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COMPARATIVE ANALYSIS OF PRINCIPALS' MANAGEMENT STRATEGIES IN STATE-OWNED AND MISSION-OWNED SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT
This study comparatively analyzed principals' management strategies in State-owned and mission-owned secondary schools in Anambra State. Two research questions guided the study while two null hypotheses were formulated. The study adopted descriptive survey research design. The study was carried out in Anambra State. The population of this study comprised (11542 teachers) 6,396 secondary school teachers in the 261 state-owned secondary schools and 1,963 teachers in the 82 mission-owned secondary schools in Anambra State. The sample size of this study comprised 1500 secondary school teachers in state-owned and mission-owned secondary schools in Anambra State using proportionate stratified sampling technique. Data for this study was collected using a structured questionnaire titled "Questionnaire on Principals' Management Strategies" (QPMS) face validated by two experts. Cronbach Alpha was used to determine the internal consistency of the two instruments and an overall co-efficient of 0.88 was obtained. Mean and standard deviation was used to answer the research questions while t-Test independent was used to test the null hypotheses at 0.05 alpha level. The findings revealed that teachers agreed on their principals' personnel management strategies and financial management strategies in mission-owned secondary schools in Anambra State. The finding also revealed that there is no significant difference in the mean ratings of teachers in state-owned and mission- owned secondary schools in Anambra State as regards their principal's personnel and financial management strategies. Based on the findings, it was recommended amongst others that the Ministry of Education in collaboration with the Teachers Service Board should organize workshop, seminars and conferences for principals from time to time so as to keep them abreast of the modern day supervisory techniques and their expected supervisory functions, this will enable them to be more effective in their supervisory work and to ensure quality education in Nigeria.

Keywords: Principal, Management Strategies, State-owned Schools, Mission-owned Schools

Introduction

In the secondary school system, the principals are important stakeholders that run the daily affairs of the school. Obasi (2018), described the principal as one who controls the human and material resources of the school. He or she occupies the top of administrative ladder in any secondary school. The principal as an instructional leader is responsible for matters concerning the implementation of the school curriculum, and sees to the smooth running of the school in order to achieve high productivity from the staff, in terms of effective teaching and learning (Nzoka and Orodho, 2014). The task in the school setting is directed towards producing well- educated boys and girls through the efficient and effective leadership strategies of the principal who coordinates all school activities to ensure productivity and the achievement of tasks.

The principal is expected to provide teachers with sound instructional leadership, supportive staff-personnel services, thorough and supportive instructional supervision, effective communication system where teachers are actively involved in decision making, and actively participate in planning and evaluating the instructional programmes (Obasi, 2018). The principal ensures that teachers execute their task with utmost performance in order to achieve educational goals. For this to happen, teachers must be highly committed to their duties, which depend on the management leadership strategies employed by the principals. Principals management strategies can be described as the application of behavioural principles and discipline that are effective to bring about ideal academic

system in the area of getting the right people to become teachers, developing them into effective instructors, ensuring that the system is able to deliver the best possible instruction for every child in order to achieve targeted objectives (Omemu, 2017). According to Cunha and Magana (2019), the term principal's management strategies refer to the procedures, style and instructional techniques principals use to manage students' behavior and learning activities. In the opinion of Doyle (2009) principals' management strategy results to complying of order and learning, which means maintaining orderliness in the school environment, encouraging students' engagement which support learning. According to Burdern (2011), principals' management strategy includes everything that principals, do in attempting to achieve a goal that is to create learner involvement and cooperation in all school activities and to establish an environment conducive for teaching and learning. Broadly speaking, effective principals' management strategies create an environment that can be conducive for both teaching and learning, while ineffective principals' management strategies often create chaos. This paper therefore identified two basic management strategies, they are; personnel management strategies and financial management strategies.

Personnel management is a continuous process for identifying, evaluating and developing the work performance of the teachers so that the goals and objectives of the school are more effectively achieved (Iloabuchi, Abraham and Afangideh, 2016). The authors further remarked that personnel management comprises the effective use of human resources in educational institutions through proper management of people-related activities. A number of factors tend to influence personnel management for effective job performance in schools namely training and manpower development, employment policy and conditions, supervisory problems, environmental management, external environmental factors and recruitment policies/practices.

Financial management strategies constitute another management strategy. Financial management is the fundamental element on which the success of any organization depends. No organization or school has ever succeeded in history without proper utilization of its resources. According to Kwaghbo (2008), financial management strategy can be defined as planning, organizing, coordinating, directing and collecting of payments in such a way as to achieve organizational goals. Resources are scarce and that all efforts should be made by educational administrators and planners to ensure optimal utilization of funds. Bua and Adzongo (2014) observed that some principals are found to be inefficient in the way and manner they manage the finances in their schools. This may not be mismanagement or embezzlement but because of ignorance of simple techniques of budgeting and management. This could be that financial management strategies have not been given the desired attention over the years and therefore it affects secondary schools adversely.

Sequel to the above explanation, applicability of these management strategies depend on school types. There are three main types of school; state-owned/public-owned schools, private- owned schools and mission-owned schools. State-owned schools are managed and owned by the government. They are directly administered and controlled by the Ministry of Education and maintained by its minister. Private-owned schools on the other hand, are owned by either individuals or private bodies or groups. In broad terms, private schools do not depend on government's education administration and funding. A mission-owned school or missionary school is a religious school originally developed and run by Christian missionaries.

Making a comparative analysis of both mission-owned schools and state-owned schools, the study of Samoei (2014) found out that private schools have been found to do well in internal supervision strategies, financial management strategies, conflict management strategies when compared to public schools. To buttress further, it is widely believed that the mission-owned schools through sound management has been able to create room for more students to go to school, provide quality education, eradicate cultism, discourage teachers strike through the maintenance of labour agreement thereby bringing stability to the system (Olomola, 2014). But analyzing it comparatively, hardly has these provision been made in the state-owned schools especially in terms of strike actions, deviant behaviour among students, conflict management, misappropriation of funds, unfavourable decision-making and poor

dissemination of information (Amirize and Ololube, 2018; Nwankwo, 2013).Serious concerns are being expressed by teaching and non-teaching personnel in state- owned secondary schools in Anambra State over the general performance of the Secondary Education Management Board and government at large. One problem evident in public secondary schools in Anambra State is insufficient classrooms and dilapidated buildings, and this has been observed that this ill-state does not rest on funding alone as often acclaimed, but rather, the problem are made most complex by or due to poor management strategies used by the principals. It could be that some principals are perceived as lacking the necessary training required as financial managers, while others are accused of imposing illegal levies on students, neglecting budget plans, delaying disbursement of funds for fraudulent reasons. Such situation apparently creates a turbulent atmosphere for the success of teaching-learning process and general management of the school.

Reports have revealed that it is evidently clear today that the conditions of service of most mission-owned secondary school teachers cannot be compared with those of government schools in Nigeria. Despite the provision of funds by the state government and other sources of funds available to state-schools in Anambra State, some school principals are still unable to plan and execute school budgets in accordance with the objectives of the school. Some of these principals obviously fail in their statutory functions such as the identification of sources of school finances, methods employed in the collection and how the revenues are adequately and effectively managed. Careful observation revealed that the major source of funds from mission- owned schools is money raised from school fees and few donations from the church and other bodies (PTA). These funds are adequately managed by the principals and used to execute school budgets in accordance to the objectives of the school. In turn, it could be that this is one reason why the condition of teaching and learning have been improved mission-owned schools compared to state-owned schools. All these may be due to ineffective personnel management practices. But reverse is the case in mission-owned schools. The problem of this study therefore is to comparatively analyze principals' management strategies in State-owned and mission- owned secondary schools in Anambra State.

Research Questions

1. What are the principals' personnel management strategies in state-owned and mission- owned secondary schools in Anambra State?
2. What are the principals' financial management strategies in state-owned and mission- owned secondary schools in Anambra State?

Hypotheses

1. There is no significant difference in the mean ratings of teachers in state-owned and mission-owned secondary schools in Anambra State as regards their principal's personnel management strategies.
2. There is no significant difference in the mean ratings of teachers in state-owned and mission-owned secondary schools in Anambra State as regards their principal's financial management strategies.

Research Method

The study adopted descriptive survey research design. The study was carried out in Anambra State. The population of this study comprised (11542 teachers) 6,396 secondary school teachers in the 261 state-owned secondary schools and 1,963 teachers in the 82 mission-owned secondary schools in Anambra State. The sample size of this study comprised 1500 secondary school teachers in state-owned and mission-owned secondary schools in Anambra State using proportionate stratified sampling technique. Data for this study was collected using a structured questionnaire titled "Questionnaire on Principals' Management Strategies" (QPMS) containing two sections A and B. Section A contains two items on the demographic data of the respondents covering school type while Section B contains two clusters of covering 15 items on personnel management strategies and financial management strategies. Face validation was established for the item. Cronbach Alpha was used to determine the internal consistency of the two instruments and an overall co-efficient of 0.88 was obtained. The instrument was administered to the respondents in their schools by the researcher with the help of three

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research assistants who are teachers. Descriptive statistics of mean and standard deviation was used to answer the research questions while t-Test independent was used to test the null hypotheses at 0.05 alpha level.

Presentation of Results

Research Question 1: What are the principals' personnel management strategies in state-owned and mission-owned secondary schools in Anambra State?

Table 1: Respondents' Mean and Standard Deviation Ratings on the Principals' Personnel Management Strategies in State-owned and Mission-owned Secondary Schools

S/N	The principal in my school ensures that:	Resp.	X	SD	Remarks
1	teachers work as a team so as to promote cohesiveness in the school	SO	2.60	0.95	Agree
		MO	3.15	0.98	Agree
2	orientation programme is conducted whenever new staff are posted to the school	SO	2.27	1.11	Disagree
		MO	2.75	1.23	Agree
3	duties to teachers are based on expertise	SO	1.93	1.01	Disagree
		MO	2.27	1.15	Disagree
4	teachers are internally supervised by their heads of Department	SO	3.16	1.07	Agree
		MO	3.32	1.08	Agree
5	teachers who go against professional code of conduct are disciplined as provided by the Board	SO	3.47	1.02	Agree
		MO	3.40	1.19	Agree
6	staff are appraised promptly	SO	2.32	0.98	Disagree
		MO	3.15	1.03	Agree
7	timely information are provided to teachers	SO	3.43	0.93	Agree
		MO	3.61	1.17	Agree
8	worthy staff are recommended for promotion	SO	3.33	1.04	Agree
		MO	2.59	1.28	Agree
	Cluster Mean	**SO**	**2.81**		**Agree**
		MO	**3.03**		**Agree**

Keys: Resp = respondents; X = arithmetic mean; SD = standard deviation; SO = state-owned schools; MO = mission-owned schools

Data presented in Table 1 above revealed the item by item analysis of principals' personnel management strategies in state-owned and mission-owned secondary schools in Anambra State. The analysis revealed that both state-owned and mission-owned with mean scores 2.60 and 3.15 for item 1; 3.16 and 3.32 for item 2; 3.47 and 3.40 for item 4; 3.43 and 3.61 for item 7; 3.33 and 2.59 for item 8 were agreed upon. More so, both state-owned and mission- owned principals disagreed on item 3 with mean scores 1.93 and 2.27 respectively. From the ratings of teachers as regards principals' personnel management strategies in state-owned secondary schools, the cluster mean of 2.81 means that teachers agreed on principals' personnel management strategies in state-owned secondary schools. The standard deviation of 0.93 - 1.11 show that teachers do not vary too much in their ratings on principals' personnel management strategies in state-owned secondary schools. From the ratings of teachers as regards principals' personnel management strategies in mission-owned secondary schools, the cluster mean of 3.03 means teachers agreed on principals' personnel management strategies in mission-owned secondary schools. The standard deviation of 0.98 - 1.23 show that teachers do not vary too much in their ratings on principals' personnel management strategies in state-owned secondary schools.

Research Question 2: What are the principals' financial management strategies in state-owned and mission-owned secondary schools in Anambra State?

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Table 2: Respondents' Mean and Standard Deviation Ratings on the Principals' Financial Management Strategies in State-owned and Mission-owned Secondary Schools

S/N	In my school, the principal ensures:	Resp.	X	SD	Remarks
9	there is strict adherence to budget plans in the school	SO	2.31	1.06	Disagree
		MO	2.56	1.13	Agree
10	quarterly account income and expenditure is kept by the Principal	SO	2.84	1.02	Disagree
		MO	3.20	1.01	Disagree
11	there is annual financial statement of accounts from the bursary department	SO	2.73	1.05	Agree
		MO	3.00	1.09	Agree
12	priority is given to areas of school need that is most Pressing	SO	2.85	0.99	Agree
		MO	3.14	1.03	Agree
13	heads of department account for fund disbursed to their Office	SO	2.55	1.00	Agree
		MO	2.86	1.18	Agree
14	records of receipts/voucher of all moneys expended by the heads of department are kept	SO	2.73	1.03	Agree
		MO	3.11	1.07	Agree
15	surplus money are returned to the bursary department after expenditure	SO	2.59	1.05	Agree
		MO	2.99	1.37	Agree
	Cluster Mean	**SO**	**2.51**		**Agree**
		MO	**2.84**		**Agree**

Keys: Resp = respondents; X = arithmetic mean; SD = standard deviation; SO = state-owned schools; MO = mission-owned schools

Data presented in Table 2 above revealed the item by item analysis of principals' financial management strategies in state-owned and mission-owned secondary schools in Anambra State. The analysis revealed that both state-owned and mission-owned with mean scores of 2.73 and 3.00 for item 11; mean scores of 2.85 and 3.14 for item 12; mean scores of 2.55 and 2.86 for item 13; mean scores of 2.73 and 3.11 for item 14 and mean scores 2.59 and 2.99 for items 15 were all rated agreed by teachers. More so, both state-owned and mission- owned principals disagreed on item 10 with mean scores 1.84 and 2.20 respectively.

From the ratings of teachers as regards principals' financial management strategies in state-owned secondary schools, the cluster mean of 2.51 means that teachers agreed on principals' financial management strategies in state-owned secondary schools. The standard deviation of 1.01 - 1.37 show that teachers do not vary too much in their ratings on principals' financial management strategies in state-owned secondary schools. From the ratings of teachers as regards principals' financial management strategies in mission-owned secondary schools, the cluster mean of 2.84 means teachers agreed on principals' financial management strategies in mission-owned secondary schools. The standard deviation of 0.99 - 1.06 show that teachers do not vary too much in their ratings on principals' financial management strategies in state-owned secondary schools.

Hypothesis 1

There is no significant difference in the mean ratings of teachers in state-owned and mission-owned secondary schools in Anambra State as regards their principals' personnel management strategies.

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Table 3: t-Test Analysis on Significance Difference in the Mean Ratings of Teachers in State-owned and Mission-owned Secondary Schools as regards their Principals' Personnel Management Strategies

Variables	N	X	SD	Df	p-value	a-value	Remark
State-owned	733	18.21	4.22	1475	0.14	0.05	Not significant
Mission-Owned	744	19.25	4.55				

Data presented in Table 3 show the significant difference in the mean ratings of teachers in state-owned and mission-owned secondary schools in Anambra State as regards their principals' personnel management strategies. The result shows a p-value of 0.14 with 1475 degree of freedom and a—level of 0.05 (0.14 > 0.05), the null hypothesis is not rejected. This means that there is no significant difference in the mean ratings of teachers in state-owned and mission-owned secondary schools in Anambra State as regards their principals' personnel management strategies.

Hypothesis 2
There is no significant difference in the mean ratings of teachers in state-owned and mission-owned secondary schools in Anambra State as regards their principal's financial management strategies.

Table 4: t-Test Analysis on Significance Difference in the Mean Ratings of in State-owned and Mission-owned Secondary Schools as Regards their Principal's Financial Management Strategies

Variables	N	X	SD	df	p-value	a-value	Remark
State-owned	733	18.57	5.21	1475	0.56	0.05	Not significant
Mission-Owned	744	20.86	4.99				

Data presented in Table 4 show the significant difference in the mean ratings of teachers in state-owned and mission-owned secondary schools in Anambra State as regards their principal's financial management strategies. The result shows a p-value of 0.56 with 1475 degree of freedom and a—level of 0.05 (0.56 > 0.05), the null hypothesis is not rejected. This means that there is no significant difference in the mean ratings of teachers in state-owned and mission- owned secondary schools in Anambra State as regards their principal's financial management strategies.

Discussion of Findings

The finding of this study revealed that teachers agreed on principals' personnel management strategies in state-owned and mission-owned secondary schools. This finding aligned with the finding of Ojimadu (2015) that the Abia State Secondary Education Management Board comply to a very great extent with personnel management manual on recruitment and posting of staff, staff development and training to a very great extent, staff welfare services to a great extent, staff discipline to great extent and staff appraisal to a great extent. The finding of Nnenedum, Abadi and Obasi (2019) supported the finding by revealing that staff personnel management practices adopted by principals in their administration of secondary schools in the Awka Education Zone, Anambra State, include; motivating of teachers, encouraging team building so as to promote cohesiveness in the school, supervising teachers' activities, disciplining of teachers exhibiting misconduct behaviors, delegating duties to teachers, mentoring of teachers, rendering counseling services to teachers, recommending staff for promotion, and appraising staff performances.

The finding also revealed that there is no significant difference in the mean ratings of

teachers in state-owned and mission-owned secondary schools in Anambra State as regards their principal's personnel management strategies. This finding was not in support with the finding of Ojimadu (2015) that there is significant difference on welfare services provided for personnel, there is significant difference on staff discipline and there is also significant difference on appraisal of staff by the Board in both public and private secondary schools. The difference in both findings could be as a result of different geographical location, also the present study covered state-owned and mission-owned schools while the study of Ojimadu (2015) covered public and private schools. This slight difference could influence the findings.

The finding revealed that teachers agreed on principals' financial management strategies in state-owned and mission-owned secondary schools in Anambra State. This implies teachers rate that their principal ensures: there is annual financial statement of accounts from the bursary department; give priority to areas of school need that is most pressing; ensures heads of department account for funds disbursed to their office; ensures records of receipts/voucher of all money expended. This finding agreed with the finding of Aliyu (2018) that principals explore other sources of funds such as P.T.A. levies, funds from school farms, magazines, speech and prize giving day, and canteens. Money raised from these sources are included in school budget therefore such funds are accounted for. This is why Kinyanzii, Ombuki and Kalii (2019) in their study revealed that there is a strong influence of financial management practices on financial performance of public secondary schools. Conversely, the finding disagreed with the finding of Obodo (2015) that budgetary plans are made in collaboration with heads of departments and principals but not strictly adhered to in terms of implementation.

The finding revealed that there is no significant difference in the mean ratings of teachers in state-owned and mission-owned secondary schools in Anambra State as regards their principal's financial management strategies. This means that principals' financial management strategies are similar irrespective of their school type (state-owned and mission-owned secondary schools) in Anambra State as rated by teachers.

Conclusion

In the view of the findings, it was concluded that teachers agreed on their principals' personnel management strategies and financial management strategies in mission-owned secondary schools in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School principals should be trained on financial management so that they can be effective in financial management strategies such as ways of generating internal revenue for the purpose of providing instructional materials for the schools instead of waiting for the government for every provision. This can be done by holding regular capacity building workshops which will keep them updated on any emerging issues.

2. The Ministry of Education in collaboration with the Teachers Service Board should organize workshop, seminars and conferences for principals from time to time so as to keep them abreast of the modern day supervisory techniques and their expected supervisory functions, this will enable them to be more effective in their supervisory work and to ensure quality education in Nigeria.

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