities and influences the leadership style of principals. Community engagement is measured through five (5) items modified from (Buttram, 2009).

### **3.9.4 Flow of Communication**

The flow of communication is a process of transmitting information from one person to another person through any medium of communication (Adegbemile, 2011). In this context, it is referred to as the principals' method of communicating with the teachers, staff, students, and the community. The flow of communication is measured through the six (6) items that were modified from the previous study (Adegbemile, 2011).

### **3.9.5 Credibility and Trust**

Credibility and trust are interrelated and cannot be discussed separately Rieh and Danielson (2007). Credibility is defined as the ability to build trust while trust can be defined as the ability to give a guaranty of credibility Eisend (2006) both of which is crucial in maintaining a relationship (Umeogu, 2012). In this context, credibility and trust can be referred to as how teachers, students, staff and the community perceive principals' level of trustworthiness. A relatively high positive credibility perception level builds trust and increases the relationship between principals, teachers, staff, students, and the community (Buttram, 2009). The sixth (6) items were modified from (Beazley et al., 2004) and used to measure the credibility and trust of this study.

### **3.9.6 Financial Management**

Financial management deals with the professional management of the financial resources of an organisation (Karadag, 2015). Implicitly, the score of this study is extended to discuss the financial management capabilities of principals. Their capability was measured by the level of budget planning and managerial strategies towards the funding of projects and specific activities funded and aimed at improving the school's effectiveness. Six (6) items were modified from (Adegbemile, 2011).

### **3.9.7 Laissez-faire**

The laissez-faire style of leadership refers to a leadership style that allows subordinates to make decisions over how to accomplish jobs assigned to them independently without the interference of supervisors (Kurland, Peretz & Hertz-Lazarowitz, 2010). Laissez-faire is operationalized by measuring the extent to which principals allow teachers to make decisions without seeking permission for supervision or guidance (Skogstad, Hetland; Glasø & Einarsen 2014). Five (5) items are modified from the previous study (Skogstad et al., 2014).

### **3.9.8 Trained leadership**

Trained leadership expands an individual's capacity to perform leadership roles in the organization Kurland et al. (2010). Thus, trained leadership refers to the extent of training that enables principals to manage and control schools effectively. Trained leadership is measured through six (6) items modified from (Buttram, 2009).

### **3.9.9 Distributed leadership**

Distributed leadership is a systematic method that shares collective understanding and application of leadership at all levels of an organisation or amongst a complex diverse group or community (Duif, Harrison; Van Dartel, & Sinyolo, 2013). In this context, distributed leadership measures the level at which principals share leadership roles among teachers and staff especially for improving school effectiveness. Distributed leadership is measured through six (6) items modified from (Duif et al., 2013).

### **3.9.10 School effectiveness**

School effectiveness refers to a high level of goal attainment in all areas of the school administrative system including, a high level of students' success, high level of professional practice amongst teachers, staff, and principals (Botha, 2010). Therefore, this study's' operationalized school effectiveness is described as the principals' fulfilment of the vision and mission of the school. The principals' management, planning, and coordination strategies reflect on the effectiveness of schools (Adegbemile, 2011; Leithwood & Riehl, 2003).

## **3.10 An instrument for Qualitative Data: Interview Protocol**

The instrument used for the qualitative part of this study consists of Semi-Structured Interview Protocol. The interview protocol contains central questions that were asked



to cover the qualitative part of the study. The interview protocol is based on research objectives 6 and 7. The interview protocol questions are listed in appendix C.

### **3.11 The Validity and Reliability of the Measurement Instrument (quantitative data)**

The validity and reliability of items were tested before the survey were presented to the respondents. This was done to ensure that the survey item was appropriate for measuring variables in the study. Hence, validity was understood to be the accuracy of measures and under reliability, consistency, and dependability (Sekaran & Bougie, 2016). Face and content validity was carried out by experts from University Malaya Malaysia to ascertain their personal judgment on the instruments. In other words, experts were consulted to confirm the validity of the instruments. To check the reliability of the survey, Cronbach's Alpha test was used. Reliability coefficient scores are considered as "poor" when the Alpha coefficient is below  $< 0.6$ , "moderate" in the vicinity of 0.6 and 0.7, "good" in the vicinity of 0.7 and 0.8, "great" in the vicinity of 0.8 and 0.9, and "excellent" when the Alpha coefficient is equivalent to or more than 0.9 (Hair, Black & Babin, 2010). On the off chance that Alpha is higher than  $> 0.95$ , the items should be checked and adjusted (Hair et al., 2010).

### **3.12 Pilot Test**

A pilot test was conducted before the actual survey was done. The purpose was to check the suitability of the measurement of the instrument in terms of validity, reliability and to improve the content of the questionnaire in terms of clarity and brevity. An aggregate of 35 questionnaires representing (35%) of the total respondent was sent to SSPs, 45 questionnaires representing (45%) of the total respondents was sent to the HODs and lastly, 20 questionnaires representing (20%) of the total respondents were sent to the SFME. According to Sekaran and Bougie (2016),

Blumberg et al. (2008) scope of 25 to 100 is an appropriate size for a pilot test. Table 3.5 shows the lists of respondents selected to participate in the pilot test of this study.

Table 3.5

*Lists of respondents selected to participate in the pilot test of this study.*

Respondents	Number of Participants
SSPs	35
HODs	45
SFME	20
Total	100

### 3.13 Reliability of Quantitative Instrument

Using the pilot test method, the reliability of the quantitative instrument was determined. Pilot studies are usually conducted in a short period of time, it features a small number of respondents at specific locations. Although normally linked with quantitative experimental design, a pilot study can be used in any operational setting, particularly for gathering data to study possible obstacles or outcomes in research before full application of the process or procedure (Kimberlin & Winterstein, 2008). Baker (1994) also pointed out that, a preliminary study is suitable when the researcher intend to try out his/her instrument. Although, respondents in a pilot test have similar behaviour compared to those that are featured in the research sample, they will not be part of the respondents who were featured in the main study.

In view of that, this research employed a pilot study to test the quantitative instrument (questionnaire) for reliability. The pilot study was carried in Federal Capital Territory (FCT) Abuja Nigeria. The number of respondents who participated in the pilot study was 35 SSPs, 45 HODs and 20 Staff of Federal Ministry of Education

(SFME) making a total number of one hundred (100) respondents as indicated in Table 3.5.

To determine the consistency of instrument (questionnaire) were used for data collection, Cronbach’s Alpha Coefficient method was employed to ascertain the extent of homogeneity of the items in the questionnaire. Cronbach’s Alpha Coefficient is one of the most suitable reliability tools for questionnaires especially, where there are a series of possible answers for every item (McMillan & Schumacher, 2006:186). The Cronbach Alpha results are presented below.

**Cronbach Alpha Values**

Table 3.6. Illustrates reliability coefficient values (Cronbach Alpha values) of the survey materials in ten areas or factor groups. Generally, surveyed materials show high-reliability values between the ranges of .702 to .879. According to Hair et al. (2010) and Steven (1995) Cronbach’s alpha of .50 above is suitable for internal consistency of result and reliability of the ten (10) survey factor or domain are presented in Table 3.6

Table 3.6

*Cronbach Alpha reliability values for ten constructs.*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.788	.802	10

Table 3.6 illustrates the Cronbach Alpha reliability values for the ten constructs. The overall survey items have the reliability of .788, indicating that the reliability of the instrument was good. Tang, Cui and Babenko (2014) reported that a Cronbach Alpha of .50 and above are considered suitable for internal consistency while, reliability coefficient scores are considered as “poor” when the Alpha coefficient is

below < 0.6, “moderate” in the vicinity of 0.6 and 0.7, “good” in the vicinity of 0.7 and 0.8, “great” in the vicinity of 0.8 and 0.9, and “excellent” when the Alpha coefficient is equivalent to or more than 0.9 (Hair et al., 2010). The internal consistency of all the domain or factors range from .702 to .788 as presented in Table 3.7

Table 3.7

*Factors and their Reliability Index*

No	Factor	Number of Items	Reliability
1	Principals’ capacity building	16	.788
2	Level of secondary school effectiveness activities,	10	.765
3	Community Engagement,	5	.741
4	Flow of Communication,	6	.763
5	Credibility and Trust	6	.772
6	Financial Management,	6	.784
7	Laissez-faire,	5	.757
8	Trained Leadership,	6	.759
9	Distributed Leadership	6	.757
10	School effectiveness	16	.775

**Factor Analysis**

Principal component analysis or factor analysis was conducted to establish whether 10 items loaded in their respective domains or factors. The findings from factor analysis are as presented in Table 3.8

**Bartlett’s Test of Sphericity and Kaiser-Mayer-Olkin (KMO) Measure**

The Bartlett’s test and KMO measure determined as presented below.

Table 3.8

*KMO and Bartlett's Test for Principals capacity building*

Kaiser-Mayer-Olkin Measure of Sampling Adequacy		.808
Bartlett Test of Sphericity	Approx. Chi-Square	382.581
	Df	45
	Sig.	.000

Table 3.8 shows the measure of sampling procedure with chi-Square was 382.58.

There was a significant correlation among the variables as a group  $p(0.00) < .05$ . The table also indicates that the sample was satisfactory  $KMO = .81$ .

**Total Variance Explained**

The total variance explained, and the number of factors extracted that is, whose eigenvalue is greater than one (1) that should be considered and retained. The result is as presented in Table 3.9 Factor Loading for Principals Capacity building.

Table 3.9

*Extraction Method (Principal Component Analysis)*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
1	4.291	42.910	42.910	4.291	42.910	42.910
2	1.178	11.777	54.688	1.178	11.777	54.688
3	1.096	10.964	65.652	1.096	10.964	65.652
4	1.076	9.460	75.112	1.076	9.460	75.112
5	1.066	8.260	83.371	1.066	8.260	83.371
6	1.056	5.764	89.135	1.056	5.764	89.135
7	1.052	3.921	93.056	1.052	3.921	93.056
8	1.032	3.282	96.338	1.032	3.282	96.338
9	1.016	2.157	98.495	1.016	2.157	98.495
10	1.015	1.505	100.000	1.015	1.505	100.000

Table 3, 9 shows that ten factors were extracted and each of the factors has an eigenvalue greater than 1. Hair et al. (2010) reported that any domain that has an eigenvalue greater than 1 should be considered as a domain or a factor. The variance cumulative percentage is between the ranges of 42.910 to 100. This implies that the variance of each factor was within the acceptable confidence interval. Given the above findings, the ten (10) factors of Principal's capacity building are statistically valid and are as follows:

1. Principals' capacity building,
2. Level of secondary schools effectiveness activities,
3. Community Engagement
4. Flow of Communication
5. Credibility and Trust
6. Financial Management

7. Laissez-faire
8. Trained Leadership
9. Distributed Leadership
10. School effectiveness

### **3.14 Reliability of Qualitative Instrument and Results**

To achieve the reliability of the qualitative instrument and results, the phases identified by Clarke and Braun (2013) were adopted. Clarke and Braun (2013) suggest that six phases are used in thematic analysis, the first phase involves familiarising oneself with the data through repeated reading of the data, and reading the data in an active way to search for meaning, patterns and so on. The second phase has to do with generating initial codes, here an initial list of ideas about what was in the data and what was interested in the data was generated. When all data has been initially coded and collated, it gives data for phase three which is searching for themes. This phase refocused the analysis at the broader level of themes rather than codes, it involves sorting the different codes into potential themes. In phase four, themes are reviewed for the purpose of refinement at this phase, it may be evident that some candidate themes are not really themes. Phase five is the phase for defining and naming themes. Here themes are further defined and refined so that they can be presentable for analysis. Final phase six, which is producing the report. At this phase, extracts were embedded within analytic narratives that compellingly illustrates the story that the researcher was telling about the data, here the analytics narrative was beyond the description of the data but was based on the argument in relation to the research question.

Two procedures were adopted to determine the reliability of the qualitative instrument and results. The procedures include member checking and peer debriefing. Member checking was carried out by revealing analysed interview transcripts to the

informants for checking and to ensure that results were interpreted correctly; they checked the analyses against bias and conformity to the report in terms of reporting exactly their presentations that were generated. Only three (3) of the nine (9) participants observed that the transcript did not reflect their answer on the questions from the interview guide/protocol. They suggested some modifications, which were made in the reproduced transcript before concluding the analysis.

Peer debriefing was carried out by presenting raw data to colleagues who have vast experience in qualitative studies at the University Malaya, Malaysia. The participants were selected based on trust and level of experience in qualitative research studies as well as their ability to offer constructive criticisms on various important factors such as the research methodology used for obtaining results from the interviews, the transcription, coding, categorization, and generation of themes.

The participants assisted in specific areas (1) critical analysis of raw data and result to evaluate consistency and interpretation of assumptions, perceptions, and behaviours, to understand true expressions of the respondents (2) examination of interview transcripts, corresponding data and results to determine if interpretation was done correctly (3) evaluation of honesty in the interpretation of responses of interviewee and (4) cross-examined results credibility, to determine if results are true and worthy of acceptance as findings derived from interview. The result derived from peer debriefing exercise was deployed to qualitatively update research results in consideration of the ethical and related issue.

### **3.15 Data Collection**

As highlighted in chapter one, this study utilised mixed research methodologies (quantitative and qualitative methods). Thus, data collection was categorized into two respective sections.



### **3.15.1 Quantitative data collection**

The questionnaire was distributed to respondents in the different secondary schools in Niger state, over a period of five months from April 2018 until August 2018. Prior to commencing data collection, permission was obtained from the University of Malaya, Faculty of education in March 2018 to undertake data collection. The survey design was modified from previous studies, adapted with minor modifications, or created by the researcher (Sekaran & Bougie, 2016). The study adopted an already existing questionnaire with little modification. The existing questionnaire was adapted by the researcher because, it serves the objectives and context of the study in relation to principals, HODs (Senior Teachers) and SSEB officials in Niger State, Nigeria. Data collection is considered as efficient when the researcher knows what questions need to be asked from the respondents (Sekaran & Bougie, 2016). The survey was used for data collection from respondents who have been selected to participate based on sampling techniques.

Proportional sampling was also adopted to select respondents and collect relevant data from them. This study's respondents consist of SSPs, HODs, and SSEBOs employed in Niger state. The researcher used three research assistants to collect data from the three educational zones that were sampled namely: Minna, Suleja, and Bida, while the researcher collected the data from SSEBOs.

### **3.16 Qualitative data collection**

Following the interview protocol, the researcher used purposively techniques to choose respondents from each of the three zones respectively. The purpose of using purposively sampling was to avoid respondent bias. One SSP was purposively selected from Minna, Suleja, and Bida, and in a similarly, three HODs and three SSEBOs. The list of public secondary schools located in Minna, Suleja, and Bida was obtained from

(Niger State Ministry of Education, Minna, 2018). The appointment was scheduled to meet respective SSPs, HODs, and SSEBOs who have up to five years' working experience.

The focus group method was employed to interview respondents, following the interview protocol to conduct semi-structured and open-ended interviews. Seidman (2006) argued that interviews provide access for researchers to examine and understand people's behaviour and thereby allowing them to set the context and approach.

Johnson and Christensen (2004) defined a focus group as an interview conducted among a small group of respondents where a moderator oversees the procedures, in which discussions are examined in detail to understand what members of the group think or feel about a topic. The duo stressed that of qualitative data collection can be done through a focus group, the aim is to capture data in the words of participants.

Kitzinger (1994) explained that a focus group provides information to the inner thought of participants and could be useful for exploring new or existing ideas and concepts. In this way, detailed statistics can be obtained, especially on how participants react to each other in manners such as probing, tapping, and quick turnaround are examined. After consulting with the SSPs, HODs, and SSEBOs and booking an appointment, the researcher organized the interview session. The focus group of this study consists of 9 participants, and the interview session took one hour and thirty minutes on Monday the 13<sup>th</sup> of August 2018.

The meeting time was arranged based on participants' scheduled timeframe; the interview was conducted by the researcher and was recorded using a video recorder and photographs were taken using the camera. The interview was fully recorded and played back to ensure clarity.

### 3.17 Quantitative Data Analysis Technique

As shown in Table 3.10, data for objectives 1, 2, 3, 4, and 5 are to be analysed quantitatively. Descriptive statistics were used for research objectives 1, & 2, by using mean and standard deviation to determine the descriptive statistical value (see Table 3.10) while multiple regression was used for research objective 5.

For objectives 3 and 4, one-way ANOVA was employed since there exist more than two independent variables. Prior to the ANOVA analysis, the following assumptions have to be met (Coakes & Steed, 2009).

- ❖ Dependent variable is in interval or ratio scale.
- ❖ The independent variable is measured nominal or ordinal, which has two or more levels.
- ❖ The dependent variable scores are normally distributed in all independent variable groups used for comparison and have nearly identical variance value.
- ❖ Normally, the sample size of 15 subjects is enough to obtain an accurate result.
- ❖ The research population and sample means are normally distributed.

Objective 5 is to Determine the contribution or effects of leadership practices on secondary school effectiveness in Niger state. Subsequently, multiple regression was used to determine the relative contribution and effects of principals' capacity building on school effectiveness. The method tested if the independent variables (IV) are significantly predicted by the dependent variable (DV) on school effectiveness. Furthermore, multiple regressions can be used when there is more than one independent variable, either there is a positive or negative significant predictor on the IV and the DV.

- ❖ Multiple regression needs up to two independent variables which can be normal, ordinal or interval/ ratio level variables. A rule of thumb for the sample size is that regression analysis requires at least 20 cases per independent variable in the analysis.
- ❖ Multiple linear regression analysis entails that errors between observed and predicted values (i.e., the residuals of the regression) should be normally distributed. This assumption may be checked by looking at a histogram or a Q-Q-Plot.
- ❖ Normality can also be ascertained using a goodness of fit test (e.g., the Kolmogorov-Smirnov test), it is recommended that this test must be carried on the residuals themselves.
- ❖ No Multicollinearity; multiple regressions assume that there are no high corrected independent variables between each other. This assumption was tested using the Variance Inflation Factor (VIF) values.
- ❖ Homoscedasticity defines a circumstance wherein the error term (i.e., the “noise” or random disturbance in the significant predictor by the independent variables and the dependent variable) is identical with all values of the independent variables.

Table 3.10

*Quantitative Data Analysis Technique.*

Objectives	Data Analysis Technique
1. To investigate the extent of principals' capacity building among SSPs, HODs, and SSEBOs on capacity building in Niger state secondary schools.	Descriptive statistics were used, which involves mean and standard deviation
2. To investigate the level of effectiveness of secondary school activities in Niger state.	Descriptive statistics were used, which involves mean and standard deviation
3. To determine if there are any significant differences in the mean responses of SSPs, HODs, and SSEBOs in their opinions on capacity building for enhancing secondary school effectiveness in Niger State.	One-way ANOVA
4. To determine if there are any significant differences in the mean responses of SSPs, HODs, and SSEBOs on the principal's capacity building matrix toward enhancing secondary school effectiveness in Niger State.	One-way ANOVA
5. To determine the contribution or effects of principals' capacity building on secondary school effectiveness in Niger state.	Multiple regression

Before the ANOVA analysis, the assumption has to be met. The assumption for the use of ANOVA can be checked through the Shapiro Wilk test for normality. *The Shapiro Wilk Test is appropriate for small sample sizes i.e. (< 50 samples), however, it can also handle sample sizes as large as 2000. For this reason, the Shapiro Wilk test was used as a numerical means of assessing normality* (Ghasemi & Zahedias, 2012).

Table 3.11

*Quantitative Data Analysis, Mean Value Quantitative Data Analysis*

Mean Score	Interpretation
1.00–2.33	Low
2.34–3.66	Medium
3.67-5.00	High

Source: Hodgson and Spours (2002)

### **3.18 Qualitative Data Analysis**

The qualitative part was analysed using manual analysis. Here, after collecting information from the 9 respondents (SSPs, HODs, and SSEBOs) of the three education zones, the researcher transcribed the information gathered from the interview, encoded the information such as (SSP1, SSP2, SSP3, HOD1, HOD2, HOD3, and SSEBO1, SSEBO2, and SSEBO3) and then generate the emergent themes from the data. This step was completed by using the manual method. In addition, the thematic analysis was made based on the research objectives 6 and 7. The goal of thematic analysis is to identify themes from emerging views to address the research questions. This agrees with the view of Clarke and Braun (2013) that encoding and summarising data into a good thematic analysis and interpretation make sense of a sound result. Typically, this reflects the fact that data has been summarised, organised and analysed.

The manual approach was used for analysing qualitative interviews. It was designed to aid the arrangement, analyse and to find insights in unstructured or qualitative data like interviews and open-ended survey responses. Manual was used to transcribing all the interviews, encode both the transcripts and the audio files. The manual approach was employed to meet the requirements of this study (Clarke & Braun, 2013).

Table 3.12

*Qualitative Data Analysis*

Objectives	Data analysis technique
6. To explore the extent of principals' capacity building for enhancing school effectiveness in Niger State secondary schools.	Coding and generation of themes Thematic analysis
7. To discover the extent of principals' capacity building matrix toward enhancing school effectiveness in Niger State secondary schools.	Coding and generation of themes Thematic analysis

### 3.19 Triangulation

Triangulation constitutes a significant and extensively used research strategy (Denzin, 2012). It is used for examining the research problem from different lenses so that the research can cover all necessary aspects. Triangulation can be defined from a different perspective, according to Hussein (2015) it is an incorporation of various methodologies to carry out a study of one phenomenon, while Saunders and Thornhill (2003) defined it as a process of using different methods of data collection for one study.

Östlund, Kidd; Wengström and Rowa-Dewar, (2011) identified four basic types of triangulation which are:

- Data triangulation: denotes using mixed data sources in a study,
- Investigator triangulation: entail an assemblage of different researchers to carry out a single study,
- Theory triangulation: refers to the use of multiple theories in a study,
- Methodological triangulation: entails using multiple methodologies to study a single problem (Östlund et al., 2011).

There are a number of various ways to investigate research questions and it is imperative to select the most appropriate. In this study, methodological and data

triangulation (quantitative and qualitative) were used to solve problem statements and research objectives. The main logic for using triangulation is founded on the key principle that, no single way ever sufficiently solve a problem (Hussein, 2015), thus, using one method can lead to vulnerability to error linked (Borrego, Douglas & Amelink, 2009) therefore it is recommended to use different methods when conducting a study of one phenomenon. This can lead to greater validity and reliability to findings and results than when a single methodological approach is used. Using a different methodological approach resists any bias in a particular method and helps to neutralise any error. Moreover, each method has advantages and disadvantages, strengths and weaknesses thus, combining these methods can be helpful.

Although triangulation necessitates a responsibility to employ a greater amount of effort, time and fund, it is helpful to remove bias often associated with the use of a single technique. Therefore, this study adopted a triangulation technique to upsurge the validity and credibility of the research and its conclusion as well as to, increase the confidence level of the findings, to increase the ability of generalisation, to answer the research questions, and to meet the research objectives effectively and professionally.

The triangulation of research findings is to provide validation for main research findings through quantitative and qualitative methods. The sample of this study is determined through surveying the participating volunteers for future study as questioned in the last section of the questionnaire. Based on the total number of volunteered organizations, purposively sampling technique was applied to determine the right sample to be interviewed, since this study was comparing the responses of SSPs, HODs, and SSEBOs.

The face-to-face interview was conducted following the semi-structured interview protocol. A semi-structured interview was utilised to guide the interview



sessions and allows for more flexibility in the data collection. However, the interview protocol was developed as per the factors identified to be significant or contradicting the research hypotheses. Therefore, it is possible that emerging themes are not covered by this research. As suggested by Yin (2015) all the data obtained from the semi-structured interview have to fulfil validity and reliability test before encoding and thematic analysis. This is to provide a real measure and high consistency of the findings. The processes of encoding and thematic analysis were deployed qualitative data analysis.

### **3.20 Summary**

In summary, a detailed description has been given on the methodological processes used for this research work. The research methods consist of quantitative and qualitative data collections. Probability sampling, simple, and cluster sampling were used for analysing the population. The instrument and measurement of the variables were explained. The pilot test was done when the instruments have been validated, while the reliability and validity of the test took place later. The process of data collection was explained in detail and finally, the process of data analysis using SPSS content and thematic analysis was discussed.

## CHAPTER 4

### DATA ANALYSIS AND FINDINGS

#### 4.1 Introduction

This chapter explained the data analysis and findings of the study. Here, the researcher explained the concept of using a mixed-method approach and how it was used to answer seven (7) research questions posed in this study. Descriptive analysis of demographic data was presented, as well as the data collected on the responses of SSPs, HODs, and SSEBOs. On principals' capacity building, level of school effectiveness activities, community engagement, flow of communication by the principals and the teachers, credibility, and trust, financial management, laissez-faire, trained school leadership, distributed leadership, and school effectiveness were presented to answer research question 1, and 2, while ANOVA and multiple regression were used for research question 3, 4 and 5. Two hypotheses were tested for research question 3 and 4. Question numbers 6, and 7 were analysed using a qualitative way. This chapter describes data, analysis, presentation, and interpretation. The results are categorised into two sections as shown in the following research questions:

- i) What extent do principals' capacity building being carried-out among SSPs, HODs, and SSEBOs on the capacity building in Niger state secondary schools?
- ii) What is the level of secondary school effectiveness activities in Niger state?
- iii) Are there significant differences in the mean responses of SSPs, HODs, and SSEBOs in their opinions on capacity building for enhancing secondary school effectiveness in Niger State?

- iv) Are there any significant differences in the mean responses of SSPs, HODs, and SSEBOs on principals' capacity building matrix toward enhancing school effectiveness of the secondary school in Niger State?
- v) Does principals' capacity building contribute or determine the effectiveness of secondary schools in Niger state?
- vi) How do principals' capacity building impacts on school effectiveness in Niger state secondary schools?
- vii) What is the principals' capacity building matrix that could enhance school effectiveness in Niger state secondary schools?

#### **4.2 Respondents' Profile (Quantitative)**

Respondents' demographic profile in respect of location, ownership, qualification, years of experience, age, and gender for Secondary School Education Board Officials (SSEBOs), Secondary School principals (SSPs), and Heads of Department (HODs). These demographic data are described in Table 4.1, 4.2, and 4.3

Table 4.1

*Secondary School Education Board Officials' (SSEBOs) Demographics (n=22)*

Demographic Domain	Frequency	Percentage
<b>Location</b>		
Rural	0	0.0
Urban	22	100.0
Total	22	100.0
<b>Ownership</b>		
State	22	100.0
Federal	0	0.0
Total	22	100.0
<b>Qualification</b>		
PhD	0	0.0
M.Ed/MSc	9	40.9
B.Ed/BSc	13	59.1
PGDE	0	0.0
NCE	0	0.0
Total	22	100.0
<b>Years of Teaching Experience</b>		
5 - 10yrs	4	18.2
11-15yrs	2	9.1
16-20yrs	2	9.1
21-25yrs	3	13.6
26yrs & Above	11	50.0
Total	22	100.0
<b>Age</b>		
20-25yrs	2	9.1
26-30yrs	1	4.5
31yrs & Above	19	86.4
Total	22	100.0
<b>Gender</b>		
Male	17	77.3
Female	5	22.7
Total	22	100.0

Table 4.1 shows that 9 respondents from SSEBOs have M.Ed. /M.Sc. this figure is represented by the percentage of 40.9. The rest is 13 respondents having B.Ed. /B.Sc. this figure is represented by the percentage of 59.1. With regard to years of teaching experience, 4 respondents (18.2%) had between 5-10 years teaching experience, 2 representing (9.1%) had between 11-15 years teaching experience, another 2 representing (9.1%) had between 16-20 years teaching experience, 3 representing

(13.6%) had between 21 -25 years teaching experience, while 11 representing (50.0%) had 26 years and above.

Table 4.2

*Secondary School Principals' (SSPs) Demographic (n=154)*

Demographic Domain	Frequency	%
<b>Educational Zone</b>		
Minna	70	45.5
Suleja	32	20.8
Bida	52	33.8
Total	154	100.0
<b>Location</b>		
Rural	60	39.0
Urban	94	61.0
Total	154	100.0
<b>Ownership</b>		
State	154	100.0
Federal	0	0
Total	154	100.0
<b>Qualification</b>		
PhD	0	0.0
M.Ed./MSc	36	23.4
B.Ed./BSc	110	71.4
PGDE	8	5.2
NCE	0	0.0
Total	154	100.0
<b>Years of Teaching Experience</b>		
5 - 10yrs	105	68.2
11-15yrs	14	9.1
16-20yrs	2	1.3
21-25yrs	7	4.5
26yrs &Above	26	16.9
Total	154	100.0
<b>Age</b>		
20-25yrs	1	0.6
26-30yrs	4	2.6
31yrs & Above	149	96.8
Total	154	100.0%
<b>Gender</b>		
Male	111	72.1
Female	43	27.9
Total	154	100.0

In Table 4.2, 70 respondents (45.5%) are from Minna Educational Zone, 32 respondents (20.5%) were from Suleja Educational Zone, while 52 respondents (33.8%) were from Bida Educational Zone. With regard to the location of the respondents, 60 respondents (39.0%) were from rural areas while 94 respondents (61.0%) were from urban areas. 152 of the respondents represented by the percentage of (98.7) were from State-owned secondary schools while 2 respondents representing the percentage of (1.3) were from federal owned secondary schools.

The distribution of the respondents by qualification indicated that 36 respondents representing (23.4%) were holders of M.Ed. /M.Sc., 110 of the respondents representing (71.4%) were holders of B.Ed. /B.Sc. while the remaining 8 respondents representing (5.2%) were the holder of PGDE.

Distribution of respondents by years of teaching experience indicated that 105 respondents representing (68.2%) had between 5-10 years teaching experience, 14 respondents representing (9.1%) had between 11-15 years of teaching experience, 2 respondents representing (1.3%) had between 16–20 years teaching experience, 7 respondents representing (4.5%) had between 21 – 25 years teaching experience while the remaining 26 representing (16.9%) had 26years or above teaching experience.

On the age of the respondents, one (1) respondent representing (0.6%) was between 20-25 years old. 4 of the respondents representing (2.6%) were from 26 -30 years old, while 149 respondents representing (96.8%) were from 31 years old and above. The distribution of the respondents with regard to gender indicated that 111 respondents representing (72.1%) were males while 43 respondents representing (27.9%) were female.

Table 4.3

*Demographic Data of Heads of Departments (HODs) (n= 269)*

Demographic Domain	Frequency	%
<b>Education Zone</b>		
Minna	122	45.4
Suleja	59	21.9
Bida	88	32.7
Total	269	100.0
<b>Location</b>		
Rural	105	39.0
Urban	164	61.0
Total	269	100
<b>Ownership</b>		
State	269	100
Federal	0	0
Total	269	100
<b>Qualification</b>		
PhD	0	0.0
M.Ed./MSc	74	27.5
B.Ed./BSc	184	68.4
PGDE	11	4.1
NCE	0	0.0
Total	269	100.0
<b>Years of Teaching Experience</b>		
5 - 10yrs	144	53.5
11-15yrs	38	14.1
16-20yrs	10	3.7
21-25yrs	25	9.3
26yrs & Above	52	19.3
Total	269	100.0
<b>Age</b>		
20-25yrs	0	0.0
26-30yrs	51	19.0
31yrs & Above	218	81.0
Total	269	100.0
<b>Gender</b>		
Male	182	67.7
Female	87	32.3
Total	269	100.0

With regard to respondents from the Heads of Departments, 122 respondents (45.4%) of the total respondents were from Minna Educational Zone. 59 respondents

(21.9%) were from Suleja Educational Zone, while 88 respondents (32.7%) were from Bida Educational Zone.

The distribution of respondents by qualification indicated that 74 respondents representing (27.5%) were holders of M.Ed. /M.Sc., 184 of the respondents representing (68.4%) were holders of B.Ed. /B.Sc. while the remaining 11 respondents representing (4.1%) were the holder of PGDE.

Distribution of respondents by years of teaching experience indicated that 144 respondents (53.5%) had between 5-10 years teaching experience, 38 respondents (14.1%) had between 11-15 years teaching experience, 10 respondents representing (3.7%) had from 16–20 years teaching experience, 25 respondents representing (9.3%) had from 21-25 years of teaching experience, while the remaining 52 representing (19.3%) had 26 years or above teaching experience. This can be highlighted with a visual output

On the age of the respondents, 51 of the respondents representing (19.0%) were from 26 -30 years old, while 218 respondents representing (81.0%) were from 31 years old and above. The distribution of the respondents with regard to gender indicated that 182 respondents representing (67.7%) were males while 87 respondents representing (32.3%) were females.

### **4.3 Data Analysis (Quantitative)**

This study used descriptive statistics to answer research question 1, 2 and inferential statistics such as ANOVA, Multiple Regression were used to answer research question 3, 4 and 5. Descriptive statistics were used to determine the present practices of different leaders (SSEBO, SSP, and HOD). Based on the mean value, practices are categorized as Low (mean value of 1.00- 2.33), Medium (mean value 2.34– 3.66) and High (mean value 3.67 – 5.00).



ANOVA was used to determine whether the mean difference was significant among different leaders' opinions in terms of principals' capacity building in secondary schools, Niger State. ANOVA was used because there are more than two groups. Two hypotheses were based on research questions 3 and 4, were tested at (95%) confidence level ( $p < 0.05$ ).

Before using Anova it was needed to test whether data are fit for the test. Therefore, the normality of data distribution was measured using the histogram plot and Shapiro Wilk test of normality. All histogram plots show a bell-shaped curve appearance which indicated that data is normally distributed around the mean. Shapiro Wilk Test is more suitable for a small sample size ( $< 50$  samples), but can also handle sample sizes as large as 2000. For this reason, the Shapiro Wilk test was used as a numerical means of assessing normality (Ghasemi & Zahediasl, 2012).

The assumption was not violated as all p-values are greater than 0.05, therefore, a parametric test such as Anova was used to analyse the data.

The assumption for ANOVA was also assessed using Levene's test showing the p-value is greater than 0.05 which indicated that, the assumption of Homogeneity of variance was met.

#### **4.3.1 Principal Capacity Building in Secondary Schools in Niger State**

To answer research question 1, what extent does principals' capacity building being carried out among SSPs, HODs, and SSEBOs on capacity building in Niger state secondary schools? Descriptive statistics (mean and standard deviation) were used and the result is as presented in Table 4.4, 4.5, and 4.6

Table 4.4

*The extent of Principals' Capacity Building Carried out in Niger State Secondary Schools (n= 154).*

S/N	Principals' Capacity Building	Mean	SD	Remark
PCB1	Creates a clear school vision and mission.	4.56	0.50	High
PCB2	Sharing vision and mission with the school community.	4.60	0.49	High
PCB3	Have a high level of sincerity of duty by showing earnestness to work.	4.53	0.50	High
PCB4	Create a culture that develops staff professionalism.	4.54	0.50	High
PCB5	Observes teachers teaching formally and informally.	4.50	0.50	High
PCB6	Possess the knowledge and skills to assess teachers.	4.53	0.50	High
PCB7	Discuss the assessment results with teachers.	4.44	0.49	High
PCB8	Provide facilities and equipment for smooth teaching and learning processes.	4.53	0.50	High
PCB9	Improve relationships with outsiders (for instance, PTA) to obtain support for the school to realize its vision and mission.	4.48	0.50	High
PCB10	Always motivate the teachers in order to perform their job effectively.	4.55	0.50	High
PCB11	Having acknowledged their subject matter to be able to identify the knowledge and skills needed by staff.	4.49	0.50	High
PCB12	Care for the welfare of teachers.	4.60	0.49	High
PCB13	Teach in a specific duration to be made a role model by the staff.	4.64	0.48	High
PCB14	Chair each School Curriculum meeting.	4.59	0.49	High
PCB15	Obtain instructional materials for teachers to prepare a lesson plan and lesson notes.	4.64	0.48	High
PCB16	Practice the concept of "Leadership Through Examples".	4.53	0.50	High

The mean score of 3.67 to 5.00 is regarded as the high score; indicating respondents rating between agreeing and strongly agree. The mean score of 2.34 to 3.66 is regarded as the medium score; indicating respondents rating of neutral. The Mean score of 1.00 to 2.33 is regarded as a low score; indicating respondents rating between strongly disagree and disagree (Below neutral) (Hodgson & Spours, 2002).

Table 4.4 shows the mean and standard deviations of responses to what extent does principals' capacity building being carried out among SSPs, HODs, and SSEBOs on capacity building in Niger state secondary schools. The result indicates that items PCBP1-PCBP16 had mean responses in between 4.44 and 4.64. All the mean responses are high (4.0 – 5.00). This implies that principals in Niger state create clear school vision and mission (M = 4.56) which is shared with the school community (M= 4.60). They have a high level of sincerity (M=4.53) and create a culture that enhances staff professionalism (M=4.54). The Principals Observes teachers teaching formally and informally (M = 4.50). They Possess high knowledge and skills to assess teachers (M = 4.53). They highly discuss the assessment results with teachers (M= 4.44). They highly provide facilities and equipment for smooth teaching and learning processes (M = 4.53). They highly improve the relationship with outsiders (for instance, PTA) to obtain support for the school to realize its vision and mission (M = 4.48). They always motivate the teachers in order to perform their job effectively (M = 4.55).

They are well experienced and knowledgeable in their subject matter, especially to be able to identify the knowledge and skills needed by staff (M= 4.49). They highly care for the welfare of their teachers (M = 4.60). They frequently teach in a specific duration to be made a role model by the staff (M = 4.64). They highly chair each school curriculum meeting (M = 4.59). They highly obtain instructional materials for teachers to prepare a lesson plan and lesson notes (M = 4.64). They highly practice the concept of "Leadership through Examples" (M = 4.53). The highest mean was in the item teaches in a specific duration to be made a role model by the staff and the item for obtaining instructional materials for teachers to prepare a lesson plan and lesson notes, (M = 4.64). The range of standard deviation (SD) is 0.48 to 0.50 show that there are

not many differences in the respondents' opinion, regarding the extent of principals' capacity building in secondary schools in Niger State.

Table 4.5

*HODs perception on the extent of Principals Capacity Building in Niger state Secondary Schools (n= 269).*

S/N	Principals Capacity Building	Mean	SD	Remark
PCB1	Creates clear school vision and mission	4.48	0.50	High
PCB2	Sharing vision and mission with the school community	4.44	0.49	High
PCB3	Have a high level of sincerity of duty by showing earnestness to work.	4.46	0.50	High
PCB4	Create a culture that develops staff professionalism	4.38	0.48	High
PCB5	Observe teachers teaching formally and informally	4.48	0.50	High
PCB6	Possess the knowledge and skills to assess teachers	4.52	0.50	High
PCB7	Discuss the assessment results with teachers	4.55	0.49	High
PLP8	Provide facilities and equipment for smooth teaching and learning processes	4.52	0.50	High
PCB9	Improve relationship with outsiders (for instance PTA) to obtain support for the school to realize its vision and mission	4.54	0.49	High
PCB10	Always motivate the teachers in order to perform their job effectively	4.59	0.49	High
PCB11	Having knowledge of their subject matter to be able to identify the knowledge and skills needed by staff	4.57	0.49	High
PCB12	Care for the welfare of teachers	4.44	0.49	High
PCB13	Teaches in a specific duration to be made a role model by the staff	4.43	0.47	High
PCB14	Chair each School Curriculum meeting	4.44	0.47	High
PCB15	Obtain instructional materials for teachers to prepare a lesson plan and lesson notes	4.44	0.49	High
PCB16	Practice the concept of "Leadership Through Examples"	4.48	0.50	High

The Mean score of 3.67 to 5.00 is regarded as the high score; indicating respondents rating between agreeing and strongly agree. The mean score of 2.34 to 3.66 is regarded as the medium score; indicating respondents rating of neutral. The mean score of 1.00 to 2.33 is regarded as a low score; indicating respondents rating between strongly disagree and disagree (Below neutral) (Hodgson & Spours, 2002).

Table 4.5 shows the mean and standard deviations of responses of HODs on the extent of principals' capacity building carried out in Niger state secondary schools. This

implies that Head of Departments in Niger state perceived high school vision and mission provided by the principals (M = 4.48) which are shared with the school community (M = 4.44). They also perceive a high level of sincerity (M=4.46) and create a culture that enhances staff professionalism (M=4.38). They also agree that the Principals Observes their teaching method formally and informally (M = 4.48).

They also agree that principals possess high knowledge and skills to assess their teachers (M = 4.52). They highly agree that the principals discuss assessment results with their teachers (M= 4.55). They highly agree the principals provide facilities and equipment for smooth teaching and learning processes to their schools (M = 4.52). They highly agree that the Principals improve the relationship with outsiders (for instance, PTA) to receive support for the achievement of the schools' vision and mission (M = 4.54). They highly agree that the principals always motivates the teachers in order to perform their job effectively (M = 4.59). They highly agree that the Principals possess high knowledge of their subject matter to be able to identify the knowledge and skills needed by staff (M= 4.57). They agree that the principals highly cares for the welfare of their teachers (M = 4.44). They highly agree that the principals frequently teach in a specific duration to be made a role model by the staff (M = 4.43). They agree that the principals highly chairs each School Curriculum meeting (M = 4.44). They agree the principals highly obtain instructional materials for teachers to prepare a lesson plan and lesson notes (M = 4.44).

They also agree that the principals highly practice the concept of "Leadership through Examples" (M = 4.48). The highest mean was in the item that they agree the Principals always motivates the teachers in order to perform their job effectively (M = 4.59). The range of standard deviation (SD) is 0.47 to 0.50 show that there is not much

difference in the Head of departments' opinion on the extent of principals' capacity building in secondary schools in Niger State.

Table 4.6

*SSEBOs perception on the extent of Principals Capacity Building in Niger state Secondary Schools (n= 22).*

S/N	Principals Capacity Building	Mean	SD	Remark
PCB1	Create clear school vision and mission.	4.36	0.49	High
PCB2	Sharing vision and mission with the school community.	4.32	0.48	High
PCB3	Have a high level of sincerity of duty by showing earnestness to work.	4.36	0.49	High
PCB4	Create a culture that develops staff professionalism.	4.18	0.40	High
PCB5	Observe teachers teaching formally and informally.	4.27	0.46	High
PCB6	Possess the knowledge and skills to assess teachers.	4.36	0.49	High
PCB7	Discuss the assessment results with teachers.	4.36	0.49	High
PCB8	Provide facilities and equipment for smooth teaching and learning processes.	4.41	0.50	High
PCB9	Improve relationships with outsiders (for instance, PTA) to obtain support for the school to realize its vision and mission.	4.41	0.50	High
PCB10	Always motivate the teachers in order to perform their job effectively.	4.45	0.51	High
PCB11	Having knowledge of their subject matter to be able to identify the knowledge and skills needed by staff.	4.36	0.49	High
PCB12	Care for the welfare of teachers.	4.23	0.43	High
PCB13	Teach in a specific duration to be made a role model by the staff.	4.36	0.49	High
PCB14	Chair each School Curriculum meeting.	4.18	0.40	High
PCB15	Obtain instructional materials for teachers to prepare lesson plans and lesson notes.	4.32	0.48	High
PCB16	Practice the concept of "Leadership Through Examples".	4.50	0.51	High

The mean score of 3.67 to 5.00 is regarded as the high score; indicating respondents rating between agreeing and strongly agree. The mean score of 2.34 to 3.66 is regarded as the medium score; indicating respondents rating of neutral. The mean score of 1.00 to 2.33 is regarded as a low score; indicating respondents rating between strongly disagree and disagree (Below neutral) (Hodgson & Spours, 2002).

Table 4.6 shows the mean and standard deviation of responses of SSEBOs on the extent of leadership practices in secondary schools in Niger State. The result indicates that Secondary School Education Board Officials in Niger state aware of the high-level school's vision and mission of the provided by the principals (M = 4.36) which are shared with the school community (M = 4.32). They also perceive a high level of sincerity offered by the Principals (M=4.36) and create a culture that enhances staff professionalism (M=4.18). They also agree that the Principals Observes their teaching method formally and informally (M = 4.27).

They also agree that principals possess high knowledge and skills to assess their teachers (M = 4.36). They highly agree that the principals discuss assessment results with their teachers (M= 4.36). They highly agree the principals provide facilities for smooth teaching and learning to their schools (M = 4.41). They highly agree that the principals improve the relationship with outsiders (for instance, PTA) to obtain support to realize the school's vision and mission (M = 4.41). They highly agree that the principals always motivates the teachers in order to perform their job effectively (M = 4.45).

They highly agree that the principals possess high knowledge of their subject matter to identify the knowledge and skills needed by staff (M= 4.36). They agree that the principals highly cares for the welfare of their teachers (M = 4.23). They highly

agree that the principals frequently teach in a specific duration to be made a role model by the staff (M = 4.36).

They agree that the principals highly chairs each School Curriculum meeting (M = 4.18). They agree the Principals highly obtain instructional materials for teachers to prepare lesson plans and lesson notes (M = 4.36). They also agree that the Principals highly practices the concept of “Leadership through Examples” (M = 4.50). The highest mean was in the item that the principals highly practices the concept of “Leadership through Examples” (M = 4.50). The range of standard deviation (SD) is 0.40 to 0.51 show that there is not much difference in the opinion of Secondary School Education Board Officials in Niger state on the extent of principals' Capacity Building carried out in secondary schools in Niger State.

#### **4.3.2 Level of the effectiveness of secondary school activities in Niger state.**

To answer research question 2, descriptive statistics were used to explain the level of effectiveness of secondary school activities in Niger state among the different levels of leadership (SSPs, SSEBO, and HODs). The present practices of different leaders (SSPs, SSEBO, and HOD) was determined based on the mean values. The practices were categorized as Low (mean value of 1.00 - 2.33), Medium (mean value 2.34 – 3.66), and High (mean value 3.67 – 5.00). The results are presented in Table 4.7.



Table 4.7

*Principals' Responses on Levels of Secondary School Effectiveness Activities in Niger State (n= 154)*

S/N	Levels of Secondary School Effectiveness Activities	Mean	SD	Remark
LSSEA17	Planning and distributing financial resource allocation wisely	4.55	0.50	High
LSSEA18	Managing school resource, such as infrastructural facilities	4.46	0.50	High
LSSEA19	Meetings with parents to discuss students' achievement such as academic and discipline progress	4.54	0.50	High
LSSEA20	Accepting and practicing suggestions from inside the school environment and the community	4.43	0.50	High
LSSEA21	Identifying and promoting the professional development needs of teachers	4.45	0.50	High
LSSEA22	Allocating subjects and classes to teachers based on their qualification and competence	4.42	0.49	High
LSSEA23	Providing good services by the school to the students in order to encourage parents to cooperate with the school	4.58	0.49	High
LSSEA24	A good relationship with the community to gain their support for the school to realise its aim and objectives	4.53	0.50	High
LSSEA25	Creating more avenues to generate additional funding from in and outside the school to improve the school facilities	4.56	0.50	High
LSSEA26	To provide a high level of hygiene within the school environment to ensure conduciveness and comfort of the school community	4.52	0.50	High

The Mean score of 3.67 to 5.00 is regarded as the high score; indicating respondents rating between agreeing and strongly agree. The mean score of 2.34 to 3.66 is regarded as the medium score; indicating respondents rating of neutral. The mean score of 1.00 to 2.33 is regarded as a low score; indicating respondents rating between strongly disagree and disagree (Below neutral) (Hodgson & Spours, 2002).

Table 4.7 indicates that the mean and standard deviations of responses among the principals about the level of secondary school effectiveness activities in Niger

State. There is high planning, distribution of financial resources and wisely allocation of the resource by the principals (M = 4.55). There is a high level of managing school resources such as infrastructural facilities by the principals (M= 4.46). There is a regular meeting between the principals and the parents to discuss students' achievement such as academic and discipline progress (M = 4.54). There is a high level of accepting and practicing suggestions from within the school and the community by the Principals (M = 4.43). There is high activity on the level of identifying and promoting the professional development needs of teachers by the principals (M= 4.45). There is a high level of activity of assigning subjects and classes to teachers base on their qualifications and competence by the principals (M= 4.42). There is a high level of activity of providing good services by the school to the students to encourage parents' cooperation with the school (M = 4.58).

There is a high level of activity in building good relationships with the community to gain their support for fulfilling the aims and objectives of the schools by the principals (M =4.53). There is a high level of activity by the principals in creating more avenues to generate additional funding from internal and external sources to maintain the school's facilities (M=4.56). There is also a high level of activity by the principals in providing a high level of hygiene around the school environment to ensure the conduciveness and comfort of the school community (M = 4.52). The highest mean is in the item emphasised on providing good education by the school to the students to encourage parents-host community and school cooperation (M = 4.58). The standard deviations range from 0.49 and 0.50, indicating that there is not much difference in the principals' opinion on their level of effectiveness of secondary school activities in Niger state.

Table 4.8

HODs perceptions on the Level of *Effectiveness of Secondary School Activities in Niger State (n= 269)*

S/N	Level of Secondary School Effectiveness Activities	Mean	SD	Remark
LSSEA17	Planning and distributing financial resource allocation wisely	4.55	0.50	High
LSSEA18	Managing school resource, such as infrastructural facilities	4.50	0.50	High
LSSEA19	Meetings with parents to discuss students' achievement such as academic and discipline progress	4.61	0.49	High
LSSEA20	Accepting and practicing suggestions from within the school and the community	4.51	0.50	High
LSSEA21	Identifying and promoting the professional development needs of teachers	4.55	0.50	High
LSSEA22	Allocating subjects and classes to teachers based on qualification and competence	4.51	0.48	High
LSSEA23	Providing good services by the school to the students in order to encourage parents to cooperate with the school	4.49	0.50	High
LSSEA24	A good relationship with the community to gain their support for the school to realise its aim and objectives	4.49	0.60	High
LSSEA25	Creating more avenues to generate additional funding from within and outside the school to improve the school facilities	4.54	0.50	High
LSSEA26	To provide a high level of hygiene within the school environment to ensure conduciveness and comfort of the school community	4.52	0.50	High

The mean score of 3.67 to 5.00 is regarded as the high score; indicating respondents rating between agreeing and strongly agree. The mean score of 2.34 to 3.66 is regarded as the medium score; indicating respondents rating of neutral. The mean score of 1.00 to 2.33 is regarded as a low score; indicating respondents rating between strongly disagree and disagree (Below neutral) (Hodgson & Spours, 2002).

Table 4.8 shows the mean and standard deviation of responses of HODs on the level of effectiveness of secondary school activities in Niger State. They highly agree

there is planning, distribution of financial resources and wisely allocation by the principals (M = 4.55). They agree there is a high level of managing school resources such as infrastructural facilities by the principals (M= 4.50). They agree there is a high level of regular meetings between principals and parents to discuss students' academic progress (M = 4.61). They agree there is a high level of accepting and practicing suggestions from within the school and the community by the principals (M = 4.51). They agree there is a high level of activity in identifying and promoting the professional development needs of teachers by the principals (M= 4.55). They agree there is a high level of activity in assigning subjects and classes to teachers based on their qualifications and competence (M= 4.51).

They agree there is a high level of activity in providing good services by the school to the students to encourage parents to cooperate with the school (M = 4.49). They agree there is a high level of activity in promoting good relations with the community to gain their support to realise the aims and objectives set forth by principals (M =4.49). They agree there is a high level of activity by the principals in creating more avenues to generate additional funding from internal and external sources to maintain the school facilities (M=4.54).

They also agree there is a high level of activity by the principals in providing a high level of hygiene in the school environment to ensure conduciveness and a comfortable school environment and by extension, to the comfort of the host community (M = 4.52). The highest mean is for the item regular meetings between the Principals and the Parents to discuss students' achievement such as academic and discipline progress (M = 4.61). The standard deviations range from 0.48 and 0.60, indicating that there is not much difference in the Head of departments' opinion on the level of effectiveness activities in secondary schools in Niger state.

Table 4.9

*SSEBOs perception on the Levels of Secondary School Effectiveness Activities in Niger State (n=22).*

S/N	Level of Secondary School Effectiveness Activities	Mean	SD	Remark
LSSEA17	Planning and distributing financial resource allocation wisely	4.55	0.51	High
LSSEA18	Managing school resource, such as infrastructural facilities	4.32	0.48	High
LSSEA19	Meetings with parents to discuss students' achievement such as academic and discipline progress	4.45	0.51	High
LSSEA20	Accepting and practicing suggestions from inside the school environment and the community	4.36	0.49	High
LSSEA21	Identifying and promoting the professional development needs of teachers	4.23	0.43	High
LSSEA22	Allocating subjects and classes to teachers based on qualification and competence	4.32	0.48	High
LSSEA23	Providing good services by the school to the students in order to encourage parents to cooperate with the school	4.32	0.48	High
LSSEA24	A good relationship with the community to gain their support for the school to realise its aim and objectives	4.50	0.51	High
LSSEA25	Creating more avenues to generate additional funding from within and outside the school to improve the school facilities	4.55	0.51	High
LSSEA26	To provide a high level of hygiene within the school environment to ensure conduciveness and comfort of the school community	4.23	0.43	High

The mean score of 3.67 to 5.00 is regarded as the high score; indicating respondents rating between agreeing and strongly agree. The mean score of 2.34 to 3.66 is regarded as the medium score; indicating respondents rating of neutral while, mean score of 1.00 to 2.33 is regarded as low score; indicating respondents rating between strongly disagree and disagree (Below neutral) (Hodgson & Spours, 2002).

Table 4.9 shows the mean and standard deviations of responses of SSEBOs on the level of effectiveness of secondary school activities in Niger State. The responses emphasised on principals' activities towards promoting the effectiveness of secondary schools in Nigeria. The analysis shows that they highly agree there is a planning, distribution of financial resources and wisely allocation by the principals (M = 4.55). They agree there is a high level of managing school resources such as infrastructural facilities by principals (M= 4.32). They agree there is a high level of regular meetings between principals and parents to discuss students' achievements such as academic and discipline progress (M = 4.45). They agree there is a high level of accepting and practicing suggestions from within the school and the community by the principals (M = 4.36).

They agree principals direct there is a high level of activity in identifying and promoting the professional development needs of teachers (M= 4.23). They agree there is a high level of activity in assigning subjects and classes to teachers based on their qualifications and competence (M= 4.32). They agree there is a high level of activity in providing good services by the school to the students to encourage parents to cooperate with the school (M = 4.32). They agree there is a high level of activity in building good relationships with the host community and to gain their support so that the school can realise its aim and objectives (M =4.50). They agree there is a high level of activity in creating more avenues to generate additional funding from in and outside the school to maintain school facilities (M=4.55).

They also agree there is a high level of activity by the principals in providing a high level of hygiene within the school environment to ensure the conduciveness and comfort of the school community (M = 4.23). The highest mean is for the items planning, distribution of financial resources and effective allocation (M = 4.55) and

principals in creating more avenues to generate additional funding from in and outside the school to improve the school facilities (M=4.55). The standard deviations range from 0.43 and 0.51, indicating that there is not much difference in the Secondary School Education Board Officials' opinion on the level of effectiveness activities in secondary schools in Niger state.

### 4.3.3 Normality Test

The researcher adopted the ANOVA analysis for research question 3 and 4. The analysis began by examining the assumptions of ANOVA to determine whether the normality was violated. Kolmogorov-Smirnov test was employed to determine the normality of SSPs and HODs responses on principals' capacity building in secondary schools in Niger State because the sample size of the two groups is more than 50; SSPs(n=154) and HODs(n=269) respectively. The result is presented in Table 4.10.

Table 4.10

#### *Kolmogorov-Smirnov Test for SSPs and HODs*

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	Df	Sig.
SSPs	.228	154	.055
HODs	.207	269	.052

Notation: SSPs = Secondary School Principals, HODs= Heads of Department.

Table 4. 10, shows the normality result of SSPs and HODs. No violation of normality was found in the SSPs responses  $F(154) = .228, p(0.056) > 0.05$ . The result is further highlighted by a visual output as presented below.

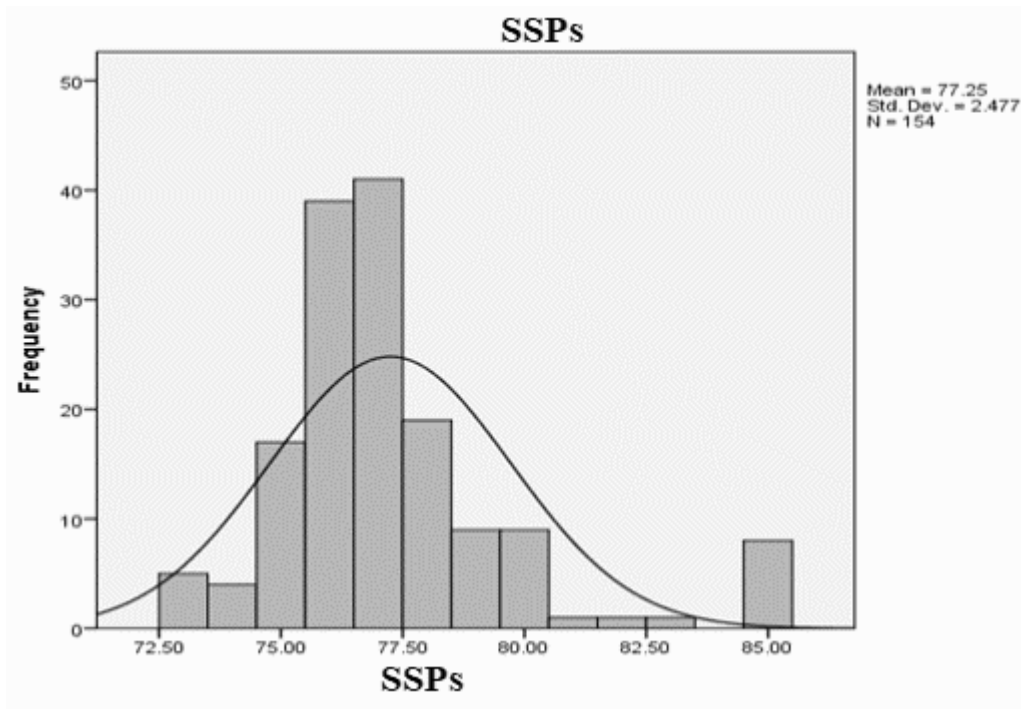


Figure 4.1: Histogram with the normal curve of SSPs Data

The histogram shows that the data was almost normal, therefore the assumption for normality was not violated. Table 4. 10 also displays the normality result of HODs. No violation of normality was found in the HODs responses  $F(269) = .207, p(0.056) > 0.05$ . The result is further highlighted by a visual output as presented below.

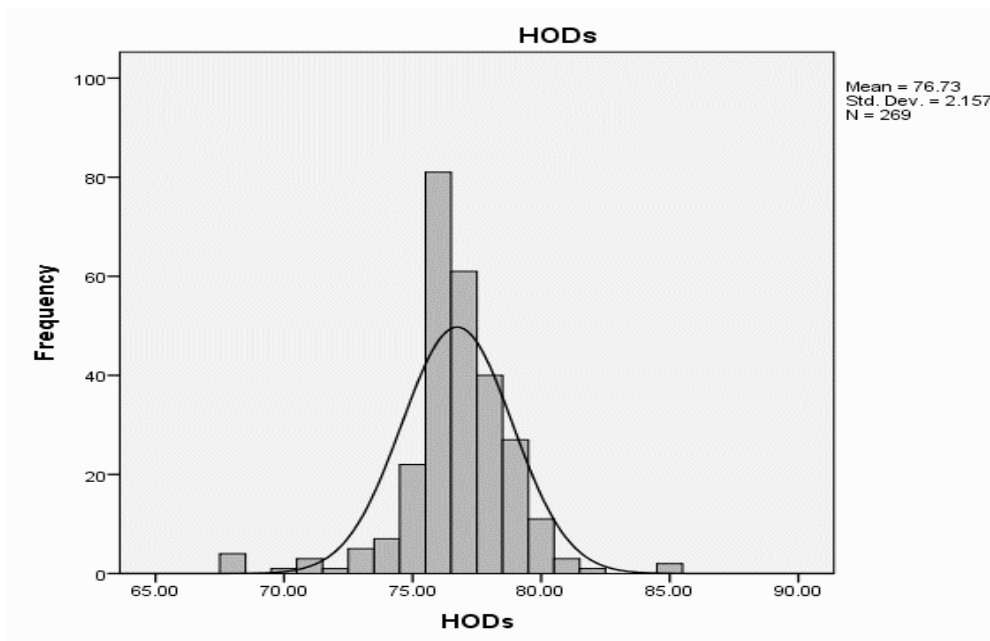


Figure 4.2: Histogram with the normal curve of HODs Data



The normality of SSEBOs responses on secondary school principals' capacity building in Niger State was determined using the Shapiro-Wilk test because the sample size of the group was less than fifty ( $<50$ ); ( $n=22$ ) (Ghasemi & Zahediasl, 2012). The result presented in the following.

Table 4.11

*Shapiro-Wilk Test for SSEBOs*

Group	Shapiro-Wilk		
	Statistic	Df	Sig.
SSEBOs	.954	22	.378

Notation: SSEBOs= Secondary School Education Board Officials.

Table 4. 11 also shows the normality result of SSEBOs. No violation of normality was found in the SSEBOs responses  $F(22) = .954, p(0.378) > 0.05$ . The result is further highlighted by a visual output as presented below

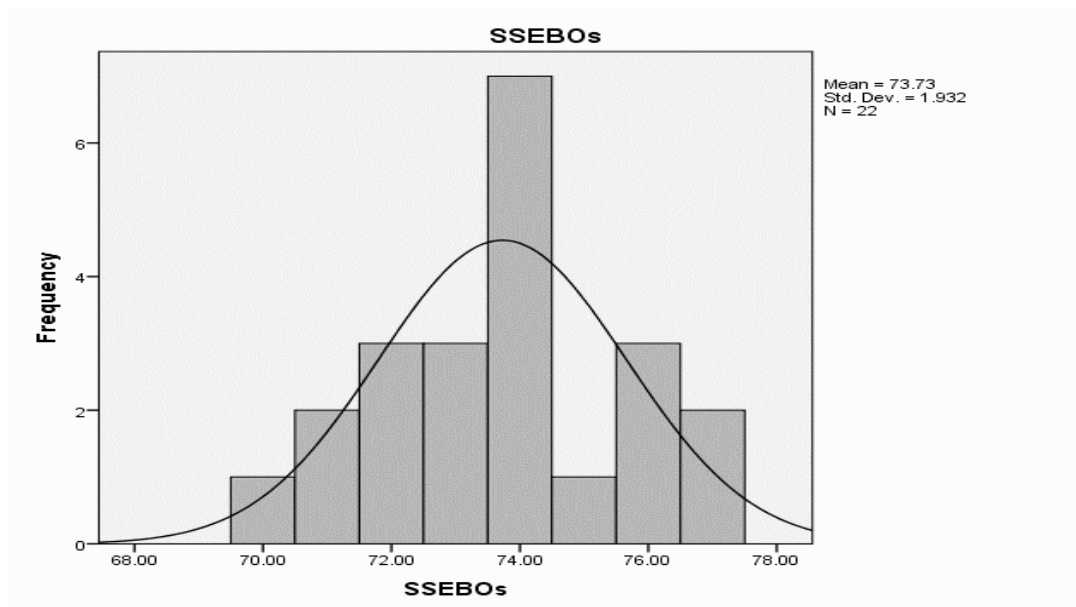


Figure 4.3: Histogram with the normal curve of SSEBOs Data

The histogram shows that the data was approximately normal, therefore the assumption for ANOVA normality was not violated. Therefore, the data will be analysed using ANOVA.

#### 4.3.4 Comparison of Principals Capacity Building between SSPs, HODs, and SSEBOs

Research question three (3) was translated to hypothesis 1 to answer the question.

**H<sub>01</sub>:** There are no significant differences in mean responses of SSPs, HODs, and SSEBOs in their opinions on capacity building for enhancing the effectiveness of secondary schools in Niger State (Research Question 3). To test the formulated hypothesis, ANOVA was employed because of the following reason:

The dependent variable was on an interval or ratio scale. The independent variables have three levels (SSPs, HODs, and SSEBOs) and a nominal scale, the sample size for each group was more than fifteen (15). The data did not violate the assumption of normality as presented earlier. The result is shown in table 4.12

Table 4.12a

*ANOVA result of the Principal Capacity Building between SSPs on School Effectiveness (n=154) HODs (n=269) and SSEBOs (n=22)*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	245.405	2	122.70	15.24	.00
Within Groups	3558.550	442	8.05		
Total	3803.955	444			

Table 4.12a presented ANOVA comparison of mean responses of SSEBOs, SSPs, and HODs on capacity building for enhancing the effectiveness of secondary schools in Niger State. As shown in the table above, there is significant difference in mean responses of SSEBOs, SSPs and HODs in their opinions on capacity building for enhancing effectiveness of secondary schools in Niger State at 0.05 level of significance  $F(2,442) = 15.24, p(.00) < 0.05$ , thus hypothesis one was rejected.

Hence, there is a significant difference in mean responses of SSEBOs, SSPs, and HODs on capacity building for enhancing the effectiveness of secondary schools in Niger State.

ANOVA result show, there is significant difference in mean response of SSEBOs, SSPs and HODs in their opinions on capacity building for enhancing secondary schools effectiveness in Niger State thus, there is need to carry out further analysis to find out where the difference is, hence, the need for the Scheffe Multiple Comparisons analysis to determine the direction of the significant difference. This is used because it is more flexible and it compares all possible and simple pair mean of responses between the groups (Kim, 2014). The post-doc result is presented in the following table.

Table 4.12b

*Scheffe Multiple Comparisons of the Mean Responses of SSEBOs, SSPs, and HODs on the Capacity Building for Enhancing Secondary school's effectiveness in Niger State.*

		Mean Difference		
(I) CEFCTFM	(J) CEFCTFM	(I-J)	Std. Error	Sig.
SSEBOs	SSPs	-3.49351*	.64671	.000
	HODs	-2.74316*	.62919	.000
SSPs	SSEBOs	3.49351*	.64671	.000
	HODs	.75035*	.28672	.033
HODs	SSEBOs	2.74316*	.62919	.000
	SSPs	-.75035*	.28672	.033

Notation: SSEBOs = Secondary School Education Board Officials, SSPs= Secondary School Principals, HODs= Heads of Department.

The Scheffe's Multiple Comparisons shows, there is a significant difference in mean responses of SSEBOs and SSPs in favour of SSPs Similarly, there is a significant difference between mean responses of SSEBOs and HODs in favour HODs. Also,

there is a significant difference in mean responses of SSPs and HODs in favour of SSPs.

#### 4.3.5 Comparison of Principals' Capacity building Matrix between SSPs, HODs, and SSEBOs.

To answer research question 4, this research question was translated to hypothesis 2.

**H<sub>02</sub>:** There are no significant differences in mean responses of SSPs, HODs, and SSEBOs on the principals' capacity building matrix toward enhancing secondary schools' effectiveness in Niger State (Research Question 4). To test the formulated hypothesis, ANOVA was employed, and the result is presented in Table 4.13.

Table 4.13a

*ANOVA Comparison of the Mean Responses of SSEB Officials, Principals, and HODs on principals' capacity building Matrix toward Enhancing Secondary Schools Effectiveness in Niger State.*

	Sum of Square	Df	Mean Square	F	Sig.
Between Group	239.035	2	119.517	23.336	.000
Within Group	2263.716	442	5.122		
Total	2502.751	444			

Table 4.13a showed ANOVA comparison of mean responses of SSEB officials, principals, and HODs on the principals' capacity building matrix towards enhancing secondary schools effectiveness in Niger State, from the table, there are significant differences in the mean responses of SSEBOs, SSPs and HODs on principals' capacity building matrix for enhancing secondary schools effectiveness in Niger State at 0.05 level of significance  $F(2,442) = 23.34, p(.00) < 0.05$ . Therefore, hypothesis two was rejected, hence, there was a significant difference in the mean responses of SSEBOs,

SSPs, and HODs on the principals' capacity building matrix toward enhancing secondary schools' effectiveness in Niger State.

Since the ANOVA result indicated that there are significant differences in the mean response of SSEBOs, SSPs and HODs on the principals' capacity building matrix for enhancing secondary schools effectiveness in Niger State, there is need to carry out further analysis to find out where the difference is, hence, the need for the Scheffe Multiple Comparisons analysis. Table 4.13B shows the Scheffe Multiple Comparison result.

Table 4.13b

*Scheffe Multiple Comparisons of the Mean Responses of SSEBOs, SSPs, and HODs on the principals 'capacity building matrix toward enhancing secondary schools' effectiveness in Niger state.*

(I) LFTLDDL	(J) LFTLDDL	Mean Difference (I-J)	Std. Error	Sig.
SSEBOs LFTLDDL	SSPs LFTLDDL	-3.51948*	.51580	.000
	HODs LFTLDDL	-3.00507*	.50183	.000
SSPs LFTLDDL	SSEBOs LFTLDDL	3.51948*	.51580	.000
	HODs LFTLDDL	.51441	.22868	.081
HODs LFTLDDL	SSEBOs LFTLDDL	3.00507*	.50183	.000
	SSPs LFTLDDL	-.51441	.22868	.081

NOTATION: LFTLDDL: Laissez-faire, Trained leadership, and Distributed Leadership.

The Scheffe Multiple Comparisons indicated there are significant differences between mean responses of SSEBOs and that of the SSPs in favour of that of the SSPs. Similarly, there were significant differences between mean responses of SSEBOs and that of the HODs in favour of that of the HODs. However, there are no significant differences between responses of SSPs and that of the HODs.

#### **4.3.6 Principals' Capacity Building that Determines the Contribution or Effects of Principals' Capacity Building on Secondary School Effectiveness in Niger State.**

To answer research question 5: Do principals' capacity building contribute or determine the effectiveness of secondary schools in Niger state? The corresponding hypothesis is; Principals' capacity building is not a significant predictor for the effectiveness of secondary schools in Niger state.

To determine the contribution and effect of principals' capacity building on school effectiveness, multiple regression was used to test if independent variables (IV) are significantly predicted by the dependent variable (DV) on school effectiveness. Multiple regression was used because there is more than one independent variable and it shows that independent variables were normal. A rule of thumb for the sample size is that regression analysis requires at least 20 cases per independent variable in the analysis and this was satisfied. The assumption of normality was not violated as presented in figure 4.1, 4.2 and 4.3.

Another assumption is to meet the ratio of IV to respondents of 1:10 based on Miller and Kunce (1973) study, the study used a data from the small, medium, and large samples of the rehabilitation program in 1968 to develop the equations using twelve background variables to predict a criterion of clients' salary. The findings of their study showed that the equations developed on samples less than a 10 to 1 ratio fails to generalize while those with more generalize better. As this study consists of 445 respondents and 9 independent variables, this assumption is met.

The assumption of Multicollinearity was not violated (all VIF < 10). The finding is as presented in Table 4.14, 4.15, 4.16 to 4.17

Table 4.14

*Variable Entered*

Model	Variables Entered	Variables Removed	Method
1	DL, LSSEA, TL, FM, FC, LF, PCBP, CT, CE.		. Enter

- a. Dependent Variable: SETOT
- b. All requested variables entered.

Notation: DL= Distributed leadership, LSSEA= Level of secondary school effectiveness activities, TL= Trained Leadership, FM= Financial Management, FC= Flow of communication, LF= Laissez-faire, PCBP= Principals' Capacity Building, CT= Credibility and Trust, CE= Community engagement, SETOT= School Effectiveness Total.

Table 4.14 shows the number of independent variables entered and none of the variables entered was removed. The nine independent variables that were entered are principals' capacity building and principals' capacity building matrix. The dependent variable is school effectiveness. The result of the model summary is presented in Table 4.15

Table 4.15

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.374 <sup>a</sup>	.140	.122	2.273

- a. Predictors: (Constant), DL, LSSEA, TL, FM, FC, LF, PCBP, CT, CE
- b. Dependent Variable: SE.

Table 4.15 shows the coefficient of multiple regression determination for all independent variables (DL, LSSEA, TL, FM, FC, LF, PCBP, CT and CE) together shows .140 of the variance ( $R^2$ ) in school effectiveness. Indicating that about (14.0%) of the variation in school effectiveness was accounted for by principals' capacity

building. The regression equation appears useful for predicting school effectiveness based on SSPs, HODs, and SSEBOs.

Table 4.16

*ANOVA*

Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	364.615	9	40.513	7.843	.000 <sup>b</sup>
	Residual	2246.913	435	5.165		
	Total	2611.528	444			

a. Dependent Variable: School Effectiveness

b. Predictors: (Constant), DL, LSSEA, TL, FM, FC, LF, PCBP, CT, CE.

Table 4.16 displays the F-test or ANOVA results. The findings show that there is a significant amount of variation in school effectiveness between principals and school effectiveness  $F(9,435) = 7.843, p(.00) < .05$ . Indicating that there is one or more of the predictors are or are useful for predicting school effectiveness. To determine which of the independent variables a significant predictor of school effectiveness is, the coefficient result is presented in Table 4.17



Table 4.17

*Coefficient Results*

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VI F
(Constant)	26.286	6.260		4.19	.000		
PCBPTO	.071	.052	.065	1.37	.169	.885	1.130
LSSEATO	.238	.069	.157	3.43	.001	.941	1.063
CETOT	.289	.087	.161	3.33	.001	.853	1.172
FCTOT	.112	.084	.062	1.34	.181	.933	1.072
CTTOT	.077	.090	.041	.86	.389	.858	1.166
FMTOT	.137	.076	.086	1.80	.072	.873	1.146
LFTOT	.094	.085	.052	1.10	.271	.904	1.106
TLTOT	.189	.081	.113	2.33	.020	.849	1.178
DLTOT	.277	.079	.165	3.52	.000	.902	1.109

a. Dependent Variable: SETOT.

Notation: PCBTOT= Principals' capacity building total, LSSEATOT=Level of secondary school effectiveness activities total, CETOT= Community engagement total, FCTOT= Flow of communication total, CTOT= Credibility and Trust total, FMTOT= Financial management total, LFTOT= Laissez-faire total, TLTOT= Trained Leadership total, DLTOT= Distributed Leadership total, SETOT= School Effectiveness total.

Table 4.17 shows that the *t*-value of distributed leadership contribute (16.5%) to school effectiveness (B= 0.165, *t*=3.52, *p* (.00) <.05). The findings indicate that the standardized Beta coefficient for DLTOT is positive and statistically significant. This means DL has the highest impact, (16.5%) on school effectiveness, holding other variables constant. The results also show that the *t*-value for community engagement contribute (16.1%) to school effectiveness (B=0.161, *t*=3.33, *p* (.00) <.05). The

findings indicate that the standardized Beta coefficient for community engagement is positive and statistically significant. This means community engagement has the second-highest impact, (16.1%) on school effectiveness, holding other variables constant.

The results also show the *t*-value for levels of school effectiveness activities contribute (15.7%) to school effectiveness ( $B= 0.157, t=3.43, p (.00) <.05$ ). The findings indicate that the standardized Beta coefficient for LSSEA is positive and statistically significant. This means LSSEA has the third-highest impact, (15.7 %) on school effectiveness, holding other variables constant. The results also show that the *t*-value for trained leadership contribute (11.3%) to school effectiveness ( $B= 0.113, t=2.33, p (.02) <.05$ ). The findings indicate that the standardized Beta coefficient for TLTOT is positive and statistically significant. This means TL has the fourth-highest impact, (11.3 %) on school effectiveness, holding other variables constant.

In view of Table 4.17, the result shows that distributed leadership, community engagement, levels of school effectiveness activities, and trained school leadership, are significant predictors of school effectiveness. Based on the comparison of standardized beta coefficient, distributed leadership has the highest impact, followed by community engagement, levels of school effectiveness activities while trained school leadership has the least impacts.

#### **4.4 Qualitative Data**

##### **4.4.1 Respondents' Demographic (Qualitative data)**

There is a need to briefly mention the participant's profile before the effective presentation, interpretation, and analysis. Thus, the participants' profiles were presented as follows.

Table 4.18

*Profile of the Respondents (n =9)*

Coded Names	Qualification	Years of Teaching Experience	Gender	Age	Location	Zone	Specialisation
SSP1	M.Ed	18	F	41	Urban	Minna	Arts & Soc.
SSP2	B.Ed	19	F	40	Urban	Bida	Science
SSP3	M.Ed	26	M	43	Rural	Suleja	Arts & Soc.
SSEBO1	M.Ed	25	M	46	HQ	Minna	Arts in& Soc.
SSEBO2	M.Ed	21	M	49	HQ	Minna	Science
SSEBO3	M.Ed	25	M	44	HQ	Minna	Arts & Soc.
HOD1	B.Ed	15	M	35	Urban	Bida	Technical Edu.
HOD2	B.Ed	11	M	33	Rural	Suleja	Science
HOD3	B.Ed	17	M	38	Urban	Minna	Arts & Soc.

The above table 4.18 clearly depicted the coded names in which SSP1 is referring to Secondary School Principal1, SSP2 Secondary School Principal 2, and SSP3 stand for Secondary School Principal 3. The next coded name is SSEBO1, which means Secondary School Education Board Official 1, SSEBO2, Secondary School Education Board Official 2, and SSEBO3 stand for Secondary School Education Board Official 3 respectively. The coded name of HOD1 stands for Head of Department 1, HOD2 Head of Department 2, and HOD 3 stands for Head of Department 3 respectively. The total number that participated in the focus group interview is limited to nine (9). Five (5) or (55.56%) of the total participants who participated in the focus group interview has a Master's degree as their educational qualification. While four (4) or (44.44%) of the total participants that participated in the focus group interview have Bachelor's degrees as their educational qualification on respectively. Moreover, four (4) or (44.44%) participants in the study are located in urban area; three (3) or (33.33%) emerged from headquarters these are secondary school education board officials that happened to take part in this particular study; while 2 or( 22.22%) of the total participant is from the rural areas.

Similarly, participants' years of teaching experience is between 11-25 years as depicted by the available demographic data. Out of 9 participants, the data reveals that 7 or (77.78%) of the total participants are male, whereas, 2 participants or (22.22%) of the total participants are female. The demographic data further reveals that participants emerged from three different geopolitical zones situated in Niger State, Nigeria. These three different geopolitical zones include Minna, Bida, and Suleja all located in Niger State, Nigeria. Lastly, the result that emerged from participants' demographic data reveals that the majority of those who participated in the qualitative study are from art and social science with 5 participants or (55.56%) of the total participants. This is followed by sciences with 3 participants or (33.33%) of the total participants. The last one specialised on technical and vocational education with only 1 participant or (11.11%) of the total participants of the qualitative study.

#### **4.4.2 Data Analysis (Qualitative)**

The research question 6 was explored in a qualitative way thereby interviewing participants, with a view to obtaining in-depth information about capacity building, such as Community Engagement, Flow of Communication, Credibility, and Trust, and Financial Management's impact on the effectiveness of secondary schools in Niger State. Therefore, qualitative data were collected through a semi-structured interview, which was transcribed, coded, organised, presented and analysed. The data of nine (9) participants that include three (3) principals, three (3) Heads of Department from secondary schools and three (3) Officials of Secondary School Education Board participated in the interview.

Initially, the researcher developed a semi-structured interview protocol (see: Appendix C) which was validated by three lecturers from the Faculty of Education, University of Malaya, Kuala Lumpur Malaysia. Two lecturers from Faculty of

Education, (Test and Measurement Department) Ibrahim Babangida Badamasi University Lapai Niger State, Nigeria. These validated interview protocol served as a guide during the conduct of the interview. The responses that are generated from participants were fully transcribed, coded, presented, and analysed. The analysis was carried out base on themes and sub-themes as they emerged from responses of participants as follows:

#### **4.5 Principals' Capacity Building for Effective Secondary School Education System**

The analysis and interpretation are to determine the impact of principals' capacity building for effective secondary school education system from the responses of participants. The responses gathered from research question 6 mainly focus on the aspects of the capacity-building as noted by the responses of participants. These responses indicated that community engagement, the flow of communication, credibility, and trust, and financial management have an impact on the effectiveness of the secondary school education system in Niger State.

Thus, the attempt to realise the impact of capacity building for effective secondary school education system in Niger state, Nigeria, the analysis used themes and sub-themes that are stately essential for the study that emerged from the discourses with participants. The analysis under this research question focus on the community engagement, flow of communication, credibility, and trust, and financial management have an impact on school effectiveness in secondary schools education system in Nigeria. The following are some of the results that emerged from the responses of participants on capacity building for effective secondary schools education system:

#### 4.5.1 Community Engagement for Effective Secondary Schools Education System

The responses of participants reveal that community engagement is necessary and important to have an effective secondary school education. The data reveals that there are a series of community engagement that involves Parent Teacher Association (PTA), host community, development agencies/partners, Community Based Organization (CBO), and Philanthropist.

Concerning the PTA, one of the participants noted that:

*“Nowadays secondary schools depend on PTA in the face of no more school fees, schools depend on the PTA because; parents are asked to pay a certain amount of money per term for each child. In some activities like the speech and prize-giving day, parents donate prizes for the best students in some subjects like mathematics, English and so on. Actually, without the PTA many schools would have crumbled (SSEBO1)”.*

The above response from participants shows that secondary schools in Niger state receive less or no grants from responsible government agencies to enable school managers to run the activities of the schools effectively. Thus, this is likely the reason why that the schools nowadays hang on PTA for some financial support through the fees paid by parents per term. Besides that, the data further shows that school management has to seek assistance from PTA through in the event of some emerging activities like the speech and prize-giving day. This assistance received from parents is very important in running the school activities. In fact, without the donation from parents for prizes, and other important support many schools would have crushed. Thus, from the above response of the participant, PTA is crucial for the effective development of the school system.

However, it needs to note that, PTA in rural areas is stricter than in urban communities. This is because; in the rural areas, if they contribute their money, they have to see what the money they have contributed is used for or else they begin to ask

questions and if they are not satisfied with the answers they get, they might not contribute again.

On the issue, the roles played by host communities towards the effective development of secondary school education in Niger state.

One participant opines:

*“Ahhh! Some of the host communities especially in the rural areas usually acquire a large land and for farming and planting crops. The community used to check-out the land agriculturally during the rainy season, at the end of the rainy season, they sell the harvested product and the money realized from such agricultural activities and transactions are kept in the school purse for running the school. This may likely differ from community to community or place to place, because; this is possibly different in the urban areas (SSEBO2)”*.

The above response clearly shows that the host communities are playing a crucial role in ensuring the effectiveness of secondary schools. The data from the above response shows that host communities situated in rural dwellings resort to using lands for farming to support the schools from their production outcome. This might not be unconnected with the farming orientation of the people in the state, especially in rural areas. Thus, host communities that are agriculturally wise support the school activities through their harvest for running the school.

Another important way of community engagement for the effectiveness of the secondary schools is the School-Based Management Committee (SBMC), which is more powerful than the PTA.

In this regard, one of the participants offers:

*“This committee is playing a pivotal role in various ways, such as academics, financing, and supervision (they can go to the classes to check whether lessons are going on or not). In boarding schools, they go to the dining hall to check the kind of food the students are being served, they check materials being supplied to the school. They have the power to disqualify an agent that supplies food or other items to the school (SSEBO3)”*.

The above response from the participant shows that there an initiative of the School-Based Management Committee (SBMC) in secondary schools in Niger state. Data shows that the committee has the power to oversee academic activities, ensure the quality of facilities being supplied by the contractors, ensures the quality and welfare of students (in terms of food, water, and electricity). The idea of SBMC is not limited to rural schools. The schools established in rural areas are the only link the community has with the government. There are no hospitals or clinics. The school is all they know from the government and this makes the rural dwellers see the school differently from how the urban settlers see the school. The school compound becomes an avenue for meetings, ceremonies and community gathering for the rural dwellers.

Therefore, the above responses that emerged from participants' shows that, there exist certain engagements by parents, host community, and SBMC towards effective secondary school system. These community engagement activities towards the school effectiveness system cover teaching and learning situations, welfare, supervision, and control of secondary schools.

#### **4.5.2 The necessity for Community Engagement**

The responses from participants reveal that it is necessary and important to have community engagement for the effective secondary education system in Niger state, Nigeria. Results from participants show that traditional mayors, chiefs, and ward heads are committed to providing security for the schools. This shows the extent of security commitment by these traditional institutions is relatively high. In this regard, one of the participants noted that:

*“There was an incident of hooligans coming to a certain school to harass the students; the case was reported by the school to the “Mai Anguwa” otherwise known as “ward head”. The chief assured the school community that he will put a stop to the case; he then provided and assigned some security members of the vigilante group to guard the boundaries between*



*the school and the community to curb the existing menace of these thugs coming to disturb the school (HOD3)”*.

On the other hand, the responses from participants further indicated that the Old Boys Association and Old Girls Association are other important aspects of community engagement for the effectiveness of secondary schools.

Participants responded:

*“The Old Boys or Old girls’ associations have a great impact on secondary schools in Niger State. We have influential people who are members of these associations and they make a prominent contribution, on the other hand, some of these influential men living around schools specialize in taking away “school ground” (plots of land for the school) for their personal use and it is worrisome (HOD2)”*.

Diversely, another participant focuses his attention on the assistance that usually comes from the financial institutions that are situated within or near the school environment. These financial institutions are mainly banks that provide infrastructures such as building classrooms, libraries, and laboratories. In this respect, one of the participants mentioned the banks’ commitment to schools as community engagement and testified that:

*“A bank erected and furnished a library in my school environment. If more of these companies can continue to assist, it will go a long way because; the issue of development agencies coming to assist the government is nothing to write about. They can assist by giving out materials, providing facilities that are lacking in schools instead of giving money. However, on many occasions, these financial institutions and other agencies prefer to give cash. This sometimes makes it difficult for the principal to give an account of how the cash was used (HOD1)”*.

Similarly, some of the participants argued that it is the responsibility of school management to ensure the maintenance of structures, facilities and all other materials provided by external donors or non-governmental organizations. In view of that, these participants noted that:

*“When these development agencies build structures like a library, classrooms, or laboratories and it is not effectively utilized, these agencies or companies may end up being discouraged and disengage*

*themselves from assisting the schools. The school head must, therefore, made to understand that, the responsibility to maintain the school facilities must be borne by them. As teachers and principals, we have to shoulder the responsibility to utilize the donations that we got from groups/agencies (SSP2, HOD1, and SSP3) ”.*

From the above results that emerged from the responses of the respondents, the outcome shows that it is necessary and important to have community engagement for the effective secondary school system in the state. Participants pointed out that, the involvement of traditional mayors, chiefs and ward heads is very important and necessary especially in providing security and financial support for schools. Data from the responses of participants further designate that Old Boys Association and Old Girls Association have an impact on community engagement for the effective secondary school system. The data reveals that influential people among the members of these associations were known for their remarkable contribution to the effective development of a school system in the state. However, the data further informed that some of the influential men living around the school community usually usurp the “school ground” (plots of land for the school) into their personal possession, which is very worrisome.

In addition to that, data from responses of participants reveals that financial institutions e.g. banks and other private companies around the school community uses financial and infrastructural development such as cash, building classrooms, libraries, and laboratories to support the school's overall growth and development. This shows that the banks’ are also committed to school engagement efforts.

In the same way, the result from responses of participants charges school management and staff alike to shoulder responsibility of school maintenance such as maintenance of structures, facilities, and several others infrastructure, including those

received from internal and external donors (non-governmental organizations', private companies, politicians, and old boys/girls associations.

#### **4.5.3 Building Rapport between Schools and Host Community**

One of the most important tools for achieving community engagement for effective secondary schools in Niger state communities is building rapport between schools and the host community. This relationship should involve traditional institutions, parents, politicians, organisations, sister institutions, old boys and girls associations, and individuals in society. Thus, the school management is required to intensify effort thereby establishing rapport with every sector in the community for effective school development. This relationship creates a bond between the school management, staff and members of the host community.

One of the participants noted that:

*“For one to have an effective school, where you have effective teaching and learning, there should be a very good relationship between the school management, staff, and the community. Whenever there is a ceremony like speech and a prize-giving a day or during important events in the school, the school usually extends invitation letters to the host community. The community leader is invited, important personalities within the community are invited and parents are also invited to come and see what is happening in the school. These are some of the ways the school strengthens the relationship with the host community. This goes a long way to bring effective teaching because the students will realize that there is a relationship between their parents and the school (SSEBO2)”.*

Similarly, one of the participants pronounces that:

*“There are times when issues arise between the communities and the school, it may not necessarily be the principal that will handle it, he might designate the vice-principal, senior master, or set a committee to handle the matter. These are ways of enhancing the relationship between the school and the host community. The staff and school management also need to improve their relationship with members of the host community through visiting the sick especially icons, paying condolence visit, and responding to console with members of the community, organisations, and companies in the event of disasters, lost, etc. (SSEBO3)”.*

Another participant opines that:

*“In areas where some boarding schools have a scarcity of water, the majority of students run to the community to fetch water from the wells, boreholes, and personal water tanks that belong to the community members. This is possible due to the existing cordial relationship between the school and the host community (SSEBO2)”.*

The above expression shows that there is an existing rapport between the host community and secondary schools in Niger state. The data reveal that the rapport between schools and the host community encompasses traditional institutions, parents, politicians, organisations, sister institutions, old boys and girls associations, and individual members of the society. Results from responses of participant's further advice the school management should intensify additional effort with the host community for effective school development. To enhance this relationship, data was explored to identify some ways staff and school management can improve their relationship with members of the host community. Some of the ways identified include organising a community engagement program such as charity works through visiting the sick, paying condolence visit to accident victims and responding to console with members of the community over unfavourable incidence or celebrate with them when there is a breakthrough or occurrence of positive events, organizations', and companies in the event of disasters, loss of life, accidents, etc.

Data from responses of participants' further shows that community members are committed to assisting students with water in the event of scarcity of water from the wells, boreholes, and personal water tanks in the residence or open space of the community members. This shows there is a high level of relationship between the school and the host community.

#### 4.5.4 Impact of Community Engagement Activities on Effectiveness of Secondary Schools

The data that emerged from the participants reveals that community engagement activities have an impact on curbing truancy among students, supporting school security, addressing population explosion and other challenges for the effectiveness of the school system. In this esteem, one of the participants concentrates his attention on the impact of community engagement in supporting the preventing truancy among students. The participant noted that:

*“The host community plays a crucial role in terms of curbing student attitudes of truancy. There are several cases of students reported in schools, these students left home, but they are neither in school nor at home, are such cases usually reported to schools by host communities exposing the hiding place of students to either principal or any member of the staff. This helps a lot in curbing the situation. (SSEBO2)”*.

Similarly, one of the participants explained that:

*“It is not a problem of fencing because the students leave home without coming to school; instead, they hang around with their peers. Some schools actually do not have fences and have many outlets; thugs can come and enter the school to intimidate the school students (SSEBO3)”*.

Likewise, another participant complained about the absence of fencing in many schools around the state with students’ overpopulation. In his view, the participant noted that:

*“Schools in Niger state have large plots of lands; these plots are meant for building more classrooms as the population of students increases. For this reason, some schools are not fenced, but there are no buildings. The case of population explosion makes it difficult to control the students. There are approximately 130-170 students per class, and a teacher is expected to manage this number of students. For students to remain in their classes they need to be comfortable. Some students sit on stones instead of desks and chairs, due to lack of furniture. They can only sit on stones for just thirty to forty minutes after that, they roam about the school premises or leave the school completely. Another issue is that the teachers rarely attend their lessons, so it makes the students idle, and they sometimes leave the school premises. In this case, the host community needs to engage these challenges by assisting with more additional classes, furniture, and more others (SSP1, and SSEBO3)”*.

One of the participants believes that community members are not mainly playing a problem-solving position, there is a need to invite them to partake in some school entertainment, sports competitions, quiz, speech and prize giving days and assigned a role for them to feel part in the school activities.

In this regard, the participant offers:

*“Sometimes we have a habit to pretend that the role of the community members is helping to solve difficulties. However, in my own opinion, it is not supposed to be so. We can offer to call them for entertainment like an inter-house sports competition or any other competition, speech, and prize-giving day, and so on. Some houses or teams could be named after prominent people in the community (SSEBO1)”*.

#### **4.5.5 The flow of Communication for Effective Secondary School Education System**

Concerning the flow of communication, the participants expose various ways in which they do communicate in school academics planning towards achieving school effectiveness and community goals. In this respect, one of the participants among the principals noted that:

*“There is actually the flow of communication; we do hold meetings with the staff especially after resuming from holidays, before the end of term examinations, and likely urgent issues. However, sometimes we do meet with the staff when there is an important message from the state ministry of education that requires immediate attention. These series of meetings helps in the easy flow of communication, and prepare a good background for the academic excellence of the term. We give free hand to head of departments of the school to conduct regular meetings and report their resolutions to the school management for further actions where possible and necessary (SSP2)”*.

Another participant responded that:

*“As the HOD Art and social science education, in my school, we hold meetings regularly especially at the beginning of the term, I hold meetings with members of staff in my department. Thus, departments are given free hands to hold meetings with their members of staff to plan the academic activities more especially at the beginning of the term. We do give suggestions, recommendations, requests, and resolutions of the minutes of meetings to the school authority for further action (HOD2)”*.

However, one of the participants lamented that:

*“Sometimes, some number of heads tend to abuse office by allocating classes to teachers anyhow without due consideration to professionalism, experience, and expertise, this is either because of the personal relationship or inclination they have with those teachers. Everything has been politicized, in some cases, some staff is not willing to receive directives from their heads due to lack of order of seniority in the appointment in some schools. Similarly, some HODs are usually denied the freedom to run his or her department due to personal reasons likely from the top management positions. These problems, I say it from the experience as a principal, if we need to achieve the effective flow of communication for the effectiveness of school academic programs, we must avoid politics and personal whims (SSP1)”.*

Another participant pronounces that:

*“Initially, the schools take part in academic planning, such as academic calendars, every school sends its plan through their principals. After due scrutiny by the ministry, we do take a sample of some schools making considerations of national holidays, and come-up with propose academic calendar for schools, which is likely to be adjusted. This is also what the former state commissioner for education allowed every school to do, they should state their calendar, stating the mission, goals, and objectives they want to achieve. This is what made the schools feel being carried along in academic planning and communication. It is very unfortunate that it is a minus now because; it is no longer happening (SSEBO3)”.*

In another response, one participant stressed that:

*“The state’s ministry of education determines and dictates the academic calendar, when exams should begin, and weeks of lessons. The issues of who teaches “what” is determined by the administration and not the school calendar. Principals should give their staff the freedom to exercise their duties effectively. The reality is that appointments are given to people who do not worth it, I am sorry to say that, considerations to merit on the basis of the appointment are now limited, and many vice-principals are put there by their godfathers. Possibly, that is the reason for the certain changes in school academic excellence (SSEBO1, and SSEBO3)”.*

From the above responses of the participants, the evidence of the data shows that the flow of communication in schools depends on general school meetings, departmental staff meetings after recommencing new term, before examinations period, and likely urgent issues with a view to achieving academic excellence.

Participants stressed that the process of appointing heads of school is systematically flawed considering the politicisation of the process whereby appointments are based on nepotism rather than qualification, level of experience and expertise. The researcher observed that this is one of the major challenges hindering progress and improvement of the education system in the state. Data further reveals that currently, schools are no longer part of the academic planning and designing of academic calendars, etc. these responsibilities have been assigned to the discretion of the ministry of education. Empirical evidence observed by the researcher suggests that this may have attributed to poor communication between school heads and the government in terms of academic management efficiency and planning.

Furthermore, the study observed that the state ministry of education determines and dictates the job functions of the principals. The data shows that the principal receives directives from the ministry to resume or vacate their position in the school. The data further explains that there is no due process and considerations in the appointments of school ranks by the school management and ministry of education.

According to the participants, the presence of such political interferences in running the affairs of the education system in the state is likely to have adverse effects in the effort to develop the education system.

#### **4.5.6 Credibility and Trust for the Effective Secondary School Education System**

Regarding, credibility and trust, responses of the participants indicate that credibility and trust have helped school effectiveness, leadership styles, an increase in an administrator-staff relationship for school effectiveness. In this regard, one of the participants reveals that:

*“Credibility and trust are some of the best sources that could help school effectiveness. Leaders need to be credible in terms of being trustworthy*



*personality, bold in executing the affairs of schools, honesty, transparent, and be accommodating to staff, students, visitors, and supervisors (SSP1)”.*

Similarly, one of the participants explains that:

*“Credibility and trust are some of the factors that assist your leadership style and school effectiveness. It brings cooperation and respect between the leader and the whole school. A principal needs to be charismatic, and should leave a legacy for those who are coming behind (SSEBO2)”.*

In addition to that, one of the participants believes that:

*“Credibility and trust improve the administrator-staff relationship and school effectiveness. This is because; once a leader is credible, anything he wants his subordinate to do, due to respect it will be done well. When a school is run without problem or hitches that means the school leader is trustworthy and credible (SSEBO3)”.*

#### **4.5.7 Financial Management for School Effectiveness System**

With reference to financial management, responses that emerged from the participants show that school management sometimes receives financial aids or grants offered from the government, private agencies, PTA levies, and support from old boys/girls associations for school effectiveness and leadership capacity building. In this respect, the sources of financial aid and support usually received by the school administration include aids from old boys’ association, State Ministry of Education, PTA levies, and some occasional donations from the private companies/agencies. One of the participants highlights that:

*“We usually received financial support from the old boys’ association. We also received imprest from the State Ministry of Education, however, the amount is very meagre. The PTA levies are also there; we do generate and depend on these PTA to run the activities of the school. Sometimes, we do receive certain financial aids from the agencies or politicians to solve the problems on the ground (SSP1)”.*

Similarly, some of the participants argued that there is no motivation in terms of financial aids and supports from the government for school effectiveness. In this respect, one of the participants expresses that:

*“Actually, if we look at the situation at hand in schools, I can categorically say that there is no motivation at hand. In fact, motivation does not exist, but I have to acknowledge that, P.T.A plays a pivotal role in solving the pressing issues; it actually helps to fund the school system, but not everything (SSP2)”.*

However, one of the participants acknowledged that they do receive some stipend from the government annually. The participant reports that:

*“The imp rest comes once or twice in a year and the amount is just ten thousand Naira, ₦10.000 (approximately 28 dollars); such financial aids or grants offered by the government for schools are very minimal, it does not come as frequent as it should. The money is not enough to even buy chalk let alone solve other problems. You have to also account for any money given to you as the leader, the auditors are coming for audits (SSP3)”.*

The result from the above responses of the participants reveals that the sources of financial aids or grants are from the government, private agencies, PTA levies, and support from old boys/girls associations for school effectiveness. The outcome further indicates that there is no motivation in terms of finance from the government coffers for school effectiveness. Although schools do receive some meagre amount of money from the government annually, the money is not enough to even buy chalk let alone solve other problems. This means that the state government is doing less to support the effective running of schools in Niger state.

#### **4.6 Leadership Capacity Matrix (Principals’ Capacity Building Matrix)**

The result presented the leadership Capacity matrix ( Principals’ Capacity Building Matrix) that include Laissez-faire, trained leadership, and distributed leadership styles that could enhance the effectiveness of secondary schools in Niger state according to the responses of the participants.

#### 4.6.1 Laissez-faire Leadership Style

In reference to the leadership style for school effectiveness and building leadership capacity, some of the participants noted that:

*“If as a leader in school your policy is laissez-faire, it means you cannot be an effective personality. The laissez-faire style of leadership does not work here in Niger State. The issue is that even the members of staff know who is in charge, and they dance the tune according to his own style of leadership. In addition to that, no-nonsense leaders in schools know how to motivate his/her teachers (SSEBO2, SSEBO3, and SSP2)”.*

Another participant noted that:

*“Effective leadership in schools involves staff being part of decision-making in school activities when a leader carries everybody along regardless of sentiments, he/she will get a good response from the staff (SSP1)”.*

In addition to that, another participant pointed out that:

*“Actually, the involvement of staff in decision-making affects school effectiveness and leadership capacity building. This is because; between the Principal and students there is a gap, so, whatever the leader wants to achieve in his/her school has to be through the teachers, because teachers relate more with the students than the administrators (SSP3)”.*

Furthermore, another participant believes that the involvement of teachers helps in bridging the gap between school management and students. In the words of the participant, he pronounces that:

*“Once teachers are involved in the school decision-making, it is very easy to bridge the existing gap of communication between the principal and students. Teachers are closer to students than the administrative office. Besides that, it helps in promoting unity between the teachers and school authority. Thus, the involvement of teachers is very vital to the development of school effectiveness and building leadership capacity (HOD1)”.*

However, one of the participants focuses on the challenges or disadvantages that are associated with Laissez-faire as a leadership style. In this regard, one of the participants mentioned that:

*“With Laissez-faire leadership, many things will creep in, some indiscipline and rampant are likely to increase among students within the school environment. Teachers too will possibly become naughtiness and might start dating female students (SSP1)”.*

Another participant throws light on the challenges or disadvantages that are likely to happen when schools resort to the Laissez-faire style of leadership. The wording goes thus:

*“Effectiveness, lowest productivity among students, self-guiding in students with adolescents will lead to a feeling of self-identity and confusion, and ruin of a future educational career. Lack of interference in students’ activities could not help learning and teaching situations in schools. It might also lead to parents’ withdrawal of their children from the school. There are also fraudulent practices by teachers to emerge or increase”.*

From the above responses of the participants, the data reveals that the laissez-faire leadership style has no effect on the school's effectiveness and building leadership capacity. In fact, the laissez-faire policy of leadership did not suit the Niger state environment. This is likely due to their strict adherence to culture, religion, and respects for the existing norms and values. The results that emerge from the responses of the participants further disclose that involve staff in school decision-making has positive benefits for school effectiveness. This is because; involvement of staff in decision-making bridges the gap between the Principal or school management and students. It is also a renowned fact that teachers share more with the students than the school managers do.

Likewise, the data that emerged from the responses of the participants further identifies the challenges and disadvantages that are likely to explode in Niger state schools with the use of Laissez-faire as a leadership style. The detriments that could emerge include indiscipline and rampant among students, poor productivity of students, sexual harassment, dating female students among male students, self-guiding in students with adolescents will lead to confusion and ruin their future educational career. The data further stresses that lack of guidance and control of students’

accomplishments could not yield a better result in their academic endeavours, and fraudulent practices by teachers might likely emerge.

#### **4.6.2 Trained Leadership**

On the trained leadership for the school effectiveness and building capacity on leadership, some of the participants reveal their experiences on the type of training they received before their appointment as school administrators.

In this esteem, one of the participants explicates that:

*“Actually, I haven’t received any training prior to my appointment as a principal specifically for school administration, but, I am a trained educationist. So what I try to do is what I know is right based on my experiences. I was a classroom teacher; I then raised to become the school senior mistress, and eventually appointed as a Principal. So working experience is what trained me as an educational leader... (Laughter) (SSP1).”*

Similarly, another participant responded:

*“You see, any school leader must raise from one level to another, one must be able to go from one level to another. For example; from the class teacher, class master, or any other thing to master such as discipline, health, or kitchen master, then to the senior master/mistress; to Vice Principal and then Principal. That is the protocol before you lead a school, so experience matters and experience is an effective tool in running a school. The government does not train people in that capacity, but I have to acknowledge that, sometimes we do participate in workshop or seminars along with some number of teachers not necessarily for leadership training, but for different aspects that relate to schools such as curriculum and so on (SSP3).”*

However, one of the participants claimed to have received much training before, during, and even after his appointment as a school principal. The participant states that:

*“During the previous administration, we sometimes got an invitation to partake in some training in school management; I had a similar experience even before my position as a principal. The immediate past governor has the zeal to train the staff not only in the ministry of education but also in many other sectors. We were able to participate and see the concept of leadership and how we can achieve our goals of leadership using human and material resources. We also share the experience with the colleagues after a return. It is very interesting, and prepares us to face the practical situation for the effectiveness of schools (SSP2)”.*

In addition to that, some responses from the participants describe the impact of professional development training on the school effectiveness and leadership capacity building.

In this respect, one of the participants noted that:

*“The calibre of instructors are being received from educationist, we tap from their wealth of education and experiences. In addition, the trainees are responding positively and yielding positive results after the workshop training. The training is usually intended for teachers and not specifically principals. Although on some occasions, the principals do participate but have no separate ones. The state government has not made any provision for the separate training of principals. Whatever is given to the teachers in terms of training should be given to the principals, so that they can monitor the teachers in school effectively (SSP3).”*

Another participant lamented the inability of the present administration to focus on capacity building or leadership training in the following words:

*“To be frank with you, in recent times, I did not participate in any training, or workshop for capacity building. I have not even heard of any such a workshop ever takes place. I think the present administration in the state is yet to show an emphasis on the matter of capacity building or leadership training. Attending capacity building training are very important in refreshing the thought of both teachers and principals for the effectiveness of schools. Nevertheless, it is unfortunate that it has been a long-time teacher did not experience such kind of training (SSP1)”*.

Similarly, another participant explained the impact of capacity building and leadership training on school effectiveness as follows:

*“Workshops and seminars on capacity building and leadership training are very vital components of a better leadership approach in the school environment. It has the potential to improve one’s style of leadership thereby adopting a new style that suits his/her school environment after receiving the training. It can also help in improving the educational administrative style in Niger State secondary schools. This is also good in shaping the mind-set of children to learn and become effective in leadership training such as monitors or prefects. This is because; training a child is not restricted to formal education alone, the character and morals of the child should be a frame with good models (SSEBO1, &SSP3)”*.

From the above responses of the participants, the outcome of the study reveals that trained leadership for the school effectiveness and building capacity for school

leadership is very weak in Niger state. The results show that some principals and teachers have not received any training prior to their appointment as principals. Most of them have only school experience from the classroom teacher, senior master /mistress, and then to Principal. Therefore, working experience is the yardstick for the appointment of educational leaders in schools.

Although some of the participants claimed to have attended certain training before, during, and even after their appointment as a school principal. However, the results from the responses of the participants show that the present administration is yet to organise any training in school management for principals and teachers. However, some responses of the participants reveal the effort of the immediate past administration for its zeal for training and development of staff for the effectiveness of schools. In addition to that, the data that emerged from the responses of the participants designate that, professional development training has an influence on the school effectiveness and leadership capacity building. Lastly, the results show that capacity building and leadership training through workshops and seminars has an impact on school effectiveness.

#### **4.6.3 Distributed Leadership**

Concerning the distributed leadership, almost all the participants agreed to the effect that, distributed leadership is a better option for the effectiveness of schools in Niger State, Nigeria. The evidence of the responses from the participants indicates that distributed leadership has significant impression and benefits on the school effectiveness in the following words:

*“It will enhance the smooth running of the school. A distributed leader is one who is honest, trustworthy, knowledgeable and dedicated; these virtues will also be seen in staff working under him/her if he/she uses the distributed leadership approach (SSEBO2).”*

On the benefits of distributed leadership towards school effectiveness and leadership capacity building, one of the participants related that:

*“You see, school running is not a responsibility of a single individual; one must, therefore, be assigned the roles and portfolios to various staff for the effective running of the school. As a principal, when I give responsibility to staff, I do that on the merit of potential, ability, and experience I foresee in them. Several times, I do a silent consultation about him/her before the appointment in addition to the advice received from my subordinates. After the appointment, we do allow them to act based on their understanding of responsibility assigned to them without restrictions. This makes them do the right thing at the right time (SSP2)”.*

However, one of the participants narrated some reasons that discourage the staff from taking part in distributed leadership in the following words:

*“A staff should be given the freedom to act based on the responsibility assigned to him/her, for instance there are some schools that before anything is done the principal must be present because he/she has not given his/her staff the freedom or power to make decisions concerning their respective offices in his/her absence. This could not augur well for the effectiveness of the school and staff alike especially in the case of emergency issues, academic excellence, and several others (SSEBO2)”.*

Another participant retorted that:

*“In my own opinion, sole leadership is one of the major reasons that produces a lack of effectiveness in schools. This is likely the cause for the staff to decline certain responsibilities offered to them because; these sole school administrators centralized everything as personal to themselves, which makes the decisions of the staff difficult, even if they do; the principal is in the offing to render it useless. That is what discourages the staff from taking part in sole leadership posts. Sometimes, it usually leads to feuds either between a principal and his assistants or between principal and staff of the school (SSP2)”.*

However, one of the participants offers some ways through which staff can develop an interest in distributed leadership for school effectiveness and leadership capacity building in the following words:

*“Naturally, every man needs rewards and motivation in his/her good efforts and actions. As leaders, we already have experience with the difficulty of running schools. Therefore, we need to have good manners of approach and appreciate the efforts of other people. We also need to be wise enough in correcting mistakes and errors. Thus, the reward should be awarded to teachers for their exceptional performance whenever the need arises (HOD1).”*



Another participant noted that:

*“A leader should be sympathetic to his/her staff with regard to their health, misfortune, and generous. Whenever they fall sick or are bereaved he/she should pay them a visit to express his/her concern about it. This will earn him/her more respect and honour among the staff, to the extent that if he/she got a transfer from the school to another, they will crave for his/her return (SSEBO2).”*

In another response, one of the participants further reiterates that:

*“A leader should be principle rather than lose because; people tend to take advantage of leaders that show too much empathy. Sometimes people refuse to obey a simple instruction or comply with the management directives for the effectiveness of school due to the weak nature of the leader. But, this does not mean that a leader should be harsh, coercive, or forceful in nature. However, he/she should be standard in the control of school situations (SSPI).”*

The above data that appeared from the responses of the participants indicates that distributed leadership in schools is very vital in promoting school effectiveness. The majority of the participants settled to the effect that distributed leadership is a better route for the school effectiveness in Niger state, Nigeria. The evidence of the responses from the participants further indicates that distributed leadership has significant benefits on school effectiveness.

However, the data that emerged from the participants show that lack of freehand to exercise control on the responsibility assigned to staff, lack of power to make decisions concerning their respective offices, and sole leadership of some principals are some of the reasons that could affect the effectiveness of the school. The data further highlights the path by which staff in schools could develop concern in distributed leadership such as rewards and motivation, good manners of approach by principals, and intelligence in correcting mistakes and errors. The data shows that the sympathetic nature of a leader with regard to the ill health and misfortune of his staff, and generosity of morals and kindness could help in accepting distributed leadership among the staff thereby achieving effectiveness in school and good leadership style.

#### **4.7 Triangulation**

This study used a mixed-mode research method, it combined quantitative and qualitative research approaches. The researcher employed questionnaires and focus group interviews for data collection from respondents which include secondary school principals (SPPs), Head of Department (HODs), Secondary School Education Board Officials (SSEBOs). The interview was based on their opinions towards principals' capacity building and effectiveness of secondary schools in Niger State, Nigeria.

The study used descriptive statistical procedures, ANOVA, multiple regression and interview protocol methods to analyse the information collected from the respondents. The instruments were analysed based on frequency distribution and were presented in charts, graphs, and tables for easy identification. The quantitative data were analysed using “*statistical package for social sciences (SPSS) software (Version 23.0)*, Mean and standard deviation, as well as one way ANOVA, Scheffe's test”, multiple regression was used for the analysis of research questions, questionnaires and code were used to manually highlight aspects of qualitative.

The reason for using quantitative and qualitative approaches was to ensure that all data including empirical evidence and theoretical concepts are originated from multiple sources to enhance the credibility and trustworthiness of research findings. According to Cohen et al. (2000), the triangulation of data and method is to cross-examine their components to ensure in-depth knowledge and validity sources. Furthermore, it permits the researcher to validate data and methods.

On triangulation between quantitative and qualitative data, findings reveal a strong correlation between the outcomes from the questionnaire and focus group interviews. For community engagement, according to one of the secondary school education board official, PTA is very crucial to the effective development of the

education system, also according to another official, as highlighted in chapter 5, some community members render various agricultural assistance to the schools. The replies which emerged from participants point that, there exists some engagement by parents, host community, and School-based Management Committee towards the effective education system. All the above findings conform to the results of regression analysis which indicated that Standardized Beta Coefficient for DLTOT is positive and statistically significant. This means DL has the highest impact (16.5%) on school effectiveness, holding other variables constant.

The results also show that the *t*-value for community engagement contribute (16.1%) to school effectiveness ( $B=0.161$ ,  $t=3.33$ ,  $p (.00) <.05$ ). The findings indicate that the standardized Beta coefficient for community engagement is positive and statistically significant. This means community engagement has the second-highest impact, (16.1%) on school effectiveness, holding other variables constant.

The qualitative data reveals that Community engagement activities on the effectiveness of secondary schools had an impact on curbing truancy among students, supporting school security, addressing school population explosion and other challenges for the effectiveness of the school system. As one of the participants in the interview noted, there are approximately 130 to 170 students per class, and a teacher is expected to manage this number of students, where the respondents also appeal for the host community to engage in addressing these challenges. This means that as the rating of community engagement activities increases by one unit, the school effectiveness rating will increase by (0.24%).

The results also show the *t*-value for levels school effectiveness activities contribute (15.7%) to school effectiveness ( $B= 0.157$ ,  $t=3.43$ ,  $p (.00) <.05$ ). The findings indicate that the standardized Beta coefficient for LSSEA is positive and

statistically significant. This means LSSEA has the third-highest impact, (15.7%) on school effectiveness, holding other variables constant.

The results also show that the *t*-value for trained school leadership contribute (11.3%) to school effectiveness ( $B= 0.113, t=2.33, p (.02) <.05$ ). The findings indicate that the standardized Beta coefficient for TLTOT is positive and statistically significant. This means TL has the fourth-highest impact, (11.3%) on school effectiveness, holding other variables constant.

For trained leadership aimed for school effectiveness and capacity building, some of the participants reveal the importance of trained leadership on their experiences based on the type of training they received before their appointment as school administrators. As one of the participants stated that the calibre of instructors is being received from educationists, we tap from their wealth of education and experiences. In addition, the trainees are responding positively and yielding positive results after the workshop training. The overall responses of the participants are that trained leadership for the school effectiveness and building capacity for school leadership is very weak in Niger state. The results show that some of the principals and teachers have not received any training prior to their appointment as principals. Most of them have only school experience from the classroom teacher, senior master/mistress, and then to Principal. Therefore, working experience is the yardstick for the appointment of educational leaders in schools.

For Financial management, the participants reveal that the sources financial aids or grants are government, private agencies, PTA levies, and support from old boys/girls associations for school effectiveness, in which they emphasized that there is no any motivation in terms of finance from the government coffers for school effectiveness. Although schools do receive some meagre amount of money from the

government annually, the money is not enough to even buy chalk *let alone* solve other problems. This means that the state government is doing less to support the effective run of schools in Niger state. The quantitative data also confirm financial management to be positively associated with school effectiveness, however, it is not a significant predictor statistically (8.6%) as the standardized Beta coefficient for FMTOT was ( $B=0.086$ ,  $t=1.80$ ,  $p(.00) < .05$ ).

For the flow of communication, one of the participants among the Principals noted that there is actually the flow of communication, according to him they hold meetings with the staff mostly three times in a term. Another responded also stated that they have meetings regularly especially at the beginning of the term. The output from the regression analysis shows that flow of communication is positively associated the school effectiveness, however, it is not a significant predictor statistically (6.2%) based on the data analysed from this indicate that standardized Beta coefficient for ( $B=0.062$ ,  $t=1.34$ ,  $p(.00) < .05$ ) was positively associated to the school effectiveness, however, it is not a significant predictor from this study.

For the credibility and Trust, the qualitative result indicated that credibility and trust have helped school effectiveness, leadership styles, and increase the administrator-staff relationship for school effectiveness. As stated by all the participants' one of the best ways that could improve school effectiveness is through credibility and trust. The findings from our quantitative data illustrate credibility and trust to be positively associated with school effectiveness, however, it is not statistically significant (4.1%) as the standardized Beta coefficient for CTTOT was ( $B=0.041$ ,  $t=.86$ ,  $p(.00) < .05$ ).

However, the distributed leadership, almost all the participants agreed to the effect that, distributed leadership is a better option for the effectiveness of secondary

schools in Niger State, Nigeria. The evidence of the responses from the participants indicates that distributed leadership has a significant impression and benefits on school effectiveness. As stated by one of the respondents, one must be assigned roles and portfolios to various staff for the effective running of the school, as a principal, when I give responsibility to a staff; I do that on the merit of potential, ability, and experience I foresee in them. Other respondents also pointed out that, staff should be given the freedom to act based on the responsibility assigned to him/her.

#### **4.8 Summary**

In this chapter, data analysis on the respondents, demographic were presented. The discussion focused on the quantitative methodology used in this research. Data collected from SSPs, HODs, and SSEBOs through structured questionnaires were interpreted and the results were presented in tables with a brief explanation of numerical values in accordance with items in the questionnaire. Specifically, this chapter described the connection between data analysis and objectives of the research, it started by answering the research questions, exploring Mean and standard deviation to answer research questions 1 & 2 and implored multiple regression approaches to answer research question 5 to test the homogeneity of questionnaire items. Consequently, ANOVA was used to test null hypotheses 3 and 4.

The chapter also discussed the collection and analysis of qualitative data. The data were collected via semi-structured interview and was transcribed, coded, organised and presented in sub-sections of the chapter. A total number of nine participants were purposively selected for the interview, they include; three principals, three HODs, three Officials of SSEBOs. The interview was videotaped and transcribed according to the responses of participants. Analysis of the interview was used to

answer research questions 6 and 7. The triangulation highlighted a strong correlation between quantitative and qualitative results based on the respondent's interview.

## CHAPTER 5

### DISCUSSION AND CONCLUSION

#### 5.1 Introduction

This chapter discusses the research results and findings. The discussion covers principals' capacity building for enhancing the effectiveness of secondary schools. The chapter further discusses the outcome relating to the leadership capacity matrix of SSPs, HODs, and SSEBOs toward enhancing the effectiveness of secondary schools in Niger State. It further discusses the outcome from the quantitative and qualitative methods with regard to capacity building and effectiveness of schools by SSPs, HODs, and SSEBOs in Niger State. The discussion of the chapter was supported by relevant literature with a view to strengthening the position of the findings revealed from the study. The chapter presented the summary of major findings, the implication of the study, recommendations, and suggestions for future studies. The reason for this study was to institute the authenticities about principals' capacity building and school effectiveness with the following research questions:

This study seeks to answer these questions:

- i) What extent do principals' capacity building being carried-out among SSPs, HODs, and SSEBOs on the capacity building in Niger state secondary schools?
- ii) What is the level of secondary school effectiveness activities in Niger state?
- iii) Are there significant differences in the mean responses of SSPs, HODs, and SSEBOs in their opinions on capacity building for enhancing secondary school effectiveness in Niger State?



- iv) Is there any significant difference in the mean responses of SSPs, HODs, and SSEBOs on principals' capacity building matrix toward enhancing school effectiveness of the secondary school in Niger State?
- v) Does principals' capacity building contribute or determine the effectiveness of secondary schools in Niger state?
- vi) How do principals' capacity building impacts on school effectiveness in Niger state secondary schools?
- vii) What is the principals' capacity building matrix that could enhance school effectiveness in Niger state secondary schools?

## **5.2 Summary of Major Findings**

Citing the purpose of this study which sought to identify principals' Capacity building and school effectiveness in Niger state, Nigeria, the major findings of the study are summarised in the following paragraphs.

### **5.2.1 Extent of Principals Capacity Building Carried out in Secondary Schools in Niger State.**

Descriptive statistics (mean and standard deviation) show that principals' capacity building is high in secondary schools in the state. This contradicts the findings of Nnebedum and Egboka (2017) who submitted that important principals' capacity building has not been adopted by secondary school principals for school effectiveness in Niger state. This also coincided with (Abdulrasheed & Bello, 2015). Thus, this outcome indicates the achievement of objective 1 and answered the research question 1 of the study.

### **5.2.2 Level of Secondary Schools Effectiveness Activities in Niger State.**

The results which emerged from research question 2 show the level of secondary school effectiveness activities in Niger state is high to school effectiveness. This contradicts the reports of Egboka, Ezeugbor, and Enueme (2013) and Miri and Wangui (2014) that the level of secondary school effectiveness activities in secondary schools remained a challenged for secondary schools which were also coincided by (Abdulrasheed & Bello, 2015). Thus, the descriptive statistics used indicated that the level of secondary school effectiveness activities in Niger state among the different levels of leadership SSPs, SSEBOs, and HODs also high and this outcome indicates the achievement of objective 2 and answered the research question 2 of the study.

### **5.2.3 Differences in the mean responses of SSPs, HODs, and SSEBOs in their opinions on capacity building for enhancing secondary school effectiveness in Niger State.**

The ANOVA result from question 3 indicated that, there is a statistically significant mean difference in mean responses of SSEBOs, SSPs and HODs on capacity building of principals CE, FC, CT, and FM for enhancing secondary schools effectiveness in Niger State at 0.05 level of significance  $F(2,442) = 15.24, p(.00) < 0.05$ . Therefore, hypothesis one was rejected. To prove the existing significant differences, further analysis using Scheffe's Multiple Comparisons maintained there is a significant difference between mean responses of SSEB officials and principals. Similarly, there are significant differences between mean responses of SSEBOs and HODs, in favour of that of the HODs. In addition, there is a significant difference between mean responses of principals and that of HODs. This pointed out the attainment of objective 3, and that research question 3 had been answered.

### **5.2.4 Differences in the mean responses of SSPs, HODs and SSEBOs on the Principals Capacity Building Matrix toward Enhancing Secondary Schools Effectiveness in Niger State.**

The ANOVA result shows that there is a significant difference in the mean responses of SSEBOs, SSPs and HODs on principals' capacity building matrix toward enhancing secondary schools' effectiveness in Niger State at 0.05 level of significance  $F(2,442) = 23.34, p(.00) < 0.05$ . Therefore, hypothesis two was rejected. This means that there is a significant difference in mean responses of SSPs, HODs, and SSEBOs on principals' capacity building matrix (laissez-faire, trained leadership, distributed leadership) toward enhancing secondary schools' effectiveness in Niger State. The

research question 4 was translated to hypothesis 2. This means that research question 4 had been answered and shows the achievement of objective 4.

#### **5.2.5 Principals' capacity building that Determines Secondary Schools Effectiveness in Niger State.**

The results also show that the *t*-value for CE, LSSEA, TL, DL contribute to school effectiveness at  $<.05$  indicating that, there are positive and statistically significant between CE, LSSEA, TL, DL, and school effectiveness. However, PCBP, LF, CT, FC, and FM have a positive effect on school effectiveness but have no significant determinant to school effectiveness. The results also show that the *t*-value for distributed leadership contribute (16.5%) to school effectiveness ( $t=3.52, p (.00) <.05$ ). The result indicates there is a positive and statistically significant of distributed leadership to school effectiveness. The result further shows that distributed leadership, community engagement, levels of effectiveness of school activities, and trained school leadership are significant predictors of school effectiveness. Based on a comparison of standardized beta coefficient, distributed leadership has the highest impact, followed by community engagement, levels of school effectiveness activities while trained school leadership has the least impacts.

#### **5.2.6 Principals' Capacity Building Impact on Effectiveness of Schools in Niger State Secondary schools.**

Research question 6 was explored in a qualitative way; the findings from the qualitative study revealed that principals' capacity building have an impact toward the effectiveness of secondary schools through community engagement support such as PTA, agricultural assistance, some engagement by parents, host community, and School-based Management Committee towards effective school system. The data from the responses of the participants further shows that the flow of communication,

credibility, and trust, and financial management has an impact on secondary school activities for school effectiveness in Nigeria. This demonstrates that the objective 6, which is to determine the extent of capacity building of SSPs, HODs, and SSEBOs toward enhancing secondary school activities for school effectiveness in Niger state had been achieved and the research question 6 was also answered.

### **5.2.7 Principals' Capacity Building Matrix that could enhance the Effectiveness of Secondary Schools in Niger State**

On principals' capacity building matrix, the outcome of the study from responses of the participants reveals that, principals' capacity building matrix specifically distributed leadership has significant contribution on secondary schools activities for school effectiveness in curbing truancy among students, supporting school security, addressing school population explosion, and other challenges for the effectiveness of the school system. Thus, distributed leadership is a better option for the effectiveness of schools in Niger state. The evidence of the responses from the participants indicates that distributed leadership has a significant impression and benefits on school effectiveness.

However, the result shows that there are certain reasons that can discourage the staff from taking part in distributed leadership that include sole school administration, lack of freedom or power to make decisions concerning their respective offices, including the case of emergency issues, and academic issues that require immediate attention. Therefore, the above data that appeared from the responses of the participants indicates that distributed leadership in schools is very vital in promoting school effectiveness. This shows that the objective 7, which is to discover the extent of principals' capacity building matrix of SSPs, HODs, and SSEBOs toward enhancing

secondary school activities for school effectiveness in Niger state had been achieved and the research question 7 was also answered.

### **5.3 Discussion of findings**

Discussion of findings focuses on the explanation of the extent of principals' capacity building and school effectiveness in Niger State secondary schools, Nigeria. The discussions reflect on the responses of SSEBOs, SSPs, and HODs on the capacity building of principals on CE, FC, CT, and FM for enhancing secondary schools' effectiveness in Niger State. In addition to that, the study discussed that CE, LSSEA, TL, DL contribute to school effectiveness, which indicated that, there are positive and statistically significant between CE, LSSEA, TL, DL, and school effectiveness. Similarly, on the level of secondary school effectiveness activities in Niger state among the different levels of leadership SSPs, SSEBOs, and HODs for which their responses were high to school effectiveness have also been discussed.

The study further discussed that capacity building has an impact on the effectiveness of secondary schools for school effectiveness through community engagement support such as PTA, agricultural assistance, some engagement by parents, host community, and School-based Management Committee towards an effective school system. Furthermore, the study explains that the principals' capacity building matrix precisely distributed leadership has a significant contribution to secondary school activities for school effectiveness, particularly in curbing truancy among students, supporting school security, addressing school population explosion, and other challenges for the effectiveness of the school system.

Thus, the discussion of the study employed the necessary steps to ensure that research questions were answered. The seven research questions which were developed with a view to attaining research objectives are the major areas for

discussion. Thus, to understand the extent influence of principals' capacity building towards school effectiveness, the discussion of major findings is accorded based on the research questions to ensure that research objectives are attained from the outcome of the research findings.

Although there seem to be many studies on the subject of principals' capacity building and school effectiveness. However, such studies mainly focused on the quantitative method rather than the mixed method as in the present one. Besides that, among these available studies in Nigeria, no one was conducted on principals' capacity building and school effectiveness in Niger State, Nigeria, but rather a mere conceptual in nature. The attention of those previous studies focuses on Principals and Teachers-Student relationships. In fact, this is the first research that has been conducted in this area.

Similarly, there is the absence of an exhaustive principals' model that deals with school effectiveness in Nigeria. There is limited or scanty literature in Africa and Nigeria in particular compared to developed countries regarding the school effectiveness. In Nigeria and Niger state, in particular, little or no attention was afforded to principals' capacity building and school effectiveness.

Consequently, this work aimed to contribute to the body of knowledge by examining the influence of principals' capacity building and effectiveness of secondary schools in Niger State, Nigeria. The study intended to understand the extent of principals' capacity building and school effectiveness and also to attain answers on the mean responses and extent of the contribution of principals' capacity building toward promoting the effectiveness of schools in Niger State, Nigeria. Thus, this discussion was based on the research questions.

### **5.3.1 The extent of Principals' Capacity Building Carried out in Secondary Schools in Niger State.**

Research question 1 was answered using descriptive statistics. The study presented the extent of principals' capacity building in secondary schools in Niger State, using descriptive statistics of mean and standard deviation. Mean and standard deviations presented the outcome of SSPs, HODs, and SSEBOs responses to the extent of principals' capacity building in secondary schools in Niger State. The present principals' capacity building of different SSPs, SSEBOs and HODs was determined based on the mean values. The practices were categorized as low (mean value of 1.00 - 2.33), Medium (mean value 2.34 – 3.66) and High (mean value 3.67 – 5.00).

A range of standard deviation (SD) of 0.48 to 0.50 shows that there are not many differences in the respondents' (SSPs, HODs, and SSEBOs) opinion on the extent of principals' capacity building in secondary schools in Niger State.

Similarly, table 4.5 shows mean and standard deviations of responses of HODs on the extent of principals' capacity building in secondary schools in Niger State. The highest mean was in the item that they agree principals always motivates teachers to perform their job effectively (M=4.59). This outcome is in line with the view of Glatthorn et al. (2016) that the quality of schools depends on the effectiveness of principals'. Thus, the quality of training they received broaden their minds and sharpens their administrative vision and mission. The range of standard deviation (SD) is 0.47 to 0.50, which shows that there is not much difference in the HODs' opinion on the extent of principals' capacity building carried out in secondary schools in Niger State.

However, table 4.6 focuses on a mean and standard deviation of responses of SSEBOs on the extent of principals' capacity building in secondary schools in Niger



State. The result shows that the highest mean in the item is that, principals highly practice the concept of “Leadership through Examples” (M=4.50). The range of standard deviation (SD) is 0.40 to 0.51 which shows that there is not much difference in the opinion of SSEBOs, on the extent of principals’ capacity building in secondary schools in Niger State. Thus, a result that emerged from research question 1 clarifies the extent of principals’ capacity building in secondary schools in Niger State. The descriptive statistics (mean and standard deviation) show that leadership practices (SSPs, HODs, and SSEBOs) are high to school effectiveness. This contradicted the findings of Nnebedum and Egboka (2017) where the duo mentioned that extensive capacity building has not been adopted by the principals to improve the effectiveness of secondary schools.

This outcome coincided with the views of Abdulrasheed and Bello (2015) that, selection of persons of the “right calibre” for principalship, introducing of induction courses and administrative competence program for newly appointed principals could be helpful in controlling human and material resources of the schools and also helpful for the achievement of the school’s goals and objectives. Wuni et al. (2017) added that the need for effective management of school facilities results in a change in the concept of principal-ship from a managerial and administrative perspective to instructional leadership where principals act as a key player in all aspects of the schools’ curricula design. Therefore, the above findings clearly translate the attainment of objective 1 and answered the research question 1.

### **5.3.2 Level of Secondary Schools Effectiveness Activities in Niger State.**

To answer research question 2, descriptive statistics were employed to ascertain the level of secondary school effectiveness activities in Niger state among the different levels of leadership SSPs, SSEBOs, and HODs. The present level of secondary schools

effectiveness activities in Niger state of different leaders SSPs, SSEBOs, and HODs, was determined, and based on mean values. The level of secondary school's effectiveness activities was categorized as low (mean value of 1.00 - 2.33), Medium (mean value 2.34 – 3.66) and High (mean value 3.67 – 5.00). Table 4.7 indicates that the highest mean, is the item providing good services to the school and for the students to encourage parent's collaboration with the school management (M = 4.58). The standard deviations range from 0.49 and 0.50, indicating that there are not many differences in the Principals' opinion on their levels of effectiveness in secondary school activities in Niger state. Similarly, table 4.8 indicates that, mean and standard deviations of responses of HODs on the level of secondary school effectiveness activities in Niger State. The highest mean is for the item, is regular meetings between the principals and the parents to discuss students' achievements such as academic and discipline progress (M=4.61). The standard deviations range from 0.48 and 0.60, indicating that there are not many differences in the HODs' opinion on the level of secondary school effectiveness activities in Niger state.

In addition, table 4.9 indicates that the highest mean for the items is, planning, distribution of financial resources and allocation wisely by the principals (M=4.55) and principals, creating more avenues to generate additional funding from in and outside the school to improve school facilities (M=4.55). The standard deviations range from 0.43 and 0.51 indicating, that there are not many differences in the SSEBOs' opinion on the level of secondary school effectiveness activities in Niger state.

Therefore, results obtained from research question 2, show that the level of secondary schools effectiveness activities in Niger state are also high from the opinion of the respondents (SSPs, HODs, and SSEBOs). Hence, descriptive statistics used

indicated that the level of secondary school effectiveness activities in Niger state among different levels of leadership SSPs, SSEBO, and HODs are high to school effectiveness. This contradicted reports of Miri and Wangui (2014) that the level of secondary school effectiveness activities in secondary schools remained challenged for secondary schools which were also coincided with (Abdulrasheed & Bello, 2015).

The above findings are supported by the view of Usman (2015) that, the impact of school leadership is one of the key factors that can translate to the effectiveness of schools, improvement of schools and positive change in the society, which can lead to the sustainable effective education system. Similarly, Fuller and Hollingworth (2014) support the idea that management and controlling of school activities, as well as plan for change in the pedagogical process in a school environment, can be understood as the result of improved school capacity building. Likewise, the view of Brown and Militello (2016) is in line with the findings of the study that, the effectiveness of schools is assumed as the effectiveness and efficiency of the education process to accomplish the vision and mission of the schools. Thus, in consideration of the above views that supported the outcome of the study thus, it indicated the achievement of objective 2 and answered research question 2 of the study.

### **5.3.3 Differences in the mean responses of SSPs, HODs, and SSEBOs, on Capacity Building in Niger State Secondary Schools.**

The researcher adopted the ANOVA analysis for research question 3, the analysis began by examining the assumptions of ANOVA to determine whether the assumption for normality was violated. To determine the normality of SSPs and HODs, responses on principals' capacity building in secondary schools in Niger State, the Kolmogorov-Smirnov test was adopted because the sample size of the two groups is more than 50;( n=154) and(n= 269 ) respectively. The data shows the normality result

of SSPs and HODs. No violation of normality was found in the SSPs responses  $F (n=154) = .228, p (0.056) > 0.05$ . Table 4.10 also displays the normality result of HODs. No violation of normality was found in the HODs responses  $F (n=269) = .207, p (0.056) > 0.05$ . To determine the normality of SSEBOs responses on principals' capacity building in secondary schools in Niger State. The Shapiro-Wilk test was adopted because; the sample size of the group was less than fifty ( $<50$ ) ;( $n=22$ ). Similarly, table 4.11 also shows the normality result of SSEBOs. No violation of normality was found in the SSEBOs responses  $F (n=22) = .954, p (0.378) > 0.05$ .

In this regard, the ANOVA result from question 3 designated that, there is statistically, significant mean differences in mean responses of SSEBOs, SSPs and HODs on capacity building of principals CE, FC, CT and FM for enhancing secondary schools effectiveness in Niger State at 0.05 level of significance  $F (2,442) = 15.24, p (.00) < 0.05$ . Therefore, hypothesis one was rejected.

To prove the existing significant differences, further analysis using Scheffe's Multiple Comparisons maintained that the findings, show mean responses is higher for the principals compared to secondary school board officials in term of capacity building of principals on community engagement, flow of communication, credibility and trust and financial management for enhancing secondary schools effectiveness in Niger state. This indicated that principals perceive highly capacity building compared to secondary school education board officials. Similarly, there are significant differences between mean responses of SSEBOs and those of the HODs, in favour of that of the HODs. This indicated that the HODs perceive highly capacity building compared to secondary school education board officials. The findings show that, mean responses is higher for the Heads of department compared to secondary school education board officials in term of the capacity building of principals on community

engagement, the flow of communication, credibility and trust and financial management for enhancing the effectiveness of secondary schools in Niger state. In addition, there are significant differences between mean responses of principals and those of HODs in favour of the SSPs. This indicated that SSPs perceive highly capacity building compared to HODs. The findings show that, mean responses is higher for the principals compared to Heads of department in term of capacity building of principals on community engagement, the flow of communication, credibility and trust and financial management for enhancing secondary schools effectiveness in Niger state. This pointed out the attainment of objective 3, and research question 3 had been answered.

This, most importantly, why the level of PTA commitment is crucial for the effective development of the education system. The data further show that practical agricultural assistance by the host community and the School-based Management Committee towards effectiveness as part of the parent engagement program to the school is equally important. This outcome is noted in the study of Zhu (2011) that, the engagement of parents and school administrators has an effect on the effectiveness of schools. The result of this study showed that community and parents' engagement and collaboration with school administrators have a positive relationship on the effectiveness of schools. Similarly, Ajayi, Haastrup, and Arogundade (2009) illustrated that parents and teachers significantly contributed to school effectiveness. Consequently, Community engagement leads to a positive relationship between school principals, parents, and teachers' thereby promoting school effectiveness.

All the above findings and literature are in conformity with results from multiple regression analysis where community engagement is found to be a significant predictor of school effectiveness in Niger State; this contributes (16.1%) to school effectiveness

( $B=0.161$ ,  $t=3.33$ ,  $p (.00) < .05$ ). This shows that, if the rating of school engagement increases by one unit, there will be (0.29%) increase rating in school effectiveness. Similarly, the findings also supported data from multiple regression analyses which confirm that community engagement activities are significant and contribute (16.1%) to school effectiveness. This means that as the rating of community engagement activities increases by one unit, the school effectiveness rating will increase by (0.24%).

To support the above findings, Ikediugwu (2016) highlighted that, the collaboration between schools and parents offers parents the opportunities to shape their children behaviour, raise their expectations and identify their common goals. Also, such a level of collaboration increases the chances of building mutual trust and confidence among members of the school community and promotes effective public education that leads to school effectiveness.

The results on the flow of communication show that principals hold meetings with the staff mostly three times in a term, especially at the beginning of the term. The output from the multiple regression analysis shows that flow of communication is positively associated with the school effectiveness, however, it is not a significant predictor statistically(6.2%) based on the data analysed from this indicate that standardized Beta coefficient for FC ( $B=0.62$ , $t=1.34$ , $p (.00) < .05$ ) was positively associated to the school effectiveness.

Indeed, similar positive views have also been stressed in the reports of Beazley et al. (2004) that leadership revolves around communication. Thus, effective principals strategically use communication to inspire beliefs, ideas, advocacy, and persuasion to influence others. Likewise, Al-Hajar (2016) view, points out that, highly effective principals use communication skills to express genuine concern to attract the interest

of the school community and engage them to listen, empathize and interact, thereby positively connecting with students, teachers, and parents an effect a change process. In addition, Tsang et al. (2014) identified three behavioural indicators that show principals are communicating the vision and mission of their school to attain effectiveness. First, they ensure systematic two-way communication with staff regarding established standards, goals, supportive incentives that would enhance the achievement of school effectiveness. Second, they create and implement activities or programs that communicate the value and meaning of learning to students, third, they develop and use communication channels with stakeholders to set forth the school's objectives. De Jong et al. (2017) mentioned that school principals should be able to have the knowledge and understand the importance of effective communication strategies particularly in a personal, immediate and influential way of relaying information that promotes school effectiveness. Using an efficient communication strategy is capable of improving the relationship, build bonds, credibility, and trust.

The research findings on credibility and trust from quantitative data analysis illustrated that credibility and trust can be positively associated with school effectiveness. However, it is not statistically significant (4.1%) because standardized Beta coefficient for CTTOT was ( $B= 0.041$   $t=.86$ ,  $p (.00) <.05$ ). This is in line with the report of Mishra and Mishra (2013) that, trust is a significant part of the school development process but not necessarily a determinant factor for improving school effectiveness. Regardless, schools with a high level of trust could be able to attract development, improvement and financial aids for funding projects or programs.

The research findings for financial management reveals that sources of financial aids or grants come from the government, private agencies, PTA levies, and support from old boys/girls' associations. The result stressed that there is no motivation in

terms of finance or funding from the government. The findings further revealed that the government allocates funds to secondary schools annually however, the allocation is usually not substantial to pursue major developmental projects. In some cases, learning materials such as chalks are not available due to a lack of proper funding. This can be attributed mainly to the state government's insensitivity on the importance of education to the state particularly secondary schools as empirical evidence show that, the state government is doing less to provide financial support effective running of secondary schools in Niger state. Further observation from data analysis confirms that financial management is positively associated with the effectiveness of schools, however, it is not a significant predictor statistically (8.6%) as the standardized Beta coefficient for FMTOT was ( $B=0.086$ ,  $t=1.80$ ,  $p(,00) <.05$ ).

The above outcome coincided with the view of Bloom et al. (2017) that, school financial management has a bearing on an effective education system. Schools' financial management involves planning and budgeting, organising and coordinating, auditing and accountability. Thus, as with other organisations, these factors are integral parts of the secondary school financial management system.

Petty et al. (2015) express concern over the poor allocation of resources to effectively govern schools in Nigeria. However, he pointed out the need for effective management of the available resources and also, stressed that there is a need to explore other methods of raising funds according to him, the most important aspect is ensuring the effective utilisation of existing funds by those running the affairs of the education system in the country. He concluded that the need for judicious spending of funds, accountability and school administrator's ability to plan and prepare a budget must be seen as paramount for the progress and improvement of the education sector. Similarly, Paul and Sy (2015) believe there is a significant predictor between financial



management and the effectiveness of schools in the Nigerian education system. However, the author accused principals of poor budgeting practices and lack of keeping and usage of financial account records.

#### **5.3.4 Differences in the mean responses of SSPs, HODs and SSEBOs on Principals' Capacity Building Matrix toward Enhancing Secondary Schools Effectiveness in Niger State.**

To test the formulated hypothesis in relation to question 4, ANOVA was employed. The resulting contrast with mean responses of SSPs, HODs, and SSEBOs on principals' capacity building matrix toward enhancing the effectiveness of secondary schools in Niger State. The data show significant differences in mean responses of SSEBOs, SSPs and HODs at 0.05 level of significance  $F(2,442) = 23.34$ ,  $p(.00) < 0.05$ . Therefore, hypothesis two was rejected. Hence, there are significant differences in mean responses of SSEBOs, SSPs, and HODs on principals' capacity building matrix toward enhancing the effectiveness of secondary schools in Niger State. ANOVA result signposted significant differences in the mean response of SSEBOs, SSPs, and HODs on principals' capacity building matrix toward enhancing the effectiveness of secondary schools in Niger State. The study further discovered other existing differences and resorted to Scheffe Multiple Comparisons analysis. Scheffe Multiple Comparisons presented in table 4.13B shows significant differences in mean responses of SSEBOs and SSPs in favour of SSPs. The findings show that the mean response of principals is higher compared to secondary school education board officials in terms of capacity building matrix and leadership matrix on laissez-faire, trained leadership and distributed leadership toward enhancing secondary schools' effectiveness in Niger state. This indicates that principals observe a highly capacity building matrix compared to the secondary school board of education officials.

Similarly, there are significant differences in mean responses of SSEBOs and HODs. The result shows that HODs perceive highly principals' capacity building matrix compared to secondary school education board officials. Furthermore, mean responses are higher for Heads of department compare to secondary school education board officials in terms of capacity building matrix on laissez-faire, trained leadership and distributed leadership for enhancing the effectiveness of secondary schools in Niger state. However, there are no significant differences in the mean responses of SSPs and the HODs. This indicates that they have the same opinion on capacity building matrix on laissez-fare, trained leadership and distributed leadership toward enhancing the effectiveness of secondary schools in Niger state.

Thus, ANOVA result clearly shows significant differences in mean responses of SSEBOs, SSPs, and HODs toward enhancing the effectiveness of secondary schools in Niger State at 0.05 level of significance  $F(2,442) = 23.34, p(.00) < 0.05$ . Hence, hypothesis two was rejected meaning, there are significant differences in mean responses of SSPs, HODs, and SSEBOs on capacity building matrix (laissez-faire, trained leadership, distributed leadership). This research question was translated to hypothesis 2 that, there are no significant differences in the mean responses of SSPs, SSEBOs, and HODs on capacity building matrix (laissez-faire, trained leadership, and distributed leadership).

ANOVA result shows significant differences in the mean response of SSEBOs, SSPs, and HODs on capacity building matrix toward enhancing the effectiveness of secondary schools. Previous studies have indicated that principals' capacity building matrix (Leadership matrix) can be viewed lens of laissez-faire, trained leadership, and distributed leadership (Lambert, 2000). As pointed out in chapter 2, principals who adopted a laissez-faire leadership style exercise little control over the staff and allow

them to enjoy freedom over job function without direct supervision (Wu, 2014). As discussed in chapter 2 on the studies carried out in Dubai and Kenyan school by Ali (2013) and Robinson (2017) respectively, Ali, observed that laissez-faire has a significant impact on school performance. While Robinson found that leadership styles that monitor or supervise job functions influence job performance and effectiveness. He recommended that a laissez-faire leadership style should be discarded and a more realistic leadership style that exercises some extent of supervision over subordinates should be adopted by managers for the effective running of an organization. This may suggest that the laissez-faire leadership style is not suitable in the context of the school environment and management (McKinney et al., 2015).

Furthermore, providing training to school principals and leaders is crucial because they are stakeholder who implements educational policies in their schools. Widespread poorly trained school principals in any nation hamper national growth and development, as well as impedes policy implementation both on the nation, state, or local government levels (Yusuf et al., 2014). Quality training must be provided and targeted at equipping principals' necessary capacity building practice skills. A trained principal can manage and coordinate both staff and resources (Glatthorn et al., 2016) able to set goals, able to attract the interest of staff or teachers towards achieving the goals.

Distributed leadership is not solely about the features or characteristics of a leader, but how to distribute or stretch tasks across the organization in an ethical and moral manner, and to the convenience of the followers or members in the organization (Day et al., 2016). Previous studies show that distributed leadership is developed for application in the education system in a specific context, but has been used in other fields of research such as business management and tourism. Distributed leadership

deals with collective leadership responsibility at all levels of management structure and not just centralizing it at the top hierarchy (Lambert, 2000).

Human activities are spread across an interactive web of actors (Parker, 2015). Bennett et al.(2003) suggested that a crucial first step toward the development of distributed leadership could exist in a ‘top-down’ management structure where those in top hierarchy exhibits significant control on management affairs allow staff to enjoy independence over their office or jobs functions under their responsibility.

### **5.3.5 Principals’ Capacity Building that Determines the Effectiveness of Secondary Schools in Niger State.**

To determine the contribution of principals’ capacity building for the effectiveness of secondary schools in Niger state, multiple regression methods employed to test whether independent variables (IV) are significantly predicted by the dependent variable (DV) on secondary school effectiveness. The purpose of multiple regression used was because; there is more than one independent variable. The independent variables were normal and the rule for selecting sample size for multiple regression analysis requires at least 20 cases per independent variable in the analysis. This requirement was satisfied. The assumption of normality was not violated as accessible in Figures 4.1, 4.2, and 4.3. Another assumption is to meet the ratio of IV to respondents of 1:10 based on Miller and Kuncce's (1973) study.

The study employed data from the small, medium and large samples of a rehabilitation program in 1968 to develop the equations using twelve background variables to predict a criterion of clients’ salary. The outcomes of their study displayed that the equations developed on samples less than a 10 to 1 ratio fails to generalize, while those with more generalize was better. Since our study consists of 445 respondents and 9 independent variables, this assumption is met. The assumption of

Multicollinearity was not violated (all VIF < 10). The researcher presented the outcomes in table 4.14, 4.15, 4.16, and 4.17.

Table 4.14 outlines the number of independent variables entered and none of the variables entered was removed. The nine independent variables that were entered are the principals' capacity building and principals' capacity building matrix (Leadership matrix). Whereas, the dependent variable is school effectiveness, the outcome of model summary is presented in table 4.15, which also displayed the coefficient of multiple regression determination for all independent variable (DL, CE, LSSEA, TL, FM, FC, LF, PCBP, and CT) together shows .140 of the variance ( $R^2$ ) in school effectiveness. Indicating that about (14.0%) of the variation in school effectiveness was accounted for by principals' capacity building. The multiple regression equation appears to be useful for predicting school effectiveness based on SSPs, HODs, and SSEBOs.

Table 4.16 exhibits the F-test or ANOVA results, it shows that it is significant (amount of variation in the effectiveness of school) that contributes to determining principals' capacity building and school effectiveness  $F(9,435) = 7.843, p(.00) < .05$ . To determine which of the independent variables significant predictor of school effectiveness are, the coefficient result in Table 4.17 shows that  $t$ -value for the level of distributed leadership contribute (16.5%) to school effectiveness ( $B = 0.165, t = 3.52, p(.00) < .05$ ). The findings indicate that the standardized Beta coefficient DLTOT is positive and statistically significant. This means DL has the highest impact (16.5%) on school effectiveness, holding other variables constant.

The results also show that the  $t$ -value for community engagement contribute (16.1%) to school effectiveness ( $B = 0.161, t = 3.33, p(.00) < .05$ ). The findings indicate that the standardized Beta coefficient for community engagement is positive and

statistically significant. This means community engagement has the second-highest impact (16.1%) on school effectiveness, holding other variables constant.

The results also show the *t*-value for levels of school effectiveness activities contribute (15.7%) to school effectiveness ( $B= 0.157, t=3.43, p (.00) <.05$ ). The findings indicate that the standardized Beta coefficient LSSEA is positive and statistically significant. This means LSSEA has the third-highest impact (15.7%) on school effectiveness, holding other variables constant.

The results also show that the *t*-value for trained school leadership contribute (11.3%) to school effectiveness ( $B= 0.113, t=2.33, p (.02) <.05$ ). The findings indicate that the standardized Beta coefficient TLTOT is positive and statistically significant. This means TL has the fourth-highest impact (11.3%) on school effectiveness, holding other variables constant.

In view of Table 4.17, the result shows that distributed leadership, community engagement, level of secondary school effectiveness activities, and trained school leadership, are significant predictors of school effectiveness. Based on the comparison of standardized beta coefficient, distributed leadership has the highest impact, followed by community engagement, level of secondary school effectiveness activities while trained school leadership has the least impacts.

The above outcomes confirm that the *t*-value for DL, CE, LSSEA, TL, contributes to the effectiveness of schools at  $<.05$  indicating there is a significant predictor between DL, CE, LSSEA, and TL, to school effectiveness. However, PCBP, LF, CT, FC, and FM have a positive effect on school effectiveness but have no significant determinants to school effectiveness. The outcomes also indicate that the *t*-value for distributed leadership contribute to school effectiveness ( $t=3.52, p (.00) <.05$ ). This means DL has the highest impact, (16.5%) on school effectiveness, holding

other variables constant. The outcome further displays that distributed leadership, community engagement, levels of school effectiveness activities, and trained school leadership are significant predictors of the effectiveness of schools.

The above outcome coincided with the views of several scholars suggesting there is a relationship between principals' capacity building and the notion of principals' capacity building matrix for enhancing the effectiveness of schools. Among such scholars, include Sergiovanni (1992) who interconnect the principals' capacity building with the principals' capacity building matrix. Harris (2003a) believes that teacher leadership requires capacity building for school effectiveness, the same author emphasised a similar opinion as in (Harris, 2010).

Thus, the outcome of the study shows that distributed leadership has linkage with the principals' capacity building. This was almost exposed by the sources of the outcome that, principals' capacity building has an effect on distributed leadership for school effectiveness in Niger state, Nigeria. Several pieces of evidence indicate that principals' capacity building has a significant relationship with distributed leadership for school effectiveness. For instance, principals usually assigned roles and portfolios to various staff for the effective running of the school base on merit, potential, ability, and experience. Similarly, the principals do give freedom to their staff to act based on the responsibility assigned to him/her. Likewise, the multiple regression analysis from quantitative data informs that distributed leadership style is a significant predictor for the effectiveness of schools, it also shows that the *t*-value for distributed leadership contributes (16.5%) to school effectiveness ( $B= 0.165, t=3.52, p (.00) <.05$ ). Thus, as the rating of distributed leadership increases by one unit, school effectiveness increases by (0.27%). The above outcome coincided with available literature that shared or dispersed leadership as a collective idea (Frost & Durrant, 2003).

Concerning the contribution of principals' capacity building and trained leadership for school effectiveness, available data show that principals' capacity building training for principals is important for effective school leadership. Findings revealed that through the workshop, some principals in Niger state receives a certain level of capacity building training before they are appointed as school administrators and available evidence show that after such workshop, some of the principals are responding and yielding positive results in the area of exercising or exerting leadership capabilities. Sule (2013) noted that, without concerted effort to develop the capacity building, the chances of attaining and sustaining effectiveness is likely to be lessened. The possibility of raising school effectiveness may become remote thus, greater opportunity for growth will be lost.

Imperatively, developing principals 'capacity building means enhancing the potential and capabilities of individuals, in this context, it also means investing in school enhancement. Thus, principals' capacity building is inherently the central focus in leadership training programs or workshops. This view is supported by Lambert (1998) who pointed out that leadership is a collective learning process that leads to the recognition, disposition, and knowledge and skill acquisition to develop capacity building. Lambert (2006) added that sustained improvement in schools requires building leadership capacity to efficiently assume internal responsibilities for growth, reform and maintain momentum for self-renewal through training and experiences. Thus, capacity-building is associated with broad-based and skilful participation in a workshop that prepares leadership through ways of understanding and sustaining school effectiveness. This shows that capacity building practice is a determinant factor between IV and DV, showing that question 5 was answered and the objective in connection to it was also achieved.



Based on results from quantitative data analysis, principals' capacity building that determine the effectiveness of secondary schools includes: Identifying professional development needs of teachers, encouragement, support and guidance to moves school community towards excellence culture and practices such as thinking creatively, proactively, positively and improves relationship with communities and stakeholders (for example, the Parent Teachers Association PTA) (Lambert, 2006).

Hansen (2016) recommended several capacity building for principals which include, refining teacher coaching and reflective conversation skills, modelling effective teaching, and providing resources for teacher development that are designed to meet the needs of learners. In addition to these practices, McCarley et al. (2016) stressed the importance of principals' understanding of teachers' abilities, needs, and goals to build upon their individual strengths. Regardless of their experience and training, oftentimes, teachers need support from principals to overcome job challenges in their professional development. Therefore, to foster a positive change towards improving school effectiveness, principals must be equipped with the right skills and capabilities to understand the teachers and staff, listen and respond to their needs in the context of job function and collective pursuit of setting out goals and objectives (Lambert, 2010). Furthermore, it is the principals' responsibility to receive resource allocations and use the same to pursue the developmental goals of the school while considering external variables to produce outputs. In social systems, the output is the attainment of goals or objectives. Although outputs vary according to the context of a social institution like secondary school education, it usually includes one or more of the following: high level of success, attained growth, high level of students' achievement, high level of school-community relations, and job satisfaction (Lambert, 2000).

Feedback from students, stakeholders, and the local communities at large is another way to determine if a school is performing below or above expectation rate. Positive feedback may indicate that a school is performing well above average while negative feedback may suggest that a school is under-performing. However, negative feedback can also be constructive, for example, it can be used to correct deficiencies in the school's transformation process which in turn would reflect positively generally on the school environment and development (Katz & Kahn, 1978).

The school environment or school district includes social, political, cultural and economic forces that influence the organization behaviour (Ogundele et al., 2015). The context of the school environment is by characterised with pressures from administrative policies of local, state, and federal levels, by the social lifestyle in the host community and by the economic conditions around the environment, these factors go a long way to influence or shape the behaviour, performance, and outcome of a school (Ogundele et al., 2015). Thus, it has become necessary today for school administrators to manage multi-tasking functions including establishing internal operations while simultaneously monitoring the environment as well as anticipating and responding to external demands (Ogundele et al., 2015).

With respect to managing the finances of schools, it has been generally observed that schools' finances are mismanaged in terms of their operational cost (Nwafukwa & Aja, 2015). Ogundele et al. (2015) asserted that it is the role of principals to manage schools' finances, yet most principals across the globe, especially in Africa, generally lack the skill to efficiently manage funds or resource allocations. This is more prevalence in Nigeria where a number of secondary school principals have been accused of embezzling budgets allocated for school developmental projects and in most cases not held accountable for such crime (Oboegbulem & Kalu, 2013;

Nwafukwa & Aja, 2015). However, this problem is not peculiar to Nigeria or Niger state. For example, Mogire (2013) noted that, in countries like Kenya, financial crime among secondary school principals is widespread, although, in recent times, a number of them found wanting in such crime has been charged for embezzlement of public fund. This problem can be attributed to a lack of capacity building training especially in the area of accountability and responsibility.

### **5.3.6 Principals' Capacity Building Impact on Secondary School Effectiveness in Niger State.**

Analysis and interpretation show that CE, FC, CT and FM has impacts on secondary school effectiveness in Nigeria. Results that emerged from the responses of participants on principals' capacity building, especially on community engagement, have far-reaching impacts on the development activities of secondary schools. The involvement of Parent Teacher Association (PTA) is paramount for achieving school effectiveness as well as the involvement of host community, development agencies, partners, Community Based Organization (CBO), and Philanthropist.

Data that emerged from participants shows that secondary schools in Niger state, receive less or no grants from the government for effective management to pursue developmental agendas of the schools, thus, this is likely one of the reasons secondary schools rely heavily on PTA contribution for support. Data further show that the management of secondary schools in Niger state organise community engagement programs as a source to seek financial assistance from PTA where prize packages or gift items which are of financial values are giving to schools, to enable them to carry out specific developmental projects within the school environment, for instance, environmental sanitation projects. This level of support given by parents to the school should be encouraged because it fosters growth and development.

Empirical evidence shows that, without PTA donations, most secondary schools will not function. Thus, PTA has remained an important source of generating resources Ajayi et al. (2009) for the development of secondary schools in Niger state. Beazley et al. (2004) associated PTA funds with Epstein's model of six types for parental and community involvement that provide a framework for parental involvement in the activities of schools. He pointed out, the model can be used to increase and improve parental involvement in the area of positive influence on the students, from parental involvement in homework to involvement in the school policy decision-making process. Similarly, Akdemir and Ayik (2017) opine that parental involvement in school activities is determined by the level of relationship that exists between school principals and parents and also determines the level of parental participation in school activities. A high level of relationship between school principals and parents has a positive impact on students' learning and performance outcomes.

Likewise, the host community, in general, plays an important role in the development of secondary school activities. Evidence from data analysis shows that host communities play pivotal roles in ensuring the effectiveness of the secondary education system. Such roles include the donation of physical resources such as farmland where schools carry out farming activities to produce agricultural outputs. The products are subsequently converted to the financial resources by selling them to the local markets.

The idea of donation of farmland to schools by host communities has become a cultural practice in some parts of rural areas in Nigeria including Niger state. It is widely considered as an approach toward community engagement and a means for support in the form of physical and financial resources. De Jong et al. (2017) believes that to sustain these cultural practices or school-community relationship, the principal

should be able to study and understand how best to express affinity towards the culture of the host community, abide by the norms and values.

Galdames and Gonzalez (2016) affirm that communicating the achievement or developmental needs of secondary schools through PTA communication channels is an important role principals should regularly perform if they must sustain the relationship between the school and the host community. On the other hand, De Jong et al. (2017) added that the host community must be carried along consistently in the schools' development process, and should be recognised as a critical link in advancing school reform, effectiveness, and efforts.

Additionally, data analysis from the responses of participants shows that the School-Based Management Committee (SBMC) is another source of generating resources for secondary schools. This committee plays a pivotal role in the areas of providing various supports such as academic or study materials, funding, and supervision. The analysis shows that SBMC is empowered to oversee academic activities, ensure the quality of facilities being supplied by contractors and ensures the quality and welfare of students (in terms of food, water, electricity and teaching materials, etc.).

From the above results that emerged from the responses of the respondents, the outcome shows that it is necessary and important to have community engagement for the effective secondary school system in Niger state, Nigeria. Results from participants show that the involvement of traditional mayors, chiefs and ward heads are very important and necessary especially in providing security and financial support for schools. Data analysis of responses of the participants further designates that the Old Boys Association and Old Girls Association have an impact on community engagement for the effective secondary schools system. The data reveals that

influential people among the members of these associations are known for making contribution for effective development of the education system. However, the data further informed that, some of the influential men living around school community usually usurp the “school ground” (plots of land for the school) into their personal possession, which is very unfortunate and worrisome.

Thus, the level of community engagement in Nigeria influences principals’ and teachers’ behaviour toward achieving the effectiveness of secondary schools. Zhu (2011); McCloskey, McDonald and Cook (2013) and Beazley et al. (2004) support the contribution of the community to improve the effectiveness of schools. Beazley et al. (2004) explains that, community engagement has positive effect on the effectiveness of schools whereby parents and the school community take part in the decision making process, engages high level of relationship between the community and school principals, between the school and host community. The study agrees that, a relatively high level of school and community engagement is tantamount to the attainment of effectiveness of secondary schools. This further shows that, there is significant relationship between community engagement and school effectiveness.

Data from responses of participants reveals financial institutions and other private companies around the school community used financial and infrastructural support such as cash, building classrooms, libraries, and laboratories. This shows the extent of banks’ commitment to schools as community engagement. In the same way, the result from the responses of the participants charge the school management and staff alike to shoulder the responsibility of school maintenance such as (initiation, implementation, and institutionalization) as maintenance of the structures, facilities, and several others, including those received from the internal and external donors such

as (non-governmental organizations', private companies, politicians, and old boys/girls associations.

This outcome from the responses of the participants concurred with the view of Radzi et al. (2015) expresses that, financial support is the bedrock and a key aspect of management of school affairs. Financial management involves planning, budgeting, allocation of funds for the project. Thus, school administrators must strive to receive training in financial management. Another importance of effective financial management is that there will be physical evidence of judicious use of financial resources, such evidence engages the robust relationships between school administrators and the host community thus, engaging more financial contributions from stakeholders (Ojera & Yambo, 2014).

This approach towards garnering financial support similarly coincided with the views of Ojera and Yambo (2014) that, school's financial support is connected with the attainment of effectiveness in the management of schools. There is a mutual connection between the school management and financial contribution to the development of the school, (Ojera & Yambo, 2014). Ehiane (2014) also explains that principals are required to supervise financial and physical resources of their schools in terms of purchasing, requisitioning, supplies, accounting for school monies, and maintaining the school inventories and facilities. However, Odeh et al. (2015) observe that the fundamental factor in managing the school finances is not how money goes into the system, but how well the available funds are effectively utilised.

On the other hand, data from the responses of the participants reveals that building rapport between schools and the host community is an important tool for achieving school effectiveness. The evidence from the responses of the participants indicates that there is an existing rapport between the host community and secondary

schools in Niger state. This rapport between schools and the host community encompasses traditional institutions, parents, politicians, organisations, sister institutions, old boys and girls associations, and individual members of the society. The results from the responses of the participant's further advice that, the school management should intensify additional effort with the host community for effective school development. To improve secondary school-host community relationships, data identifies some ways for staff and school management to improve their relationship with the host community. This includes visiting sick individuals, paying a condolence visit and responding to console with members of the community, organizations', and companies in the event of disasters, loss, accidents, etc.

The data from the responses of the participants' further shows that community members are committed to assisting students with water in the event of scarcity of water from the wells, boreholes, and personal water tanks in their residence or open space of the community members. This shows that the level of relationship between the school and the host community is high. Data that emerged from the participants reveals that community engagement activities have an impact on curbing truancy among students, supporting school security, addressing population explosion and other challenges for the school's effectiveness.

The above outcomes are reflected in the views of Asan (2015) that, principals' effort to ensure the effectiveness of the school goes beyond the school environment and involves the promotion of collaboration with the host community. Also, building school capacity deals with maximizing teacher's professionalism, students' performance and building confidence in people, improving school leadership and quality teaching under a conducive learning environment through which school actualise its objectives. Thus, principals' capacity building for school effectiveness



necessitates paying careful attention to the relationship with the community, and collaborative processes in schools to foster school effectiveness.

Concerning the flow of communication, the participants expose various ways in which they communicate in school academics planning towards achieving school effectiveness and community goals. From the responses of participants, the evidence from data analysis shows that the flow of communication in schools depends on the level of general school meetings, departmental staff meetings after recommencing new term, before examinations period, and likely urgent issues with a view to achieving the academic excellence. The data further demonstrate that there is a fault in the appointment of heads in schools due to lack of consideration to working experience, and expertise, and the emergence of politics in schools affects the effective flow of communication for the effectiveness of school academic programs.

The data from the responses of the participants' further reveals that currently, schools are no longer part of the academic planning, academic calendars, etc., these responsibilities sole relies on the authority of the ministry of education or secondary school education board, this is what made the schools likely felt abandoned in the academic planning communication. Thus, analysis of the responses of participants reveals that the MOE/SSEB determines and dictates academic calendar and principals receive various directives for running the affairs of the schools from the ministry/Board.

This clearly explains that there is a kind of flow of communication between the school principals, teachers, and students. The above findings coincide with the literature from several scholars. In this regard, Beazley et al. (2004) support that the flow of communication in schools can be defined as the channel of interactions that serves or provides a mean of engagements of different actors across educational

sectors. This involves interaction between the MOE/SSEB and schools and between school management and teachers, teachers, and students. Similarly, Mbah and Nzeadibe (2017) found that creative or skilful principals create robust two-way means of communication across the school community. Through these means of communication, Bolanle (2013) noted that, it is a statutory obligation for principal to regularly ask questions on various issue concern the school effectiveness, to improve his/her level of reputation through sincerity and truthfulness, and regardless of criticisms, he/she should be able to encourage feedback from members of the community. In Addition, Rieh and Danielson (2007) identified that the ability to make sound decisions and handle multi-task functions, build a healthy and long term relationship with students, parents and the host community at large are some of the key role and expectations required of school principals. On the other hand, Ali (2013) found that successful principals make effective use of listening skill, sound oratory, good writing skill, and ability to read and interpret written contents, messages or communication especially when communicating to students, teacher/staff and the members of the host community. Hoy and Miskel (2008) noted that efficient use of communication skills to interact with students extensively has, a significant impact on student test scores. Parker (2015) identified among various roles and responsibilities principals perform, the role as a communicator is one of the most important aspects of their job functions. Therefore, the above views supported by various scholars entails that, the flow of communication between principal, staff, and teachers can extensively increase school effectiveness.

Regarding credibility and trust, data from responses of participants indicate that credibility and trust is a source that could help school effectiveness, leadership styles, and increase in an administrator-staff relationship for school effectiveness. Credibility

and trust involve a trustworthy personality, bold in executing the affairs of schools, honesty, transparent, and accommodating to staff, students, visitors, and supervisors. This outcome corresponded with the view of various scholars including Beazley et al. (2004) and Lambert (2000) who highlighted that principals' capacity building impacts the level of trust teachers have on the principal. Thus, principals who exhibit professional practices, competency and capabilities to perform above expectation are likely to influence teachers and gain their trust which will, in turn, impacts teachers' commitment to work efficiently. A healthy working environment where principals and teachers show commitment to work can extensively reorient poor-performing students, increase overall student-reading scores, increase the high level of confidence in students, improve the level enthusiasm and enhances friendly practices among the staff and generally leads to the effectiveness of the school (Bolanle, 2013). According to Leithwood and Riehl (2003) trust indicators such as competence, consistency, reliability, openness, respect and integrity guide teachers to determine the quality of leadership practices a principal is using. In a corresponding statement, Tschannen et al. (2015) observed that there is a correlation between trust and openness. This correlation drives the organizational climate enabling people to cooperation, exercise professionalism, and authenticity in job delivery.

Thus, the absence of trust in schools can hamper effectiveness and efficiency performance. Hoppey and McLeskey (2013) believe that school principals that build trust with teachers achieve more than those who have low trust level with the teachers. Thus the absence of trust among teachers and principals, minimizes the level of social interaction and relationship, exposing each party to vulnerability whereby each may develop strange behaviour that may seek to adopt self-protective stances. Such a

climate in a school environment may jeopardize efforts to drive the school towards effectiveness (Ali, 2013).

Concerning financial management, responses emerged from participants shows that school management sometimes receives some kind of financial aids or grants from the government, private agencies, PTA levies, and support from old boys/girls' associations for capacity building and school effectiveness. These are some of the sources the school administration receives financial aid and support. However, some of the participants emphasised the level of financial aids and supports expected from the government to pursue projects for school effectiveness has not been met.

Paul and Sy (2015) opined that there is a relationship between financial aid to schools and school effectiveness. Thus, efforts to support schools through financial aid should be encouraged. Similarly, Bloom et al. (2017) believe that school financial aid or support interconnects with, students and welfare. However, Petty et al. (2015) pointed out that, fundraising, judicious spending of funds, and effective budgeting are important factors that require to be regulated to ensure accountability and smooth management of the education system in Niger state and in Nigeria general.

### **5.3.7 Principals' Capacity Building Matrix that could enhance the Effectiveness of Secondary Schools in Niger State.**

Responses of participants on the research question above reveal that principals' capacity building matrix precisely distributed leadership, has a significant contribution to secondary school activities for secondary school effectiveness in Niger state. It contributes to curving truancy among students, supporting school security, addressing school population explosion, and other challenges for school effectiveness.

Consequently, distributed leadership has an effect on achieving the effectiveness of schools in Niger State, Nigeria. Evidence from responses of participants indicates

that distributed leadership has the impression that it is more significant and beneficial on the school effectiveness due to its nature of collective school administration than laissez-faire and trained leadership style. This is in line with the view of (Hall et al., 2013; Hall, 2013). Similarly, Abrahamsen et al. (2015) stressed that there is a relationship between distributed leadership and effectiveness of schools and that, school leaders who practise distributed leadership enjoy a robust relationship with teachers and students.

Even then, the result shows that there are certain reasons which can discourage staff from taking part in distributed leadership that include sole school administration, lack of freedom or power to make decisions concerning their respective offices, including the case of emergency issues, and academic issues which require immediate attention. Therefore, the above data that appeared from the responses of participants indicates that distributed leadership in schools is very important in promoting relationships among principals and teachers, and between the teacher's students for school effectiveness. This outcome outlined in the views of Hallinger and Chen (2015) that, school principals who exemplified distributed leadership styles are interested in becoming more flexible in their profession. Similarly, some school principals engage people in leadership activities aimed to build a foundation for distributed leadership practice. This practice is used to observe where positive effects are demonstrated (Harris, 2004). However, Gurr (2015) opined that a student's performance is likely to improve under an environment where distributed leadership practice is prevalence. Therefore, distributed leadership creates strong influence and promotes relationships among staff, teacher and students. Thus, leaders are required to avoid using excessive controlling power or behaviour in the course of administration of job functions instead,

they must encourage and appreciate innovative ideas members introduced for the effectiveness of the school.

In the same way, responses of participants further disclosed that staff participation in the decision-making process has a positive impact on the effectiveness of secondary schools. Because, staff involvement in the decision-making process has a bearing on bridges the gap between the principal or school management and students, also, improve teacher-student relationship although, teachers share more with students than the school managers because the classroom relationship that exists between them.

However, the result shows that there are certain factors that discourage the staff from taking part in distributed leadership. Those factors include sole school administration, lack of freedom or power to make decisions concerning their respective offices, particularly, on matters of emergency issues or academic issues that require immediate decision to address it. Thus, the above data generated from responses of participants suggested that the majority of participants agreed that distributed leadership is an effective approach to ensure the effectiveness of secondary schools in Niger State, Nigeria.

Nevertheless, the data that emerged from participants show that, lack of freehand for staff to exercise control over responsibility assigned to them, lack of power to make decisions concerning their respective offices, and sole leadership style of some principals are some of the reasons that could affect efforts to improve effectiveness of schools in the state.

Therefore, data from the responses of participants further highlights the path through which staff in schools could express their concern over distributed leadership. Such a path includes expressing their concern in the areas of rewards and motivation

packages to foster their performance capabilities, the demand for good mannerism or approach from principals.

Data analysis also shows that the sympathetic nature of a leader with regard to the ill health, the misfortune of his staff, generosity of morals, and kindness could help in tolerating distributed leadership among the staff thereby achieving school effectiveness. In this regard, Obadara (2013) observes that, providing time, space, opportunities, and stepping back for staff to contribute or participate in the decision-making process and performance job functions without direct interference of supervisors is very crucial for building healthy workplace relationship, between principal and staff, which in turn reflects on effectiveness of the school.

However, responses of participants disclosed that the laissez-faire leadership style has little influence on the effectiveness of schools and also, on building the leadership capacity roles for school effectiveness. In fact, the responses of participants show suggested that laissez-faire leadership policy does not suit the Niger state academic environment. This is likely due to their strict adherence to culture, religion, and respect for the existing beliefs, norms, and values of the society in which they belong, etc. The above outcomes have been supported in the existing literature, for instance, these findings coincided with the opinion of Uko (2015) that, laissez-faire leadership style is not a suitable leadership practice for principals to exercise in running the affairs of schools since job delegation to staff without follow-up mechanisms creates complication in the process of job functions. To strengthen the view, Pont et al. (2008) opined that laissez-faire leadership style, leaders believe there should be no rules and regulations for the performance of job functions since everyone has a certain degree of sense of responsibility. Robinson (2017) calls argued that this leadership style should be discarded thereby, leaders should become more involved by

way of monitoring and exercising control and supervision of job functions. While, McKinney et al. (2015) opined that, the use of laissez-faire leadership style in schools by principals should be discouraged because it has been proven that the style does not produce any desired outcomes. In another study by Walker and Hallinger (2015) the outcome of their study revealed that the laissez-faire leadership style negatively influences the effectiveness of the school.

Likewise, data emerged from responses of participants further identifies the challenges and disadvantages that are likely to surface in the educational system in Niger state as a result of the use of laissez-faire as a leadership style in the state. The level of incompetence which may spread across the educational system might be widespread as a result of staff excessive use of freedom. This may equally diminish the level of guidance or monitoring of students' activities which may give rise to a proliferation of indiscipline among students, poor students' performance rate, social vices such as sexual harassment, the premature sexual relationship among female and male students. Data analysis further stresses that lack of guidance and monitoring of students' activities could hamper efforts to achieving students' high levels of academic performance. This assertion is in line with the views of Girei (2015) when he lamented that, laissez-faire leadership style or hands-off style enables managers to provide little or no guidance to staff over job performance, it allows employees as much freedom as possible to perform job task, make decisions and take responsibility. Similarly, Wu (2014) discourses that, laissez-faire leadership style creates a seemingly tolerant and easy-going relationship between supervisors and subordinates.

Nevertheless, principals who adopted a laissez-faire leadership style has little control over their staff, allowing them to enjoy extensive level freedom over job task assigned to them without direct intervention or influence. In addition to that,



Amanchukwu et al. (2015) added that, in a laissez-faire leadership style, leaders do not necessarily lead instead, they allow the staff to exercise maximum freedom over decision making and accomplishment of the job task.

On trained leadership, data from responses of participants reveal that the majority of SSPs, HODs, and SSEBOs have not received leadership training in the area of capacity building towards school effectiveness. However, few numbers among the participants claimed that they have received a number of related training before, during, and even after their appointment as school leaders. In this respect, some of the participants and available literature emphasised on the need for specific leadership training aimed at training principals and school leaders for the effective school system. For example, Yusuf, Muhammed, and Kazeem (2014) emphasised the importance of training school principals and leaders as a crucial aspect that helps in stimulating school policies and effectiveness. In addition, training positively improves the practices of principals as they relate to people and engage in more collaboration and optimistic trust.

Data from the responses of participants show that capacity-building training has an impact on professional development training towards school effectiveness. This outcome corroborates with the view of Glatthorn et al. (2016) that, a trained principal could manage and coordinate staff, resources, and head the school with leadership skills, positive thought, and improves the school's effectiveness. Similarly, Grissom et al. (2013) establish that a trained school principal work collectively with staff to achieve the goals and objective of the school with the overall view of attaining effectiveness of the school. Hence, a trained principal with experience continually encourages teachers' collaboration through mutual and professional relationships targeted to yield positive results for the development of the school.

Thus, the responses of participants highlighted above suggest that trained leadership for school effectiveness and capacity building for school leadership are very weak in Niger state. The result further shows that some principals and teachers are not experienced to mount such a crucial job position. Most of them have experience level comparable to those of classroom teachers or senior master/mistress experience levels. Citing these challenges, working experience has been specified as an important criterion for appointing leaders in education systems. Adejumobi and Ojikutu (2013) suggested that principals and school leaders in Nigerian secondary schools need not just work experience but additional training in school administration with a view to increasing their competitiveness, competences, and capacity building if the effectiveness of the secondary school as desired will be achieved.

Data analysis of responses of participants shows that professional development training can go a long way in influencing secondary school effectiveness. This outcome corresponds with the view of Glatthorn et al. (2016) they mentioned that to improve quality of school system and increase their competency level, it is important to encourage them to attend training program delivered through seminars, workshops, and conferences organised by universities and ministries of education aimed at advancing principals capacity building which is generally an integral part of leadership training.

#### **5.4 Implications of the Study**

The implications of the study are as follow.

##### **5.4.1 Global Implication**

The current study has global implications in the area of global aspiration for sustainable education development, particularly in developing countries. The implication narrows across organisations such as NGOs, UNICEF, UNESCO and

other United Nations Educational development institutions who have itemised principals' capacity building in the global agendas for sustainable education development. The implication stretches further to shaping or determining education policies and implementation approaches of federal and state ministry of education, especially of Niger state and committee of secondary school principals( SSPs), Head of Departments (HODs) and secondary school education board officials (SSEBOs). A further implication is concerned with stakeholders such as Nigerian education Ministers, Commissioners, and Directors of secondary school education, as well as teachers, and all other relevant educational agencies.

Thus, the study is beneficial to principals, teachers, parents, school communities, SSEBOs, policymakers, stakeholders, educationists, and researchers. The work has influenced benefit to the academic environment especially faculties of education and departments of Educational Management, planning, supervision, and control. It also has implications for all those who may consider its relevance and cherish its standing.

Consequently, this study has the strength of its global concern in realising capacity building and school effectiveness. This is especially considering the worldwide effort in the realization of an effective school system. It has an impression on educational development for the Nigerian education system and the entire public. The study employed a mixed-method strategy (quantitative and qualitative methods), which gave an extensive statistical and theoretical interpretation for a fuller apprehension of the phenomenon under discussion. Thus, the outcomes in this study signposted a strong and direct relationship between principals' capacity building and school effectiveness. Principals' capacity building and school effectiveness are convincing evidence that could help provides the school effectiveness in the global contemporary education system. Likewise, principals' capacity building and school

effectiveness have strong strength due to its potential influence in driving the school communities; allow educational practices; compliance with teaching principles; and community involvement and support.

#### **5.4.2 The implication of the Study to Secondary Schools Principals**

The role of principals as the chief executive officer responsible for the management of secondary school education system cannot be overemphasized; one of the primary functions is to assign duties to the school administrative staff. Other than this, the Principal is seen as the chief accounting officer whose functions include but not restricted to school management, school administration, providing leadership for curriculum and instructional development. Thus, results of this study has positive implication on development of school principals, heads of department, secondary school education board officials in the sense that it will enable them to identify the training needs with respect to capacity building in promoting school effectiveness, for example, in conjunctions with initiation, implementation, and institutionalization in the areas of *laisser-faire*, trained leadership, distributed leadership, community engagement, flow of communication, credibility and trust, financial management, principals' capacity building and levels of school effectiveness activities. This will enable school leaders to be able to manage and organise their school activities in a professional manner.

Management and administrative challenges school leaders face has a far-reaching implication on the attainment of the National education policies. The challenges seemingly, impedes the fulfilment of goals and objectives set out by school principals, these challenges include, lack of pedagogical materials for quality teaching and learning, the inadequacy of government support, unequipped libraries for studies, lack of workshops for specific capacity building training, non-conducive classroom

environment for efficient teaching and learning. Other challenges include a lack of modern facilities in general. Thus, the federal and state government should focus their attention on addressing these challenges to the barest minimum by ensuring that adequate funding is provided for smooth implementation of secondary school education programs in all the states of Nigeria with more emphasis on Niger state considering high level of challenges in the state compared to other states in the country.

#### **5.4.3 The implication of the Study to Secondary Schools Teachers**

Findings reveal that a handful of principals and teachers has not received any principals' capacity building practice training prior to their promotion to the post of principal. The working experience level as relates to management and administration most of the principals have is those learned at the classroom and teaching levels. This gap depicts some of the challenges impeding desired growth and development in the education sector particularly, Niger state.

#### **5.4.4 The implication of the Study to Parents**

The responses of participants imply that community engagement is necessary and important in fostering effective secondary school education. Thus, one such community engagement activities include PTA financial support. The study reveals that they face various challenges especially, lack of financial aid from responsible authorities and heavily dependent on PTA to manage secondary school affairs. This factor is most likely the reason, in recent times, schools hang on PTA for financial support. The study further reveals that the secondary school education system in Niger state may collapse in the absence of PTA financial support.

Furthermore, although PTA is popular among various countries in the world particularly those in developing countries. The application of this practice has largely been abused in the context of the Nigeria education system considering lack of

responsibility on the part of the government to fill the gaps created by poor funding of secondary school management and development. Consequently, PTA has seemingly been subjected as the sole source of financial support for managing the affairs of secondary schools. This is an ill-fated behaviour especially for a country like Nigeria. Mbah and Nzeadibe (2017) pointed out, there is a widespread increase in the rate of secondary school dropout and a high rate of illiteracy caused by a high level of poverty.

#### **5.4.5 The implication of the Study to School Communities**

The result from participants implies that it is necessary and important to have community engagement for the effective secondary school system in Niger State. The involvement of traditional mayors, chiefs, and ward heads is very important and necessary especially in providing security and financial support for schools. The findings from the responses of the participants further designate that the Old Boys Association and Old Girls Association have an impact on community engagement for the effective secondary school system. The influential people among the members of these associations are renowned for making remarkable contributions in the form of financial donations for the development of the education sector. However, other influential actors living around the school community take a different approach, they usually usurp the “*school ground*” (plots of land for the school) into their personal possession, which is very unfortunate and worrisome.

In addition to this, the findings revealed that financial institutions and other private companies around the school community finances and support the schools in the form of cash donations, building classrooms, libraries, and laboratories. This shows the extent of banks’ commitment to schools as community engagement which can lead to secondary schools' effectiveness. One of the most important tools for achieving community engagement for effective secondary schools in Niger state communities is

building rapport between schools and the host community. This relationship should involve traditional institutions, parents, politicians, organisations, sister institutions, old boys and girls associations, and individuals in society. Thus, school management needs to intensify effort thereby establishing rapport with every sector in the community for effective school development. This level of relationship creates a good bond between the management, staff and the community at large.

#### **5.4.6 The implication of the Study to Secondary Schools' Education Management Board**

The results of this study have implications to Secondary Schools' Education Management Board which is, since the Board is in-charge of (initiation, implementation, and institutionalization) policy implementation and formulation, they should ensure that facilities and learning materials for effective teaching are put in place to ensure smooth implementation of secondary education programs. Based on the analysis of responses from respondents, the researcher observed that most school leaders who are not qualified to be appointed as leaders are in office through a bias sponsorship system referred with a slogan known as "Godfather" not necessarily because they are qualified to hold such position.

The appointment of leaders into public office through the "Godfather system" is not just a corrupt practice but also a setback to any government efforts towards improving the level of quality education provided by public schools. The effectiveness and efficiency of school administration depend largely on the quality of leadership that runs the affairs of the school. The quality of capacity building practice acquired by prospective school leaders improves their administrative vision and mission. Therefore, there is a need to put in place a system of appointing school leaders deprived of any form of "Godfather" or corrupt practices also, there is a need to ensure that

authorised bodies such as education management board who are saddled with the responsibility of appointing secondary school principals (school leaders) should be encouraged to adhere to strict qualification scrutiny of prospective leaders to ensure criteria for selection or appointment are met.

#### **5.4.7 The implication of the Study to the State Ministry of Education (SMOE)**

The result of this study implies that the State Ministry of Education (SMOE) is the body responsible for managing and administration of secondary school affairs. Based on research findings, there are several challenges facing secondary school management and administrative systems. Therefore, there is a need for SMOE to address these challenges. They should ensure that qualified teachers are recruited to teach in secondary schools and standard pedagogical instructions should be used in classrooms to improve students' learning ability and performance. To reach the standard of the education system in developed countries, the Nigeria government particularly Niger state should ensure that teachers receive professional training and adopt best practices comparable to those in developed countries. This can be done by encouraging or supporting teachers to attend workshops, seminars, conferences, and in-service training to keep knowledge and skills relevant to best practices in the developed countries (capacity building).

As regards challenges relating to funding, poor funding of secondary school education has a far-reaching implication on the overall growth and development of the sector, thus, SMOE should beam their light towards the importance of proper funding of education system to ensure attainment of desired growth and development of the sector.



Furthermore, national policy on education entails (1) Training of students who are motivated to learn skills and knowledge and attain professional certification to pursue a future career. (2) To educate students to be creative and use available resources and technology to transform ideas into wealth and generate a broader economic base (3).

To provide training that enhances students technological skill and ensure they understand how their skills fit into contributing meaningfully to the development of the society and the attainment of national agendas (4) To ensure accessibility of technological facilities and education in tertiary level (5) To provide training that allow students to develop their talent and learn specific craftsmanship skill so that they can compete on the global front (6) To provide training that allows students to learn professional skill and develop competence and abilities to take advantage of opportunities within their reach and (7) To provide training that allows students learn more education empower them to become self-reliant, job and wealth creators. These laudable objectives cannot be realized when the leadership of the schools is not effective in attending capacity building in the areas of management and administration of the schools.

#### **5.4.8 The implication of the Study to Educationists and Researchers**

The study is significant in providing valuable information on secondary school principals' capacity building practice. The study will greatly benefit educationists and researchers because it provides relevant information on the management approach in promoting school effectiveness in the context of Niger state secondary schools. For example, it provided relevant information on laissez-faire, trained leadership, distributed leadership, community engagement, flow of communication, credibility and trust, financial management, professional development, principals' capacity

building and level of secondary schools effectiveness activities in the context of Niger state which can be explore or benchmarked to address related challenges in other states in Nigeria and Africa at large. Educationists and Researchers will benefit from the findings, knowledge, new ideas and new revelation generated from data analysis and careful review of various relevant works of literature relating to principals' capacity building and school effectiveness. The data analysis was done using relevant research methodologies and literature reviews were support with related models and theories to explain principals' capacity building and school effectiveness. This research work will be relevant for future research in the field of education particularly as it relates to Nigeria and Africa, it can be used as a source of reference material for further research in a related field of study.

## **5.5 Recommendations**

The study recommends the followings:

1. The principals' capacity building such as CE, FC, FM, and CT, should be given priority by the SSPs, HODs, and SSEBOs toward the effectiveness of secondary school activities for school effectiveness in Niger state, Nigeria.
2. A framework for effective leadership training and professionalism should be provided and encourage through awareness among the SSPs, HODs, and SSEBOs toward the effectiveness of secondary school activities for school effectiveness in Nigeria.
3. As a part of the training process, it is recommended to incorporate SSPs, HODs and SSEBOs training programs into seminars, workshops and relevant academic programs to help broaden their knowledge, experience and skill development. This will help them cope with the enormous tasks and administrative challenges they confront daily. Thus, leadership practices

training programs such as capacity building and professional development of SSPs, HODs, and SSEBOs need to be exposed to guarantee resourceful competences in distributing leadership skills and other professional leadership practices.

4. Since financial support is the bedrock of everything, the federal and state government, should as a matter of urgency increase budgetary allocation for schools. The government should also provide financial incentives for SSPs, HODs, and SSEBOs; and should afford to pay the responsibility allowances for SSPs, HODs, and SSEBOs and management of the secondary schools for school effectiveness in Nigeria and Niger state in particular. This will definitely help in promoting the efficiency of the school's effectiveness and promote leadership roles that could be efficient and supportive of school effectiveness. There is a need for planning long-term capacity building, there should be more emphasis on professional training programs to ensure there are competency and professional practices in the system.
5. Before conducting any capacity building training/ professional training programs, the need for proper selection of expert trainers for principals' capacity building is paramount. These trainers must have attained required certification such as a high level of experience, expertise, sound academic qualifications and prove competency. The selection process should be collaborated with numerous educational institutions at the local and national levels to ensure transparency. International best practices should also be adopted in the selection process.

6. There is also a need to highlight the importance of sufficient allocation of financial resources for training and for ease implementation of capacity building plans, development to increase the number of programs.
7. The researcher further recommended that the government, well to do individuals, agencies, NGOs, should assist in contributing their quotas for the development of the educational system in Niger state, Nigeria with a view to promoting the effectiveness of secondary schools through the implementation of capacity building.
8. The proposed approaches of training/capacity building should focus on the confidence of school leaders, working knowledge, solving administrative problems, handling the management meetings, and development of financial resources. It should also focus on empowering human relations with the host community, information, and trust with teachers, stakeholders, agencies, parents, and students.
9. There is a need for material and moral support to the principals' capacity building / professional training programs and motivation for the participants such as research awards, participation certificates, linking training with promotions, and financial incentives. Thus, SSPs, HODs, and SSEBOs should be encouraged to attend conferences, meetings, and courses inside and outside Niger State, Nigeria.
10. There is a need for the state government to develop clear goals and objectives for the development of the state's education system particularly secondary school education and especially, in the areas of capacity building / professional training programs that would in a broader perspective upgrade the school

effectiveness. The government should liaise with the professional agencies to come up with the plan through the Ministry of Education, Niger state, Nigeria.

11. There is a need for consistency in the processes to measure the full impact of capacity building, training for professional development with a view to achieve development in the education section, including, increase productivity, attainment of objectives, improve knowledge and skills to ensure capacity building of school leaders in Niger state, Nigeria.
12. There is a need for the government to invest more in secondary schools especially in the areas of social amenities such as electricity, water supply, social security such as fencing the school environment and providing more educational infrastructure like building more classrooms for the growing number of students in the state.
13. Niger State Ministry of Education, Secondary School Education Board should carry school leaders along in designing their school budget, annual school calendar, and anything that involves secondary school activities in order to promote school effectiveness.
14. Additionally, the researcher suggests that secondary school leadership appointment should be based on merits rather than politicising the process, and that school leaders should attend a basic leadership capacity building/ professional development training before posting them to manage secondary schools for school effectiveness.

## **5.6 Suggestion for Future Studies**

Future research should be based on copious “*features of capacity building*” (community engagement, flow of communication by the principals and the teachers, credibility and trust, financial management) and extent of principals’ capacity building

matrix (laissez-faire leadership, trained school leadership, distributed leadership for school effectiveness, principals' capacity building and level of secondary schools effectiveness activities). This variable should be treated separately in future studies. This is because; separate pondering on each aspect of capacity building and principals' capacity building matrix will definitely augur well for school effectiveness. The researchers for secondary schools' effectiveness activities towards school effectiveness should employ other aspects of capacity building and principals' capacity building matrix if different from the current ones in this research.

More studies on principals' capacity building and school effectiveness should be employed at the federal level and in other states in Nigeria because the scope of this study is limited to Niger state. The researcher suggests that future research work should be studied separately as such could yield better results on the subject or challenges posed by principals' capacity building and effectiveness of secondary schools as pertaining to Niger state and Nigeria.

Similarly, both the federal government and state-level should support secondary school's activities for school effectiveness. The governments should sponsor principals' capacity-building and school effectiveness. Sponsorship both at the federal and state levels could provide a source for additional opportunities, benefits, and pathways.

In addition, further studies may explore other lengths in principals' capacity building and school effectiveness that could serve as an extension for the current study. Future work should incorporate appropriate principals' capacity building matrix in secondary schools that could allow interactions between the school leaders, community leaders, stakeholders, policymakers, and the students. The future studies should explore how SSPs, HODs, and SSEBOs should respond to the school

community needs, secondary school activities, and the needs of teachers and students for school effectiveness in Nigeria and Niger state government in particular.

Numerous hitches persist and unaddressed, therefore, further studies should employ collaboration with NGOs who are willing to support research on principals' capacity-building and school effectiveness and who are willing to encourage teachers, principals and officials of MOE to improve in their leadership approaches and capacity to drive home education sustainability agendas as enshrined in the Nigerian National Education Policy.

### **5.7 Conclusion**

This study explored principals' capacity building in secondary schools in Niger State, Nigeria. Descriptive analysis revealed that principals' capacity building highly influences the effectiveness of secondary schools. While results from descriptive statistics show that the high level of effectiveness of secondary school activities has a higher influence on attaining school effectiveness.

Similarly, findings from ANOVA result show statistically significant mean differences in the mean responses of SSPs, HODs, and SSEBOs towards secondary schools' effectiveness in Niger State at 0.05 level of significance  $F(2,442) = 15.24, p(.00) < 0.05$ . Therefore, hypothesis one was rejected. Furthermore, findings gathered from ANOVA result shows there is a significant difference in the mean responses of SSEBOs, SSPs, and HODs toward enhancing secondary school effectiveness in Niger state at 0.05 level of significance  $F(2,442) = 23.34, p(.00) < 0.05$ . Therefore, hypothesis two was rejected.

Results also demonstrate that  $t$ -value for CE, LSSEA, TL, DL contributed to school effectiveness at  $<.05$  which indicated that, there is a positive and statistically significant predictor between CE, LSSEA, TL, DL to School effectiveness. However,

PCBP, LF, CT, FC, and FM have a positive effect on school effectiveness but have no significant determinant to school effectiveness.

However, in a qualitative sense, the findings from the responses of participants reveal that there is community engagement support through PTA, agricultural assistance, some engagement by parents, host community, and School-based Management Committee towards the effective education system. Similarly, on the flow of communication, the data shows that there is actually the flow of communication such as holding meetings with the staff mostly three times per term.

On credibility and trust, the qualitative result indicated that credibility and trust have a significant influence on school effectiveness, leadership styles, and increases the administrator-staff relationship for school effectiveness. On financial management, data shows that the sources of financial aids or grants are government, private agencies, PTA levies, and support from old boys/girls associations for school effectiveness, in which they emphasized that there is no motivation in terms of finance from the government confers for school effectiveness.

Although schools do receive some meagre amount of money from the government annually, the money is not enough to even buy chalks *let alone* solve other problems. This means that the state government is doing less to support the effective management of secondary schools in Niger state.

The study outcome reveals that principals' capacity building matrix specifically distributed leadership is the most appropriate and preferable for fostering effectiveness of secondary schools in Niger State, Nigeria. Responses of participants supported this assertion by, considering the need to empower school leaders in the state and citing the level of authority and control over job functions school leaders can exercise under distributed leadership. Thus, distributed leadership has significant impressions and



benefits for school effectiveness. However, while emphasis is directed in this area, the overall responses of participants stressed that training of leadership for school effectiveness and building capacity for school leadership has been largely overlooked in Niger state.

The results show that some principals and teachers lack appropriate training before they are saddled with the position and task of principalship. Most of them have only school experience from the classroom teacher, senior master/mistress, and then to principal. Regarding distributed leadership, the majority of the respondents agreed that distributed leadership is more preferably a leadership style for the effectiveness of secondary schools in the context of Niger state, Nigeria. Evidence of responses from participants indicates that distributed leadership has a significant impression and benefits on school effectiveness.

Thus, the study concluded that there is a significant relationship between principals' capacity-building and school effectiveness. It further concluded that principals' capacity building has a significant influence on school effectiveness in Niger state, Nigeria. Thus, Nigeria and Niger state, in particular, can enhance better secondary school outcomes and school effectiveness through the training and adoption of capacity building.

Therefore, principals' capacity building could also influence the overall success of the school effectiveness that can deliver the required educational development in the Nigerian education system. To encourage creativity and improve the school effectiveness, the participants (SSPs, HODs, and SSEBOs) recommend that Principals' capacity building, and shared distributed leadership should be used in Niger state educational systems. The study has contributed to the current literature in secondary school management.

## **5.8 Summary**

This chapter discusses principals' capacity building and school effectiveness is highlighted showing that the research objectives have been achieved and research questions answered. The findings are supported with shreds of evidence from relevant works of literature reviewed for the study.

Regarding study implications, this thesis highlighted the implications, strengths, and benefits of the study. Similarly, the chapter presented recommendations in accordance with the understanding of the researcher. Thus, with the intention to provide advice and direct insight for Niger state government, Ministry of Education, Niger state, government officials, SSPs, HODs, and SSEBOs toward school effectiveness in the state and beyond. Finally, the chapter discussed the conclusion of the study.

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## LIST OF APPENDICES

### APPENDIX A: Demographic Data

#### SECTION A

#### DEMOGRAPHIC DATA

Please tick (✓) or fill the blank space provided, as appropriate

1. Status: Principal  Secondary school Education Board officials   
Head of Department (Senior Teachers)
2. Educational Zone: Minna  Suleja  Bida
3. School location: Urban  Rural
4. Name of School-----
5. School Ownership: Federal  State
6. Educational Qualification: Ph.D.  M.Ed. / M.Sc.  B.Ed. / B.Sc.   
PGDE  NCE
7. Year(s) of experience in position: 5 to 10  11 to 15  16 to 20   
21 to 25  26 and above
8. Class Taught: SSS I  SSS II  SSS III
9. Age: 20 to 25 years  26 to 30  31 and above
10. Gender: Male  Female

## APPENDIX B: Questionnaire



### Section B

#### Instruction

1. Please answer all question items sincerely.
2. In each of the question items, please indicate your answer by circling/ticking the appropriate number on the responds score column as indicated in the five-point response options  
Strongly Disagree (SD) = 1 point  
Disagree (D) = 2 points  
Neutral = 3 points  
Agree (A) = 4 points  
Strongly Agree (SA) = 5 points

Code	Items	Response Options				
		SD	D	N	A	SA
A.	<b>Principals' leadership</b>					
PCB1	Create clear school vision and mission.	1	2	3	4	5
PCB2	Sharing vision and mission with the school community.	1	2	3	4	5
PCB3	Have a high level of sincerity of duty by showing earnestness to work.	1	2	3	4	5
PCB4	Create a culture that develops staff professionalism.	1	2	3	4	5
PCB5	Observe teachers teaching formally and informally.	1	2	3	4	5
PCB6	Possess the knowledge and skills to assess teachers.	1	2	3	4	5
PCB7	Discuss the assessment results with teachers.	1	2	3	4	5
PCB8	Provide facilities and equipment for smooth teaching and learning processes.	1	2	3	4	5
PCB9	Improve relationships with outsiders (for instance, PTA) to obtain support for the school to realize its vision and mission.	1	2	3	4	5
PCB10	Always motivate the teachers in order to perform their job effectively.	1	2	3	4	5
PCB11	Having knowledge of their subject matter to be able to identify the knowledge and skills needed by staff.	1	2	3	4	5

PCB12	Care for the welfare of teachers.	1	2	3	4	5
PCB13	Teach in a specific duration to be made a role model by the staff.	1	2	3	4	5
PCB14	Chair each School Curriculum meeting.	1	2	3	4	5
PCB15	Obtain instructional materials for teachers to prepare lesson plans and lesson notes.	1	2	3	4	5
PCB16	Practice the concept of “Leadership Through Examples”.	1	2	3	4	5
<b>B</b>	<b>Level of Secondary Schools Effectiveness Activities</b>					
LSSEA17	Planning and distributing financial resource allocation wisely	1	2	3	4	5
LSSEA18	Managing school resource, such as infrastructural facilities	1	2	3	4	5
LSSEA19	Meetings with parents to discuss students’ achievement such as academic and discipline progress	1	2	3	4	5
LSSEA20	Accepting and practicing suggestions from within the school and the community	1	2	3	4	5
LSSEA21	Identifying and promoting the professional development needs of teachers	1	2	3	4	5
LSSEA22	Allocating subjects and classes to teachers based on qualification and competence	1	2	3	4	5
LSSEA23	Providing good services by the school to the students in order to encourage parents to cooperate with the school	1	2	3	4	5
LSSEA24	A good relationship with the community to gain their support for the school to realise its aim and objectives	1	2	3	4	5
LSSEA25	Creating more avenues to generate additional funding from within and outside the school to improve the school facilities	1	2	3	4	5
LSSEA26	High level of hygiene within the school environment in order for the community to be comfortable within the school	1	2	3	4	5
<b>C.</b>	<b>Community engagement</b>					
CE27	A community engagement system should provide participants with the information they need to participate in a meaningful way.	1	2	3	4	5

CE28	The system should communicate to participants how their inputs affect decisions.	1	2	3	4	5
CE29	Participants in the community engagement system must be held accountable.	1	2	3	4	5
CE30	Community engagement should influence decision making	1	2	3	4	5
CE31	The system should help the school to improve	1	2	3	4	5
<b>D.</b>	<b>The flow of Communication by the Principal and the Teachers</b>					
FC32	The principal directs and gives continuous feedback to teachers and staff.	1	2	3	4	5
FC33	School issues are discussed by the principal with teachers regularly.	1	2	3	4	5
FC34	Other people's thoughts and ideas are welcomed and appreciated by the principal.	1	2	3	4	5
FC35	The principal engages in face-to-face communication with teachers and staff as a practice in the school.	1	2	3	4	5
FC36	Teachers and staff should not experience hardship or stress to communicate with the principal.	1	2	3	4	5
FC37	The use of traditional communication methods (memos, school magazines, board announcements, or official meetings) is encouraged by the principal as a common means of communication in the school.	1	2	3	4	5
<b>E</b>	<b>Credibility and Trust</b>					
CT38	Principals trust the efficiency of teachers to carry out important nonteaching duties.	1	2	3	4	5
CT39	There is a total commitment by the principals to working with teachers to improve instruction.	1	2	3	4	5
CT40	Principals' work together with teachers to identify and make changes in school and classroom conditions to improve teaching and learning.	1	2	3	4	5
CT41	There are a cordial relationship and a good understanding of what each other does amongst the principals and teachers	1	2	3	4	5

CT42	Principals and teachers have the trust of each other in the school.	1	2	3	4	5
CT43	Responsibilities are shared by principals amongst the teachers in the school.	1	2	3	4	5
<b>F.</b>	<b>Financial Management</b>					
FM44	School budgets are jointly prepared by the Principals with management staff, heads of departments and units in the school.	1	2	3	4	5
FM45	Principals prioritize financial allocations according to needs.	1	2	3	4	5
FM46	Funds are sourced and planned by the Principals for school effectiveness.	1	2	3	4	5
FM47	Principals ensure that budgets reflect agreed goals and objectives.	1	2	3	4	5
FM48	A close check on financial matters delegated to staff are being kept by the principals	1	2	3	4	5
FM49	Principals work within the constraints of school budgets.	1	2	3	4	5
<b>G.</b>	<b>Laissez-faire</b>					
LF50	Leadership fails to interfere until problems become serious.	1	2	3	4	5
LF51	Leadership could lead to failure when subordinates are deceptive and untrustworthy.	1	2	3	4	5
LF52	Leadership delegates (gives) almost all authority and control to subordinates.	1	2	3	4	5
LF53	Leads the school indirectly.	1	2	3	4	5
LF54	Let's staff do what they wish where there are no rules and regulations.	1	2	3	4	5
<b>H.</b>	<b>Trained School Leadership</b>					
TL55	A leader learns how to analyse income on a monthly basis.	1	2	3	4	5
TL56	A trained school leader learns how to avoid excessive spending.	1	2	3	4	5
TL57	Does all the duties in which he is talented.	1	2	3	4	5
TL58	Feels he/she is trained to manage school.	1	2	3	4	5
TL59	Has maximum experience to coordinate school activities	1	2	3	4	5
TL60	A trained school leader is willing to try out new ideas without fear.	1	2	3	4	5
<b>I.</b>	<b>Distributed Leadership</b>					
DL61	A principal supports teachers' participation	1	2	3	4	5



DL62	Supports teachers' professional growth.	1	2	3	4	5
DL63	Practices should align with school goals.	1	2	3	4	5
DL64	Shares leadership with teachers but controls the entire process from the side-lines.	1	2	3	4	5
DL65	Shared distributed leadership is better than sole leadership.	1	2	3	4	5
DL66	The distributed leadership team does benefit from professional development opportunities.	1	2	3	4	5
<b>J.</b>	<b>School Effectiveness</b>					
SE67	Always encourage teachers to strive hard through high expectations.	1	2	3	4	5
SE68	Treats staff according to their maturity level (Leadership situation).	1	2	3	4	5
SE69	Identify the professional development needs of teachers.	1	2	3	4	5
SE70	Assign subjects and classes to teachers according to qualification and competence (Improvement in teachers' commitment).	1	2	3	4	5
SE71	Suggestions from inside and outside the school are accepted and practiced by the school leadership.	1	2	3	4	5
SE72	The school manages meetings with parents to discuss students' achievement such as academic and discipline progress.	1	2	3	4	5
SE73	The best services are provided by the school to the students so that their parents are satisfied and cooperate with the school.	1	2	3	4	5
SE74	The school data and information are always up to date and easily recoverable.	1	2	3	4	5
SE75	Encourages, guides, and moves the school community towards excellence culture such as thinking creatively, proactively and positively.	1	2	3	4	5
SE76	Improves relationships with outsiders (e.g. PTA) to obtain support for the school to realize its vision and mission.	1	2	3	4	5

SE77	Open to the views of school community.	1	2	3	4	5
SE78	The school community feels comfortable in the school area because of the high level of hygiene.	1	2	3	4	5
SE79	Plans wisely and distributes resource allocation.	1	2	3	4	5
SE80	The school strives to generate additional funding from outsiders to improve the school facilities.	1	2	3	4	5
SE81	Creates School Financial Committee.	1	2	3	4	5
SE82	Possess knowledge in managing school resources such as managing finance.	1	2	3	4	5

## APPENDIX C: Interview Guide/Protocol



### INTERVIEW GUIDE/PROTOCOL

FACULTY OF EDUCATION, UNIVERSITY OF MALAYA KUALA LUMPUR

MALAYSIA

#### Introduction

I am a Ph.D. student in the Department of Educational Management, Planning and Policy Faculty of Education, University of Malaya Kuala Lumpur Malaysia. I am conducting research on *Principals' Capacity Building and School Effectiveness in Niger Nigeria*. Series of questions will be asked to enable me to explore the extent of the capacity building i.e. (CE, FC, CT, and FM) needed in order to enhance secondary school effectiveness in Niger State and the extent of capacity leadership matrix practices (Laissez-faire, trained leadership, and distributed leadership) among SSPs, HODs, and SSEBOs towards enhancing secondary school effectiveness in Niger State. I will be video recording our interview to enable me to capture all that is going to be discussed during the interview in order to have accurate transcription. You will be given a copy of the transcript to check for accuracy. The information you will provide during the interview will be used to further support the data collected using a questionnaire on the same topic. I assure you that the information and comments you provide during the interview will be strictly used for the purpose of this research.

<b>Research Question 6</b>	How do the capacity building (Community Engagement, Flow of Communication, Credibility and Trust, Financial Management) impact on school effectiveness in secondary school educational system in Niger State?		
	<b>Variables</b>	<b>Focus group</b>	<b>Observation</b>
I	Community Engagement	<p>a) In your own opinion can you explain how community engagement impacts on school effectiveness regarding secondary schools in Niger State with respect to:</p> <ul style="list-style-type: none"> <li>• PTA</li> <li>• Host community</li> <li>• Development agencies/partners</li> <li>• Community-Based Organisations (CBOs)</li> <li>• Philanthropists</li> </ul> <p>b) Why do you think that community engagement is necessary or important to have an effective secondary school?</p>	To express clearly the purpose of community engagement

		<p>c) What are your efforts towards community engagement for effective secondary schools in your community?</p> <p>d) In your own view describe your community engagement activities towards effective teaching and learning and effective secondary schools in the community.</p>	
II	Flow of communication	<p>a) Based on your experience how do you communicate with the various units involved in school and academic planning of the school towards achieving school and community goals?</p> <p>b) How do you engage in communication with the various units in the school for the overall development of the school?</p> <p>c) Out of the different methods of communication you have used, which one did you find more effective for the professional growth of both staff and school development?</p> <p>d) What role would you say communication plays in school effectiveness?</p>	Convey opinions succinctly and appropriately when communicating
III	Credibility and Trust	<p>a) How would you say your credibility and trust have helped school effectiveness?</p> <p>b) In your opinion explain those credibility and trust factors that assist your leadership style and school effectiveness.</p> <p>c) How would you say your credibility and trust factors have increased administrator – staff relationship and school effectiveness?</p>	To understand how credibility and trust influence their leadership

		d) What role would you say credibility and trust play in school effectiveness?	
IV	Financial Management	<p>a) Could you explain the type of financial aid and staff/administrative support that you have received so far and source(s) of such aids and support?</p> <p>b) How effective would you say such financial aids and supports have helped to motivate school effectiveness and in building leadership capacity at the secondary school level?</p> <p>c) In terms of aids or grants; can you explain how much government assistance or support you have gotten and how you think these aids or grants and other financial assistance have helped in school effectiveness and in building the leadership capacity in the secondary schools?</p> <p>d) Based on your experience how constant are such financial aids or grants offered by the government?</p> <p>e) How does such financial aids or grants offered by government impacts on school effectiveness and leadership capacity building?</p> <p>f) How do those in leadership position normally account for the funding or financial aids or grants that are offered the school to promote additional funding, school effectiveness in building leadership capacity?</p>	To have an understanding of effective school financial management
<b>Research Question 7</b>	What are the capacity leadership matrix practices (Laissez-faire, Trained Leadership, and Distributed Leadership) among principals, HODs, and SSEBO?		
I	Laissez-faire	a) Could you describe how adopting laissez-faire as a leadership style has helped you in terms of school	To have a grasp of the knowledge of

		<p>effectiveness and in building your capacity as a leader?</p> <p>b) In your own opinion as a leader, can you explain how staff are involved in decision-making at the school level</p> <p>c) How does the involvement of staff in decision making affect school effectiveness and leadership capacity building?</p> <p>d) What are the challenges or disadvantages that are associated with laissez-faire as a leadership style?</p> <p>e) How do the challenges or disadvantages that are associated with the laissez-faire style of leadership affect school effectiveness and, in building leadership capacity?</p>	Laissez-faire as a leadership style.
II	Trained Leadership	<p>a. Based on your experience describe the type of training(s) that you received before your appointment as a leader</p> <p>b. How does the training you received before your appointment as a leader affects school effectiveness and enhanced leadership capacity building?</p> <p>c. In your own opinion, how would you describe the impact of professional development training in terms of school effectiveness and leadership capacity building?</p> <p>d. What type of capacity building pieces of training have you attended recently?</p> <p>e. How often do you attend capacity building pieces of training since you assumed your present leadership position?</p> <p>f. In what way(s) would you state that the training attended impacted on school effectiveness and leadership capacity building?</p>	To state the impact of trained leadership

III	Distributed Leadership	<ul style="list-style-type: none"> <li>a) What are the factors required for staff to participate in playing roles in distributed leadership?</li> <li>b) What can you say are the benefits of distributed leadership to school effectiveness and leadership capacity building?</li> <li>c) Based on your experience as a leader, what do you think will discourage staff from taking part in distributed leadership?</li> <li>d) What are the different ways through which staff can be encouraged to develop an interest in distributed leadership for school effectiveness and leadership capacity building?</li> </ul>	To verify either sole distributed leadership is better than share distributed leadership

**Qualitative Results of the Respondents on how Capacity Building Impacts on School Effectiveness in Secondary School Education System in Niger State, Nigeria**

<b>Participants /Responses</b>	<b>Cat.1 Comm. Engmnt</b>	<b>Cat.2 Flow of Comm</b>	<b>Cat.3 Cred. &amp; Trust</b>	<b>Cat.4 Fin. Mgmt</b>
<i>SSP1</i>		<i>Meetings with members of staff</i>		<i>Once or twice in a year. Not enough to buy chalk let alone solve other problems. Auditor audits the finances of the school</i>
<i>SSP2</i>	<i>A bank erected and furnished a library in my school. They prefer to give cash and it's sometimes difficult for the principal to give an account of how the cash was used.</i>			<i>Auditor audits the finances of the school</i>
<i>SSP3</i>		<i>Holding meetings with members of staff in my department.</i>		<i>Very minimal Auditor audits the finances of the school</i>
<i>HOD1</i>	<i>Members of the community report to the "Mai Anguwar" (community leader) for intervention instead of going to the police Structures built by development agencies for example library not utilized</i>		<i>You have to be trustworthy, bold, honest, down to earth and accommodating as a leader</i>	<i>Auditor audits the finances of the school Impress from the State Ministry of Education, very meager It does not exist, but the P.T.A helps to fund the school</i>
<i>HOD2</i>	<i>Vigilante groups are assigned to guard the student in boarding schools</i>			<i>Auditor audits the finances of the school</i>
<i>HOD3</i>		<i>Holding meetings with members of staff in my department.</i>		<i>Auditor audits the finances of the school</i>



Cont.

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<i>SSEBO1</i>	<i>Schools depend on PTA. Old boys or Old girls' associations have a great impact on secondary schools. Some school houses or teams could be named after prominent people in the community</i>		<i>A principal need to be charismatic</i>	<i>Financial support got from the old boys' association.  Auditor audits the finances of the school</i>
<i>SSEBO2</i>	<i>Schools established in rural areas are the only link the community has with the government. PTA in rural areas are asked to contribute money</i>		<i>When a school leader is credible it will lead to good staff relationship and school effectiveness</i>	<i>Imprest comes once or twice in a year Auditor audits the finances of the school</i>
<i>SSEBO3</i>	<i>The host community acquires a large land and plant crops. Community leaders, parents' important personalities within the community are invited to speech and prize. Students go to the community to fetch water from the wells and boreholes. Host community plays a very great role in terms of student control</i>	<i>Departments are given free hands to hold meetings. Suggestions are given to the school authority</i>	<i>Once a leader is credible anything he wants his subordinate to do it will be done well.</i>	<i>It is not much Auditor audits the finances of the school</i>

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**Qualitative Results of the Respondents on how Capacity Leadership Matrix Practices among Principals Impacts on School Effectiveness in Secondary School Education System**

<b>Participants /Responses</b>	<b>Cat.1 Laisser-faire</b>	<b>Cat.2 Trained Leadership</b>	<b>Cat.3 Distributed Leadership</b>
SSP1	<i>Effectiveness cannot be attained</i>	<i>No training</i>	<i>Shared leadership is better They do their work correctly.</i>
SSP2	<i>Management and administration of the school cannot be effective</i>	<i>No training</i>	<i>Shared leadership is better</i>
SSP3	<i>The aim and objectives of setting up the school can never be realized</i>	<i>No training</i>	<i>Shared leadership is better When people are allowed to act based on the responsibility assigned to them without restrictions, it makes them do the right thing.</i>
HOD1	<i>When a leader carries everybody along regardless of sentiments, he/she will get a good response from the staff.  It might lead to parents withdrawing their children from the school. Also, fraudulent practices by teachers will be on the increase</i>	<i>I had no training, I try to do what I know is right based on my experiences, I was a class teacher then I became the senior Mistress. It will make education in Niger State to become effective.</i>	<i>Shared leadership is better A leader should be principled because people tend to take advantage of leaders when they show too much empathy.</i>
HOD2	<i>With the involvement of the teachers, the students will do what the school principal wants them to do.  It might lead to parents withdrawing their children from the school. Also, fraudulent practices by teachers will be on the increase</i>		<i>Shared leadership is better</i>
HOD3		<i>It prepares us to face the practical aspect of the job.</i>	<i>Shared leadership is better The reward should be given to teachers for their</i>

Cont.

exceptional  
performance

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SSEBO1	.		<i>Whenever the need arises. Shared leadership is better</i>
SSEBO2	<i>If as a leader your policy is laissez-faire, it means you cannot be effective as a leader.</i>	<i>Any leader that is able to go from one level to another example is; from the class teacher to senior master/mistress to vice Principal and Principal will be effective. The government does not train people in that capacity</i>	<i>Shared leadership is better Sole leadership will discourage staff from taking part in distributed leadership.</i>
SSEBO3	<i>The laissez-faire style of leadership does not work here in Niger State.</i>	<i>The training is meant for teachers and not principals. The state government has not made any provision for the training of principals. It has been a long time (decades) teachers experienced such training</i>	<i>Shared leadership is better It will enhance the smooth running of the school. A distributed leader is one who is honest, trustworthy, knowledgeable and dedicated; these virtues will also be seen in staff working under him if he/she uses the distributed leadership approach. Staff should be given the freedom to act based on the responsibility assigned to him/her, for instance, there are some schools that before anything is done the principal must be present because he/she has not given his staff the freedom or power to make decisions concerning their various offices in his absence. The leader should be empathic, whenever they fall sick or are bereaved he should pay them a visit.</i>

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**APPENDIX D: Permission to Conduct a Study with the Niger State Secondary  
school Education Board, Minna**

**NIGER STATE SECONDARY EDUCATION BOARD**



**Office of the Executive Chairman**  
Private Mail Bag No. 61,  
Minna,  
Niger State of Nigeria.

**18<sup>th</sup> APRIL, 2018**

Date:.....

Our Ref:..... **NSSEB/GEN/738/VOL.I**

Your Ref:.....

**TO WHOM IT MAY CONCERN**

I write to introduce to you **OMBUGUHIM SALMAN UMAR**  
a student of **University of MALAYA** currently undergoing  
his **P.hd** in the area of **Educational Management**.

2. He has been permitted to carry out his **Research  
Work** in **Schools** under the **Board**.

3. Please, accord to him all the necessary assistance to  
make his **Research work** easy.

4. Thank you.

**BALA ADAMU MOHAMMED**  
Director ADM/SECRETARY  
**FOR: EXECUTIVE CHAIRMAN**

## APPENDIX E: Faculty Permission Letter



**UNIVERSITY  
OF MALAYA**

12 March 2018

**To Whom It May Concern**

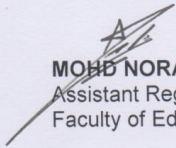
Name : Ombughim Salman Umar  
I/c No./ Passport No. : A06500251  
Registration No : PHA150013  
Programme : Doctor of Philocophy  
Specialization : Educational Management

This is to confirm that the above candidate is a student of Faculty of Education, University of Malaya, beginning in Semester I, 2015/2016 Session.

She/He is currently doing research and would require research data/questionnaire which can be obtained from your school/office/institution/university. We would appreciate it if you are able to assist our candidate in his/her research and would like to thank you in advance for your cooperation. This is to confirm that student research is not funded by the Universiti of Malaya.

Thank you.

Yours truly,

  
**MOHD NORAZLIN MANSOR**  
Assistant Registrar (Higher Degrees)  
Faculty of Education

Faculty of Education, University of Malaya, 50603 Kuala Lumpur, Malaysia

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• Assistant Registrar: (603) 7967 5131/5001 • General Office: (603) 7967 5006/5133 • Fax: (603) 7967 5130  
• Department of Mathematics and Science Education/Department of Educational Foundations and Humanities: (603) 7967 5040 • Fax: (603) 7967 5148  
• Department of Language and Literacy Education/Department of Curriculum and Instructional Technology: (603) 7967 5027 • Fax: (603) 7967 5139  
• Department of Educational Psychology and Counselling/Department of Educational Management, Planning and Policy: (603) 7967 5036 • Fax: (603) 7967 5010