



Principals' Leadership Strategies and the Performance of Public Secondary Schools

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Abstract

This study examined the relationship between principals' leadership strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State. The study sought to determine the relationship between principals' leadership administrative and supervisory strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State. The study employed a correlational survey design. The population of the study comprised of all the principals of public secondary schools in Rivers State. The population is made up of 1358 principals, 474 males and 884 females. A sample size of 400 principals was drawn from the population using simple random sampling technique. A structured questionnaire titled "Principals' Leadership Strategies and the Performance of Public Secondary School" (PLSPPSS) was formulated and implemented. The instrument was made up of 30-items. The test and re-test method was used to determine the validity of the instrument and a Pearson product moment correlation coefficient of 0.81 demonstrated the reliability of the instrument for the study. Mean, Standard Deviation and Pearson correlation coefficient were used to analyze the collated data from the responses. T-test hypothesis testing was used in testing the hypotheses formulated for the study. The study revealed that a positive relationship exist between principals' administrative and supervisory strategies and performance of public secondary schools in Obio/Akpor LGA of Rivers State; however, the relationship is not significant. Thus, the study recommended for a quarterly review of school performances as a means to boosting the effectiveness of principals' leadership strategies in public secondary schools in Rivers State.

Keywords: Principal, Leadership Strategies, Performance, Secondary Education, Secondary Schools, Quality Education

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INTRODUCTION

Nigeria is a country endowed with natural resources, arable farmlands and a huge population. These factors indicate a huge potential for sustainable development and growth. Another key factor which Nigeria can harness to speed up growth and development is its huge human capital and resources. Udofia and Etienana (2009) asserted that human resources are essential for wealth generation in any nation. In other words, the capacity for a country to grow and develop is mainly influenced by the quality and capacity of its human resources as well as its proficiency in developing its human resources to meet the ever dynamic needs of society.

Human resources development is the primary responsibility of education and the bedrock of every society and a tool for nation building (Mbakwem & Ibeh, 2014). According to the Federal Republic of Nigeria (2004), Education is an instrument 'per excellence' which is vital for effecting national development, transformation and social reconstruction. Similarly, Akpan (2016) opined that education is the most effective instrument for academic progress, social mobilization, political survival and effective national development. Global efforts toward mass education that resulted from the World Education Conference in Jorntien in 1990 thus lays emphasis on education for all and availability and access to quality education.

Different countries have responded well to the communiqué that emanated from the said conference. In Nigeria, various responsive programmes and policies targeted at mass and quality education have been put in place, with different levels of attainment of goals. These include the universal primary education, UPE. In Western Nigeria launched in 1957, the federal Government Universal Primary Education, UBE programme launched in 1999 (Labo-popoola, Bello, & Atanda, 2009) and (Ajayi, 2008).

For quality education to be achieved in any nation the principal agents involved in the learning and education process must be cooperatively organized; that is teachers, students (learners) and the learning environment must be integrated into a system that allows for attainment of education goals. Similarly, Ogunaike, Taiye, Sholarin and Ezeugwa (2014) noted that the societal expectations of quality inputs from the educational institutions is on the student, hence the overall performance of the student is a measure of the quality of education. Also, the quality of staff in the school system presupposes the quality of the school and the educational system. The quality of education is achieved, sustained and improved by the optimal management of staff, students, resources and facilities by the Educational Administrator usually the principal and other educational leaders. This goes to show that proper administration and management of schools perhaps bears a greater effect on the quality of education and the attainment of the universal basic education goals.

Muhammed (2014) noted that the ultimate goal of education administration at all levels is to develop an all-inclusive and quality education that is accessible and relevant for self-reliance. Okebukola (2005) also posited that education administration is concerned with the activities that promote the attainment of educational goal and implement policies careful use of available human and material resources to achieve set goals. Thus, without effective educational and administration factors such as educational materials and facilities, operational fund and quality teachers would be beneficent in contributing significantly to the attainment of educational goals. Similarly, Ezeh (2014) pointed out that effectiveness has to do with the accomplishment of the specific cooperative purpose for which an organization is established; thus, effective administration focused conscience to the use of human resources, material resources and cooperative actions and effort toward the attainment of organizational goals. Effective

educational administration is thus saddled with the responsibility of creating a self-sustaining learning environment that is designed to improve teachers' effectiveness and the overall performance of the student who is the focus of all administrative activities.

Most times, the effectiveness of educational administration is dependent on the leadership skill, style and capacity. The secondary school principal is an educational administrator in the Nigerian educational system. Inyang and Hassan (2018) emphasized that an effective administrator should have the ability to understand generally concept of administration, enhance staffs ability to manage and organize effectively, develop administrative procedures, plans and control administrative budget. Thus, it is necessary that school principals are fully involved and committed in carrying and applying the basic rudiments of proper management of school resources, including the human resources. The effectiveness of educational administration can be measured provided there exist a well-defined organizational standard, knowledge of expectations and demand (Ezeh, 2014).

Statement of Problems

The effectiveness of public secondary schools as instruments for achieving national education goals has been recently questioned consistently due to issues of poor performances of students in national and regional examinations, poor attitude of teachers towards their responsibilities. Similarly, there seems to be a general poor school environment in most public secondary schools in River State. The challenges observed can linked to poor school infrastructure, quality of teachers and most importantly the quality of school leadership vis-à-vis the effectiveness of the school principal's leadership.

As an administrator, the principal has the mandate to organize all school resources which include infrastructure, equipment, teachers, students and the community to ensure school effectiveness. Thus, the ineffectiveness of public secondary school in achieving secondary education goal attainment is directly link to the attitude, qualities and the role performance as well leadership strategies applied by the principals.

Aim and Objective of the Study

The aim of this study is to determine the relationship between principal's leadership strategies and the performance of public secondary schools in Rivers State.

The specific objectives of this study were to:

- Examine the relationship between principals' administrative strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State.
- Examine the relationship between principals' supervisory strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State.

Research Questions

The following research question guided the study:

- What is the relationship between principals' administrative strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State?
- What is the relationship between principals' supervisory strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State?

Hypotheses

The following null hypothesis guided this study:

- H₀₁: There is no significant relationship between principals' administrative strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State.
- H₀₂: There is no significant relationship between principals' supervisory strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State.

THEORETICAL FRAMEWORK

Systems Theory

Systems theory hold that an organization is a social system made up of integrated parts. The theory was propounded by a biophysicist Ludwig Von Bertalanffy in 1920. The system was seen as a series of interrelated and interdependent parts in such a way that the interaction of any part of the system affects the whole system. That is, one part of the system must interact and depend on the other parts around it to function effectively.

The system theory is relevant to education system because education system (school) is a system and the concept of interaction and interdependence of parts with the education system like all other social systems has identical properties with the other system. This study is anchored on system theory.

The schools are looked at in terms of social system as complex interactive examined structurally and operationally. The principal as the administrator represents a crucial component of the school social system. This implies that the principal as the chief executive of the school deals with people at all times and is bound to get along with them. For the principal to perform his administrative role very well, he is expected to ensure that he exhibits the qualities required of him so as to achieve secondary school objectives and goals as stipulated in the National Policy (FRN, 2004). This brings to the limelight the ideas of principal's administrative process. It contends that when special attention is given, the principals do their works very well and productivity is likely to be high.

Human Relations Theory

Human Relations Theory states that in addition to finding the best technological strategies to improve output, it was beneficial for administration to consider the human elements in the organization. The human relations theory was propounded by Mary Packer Follet (1868-1933). The theory was concerned with the human problems encountered in organizations such as welfare, motivation, retirement benefits among others and therefore concluded that such problems can only be minimized when there is co-operation among workers. Based on this, she developed four organizational principles, all of which centre on co-ordination: coordination by

direct contact with the people concerned, coordination in the early stages, coordination as the reciprocal relation of all the factors in a situation, and coordination as a continuing process.

The human relations theory has its central idea that the human factor is very important in the achievement of organizational goals. The proponent of this theory holds the view that workers will achieve better if their personal welfare was taken into consideration. This applicable to the principals as well as the teachers Human relations theory indicates that principals as heads of school should be able to have cordial relationship with his staff irrespective of his supervisory functions in order to function effectively in his responsibilities.

CONCEPTUAL CLARIFICATIONS

Secondary education

Secondary education offers unique educational development of a child, being the link between primary and tertiary education. The knowledge, skills, values, and traits which a child acquires at this stage will complement those acquired at the primary level and when these are combined will prepare such child for tertiary education (Ige, 2013).

In Nigeria, secondary education aims at preparing an individual for Useful living within the society, and Higher education. Specifically, it aims at: -

- Providing all primary school leavers with the opportunity for education of higher level irrespective of sex, social status, religious or ethnic background;
- Offering diversified curriculum to cater for differences in talents, opportunities, and future roles; - Providing trained manpower in applied science, technology and commerce at sub-professional grades;
- Developing and promoting Nigerian languages, arts and culture in the context of the world's cultural heritage; - Inspiring students with a desire for self improvement and achievement of excellence;
- Fostering national unity with an emphasis on the common ties that unite us in our diversity; - Raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals, and live as good citizens; and
- Providing technical knowledge and vocational skills, necessary for agricultural, industrial, commercial, and economic development (FRN, 2004).

Ajayi (2002) and Omoregie (2005) reported that secondary education in Nigeria is riddled with crises of various dimensions and magnitude all of which combine to suggest that it is at crossroad. Some of the challenges include: Inadequate fund, Inadequate and decayed infrastructural facilities, Inadequate and low quality teachers, Negative attitudes of teachers and Prevalence of examination malpractice.

Quality Education

According to UNESCO (2004), quality education is education that emphasizes learning for social development through promotion of life skill; it also identified four variables that influence educational quality, namely; learner characteristics, context, inputs and outcomes. On the other

hand (UNICEF, 2000) has an education quality framework that views education as a multifaceted system that is entrenched in a political, cultural and economic context. This UNICEF framework has five ingredients, namely: the pupils, content, processes, environments and outcomes.

Jaiyeoba and Atanda (2005) posited that quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides an educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard. Similarly, Aigboje (2007) refers quality to excellence or more of societal values embodied in the school curricula. This involves stages and activities that take place until certificates are issued.

Quality education is the base line standard in education which can be measured on a scale of reference. It is an expression of standard or the means by which a certain set standard in education can be achieved. The concept of quality in education is multidimensional and embraces all functions and activities in the academic sphere (Maduewesi, 2005). It involves quality of students, instructors/facilitators, instruction, facilities and equipment, academic programmes, curricula and assessment of students' performance. The quality according to Cavanaugh (2002) may include quantitative elements such as completion rates, student performance, and student evaluations of the learning experience or outcome product. According to Asim and Okon (2005), the concept of quality education is relative, subjective and variable while Okebukola (2005) maintained that quality education is fitness of purpose. However, Akpan and Esirah (2005) maintain that the concept of quality varies from that of providing special services to conforming to educational standards.

Role Performance of Principals

A principal is the head administrator of a school, especially a grade school or a secondary school. Udoh and Akpa (2001) refer to the principal as the executive head of a secondary school. The secondary school principal's office had now been transformed into a sort of a midway station between the educational policy makers and the staff and students. The principal as the administrator guides controls and provides leadership in a way that supports the aims and objectives of secondary school education as stated in the National Policy on Education (FRN, 2004). The principal as the administrator represents a crucial component of the social system. This implies that the principal as the chief executive of the school deals with people at all times and is bound to get along with them. For the principal to perform his administrative role very well, he is expected to ensure that he exhibits the qualities required of him so as to achieve secondary school objectives and goals as stipulated in the National Policy (FRN, 2004).

School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Ojo, 1999). All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. By implication, the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Maduabum, 2002). The

principal is the person on whose shoulders rest the entire administration, success or failure of the school. The principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise (Uyanga, 2007).

The principal supervises the heads of departments by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, and punishing the indolent ones, assigning administrative duties to them and encouraging them to do the right things at the right time. He/she provides the materials for effective discharge of assigned duties and he encourages experimentation. All these are also inputs into the standard of education. Unachukwu and Okorji (2014), points out that principal are responsible for informing teachers about new educational strategies, technologies and tools that apply to effective instruction. Therefore, it is evident that pre-eminent in the Principal's role as an instructional supervisor is his/her ability to motivate and inspire teachers with the end goal of exerting a positive influence on instructional practice and ultimately learners' achievement.

Principals' Leadership Strategies

A strategy is simply a plan of action designed to achieve either short term or long term goals, thus principals' leadership strategies are those actions taken by the principal to improve and sustain the quality of education, teacher's and student's academic performance and the overall smooth running of the school. These strategies aid principals in the effective discharge of their administrative and supervisory roles; hence they are the medium to which principal's performance can be measured.

These strategies whatever they may be are geared towards quality education and can be grouped in any of the following:

Monitoring

Monitoring is the effective observation of input, process, output and the environment of an education system to ensure that things keep going the right direction and according to the set standards, usually with a view of improving upon the ways of utilizing and integrating educational resources. The principals monitor every facet of the school programme to ensure smooth running and compliance with policies and educational standards.

Evaluation

Evaluation is defined contextually in this research as the episodic (not continuous, usually midterm and at end of the project) assessment of an ongoing or completed project to determine mainly its actual impact against the planned impact (strategic goal or objectives for which it was implemented), sustainability, effectiveness and efficiency. Uitto (2004) argues that evaluations are systematic and independent. Teacher evaluation means a continuous process which looks for the diagnosis of strengths and weakness of the teachers in all his role performance such as preparation and implementation of the curriculum, classroom management, student motivation, teaching skills etc. Teacher evaluation is very essential in education because it is used to transform quantitative data into qualitative interpretations as an educational programme is

assessed and judgment usually made on its effectiveness and efficiency (Baiyero, 2003). Teacher evaluation draws attention to the weaknesses of the teacher and provides relevant information such as need for training, area of strength for such a teacher to be utilized and the need for self-improvement by the teacher. Hence, the overall goal of the evaluation of any component of an educational programme is to improve its effectiveness, efficiency and also to achieve sustainability of educational standards.

Supervision

Supervision is a process of stimulating growth and the means of helping teachers to help them. Firz (2006) described supervision as a process of directing, helping, guiding and stimulating growth in the subordinates in order to improve the quality of instruction. Supervision involves providing expert assistance to teachers to help them acquire more skills and competencies for effective teaching. Supervisors are therefore to supervise, guide and direct the instructional activities of teachers in line with the professional conduct. From these definitions above, it can be deduced that the main center of focus of supervision is the classroom teacher who as a curriculum implementer, tries to shape the destiny of class instruction. To this end, it is a service rendered to teachers, focusing on how to help them understand and accept themselves, their abilities patterns of interest, emotional make-up and background preparation and helping them set realistic goals for themselves. The principals is saddled with this responsibility of provide expert assistance to the teachers in all areas of instruction due to his wealth of experience and trainings received continuously. Effective supervision tends to bring out the best in teachers and prepare them for future supervisory roles as well.

These strategies whether they fall in any of the above strata are specifically geared towards:

- Curriculum development
- Teacher development
- Students' academic performance
- Administrative excellence

Empirical Review

Attah (2019) examined principals' leadership style, role performance as predictor for security measure in secondary schools in Obudu Local Government Area of Cross River State, Nigeria. The study adopted a survey research design with a census sampling technique to choose a total of 91 school principal's across the study area. A questionnaire titled 'Principal's Leadership Style, Organizational Role Performance and Security Scale (PLSORPSS) which was made up of 45 items were used for data collection. The questionnaire was validated by Measurement and Evaluation Experts and the reliability was established using Pearson product moment coefficient. Data collated from the respondents were subjected to statistical analysis using multiple regression technique. The result showed that there is a significant influence of principal leadership style and role performance on security in secondary school. Based on the findings, the e study advocated that principals should adopt the right leadership styles especially the ones that are contingent all the time. That supervision should be carried out on regularly basis in the school environment and communication with staff and community should be given a priority in

the school to foster security strengthening in the school understanding that security is one of their major administrative duties.

Akpan (2016) carried out a study to evaluate the relationship between principals' leadership qualities and their administrative tasks performance effectiveness as perceived by secondary school teachers in Akwa Ibom State of Nigeria. Two research questions and one hypothesis were formulated to guide the study. The sample of the study consisted of 820 teachers sampled from 82 secondary schools using stratified proportionate random sampling technique. The instrument developed by the researcher and titled "Principals' Leadership Qualities and Administrative Tasks Performance Effectiveness Questionnaire (PLQATPEQ)" was used for data collection. Data were analyzed using descriptive statistics. The findings of the study revealed that teachers perceived their principals as exhibiting moderate leadership qualities with relationship being the mostly exhibited leadership quality. The study also showed that teachers perceived their principals as being moderately effective in their administrative tasks performance. They were assessed to be very effective in curriculum development and instruction. There was a significant positive correlation between principals' leadership qualities and their administrative tasks performance effectiveness. Premised on the findings of this study, the study concluded that leadership qualities are strong determinants of principals' administrative task performance effectiveness in secondary schools. It was recommended among other things that principals should improve their leadership qualities to enhance administrative tasks performance effectiveness.

Imariagbontua (2016) assessed the level of effectiveness of leadership styles and administrative competence of principals in secondary schools in Delta Central Senatorial District of Delta State. Survey research design was used and the population of the study was 108 principals from public secondary schools in Delta Central Senatorial District of Delta State. Stratified random sampling technique was used to select a sample size of 70 teachers. The instrument for data collection was a questionnaire titled School Administrators Assessment Questionnaire (SAAQ) with 18-items. Using test retest method, the Pearson Product Moment Correlation coefficient was used to test the reliability of SAAQ which yielded 0.73. Data were collected by the researcher and were analyzed using mean for research questions, while t-test was used for testing the hypothesis at 0.05 level of significance. The study revealed that autocratic and democratic leadership styles were highly effective as administrators. Based on the findings, the study recommended that Government and stakeholders should regularly organized training seminar, conferences, and workshops on leadership development for secondary school principals.

Garba et al., (2014) examined the influence of Principals' Leadership Attributes as a predictor for Secondary School Effectiveness towards students' academic achievement. This study was driven by the role of training, seminars and workshop on the attainment of secondary education goals. The principals have been identified as a major player the attainment of these goals hence, it becomes important to establish a correlation between the principal work ethics and the effectiveness of the school as a medium for attaining national education goals towards sustainable development. The study used discussionary analysis to gain insights into the subject matter from other relevant literature in order to provide the theoretical foundation for this study. Factors influencing leadership attributes such as family background and educational background were reviewed. The study revealed that, not much substantial packages are put in place to improve the Leadership Attributes of principals among secondary schools in Nigeria most especially in Niger State North Central part of the country. The study concluded that, leadership

training for school principals will assist in improving their Leadership Attributes to overcome the numerous challenges facing most school principals nowadays and thereby contributes immensely towards the effectiveness of secondary schools in Niger state.

Amadi (2013) carried correlational study on principals' Administrative Techniques and effective school-community relations in Ahoada East Local Government Area of Rivers State. Four research question and three null hypotheses were formulated in the study. The sample size was made of three hundred and fourteen teachers and the principals of the fifteen government secondary school in Ahoada East Local Government Area who were randomly selected. The principals' administrative techniques questionnaire was used to collect data for the study. Findings indicated that there is no significant difference between principals' administrative techniques and school community relations. The study thus recommended that seminars and workshops should be organized from time to time by the ministry of education for principals on administrative techniques; that the ministry of education or schools board should constantly encourage the principals' by giving them incentives in the form of a award or in-service training for excellent performances and that the Government should also pay teachers' salaries on time to improve their productivity

METHODOLOGY

This study adopted a correlational survey design. The Population comprised the teachers of Public Secondary Schools in Rivers State. The number of Teachers in Public Secondary Schools in Rivers State is 1358. Out of the 1358 Teachers, 474 were male while 884 were female. A sample size of 400 teachers was drawn from the population using simple random sampling technique, representing 30%. The instrument used for data collection was questionnaire entitled 'Principals' Leadership Strategies and the Performance of Public Secondary School (PLSPPSS)'. The instrument was developed by the researcher and validated by three experts in Educational Administration and Planning. Test-retest method was adopted to determine the reliability of the instrument. After the first and second administration of the instrument, Pearson Product moment Correlation was used to calculate the reliability index, which yielded a coefficient of 0.81. Mean, standard deviation and Pearson correlation coefficient were used to analyze the collated data from the respondents. Based on the 4-point likert scale structured questionnaire employed, a criterion mean of 2.50 was determined to accept or reject the responses from respondents. In testing the hypotheses, t-test was used. The acceptance or rejection of any null hypothesis depends on the calculated valued and critical value of ± 2.50 at 0.05 level of significance. Thus, any calculated value below the critical value is accepted.

RESULTS AND DISCUSSION

Research Question One: What is the relationship between principals' administrative strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State?

Table 1: Mean scores of teacher's responses on principals' administrative strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State.

S/N	Administrative strategies	Mean	SD	Measures of school performance	Mean	SD
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1	The principal ensures that the school time and other school rosters are prepared on time	3.59	14.70	Teacher Performance	3.29	14.23
2	The principal ensures the maintenance of school infrastructure and facilities	3.08	12.48	Status of School Infrastructure	3.01	12.26
3	The principal provides teaching and learning resources for teachers	3.03	11.65	Availability and use of Teaching facilities and aids	3.61	14.85
4	The principal maintains good cordial relation with the community the school resides in	3.40	13.31	School relationship with community	3.53	14.56
5	The principal ensures that the internal school activities are well funded	2.89	10.45	School relationship with parents and guidance	3.4	13.28
6	The principal maintains a healthy relationship with staff.	3.41	13.78	Student Performance in internal Examinations	3.78	15.20
7	The principal ensures that statutory meetings are held regularly	2.61	11.88	Student's performance in external examinations and competitions	3.36	12.90
8	The principal quickly resolves challenges that may affect the school environment	2.47	10.09	School learning Environment	3.35	12.87
9	The principal organizes workshop, seminars and training for teacher development	3.15	11.77	Frequency of in-service staff trainings	3.55	14.59
10	The principal quickly communicate change in policies to the teachers	2.26	10.88	Availability and Use of ICT	2.87	10.56
	Aggregate Mean Scores and St.D	2.98	12.10		3.38	13.53
Pearson Correlation Coefficient = 0.54						

Data on Table 1 showed the mean scores of teachers on principals' administrative strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State. The respondents agreed on eight (8) out of the ten (10) items in the table with mean scores greater than the mean criterion of 2.50. The respondents did not agree that principals communicating change in policies and resolving issues within the school system correlates with the performance of public secondary schools in Obio/Akor LGA of Rivers State. Based on the spearman rank coefficient of 0.54, we assert that there is a positive relationship between principals' administrative strategies and the performance of public secondary schools in Rivers State.

Research Question Two: What is the relationship between principals' supervisory strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State?

Table 2: Mean scores of teacher's responses on principals' supervisory strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State

S/N	Administrative strategies	Mean	SD	Measures of School Performance	Mean	SD
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11	The principals ensures that the time table and other school rosters are implemented	3.41	13.78	Teacher Performance	3.29	14.23
12	The principal delegates some of his responsibilities as a means of developing teacher's leadership skills	2.67	10.21	Status of School Infrastructure	3.01	12.26
13	The principal supervises curriculum development of teachers	2.77	8.74	Availability and use of Teaching facilities and aids	3.61	14.85
14	The principal monitors teacher's attendance during lesson	2.67	10.97	School relationship with community	3.53	14.56
15	The principal recognizes and rewards teacher's efforts	2.53	10.71	School relationship with parents and guidance	3.4	13.28
16	Principals work with teachers to address student learning needs	3.06	11.10	Student Performance in internal Examinations	3.78	15.20
17	Principals either allows or provide opportunity for teacher's continuing professional development	2.40	10.05	Student's performance in external examinations and competitions	3.36	12.90
18	Principal supervises examination to curb malpractices	2.57	10.01	School learning Environment	3.35	12.87
19	Principals compares student's notebooks with record of work to ascertain job done by teachers	2.49	10.24	Frequency of in-service staff trainings	3.55	14.59
20	Principals provides constructive feedback and counselling assistance to teacher's during evaluation	2.30	10.45	Availability and Use of ICT	2.87	10.56
Aggregate Mean Scores and SD		2.68			3.38	13.53
Pearson Correlation Coefficient = 0.34						

Data on Table 2 showed the mean scores of teacher's responses on principals' supervisory strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State. The respondents agreed on seven (7) out of the ten (10) items in the table with mean scores greater than the mean criterion of 2.50. The respondents did not agree that principals allowance or provision of opportunity for teacher's continuing professional development, nor provision of constructive feedback and counselling assistance during evaluation as well as comparing notebooks of student with teacher's lesson note to ascertain work done by teachers correlated with the performance of public secondary schools in Rivers State. Based on the spearman rank coefficient of 0.34, we assert that there is a positive relationship between principals' supervisory strategies and the performance of public secondary schools in Rivers State.

Test of Hypotheses

Hypothesis One: There is no significant relationship between principals' administrative strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State.

Table 3: Summary of t-test of Teachers' responses on the relationship between principals' administrative strategies and the performance of Public secondary schools in Obio/Akpor LGA of Rivers State

Staff Gender	N	Mean	S.D	Df	t-Cal.	t- crit	Decision
Respondent	400	2.98	12.10	798	0.6694	1.6467	Accepted

Data on Table 3 present the summary of t-test on the relationship between principals' administrative strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State. Based on the analysis, the t-calculated value of 0.6694 is lower than the t-critical value of 1.6467, thus the null hypothesis was accepted. This implies that, there is no significant relationship between principals' leadership strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State.

Hypothesis Two: There is no significant relationship between principals' supervisory strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State.

Table 4: Summary of t-test of Teachers' responses on the relationship between principals' supervisory strategies and the performance of Public secondary schools in Obio/Akpor LGA of Rivers State

Staff Gender	N	Mean	SD	Df	t- cal.	t- crit	Decision
Respondents	400	2.68	10.62	798	0.4120	1.6467	Accepted

Data on Table 4 present the summary of t-test on the relationship between principals' administrative strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State. Based on the analysis, the t-calculated value of 0.4120 is lower than the t-critical value of 1.6467, thus the null hypothesis was accepted. This implies that, there is no significant relationship between principals' supervisory strategies and the performance of public secondary schools in Obio/Akpor LGA of Rivers State.

CONCLUSION

This study sought to establish the relationship between principal's leadership strategies on the performance of public secondary schools as a panacea towards achieving quality education and the attainment of secondary education goals. Thus the performance of their administrative, leadership and supervisory roles were evaluated based on the kind of leadership they provide.. The administrative role was evaluated based on the principals planning and control responsibilities; similarly the leadership and supervisory roles of the principals were evaluated based on their inspection, motivation and mentoring responsibilities. The study revealed that there exist a positive relationship between principals' administrative and supervisory strategies with the performance of public secondary schools in Obio/Akpor LGA of Rivers State, however, the relationship is not significant. The study also revealed that principals of public secondary school in Obio/Akpor LGA were effective in their administrative and leadership/supervisory roles.

Recommendations

Based on the findings, the study recommended for the following:

- Special Seminars, workshops and Trainings designed to improve the role performance of principals should be designed and carried out as it has a tremendous bearing on the performance of the school.
- Effective monitoring of schools by the Ministry of Education should be carried out since it has the capacity to motivate principals to be effective in the discharge of their duties.
- A detailed quarterly review of public secondary schools based on standards set for quality assurance should be implemented with the best principals receiving an award and other incentives.
- The Ministry of Education should carry a psychological evaluation of people considered to be made principals to ensure that they have traits that fall between autocratic and democratic leadership qualities before appointment


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