ANALYSIS OF PRINCIPALS' LEADERSHIP ROLES FOR SECONDARY SCHOOLS IMPROVEMENT IN ANAMBRA STATE

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Abstract
The study analyzed principals' leadership roles for secondary schools improvement. The study was conducted in Anambra State. Two specific purposes were formulated and two research questions guided the study. Descriptive survey design was adopted the study. The study population comprised all the 258 principals in public secondary schools in the State. No sampling was used due to the manageable size of the population. A 14 items researcher developed instrument titled "Principals' Leadership Roles for School Improvement Questionnaire (PLRSIQ)" was used for data collection. The instrument was structured on a four rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The validation of the instrument was established by three experts from the faculty of Education, Nnamdi Azikiwe University, Awka, while Cronbach alpha was used to determine the reliability of the instrument which yielded the overall coefficient value of 0.82, considered high enough for the instrument usability. Copies of the instrument were administered by the researcher together with the assistance six research assistants. Data collected were subjected to analysis using mean and standard deviation. The findings revealed among others that principals do not play students' personnel services roles for secondary schools improvement in Anambra State by not; providing counseling services, ensuring adequate security for safety of students, embarking on community sensitization to increase students' enrollment, and providing adequate furniture in the classroom. Therefore, it was recommended among others that there should be partnership between the school management and donor agencies or in order to raise fund to provide adequate students' personnel services in the areas of adequate furniture in the classroom, medical facilities, counseling services among others. Conclusion was drawn based on the findings.

Keywords: Leadership Roles, Teachers' Incentive, Students' Personnel Services, School Improvement.

Introduction
The demand for competent leaders across all facets of the society is on the increase. Instituting organizational changes and development require the persistent efforts of an individual or few individuals with clear focus and excellent leadership abilities to stimulate others towards goals attainment. Leadership as defined by Okoli (2015) is the ability to guide, persuade, influence people to willingly, painlessly and enthusiastically work towards the achievement of common goals. Also, Yukl (2010) stated that leadership is a way of influencing an individual to work toward the personal or organizational goals or objectives willingly. Okoli

further asserted that as a matter of fact, leadership involves the ability, skills and power to influence subordinates through persuasion, motivation and human relations. In the school system, there are notable subordinates which include; teachers, non-teaching staff and students. These subordinates work along with the school leaders (principal) to transform educational policies into practices. Therefore, leadership in the context of this study is the continuous efforts towards stimulating and influencing staff and students enthusiastically to work towards the realization of leadership roles of principals in secondary school.

Leadership roles are administrative activities aimed stimulating subordinates' commitment to organizational goals. At the secondary level of education, there are numerous leadership roles performed by the school principal which include; supervising teachers, motivating and overseeing the needs of teachers and students, managing school resources, involving stakeholders in decision making process, encouraging teamwork among others. Ezeugbor and Akinfolarin (2018) noted that the school principal perform varying leadership roles which include; training and development of personnel, overseeing staff needs, providing students personnel services, and creating a conducive teaching and learning climate. Providing incentive packages to teachers, ensuring effective communication on instructional programmes, motivating students to learning, providing opportunities for teachers' professional advancement, and efficiently utilizing available time for adequate curriculum coverage are instructional leadership roles or practices of school principal. Furthermore, Ahmed (2016) listed leadership roles to include: monitoring of students' progress, providing incentives for teachers, promotion of professional development and providing incentives for students among others. Part of the above leadership roles considered in this study are; teachers incentives and students personnel services' roles. Unfortunately, most of the school principals seem not to practice some of these leadership roles in its entirety thereby leading to some level of inefficiency in the school system.

Incentive is a tangible or intangible expression of appreciation to individual(s) or employees in order to increase their dedication to organization's success. Providing both intrinsic and extrinsic incentives for teachers for effective service delivery. Teachers perform varying tasks assigned to them by the principal, apart from discharging their instructional delivery duty. It is the duty of the principal as the school leader to encourage teachers for better performance through adequate incentives. In the same line, Mehmet and Yan (2017) posited that effective school leaders provide incentives for teachers and students to improve the quality of teaching and learning activities in school. Showing care and concern, recognition of achievement, presenting gift items, recommending for training scholarship and promotion among others are provision of teachers' incentives role of school principal. However, the difficulties in principals' ability to play significant roles in the areas of stimulating teachers and students through the provision of teachers' incentives and rendering quality personnel services to students poses a threat on school improvement.

Similarly, Ashraf and Mohammad (2014) pointed out that stability of work, participating in decision-making, commitment, persistence, recommendation for promotion as at when due and also appreciating employees (teachers) by thanking them are all forms of moral incentives. In addition, principals' provision of merit award, bonuses, in-service training, equipping of staff offices and recognition of outstanding staff could encourage teachers'

regularity and punctuality in school, preparation of their lessons, attending classes as scheduled and effective delivery of their classroom instructions (Onyali & Akinfolarin, 2017). Principal's inability to create conducive teaching and learning climate and appreciation of teachers' and students' efforts aid dissatisfaction and may ignite conflict in the school. Hence, promoting teachers satisfaction and rendering adequate students personnel services is imperative to successful teaching and learning outcome.

Schools are set up not for teachers, not for parents, not for educational administrators but for students (Emetarom cited in Nwakpa, 2015). Students are the products of the school system in which the goals and national policies of education are reflected. However, despite the fact that the standard and quality of education is measured through students' achievement, some school leaders are less concerned as regards the well-being of the students across all tiers of the school system. Apart from ensuring uninterrupted instructional delivery to students, the provision of other services to augment the classroom instruction is vital to students' academic achievement. Student personnel services in the view of Akuchie in Ejeh, Okenjom and Chizi-Woko (2016), are those services and functions that complement classroom instruction for the total development of the individual. Akpan and Onabe (2016) opined that students' personnel services involves all the activities and services that are rendered to students for the achievement of the educational objectives.

Students' personnel services are series of supportive activities rendered in a bid to enhance the aspiration and academic achievement of students. Akpan and Onabe further highlighted these services to include; the provision and management of library services, guidance and counseling services, health services and recreational services to mention but a few. The provision of health and safety facilities, counseling services, sport services, equipped library, career orientation, recreational facilities among others are series of students' personnel services rendered to students. Part of the leadership tasks of the school principal is to ensure that quality educational services are rendered to the students who are the products of the school. Principals must devote adequate time to attend to the needs of all students irrespective of other administrative tasks. Similarly, Hallinger and Murphy (2013) pointed out that finding time to perform multifarious tasks is one of the greatest challenges of leadership for school improvement in the principals' job.

School improvement is about witnessing a steady growth in all aspects of the school, basically in the area of students' academic outcome. Similar to this, Nnebedum and Egboka (2017) asserted that school improvement is concerned with strengthening learning and other related conditions toward bringing about higher students' performance. It is about enhancing students' achievement through focusing on teaching-learning and the conducive conditions which support it such as an enabling classroom environment, provision of instructional materials to mention but a few. (Ashiq, Naseer & Nasarullah, 2014). School improvement cannot be realized without enhancing the teaching and learning process for excellent performance of students in all aspects. In the view of Onyali and Akinfolarin (2017), school improvement is about experiencing a progressive change in teaching and learning processes thereby leading to better academic performance of students. Change and innovation is introduced into the school by a school leader who is innovative, visionary and competent in

discharging his or her leadership roles. This can be achieved by being creative and positively exploiting ones initiative towards problem solving ideas. However, irrespective of the imperativeness of effective leadership to school improvement, some school leaders still find it difficult to play key leadership roles to improve the standard of their schools. Similarly, Egboka, Ezeugbor and Enueme (2013) lamented that the state of some secondary schools in Anambra State is worrisome as made manifest by dilapidated buildings, shortage of classroom accommodation, lack of consumable items (e.g. chalk), inadequate staff welfare, shortage of school furniture for students and teachers, lack of essential facilities such as water, light, toilet facilities and low levels of teacher productivity.

Principal is vested with the responsibility of improving and turning the school by appropriately playing key leadership roles. The continuous challenges experienced by some public secondary schools in Anambra State are worrisome. These challenges range from teachers inability to successfully supervise co-curricular activities and other assigned tasks which are The outside their instructional delivery duty. Also, the low attendance of students in school, incessant conflict among students, low commitment to learning, cases of health emergencies among others is also a source of concern towards the effective administration of schools. These challenges perhaps may be as a result of the principal's inability to play certain leadership roles so as to improve the current state of the school by providing encouragement to teachers and students and also the personnel services in the school. It is against this basis that the study aimed at analyzing principals' leadership roles for secondary schools improvement in Anambra State.

Purpose of the Study

The main purpose of this study is to analyze principals' leadership roles for secondary schools improvement in Anambra State. Specifically, the study sought to ascertain:

1. Teachers' incentive roles of principals for secondary schools improvement in Anambra State.
2. Students' personnel services roles of principals for secondary schools improvement in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the teachers' incentive roles of principals for secondary schools improvement in Anambra State?
2. What are the students' personnel services roles of principals for secondary schools improvement in Anambra State?

Method

The study adopted a descriptive survey design and was conducted in Anambra State. The study population comprised all the 258 principals in public secondary schools in the State. No sampling was used due to the manageable size of the population. A 14 item researcher developed instrument titled "Principals' Leadership Roles for School Improvement

Questionnaire (PLRSIQ)" was used for data collection. The instrument was structured on a four rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The validation of the instrument was established by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundations (Measurement and Evaluation Unit), Faculty of Education, Nnamdi Azikiwe University, Awka. The suggestions and inputs of the experts were reflected on the final draft of the instrument. Cronbach alpha was used to determine the reliability of the instrument which yielded the coefficient values of 0.78 and 0.86 were obtained for parts I and II respectively of the instrument PLRSIQ. The overall coefficient value of 0.82 was considered high enough for the instrument usability. Copies of the instrument were administered by the researcher together with the assistance of six research assistants who were briefed on how to approach the respondents and the exercise lasted for the duration of five weeks. A total of 258 copies of the questionnaire were distributed and 244 copies were properly filled and successfully retrieved, indicating 95 percent return rate. Data collected were subjected to analysis using mean and standard deviation. The mean responses were adjudged on the basis that any mean score of 2.50 or above is taken to indicate agreement while any mean score that falls below 2.50 is taken as disagreement.

Results

Research Question 1: What are the teachers' incentive roles of principals for secondary schools improvement in Anambra State?

Table 1: *Teachers' incentive roles of principals for secondary schools improvement*

S/N	Items	$\bar{x}$	SD	Decision
1.	Recommending teachers for promotion to ignite them for greater instruction delivery	2.56	0.71	Agree
2.	Praising teachers for excellent performance to trigger higher instructional performance	3.01	0.67	Agree
3.	Issuing end-of-year award to high performing staff to stimulate more outstanding instructional performance	2.10	0.62	Disagree
4.	Maintaining mutual relationship with teachers to create an atmosphere of confidence in performance of their instructional roles	2.74	0.81	Agree
5.	Involving staff in decision- making process to enhance their commitment in implementing the instructional programme	2.55	0.73	Agree
6.	Encouraging the non-teaching members of the PTA to distribute food items to teachers on a termly basis	2.16	0.58	Disagree
7.	Rewarding the achievement of team members to encourage teamwork for school improvement	2.42	0.70	Disagree
Mean of means and Standard Deviation =		**2.51**	**0.69**	**Agree**

Premised on analysis on Table 1, respondents agreed on items 1, 2, 4 and 5. This is shown by mean ratings of the items that fall above the cut-off mean of 2.50. This implies that respondents agreed that teachers' incentive roles for secondary schools improvement include; recommending teachers for promotion to ignite them for greater instruction delivery, praising teachers for excellent performance to trigger higher instructional performance, maintaining mutual relationship with teachers to create an atmosphere of confidence in performance of their instructional roles, and involving staff in decision- making process to enhance their commitment in implementing the instructional programme. However, respondents disagreed on items 3, 6, and 7. This is shown by mean ratings of the items that fall below the cut-off mean of 2.50. This implies that respondents disagreed that issuing end-of-the-year award to high performing staff to stimulate more outstanding instructional performance, encouraging PTA

members to distribute food items to teachers on termly basis, and rewarding the achievement of team members to encourage teamwork for school improvement are among their teachers' incentive roles for secondary schools improvement.

The mean of means' value of 2.51 which falls above the cut-off mean score of 2.50 indicate agreement on teachers' incentive roles of principals for secondary schools improvement. The standard deviation scores for all the items in the cluster are within the same range, indicating that the respondents are homogeneous in their responses.

Research Question 2: What are the students' personnel services roles of principals for secondary schools improvement in Anambra State?

Table 2: *Students' personnel services roles of principals for secondary schools improvement*

S/N	Items	$\bar{x}$	SD	Decision
8.	Providing counseling services for students to enhance their interest in teaching and learning	2.15	0.50	Disagree
9.	Equipping the school library with relevant books to facilitate academic activities	2.51	0.62	Agree
10.	Providing first aid equipment in school in case of students' health emergencies	2.65	0.47	Agree
11.	Adequate security is provided to ensure the safety of students	1.14	0.56	Disagree
12.	Sport facility is provided to boost students interest in sporting activities	2.50	0.55	Agree
13.	Embarking on community sensitization to increase students' enrolment	2.16	0.49	Disagree
14.	Providing adequate furniture in the classroom to create conducive environment for effective teaching and learning	2.22	0.71	Disagree
Mean of means and Standard Deviation	**=**	**2.19**	**0.56**	**Disagree**

Data presented on Table 2 revealed that respondents agreed on items 9, 10 and 12. This is shown by mean ratings of the items that fall above the cut-off mean of 2.50. This implies that respondents agreed that students' personnel services roles of principals for secondary schools improvement include; equipping the school library with relevant books to facilitate academic activities, providing first aid equipment in school in case of students' health emergencies, and providing sport facility to boost students' interest in sporting activities, while

respondents disagreed on items 8, 11, 13, and 14. This is shown by mean ratings of the items that fall below the cut-off mean of 2.50. This implies that respondents disagreed that providing counseling services for students to enhance their interest in teaching and learning, ensuring adequate security is provided for safety of students, embarking on community sensitization to increase students' enrollment, and providing adequate furniture in the classroom to create conducive environment for effective teaching and learning are among their students' personnel services roles for secondary schools improvement.

The mean of means' value of 2.19 which falls below the cut-off mean score of 2.50 indicate disagreement on teachers' incentive roles of principals for secondary schools improvement. The standard deviation scores for all the items in the cluster are within the same range, indicating that the respondents are homogeneous in their responses.

Discussion

Premised on data analysis on Table 1, the study found out that teachers' incentive roles played by principals for secondary schools improvement in Anambra State include; recommending teachers for promotion to ignite them for greater instruction delivery, praising teachers for excellent performance to trigger higher instructional performance, maintaining mutual relationship with teachers to create an atmosphere of confidence in performance of their instructional roles, and involving teachers in decision-making process to enhance their commitment in implementing the instructional programme. This is similar to the finding of Ahmed (2016) which revealed that providing incentives for teachers was being performed though not significantly. Nevertheless, this is inline with the findings of Onyali and Akinfolarin (2017) which revealed that involving staff in decision-making process to enhance their commitment, paying prompt attention to teachers on- the-job problems, praising teachers for excellent performance, assigning responsibility with commensurate authority to give teachers opportunity to demonstrate their skills and maintaining mutual relationship among others are teachers' incentive practices of secondary school principals in Oyo State.

Findings on Table 2 revealed that principals do not play students' personnel services roles for secondary schools improvement in Anambra State by not; providing counseling services for students to enhance their interest in teaching and learning, ensuring adequate security is provided for safety of students, embarking on community sensitization to increase students' enrollment, and providing adequate furniture in the classroom to create conducive environment for effective teaching and learning. The present finding is in agreement with the finding of Alimi, Ehinola and Alabi (2012) who lamented that in South-West Nigeria secondary schools, instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective, that is, classrooms are not spacious enough. In the same line, Akpan and Onabe (2016) reported that despite the efforts of some stakeholders, yet the problem of managing student personnel services effectively to enhance sustainable secondary education still persists. If student personnel services are not consciously rendered, the quality of school product (students) will be uncertain.

Conclusion

Experiencing uninterrupted operation and steady growth in the school is no doubt a product of a good school leader who is able and willing to constantly play the roles accorded to him/her. However, based on the findings of the study, it is concluded that principals play teachers' incentive roles for secondary schools improvement in Anambra State. The study also concluded that principals do not play students' personnel services roles for secondary schools improvement in Anambra State.

Recommendations

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

1. School principal should encourage teachers to be more committed to duties through the use of incentive practices by issuing end-of-the-year award to high performing staff and also rewarding the achievement of team members to encourage teamwork for school improvement.
2. There should be partnership between the school management and donor agencies or in order to raise fund to provide adequate students' personnel services in the areas of adequate furniture in the classroom, medical facilities, counseling services among others.

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