

Principals' Personal Variables as Determinants of Administrative Effectiveness and Efficiency

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Abstract: This study investigated Principal Personal Variables as determinant of administrative effectiveness and efficiency using descriptive design of correlation type. Three hundred principals selected through simple random sampling technique from secondary schools in Ogun State participated in this study. The researcher developed and validated questionnaires tagged Leaders Personal Variable Questionnaire (LPVQ) and Personal Effectiveness Scale (PES) for data collection. The Multiple Regression and Analysis of Variance (ANOVA) were the major tools used for data analysis. Findings from the study revealed that a low, positive correlation ($R = 0.20$) exists between the four predictor variables (age, sex, experience, qualification) and principal personal effectiveness. It was recommended among others that principals' and head of schools should be subjected to regular training and workshops boost their effectiveness and efficiency. The principals' personal variables of experience and qualification should be one of the factors in appointing teachers to position of authorities in schools.

Key words: Principals, personal variables, school administration, school efficiency

INTRODUCTION

Leading is one of the basic management functions, which has attracted the attention of many experts worldwide. Leadership is one of those elusive attributes that separate effective managers from less effective ones. In a school setting, leadership is a process by which an individual (principal) influences and coordinates the activities of others (subordinates) for the achievement of school goals (Ibukun, 1997). In the same direction Oredein (2004), submitted that the major function of a principal in a system is to stimulate teachers and to provide, through the use of experts, the consultation and administrative services that the teachers needed.

Fafunwa (1980) was of the opinion that the principal is an administrative head, a manager, a community public relation man, a supervisor, an instructional leader, a curriculum innovator and a catalyst towards planned revolution. And of course a leader in an educational setting is expected to demonstrate administrative effectiveness and efficiency. This role of demonstrating administrative efficiency is very necessary to the performance of supervisory function as the head in secondary school.

According to Stephen and David (1998), efficiency means doing the right thing and refers to the relationship between inputs and outputs while effectiveness mean doing the right task in an organisation that translate

to goal attainment. Both effectiveness and efficiency deal with what the principal do and how they do it in school.

Ezeocha (1990) seems to have the same view about the title Principal. They said that the principal is the architect of the quality of work in the school. Ezeocha (1990) went further to say that next in importance to the quality of the teaching service is the quality administrative service provided in the school as element in the job of educating students and making the students perform better.

Oredein (2004) in a study revealed that the personal variables of sex, experience and qualification do not influence teachers and students performance, rather the school factor such as the style of principal's administration do influence the staff and students performance. Akintayo and Babajide (2004) also opined that the responsibility for ensuring good educational outcome rests with the principal since he occupies such a strategic position in the educational system as seen from the views expressed by various authorities cited above. In our society, the secondary school principal is identified with his/her school, that is, his/her school is always an extension of the principal's personality and attributes. Thus, the selection by parents and guardians is based on these principals' attributes (Adenuga, 2005).

Statement of problem: The success or failure of the school is often attributed to the roles or functions of the principal. The principal occupies such a key position that what he does or fails to do, make or mar the progress of the school. But the irony of the school situation is that teachers are appointed into positions of principals without considering the personal variables of the teacher which can influence his administrative efficiency. Hence, he enters his new assignment ill-prepared and ill-equipped and learns on the job through trial and error.

Therefore, this study investigated these principals personal variables as they affect their administrative efficiency and effectiveness.

Research questions: This study provided answers to the following research questions:

- What is the combined contribution of personal variables of age, sex, teaching experiences and educational qualification to the variance of principals administrative efficiency and effectiveness?
- What is the contribution of age to the variance of principal administrative effectiveness and efficiency?
- What is the contribution of sex to the variance of principal administrative effectiveness and efficiency?
- What is the contribution of teaching experience to the variance of principal administrative efficiency and effectiveness?
- What is the contribution of qualification to the variance of principal administrative efficiency and effectiveness?

The purpose of this study was to investigate the principal's personal variables as determinant of administrative efficiency and effectiveness. This study determined the combined and individual contributions of the personal variables of sex, age, teaching experience and qualification to the variance of principal's administrative efficiency and effectiveness.

MATERIALS AND METHODS

The descriptive design of correlational type was used for the study. A sample of 300 principals were selected from 4 divisions of Ogun State; using simple random sampling technique.

Instrumentation: Two research instruments were used in the study namely:

- Leaders Personal Variable Questionnaire (LPVQ).
- Personal Effectiveness Scale (PES).

LPVQ is a ten-item questionnaire that sought demographic information of the respondents, while PES is a 50 item questionnaire that sought information on the effectiveness and efficiency of personnel.

LPVQ and PES were given to experts in Human Resources Management and Personnel Psychology to establish the face and the content validity. The instruments (LPVQ and PES) also yielded a reliability coefficient value of 0.76 and 0.85, respectively using Cronbach Alpha.

Administration: The two instruments were administered with the support of two research assistants. The principals were personally contacted at their duty post during the school hours purposely for the administration of the instruments. The instruments were collected back after completion. After collation of the scores, the Multiple Regression and Analysis of Variance were used to analyse the data.

RESULTS

Table 1 presents the analysis of data collected in relation to the research questions raised in this study.

The result on Table 1 reveals that a low, positive correlation ($R = 0.20$) exists between the four predictor variables (age, sex, experience and qualification) and principal personal effectiveness. However, the regression analysis is not significant at the 0.05 level as shown by the ANOVA test attached ($F = 1.527, p > 0.05$). R^2 value of 0.04 showed that the 4 variables when combined accounted for only 4% of the variance observed in principal's effectiveness. Other factors not included in the study accounted for the other variance (96%). Hence, the 4-predictor variables jointly and insignificantly contributed 4% of the variance in principal's personnel effectiveness.

The result on Table 2 reveals a low, but positive multiple correlation coefficient ($R = 0.071$). This implies that a negligible relationship exists between sex of principal and their job effectiveness.

The attached analysis of variance test shows that the regression is not significant at 0.05 level ($F = 0.746, p > 0.05$). The R^2 value of 0.05 shows that the contribution of sex to principal effectiveness is less than 1% of the variance observed in the dependent measure. Hence, sex of principal insignificantly contributed less than 1% of the variance in job effectiveness.

The result on Table 3 reveals a very low, but positive multiple correlation coefficient ($R = 0.017$). This implies that a negligible relationship exists between experience of principals and their job effectiveness. The analysis of

Table 1: Multiple regression of the 4 predictors variables on the dependent variables

Multiple R	R ²		Adjusted R ²	S.E.	
0.201	0.040		0.014	10.83	
ANOVA					
Model	Sum of square	df	Mean square	F	Significant
Regression	716.752	4	179.188	1.527	0.197
Residual	17015.622	295	117.349		p = 0.05
Total	17732.373	299	Not significant		Not significant

Table 2: Regression of sex on principals effectiveness

Multiple R	R ²		Adjusted R ²	S.E.	
0.071	0.005		-0.002	10.92	
ANOVA					
Model	Sum of square	df	Mean square	F	Significant
Regression	88.266	1	88.266	0.746	0.391
Residual	17644.107	298	119.217		p = 0.05
Total	17732.373	299	Not significant	Not significant	Not significant

Table 3: Regression of experience on principal's effectiveness.

Multiple R	R ²		Adjusted R ²	S.E.	
0.071	0.000		-0.006	10.94	
ANOVA					
Model	Sum of square	df	Mean square	F	Significant
Regression	5.329	1	5.329	0.044	0.833
Residual	17727.045	298	119.887		p = 0.05
Total	17732.373	299	Not significant	Not significant	Not significant

Table 4: Regression of age on principal effectiveness

Multiple R	R ²		Adjusted R ²	S.E.	
0.070	0.005		-0.002	10.92	
ANOVA					
Model	Sum of square	df	Mean square	F	Significant
Regression	86.657	1	86.657	0.727	0.395
Residual	17645.717	298	119.228		p = 0.05
Total	17732.373	299	Not significant	Not significant	Not significant

Table 5: Regression analysis of qualification

Multiple R	R ²		Adjusted R ²	S.E.	
0.177	0.031		0.025	10.77	
ANOVA					
Model	Sum of square	df	Mean square	F	Significant
Regression	557.782	1	557.782	0.807	0.080
Residual	17174.591	298	116.045		p>0.05
Total	17732.373	299	Not significant		Not significant

variance test shows that regression is not significant at the 0.05 level (F = 0.044, p>0.05). The R² value of 0.005 shows that the contribution of experience to principals effectiveness is less than 3.1% of the variance observed in the dependent measure. Hence, experience of principal insignificantly contributed than 3.1% of the variance in job effectiveness.

The result on Table 4 reveals a low but positive multiple correlation coefficient (R = 0.07). This implies that a negligible relationship exists between the age of principals and their effectiveness. The attached analysis of variance test shows that the regression is not significant at the 0.05 level (F = 0.727, p>0.05). Hence, age of principals significantly contributed less than 1% of the variance in job effectiveness.

The result on Table 5 reveals a low but positive multiple correlation coefficient (R = 0.177). This implies

that a negligible relationship exists between the qualification of principals and their effectiveness. The attached analysis of variance test shows that the regression is not significant at 0.05 level (F = 0.807, p>0.05). Hence, qualification of principals significantly contributed less than 1% of the variance in job effectiveness.

DISCUSSION

The result of the findings revealed that: there is a low, positive correlation (R = 0.20) between the 4 predictor variables (age, gender, experience and qualification) and principals' administrative effectiveness. This might be as a result of the fact that for anybody to be the head of a school, he/she must have been matured both in age and in qualifications coupled with his experience in life. The

sex of a principal might not have a well pronounced influence (s) on his achievements most especially in this contemporary world when women have been known to achieve excellence in different field of callings.

Sulaimon (2005) argued that the under achievements of women in the past had been due to sex bias which had previously dominated many aspects of our life including educational institutions but since, the Beijing Conference, the situation had changed. The enlightened society has come to realize that women can achieve as well as men if given the opportunity. However, the regression analysis is not significant at the 0.05 level as shown by the ANOVA test attached ($F = 1.527, p > 0.05$). The result of this study supports the findings of Ferdman (2002) that low positive relationship exists between principal's personal variables and their administrative effectiveness. It however, negates the findings of Hunt and Saul (1995) that negative relationship exists between principal's personal variables and their administrative effectiveness.

Moreover, the statistical results on Table 2-4 revealed a low but positive, correlation between age, gender and qualification while a positive relationship exists between experience and principal's effectiveness. The findings negate the findings of Ferdman (2002), Luther and Lockwood (1996), Dalton (2002) and Carroll and Harrison (1998) that educational background, age and gender had positive relationship in a global context.

CONCLUSION

It has been empirically established in this study that demographic variables (age, gender, experience, qualification) when combined had a low positive correlation and relationship with personnel effectiveness. Hence, there is no need to discriminate against a principal on account of his or her age, gender or experience. If staff are given regular training and are provided with the necessary tools to work within an enabling environment, they will perform creditably

RECOMMENDATIONS

On the basis of these findings, the following recommendations were made:

- Training of principals should be given higher priority. This will assist principals with modern approach of doing their administrative role.
- The committee of principals should be given orientation through the organisation of workshops and seminars on improving the administrative effectiveness and efficiency of principals.
- Adequate payment of principals' benefits including salaries and incentives should be regularly done.

- Qualification should be one of the factors in appointing principals' to position of authorities in schools.

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