



ASSESSMENT OF THE EFFECTIVENESS OF PRINCIPALS' PERFORMANCE OF ADMINISTRATIVE PROCESSES IN PUBLIC SENIOR SECONDARY SCHOOLS IN BAUCHI STATE.

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Abstract

This study assessed the effectiveness of principals' performance of administrative processes in public senior secondary schools in Bauchi state. Three research questions and three hypotheses guided the study. A 15-items questionnaire titled "Principals' Administrative Process Questionnaire" (PAPQ) was used for data collection. The reliability of the instrument was determined through trial testing on 95 respondents (20% of the sample) and the data collected was tested using Cronbach Alpha statistics, which gave an overall coefficient of 0.77. The population of the study comprised of all the 1,316 (976 male and 340 female) teachers of public senior secondary schools in the state. Using the Research Advisor Table (2006), a sample size of 474 (278 male and 196 female) respondents was proportionately obtained from the two strata. The research questions were analyzed using mean scores while the hypotheses were tested using an independent sample t-test at a 0.05 level of significance. The overall findings revealed that both male and female respondents believed that the administrative processes of principals in terms of planning, organizing, and directing were highly effective. Their mean ratings, however, differ significantly. It was recommended that the principals be given specialized training on strategic planning and focused professional development in delegating strategies and organizing skills among others, to enable them manage the schools operations and distribute resources more effectively, among others.

Keywords: Administrative processes, planning, organizing, and directing.

Introduction

Education is essential for both personal growth and the advancement of the country. External examinations like the West African Examinations Council (WAEC) and National Examinations Council (NECO), no doubt, are important tools for evaluating students' academic performance. However, during the course of the last five years (from 2019 to 2023), data analysis demonstrates a persistent trend of poor performance among secondary school students in Bauchi State in both WAEC and NECO examinations, with pass rates continuously below the national average of five (5) credits (Bauchi State Ministry of Education, 2023). This low level of pass among the students symbolizes ineffectiveness of the schools. This is because the effectiveness or ineffectiveness of a school is determined by its output. In other words, measures of school output are crucial indicators that are used to evaluate the overall performance, efficacy, and efficiency of educational institutions. These metrics cover a wide range of areas related to how well a school is doing, such as academic success, student retention, graduation rates among others.

According to Dynarski & Gleason (2002) graduation rates are a crucial indicator that policymakers frequently use to assess student performance and carry out focused interventions. High graduation rates are a sign that a school is doing a good job of guiding students through their academic journey and getting them ready for their next steps. Conversely, poor graduation rates could be an indicator of deeper problems like high dropout rates or insufficient support networks.

Many factors could account for this ineffectiveness, including school leadership or administration. Riaz (2012) argued that the basic cause of inefficiency of any institution is a lack in



administration and incompetency of its head. This is because, according to him, “If the principal or headteacher is a man/woman of principles, hardworking and honest, then he/she will demand the same from his/her teachers, and if the headteacher is idle and a shirk-worker, then his/her team-mates will also be like him/her”. This corroborates Okoroma (2007) who posited that, “the activities of educational managers determine the success or failure of the educational system. This is because effective principals establish a supportive learning environment where students succeed academically by putting into practice research-based teaching practices and encouraging a culture of continuous improvement (Waters & Marzano, 2006). In addition, effective principals have great impact in helping teachers improve their pedagogical techniques and meet the unique requirements of each student by offering advice, materials, and feedback. This leads to improved learning outcomes (Hallinger & Murphy, 2012).

Contrastingly, student achievement may stagnate or decline as a result of inadequate resource management, inadequate communication, and a deficiency of instructional leadership (Leithwood, Louis, Anderson, and Wahlstrom, 2004). In addition, a bad school culture with low teacher morale can be fostered by ineffective principals. Inadequate preparation, disarray, and insufficient assistance can demoralize teachers and make it more difficult for them to successfully address the wide range of needs of their students. As a result, teacher turnover rates might rise, making it more difficult to achieve favorable student outcomes (Wahlstrom & Louis, 2008).

Impliedly, the educational or school manager is akin to a barometer that determines the effectiveness or otherwise of a school. In other words, effective managers make effective schools and ineffective managers make ineffective schools. And what makes an effective educational manager is the effectiveness of his administrative processes.

The word ‘administrative process’ is the brain child of the United Nations Educational Scientific and Cultural Organization (UNESCO, 1987) that reframed Henri Fayol’s Administrative Theory of Management as six administrative processes of the school administrators namely; planning, organizing, staffing, directing, coordinating and evaluating. As used in the context of this research, administrative process is simply an integrating process by which school principal maintains and operates a school towards the effective and efficient realization of school goals through effective planning, organizing, directing, staffing, coordinating and evaluating. Due to time constraint, the study is limited to planning, organizing and directing. Hence, the study aimed to determine the effectiveness of the planning, organizing and directing processes of principals of public secondary schools in Bauchi state.

No doubt, planning is the hallmark of every activity in individual and organizational lives, the school organization inclusive. This is because it takes planning to build schools, to admit students, to design time-tables, to organize classes, to conduct examinations, to mark scripts and graduate students as well as conduct other school businesses in an orderly manner. In addition to the foregoing, effective planning gives the school a sense of direction through anticipating problems and opportunities, thereby making rational decisions beforehand. A study by Innocent (2021) on the impact of effective planning on teaching and learning among some selected secondary school students in Ethiopie Local Government Area of Delta State established that apart from improving the school, effective plan also improves the academic performance of students. Similarly, Bush (2018) reviewed and synthesized existing research on educational leadership and management in the United Kingdom and concluded that effective planning is paramount for successful execution of school policies and programmes. An effective plan is one that involves cross-fertilization of ideas and inputs between the principal and other relevant stakeholders such as teachers, students, and parents. Manga (2014) is of the opinion that “any planning process that involves networking and contacts with the school population or all educational stakeholders will likely be responsive to varying circumstances and peculiarities”. Non-involvement of these relevant stakeholders can lead to a man-one-affair that may result in autocracy, disharmony and lack of unity of direction and misplaced priorities.

The principal plays a greater part in planning as he/she is tasked with the responsibility of planning programmes and activities of school aimed at achieving the school objectives with the limited



resources. In line with this, Jumare (2017) opined that it is the principal who dreams of work to be done to achieve the school goals. The dream's intentions are put in writing as a future action guide. Setting academic goals, distributing resources wisely, and putting techniques into practice to enhance teaching and learning outcomes are all components of effective planning (Leithwood & Jantzi, 2008).

The principal's job transcends beyond planning alone. He goes further to see that planned activities and programmes are well organised to ensure that pupils learn effectively, by putting together teachers, non-teaching staff, buildings, teaching and learning materials. Weihrich et al (2011) view organizing as a process involving a formalised intentional structure of roles or positions. They go further to explain that "organizing involves clarifying who is to do what tasks and who is responsible for what results, in order to remove obstacles to performance caused by confusion and uncertainty of assignment and to furnish decision and communication networks reflecting and supporting enterprise objectives". Nwankwo (2014: p. 123-124) posited that "organizing ensures that resources, activities, and authority relationships are so coordinated as to achieve specified goals". This is because it is through organizing that the school determines who will perform the tasks needed to achieve the school objectives, the processes to be used and the way the tasks will be managed and coordinated (Smith, 2009). Therefore, in order to achieve maximum success, activities need to be well organised (Kimani, n.d: p. 41).

Based on the foregoing, it can argued that it is only through effective organizing that the school can make optimum use of the available resources required to ensure plans are successfully carried out. **Horng, Klasik, and Loeb (2010) conducted a study on** principal time-use and school effectiveness on some selected principals from 65 elementary and secondary schools in Miami-Dade County, Florida. Using quantitative analysis using time-use diaries and school performance data, they concluded that "effective principals spend a significant portion of their time on organizational management and instructional leadership activities. Principals who balance these roles well tend to lead more effective schools". In addition, Spillane and Diamond (2007) in their study on distributed leadership in the United States established that effective organizing and distributing of task among staff enhances collaboration and efficient working environment, thereby enhancing teaching and learning. Effective organizing skills help principals streamline operations, minimize disruptions, and foster staff collaboration, all of which improve instructional delivery and student engagement. Principals must have these skills in order to create a conducive learning environment, which includes establishing clear lines of communication, structuring administrative processes, and optimizing the use of available resources (Hallinger & Heck, 2010). Lack of organizing may result in role confusion and disorder that may hinder effective teaching and learning. Therefore, the principal is expected to dissect the school tasks into job units and assign them to staff appropriately, if the school is to achieve its aim of effective and efficient teaching and learning.

The principals must also direct on what needs to be done, when and by who in order achieve school goals in effectively. This corroborates **Leithwood, and Riehl (2005) who** reviewed empirical studies on school leadership in North America and concluded that "effective principals excel in organizing and directing by setting clear goals, delegating responsibilities, and maintaining open communication channels. These practices lead to improved teacher performance and student achievement". Similarly, **Robinson, Lloyd, and Rowe (2008) in their study on** the impact of leadership on student outcomes in New Zealand concluded that "instructional leadership, which includes organizing and directing instructional activities, has a more significant impact on student outcomes compared to transformational leadership. Principals who prioritize instructional organization and direction tend to achieve better student performance".

Besong (2013) stated that "the principal regulates the standard of teaching and learning in private as well as public schools, making it a creative activity that intends in the direction functions, which helps in converting plans into performance". Akpan (2011) posited that "directing involves supervising and establishing an adequate line of communication so that work processes can be carried out efficiently". Directing offers guidance to staff in undertaking their tasks as it embodies specific and



general orders and instructions. Giving teachers direction, organizing chances for professional growth, and advancing a common understanding of academic success are all components of effective direction (Robinson, Lloyd, & Rowe, 2008). Without proper and effective direction, members' roles may conflict, efforts will not be channeled effectively, and resources will be wasted (George, 2020).

Without a doubt, there is poor performance among Bauchi state students in external examinations. And, effectiveness of the administrative process of a principal in terms of planning, organizing and directing goes a long way in enhancing the academic performance of students in examinations, including WAEC and NECO. This is so because a positive school atmosphere, improved teacher effectiveness, and academic performance are all facilitated by effective principals. On the other hand, incompetent principals can obstruct student advancement, deplete teacher confidence, and impair overall school effectiveness.

Studies indicate that gender differences in leadership styles could affect how teachers perceive the effectiveness of their principals. According to Eagly and Johnson (1990), male leaders often adopt autocratic and transactional leadership styles, whereas female leaders may display participative and transformational leadership styles. These variations may affect how teachers view their principals' administrative effectiveness. Hence, it is precisely in this context that the researchers aim to determine the perception of teachers on the effectiveness of administrative processes of principals of public secondary schools in Bauchi state. In particular, this research aims to determine how male and female teachers perceive the planning, organizing and directing processes of principals of public secondary schools in Bauchi state.

The researcher argue that there is a need to determine the effectiveness of principals' performance of administrative processes because there are no known studies that seek to undertake that amidst the public outcry of the poor performance of Bauchi state students in external examinations such as WAEC and/or NECO. Knowing if such mass failure is associated with ineffective administrative processes will put the researcher in the best position to offer some alternatives to the problem. Indeed, it is only when some kind of diagnosis is performed that one can offer practicable solutions to the problem. And, determining whether such failure is caused by ineffective administrative processes is the very first step in addressing the problem.

Given the above discussion, it is evident that there is poor performance among Bauchi state students in external examinations. And, as we can see, ineffective administrative processes among principals can cause such failure. Again, it is for this reason that the researcher attempts to determine whether such mass failure can be explained by ineffective administrative processes among principals of public senior secondary schools in Bauchi state, or other causes.

Statement of Problem

There is poor performance among Bauchi state students in external examinations, such as WAEC and NECO. Despite the impact of principals' administrative processes on the academic achievement of students (Riaz, 2012; Okoroma, 2007), yet, no attempt has been made to associate the problem with ineffective administrative processes of the principals in terms of planning, organizing and directing. With such vital information lacking, one wonders if the administrative processes are effectively carried out to enhance the efficiency and effectiveness of the schools.

Consequently, there is a noticeable gap in literature concerning the effectiveness or ineffectiveness of the administrative processes of principals of public secondary schools in Bauchi state. It is against this backdrop, this research intends to fill the gap by assessing the effectiveness of the administrative processes of principals of public senior secondary schools in Bauchi state.

The researcher argue that there is a need to determine the effectiveness of the administrative processes of the principals in other to determine whether it is responsible for the mass failure of the students in external examinations such as WAEC and/or NECO. Knowing if such mass failure is associated with poor performance of administrative processes will put the researchers in the best



position to offer some alternatives to the problem. Indeed, it is only when one performed some kind of a diagnosis that one can offer practicable solutions to the problem. And, determining whether such failure is caused by ineffective administrative processes is the very first step in addressing the problem.

Therefore, this study aimed at assessing the effectiveness of the planning, organizing and directing processes of principals of public secondary schools in Bauchi state in order to determine whether they are responsible for the poor of the students or other causes. In addition to adding to the body of knowledge, findings from this research would provide targeted strategies for enhancing the academic achievement and graduation rates of the students.

Purpose of the Study

The purpose of the study is to determine the effectiveness of the administrative process of principals of public secondary schools in Bauchi state.

Specifically, the study sought to determine;

1. The effectiveness of the planning process of principals of public secondary schools in Bauchi state.
2. The effectiveness of the organizing process of principals of public secondary schools in Bauchi state.
3. The effectiveness of the directing process of principals of public secondary schools in Bauchi state.

Research Questions

The study answered the following questions:

1. What is the effectiveness of the planning process of principals of public secondary schools in Bauchi state?
2. What is the effectiveness of the organizing process of principals of public secondary schools in Bauchi state?
3. What is the effectiveness of the directing process of principals of public secondary schools in Bauchi state?

Hypotheses

The following hypotheses were tested at a 0.05 level of significance:

1. There is no significant difference between the mean ratings of male and female respondents on the effectiveness of the planning process of principals of Bauchi state public secondary schools in Bauchi state.
2. There is no significant difference between the mean ratings of male and female respondents on the effectiveness of the organizing process of principals of Bauchi state public secondary schools in Bauchi state.
3. There is no significant difference between the mean ratings of male and female respondents on the effectiveness of the directing process of principals of Bauchi state public secondary schools in Bauchi state.



Materials And Methods

The study used a descriptive survey to assess the effectiveness of principals' performance of administrative processes in Bauchi state. 474 (278 male and 196 female) respondents were selected from the population of 1,316 (976 male and 340 female) teachers of public senior secondary schools of the state, using stratified random sampling. The sample size for both the male and female strata were obtained using Research Advisor Table (2006).

A self-developed 15-item questionnaire titled "Principals' Administrative Processes Questionnaire" (PAPQ) was used for data collection. The instrument was subjected to face and content validation by experts from Educational Foundations Department of Abubakar Tafawa Balewa University, Bauchi to determine its relevance, language quality and logic in addressing the research variables. The reliability of the instrument was determined through pilot testing on 95 teachers of some selected public senior secondary schools in Bauchi state. Using Cronbach Alpha method, an overall internal consistency coefficient of clusters A,B,C and D of the questionnaire was 0.77. This shows that the instrument has good level of internal consistency since the value was above 0.7.

Means analysis was used to answer research questions and the hypotheses were tested using an independent sample t-test at the 0.05 level of significance.

Results

Table 1: Analysis of mean ratings of respondents on the effectiveness of planning process of principals of public senior secondary schools in Bauchi state.

Table 1 below shows mean scores of 68.97 (male) and 60.64 (female) respondents regarding the effectiveness of the planning process of principals of public senior secondary schools in Bauchi state. The grand mean of 64.80 indicates that the research question can adequately be answered by concluding that the planning process of principals of public senior secondary schools in Bauchi state is very effective.

Items	Variable	N	X	Remarks
Planning Process	Male	215	68.97	VE
	Female	107	60.64	VE
Grand Mean			64.80	VE

Source: Field Survey, 2024.

Key: Extremely Effective (80.00 – 100.00), Very Effective (60.00 – 79.99), Fairly Effective (40.00 – 59.99), Slightly Effective (20.00 – 39.99), Not at all Effective (0.00 – 19.99).

Table 2: Analysis of mean ratings of respondents on the effectiveness of organizing process of principals of public senior secondary schools in Bauchi state.

Table 2 below shows mean scores of 68.92 (male) and 61.11 (female) respondents regarding the effectiveness of the organizing process of principals of public senior secondary schools in Bauchi state. The grand mean of 65.02 indicates that the research question can adequately be answered by concluding that the organizing process of principals of public senior secondary schools in Bauchi state is very effective.

Items	Variable	N	X	Remarks
Organizing Process	Male	215	68.92	VE
	Female	107	61.11	VE
Grand Mean			65.02	VE



Source: Field Survey, 2024.

Key: Extremely Effective (80.00 – 100.00), Very Effective (60.00 – 79.99), Fairly Effective (40.00 – 59.99), Slightly Effective (20.00 – 39.99), Not at all Effective (0.00 – 19.99).

Table 3: Analysis of mean ratings of respondents on the effectiveness of directing process of principals of public senior secondary schools in Bauchi state.

Table 3 below shows mean scores of 69.02 (male) and 61.11 (female) respondents regarding the effectiveness of the directing process of principals of public senior secondary schools in Bauchi state. The grand mean of 66.4 indicates that the research question can adequately be answered by concluding that the directing process of principals of public senior secondary schools in Bauchi state is very effective.

Items	Variable	N	X	Remarks
Directing Process	Male	215	69.02	VE
	Female	107	61.11	VE
Grand Mean			65.06	VE

Source: Field Survey, 2024.

Key: Extremely Effective (80.00 – 100.00), Very Effective (60.00 – 79.99), Fairly Effective (40.00 – 59.99), Slightly Effective (20.00 – 39.99), Not at all Effective (0.00 – 19.99).

Table 4: Summary of the t-test analysis of the mean ratings of male and female respondents on the effectiveness of the planning process of principals of public senior secondary schools of Bauchi state.

The hypothesis which said that there is no significant difference between the means ratings of male and female teachers on the effectiveness of the planning process of principals of public senior secondary schools in Bauchi state was tested using an independent sample t-test. The result showed a t-value of 7.13 with a p-value of .000, which is less than the significant value of 0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that there is a significant difference between the mean ratings of male and female respondents on the effectiveness of the planning process of principals of public senior secondary schools in Bauchi state.

Items	Variable	N	X	SD	DF	t-value	p-value	Decision
Planning Process	Male	215	68.9	8.47	320	7.13	.000	Reject Ho
	Female	107	7	12.2				
			60.6	2				
			4					

Source: Field Survey, 2024; Sign. At 0.05

Key X = Mean, S.D = Standard Deviation, DF = Degree of Freedom.

Table 5: Summary of the t-test analysis of the mean ratings of male and female respondents on the effectiveness of the organizing process of principals of public senior secondary schools in Bauchi state.

The hypothesis which said that there is no significant difference between the means ratings of male and female teachers on the effectiveness of the organizing process of principals of public senior secondary schools in Bauchi state was tested using an independent sample t-test. The result showed a t-value of 5.27 with a p-value of .000, which is less than the significant value of 0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that there is a



significant difference between the mean ratings of male and female respondents on the effectiveness of the organizing process of principals of public senior secondary schools in Bauchi state.

Items	Variable	N	X	SD	DF	t-value	p-value	Decision
Organizing Process	Male	215	68.92	13.3	320	5.27	.000	Reject Ho
	Female	107	61.11	10.74				

Source: Field Survey, 2024; Sign. At 0.05

Key X = Mean, S.D = Standard Deviation, DF = Degree of Freedom.

Table 6: Summary of the t-test analysis of the mean ratings of male and female respondents on the effectiveness of the directing process of principals of public senior secondary schools in Bauchi state.

The hypothesis which said that there is no significant difference between the means ratings of male and female teachers on the effectiveness of the directing process of principals of public senior secondary schools in Bauchi state was tested using an independent sample t-test. The result showed a t-value of 5.46 with a p-value of .000, which is less than the significant value of 0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that there is a significant difference between the mean ratings of male and female respondents on the effectiveness of the directing process of principals of public senior secondary schools in Bauchi state.

Items	Variable	N	X	SD	DF	t-value	p-value	Decision
Directing Process	Male	215	69.02	12.92	320	5.46	.000	Reject Ho
	Female	107	61.11	10.74				

Source: Field Survey, 2024; Sign. At 0.05

Key X = Mean, S.D = Standard Deviation, DF = Degree of Freedom.

Findings

The following are the study's major findings based on the three formulated research questions and three tested null hypotheses.

1. The planning process of principals of public senior secondary schools in Bauchi state is very effective.
2. The organizing process of principals of public senior secondary schools in Bauchi state is very effective.
3. The directing process of principals of public senior secondary schools in Bauchi state is very effective.
4. There is significant gender difference in the mean ratings of respondents on the effectiveness of the administrative processes of principals of public senior secondary schools in Bauchi.

Discussions

The results in table 1 indicated that principals are very effective in undertaking the planning process. According to Innocent (2021), apart from improving the school, effective plan also improves the academic performance of students. Similarly, Bush (2018) concluded that effective planning is paramount for successful execution of school policies and programmes. This, therefore, suggests that schools whose principals are effective at planning school activities will be better than those whose principals are ineffective in the planning process. The finding further revealed that students, teachers and PTA are effectively involved in the planning process and plans are effectively communicated to



them. This is supported by Manga (2014: p.10), who posited that the planning process must involve all interest groups (such as students, teachers, parents, and the government) who are affected by the planned programme or innovation. The foregoing implies that the planning process should not be a one-man show and that it must take many factors, such as the social environment, into cognizance.

Regarding the effectiveness of the principals' organizing process, it was revealed to be very effective. This is in line with **Horng, Klasik, and Loeb (2010) who in their study on principal time-use and school effectiveness on some selected principals from 65 elementary and secondary schools in Miami-Dade County, Florida** concluded that "effective principals spend a significant portion of their time on organizational management and instructional leadership activities. Principals who balance these roles well tend to lead more effective schools". Nwankwo (2014: p. 123-124) posited that "organizing ensures that resources, activities, and authority relationships are so coordinated as to achieve specified goals". Therefore, in order to achieve maximum success, activities need to be well organised (Kimani, n.d: p. 41). The study further revealed that division of labour, organizational structure, as well as structures put in place to ensure effective performance of organizational structure are highly effective in the organizing process of schools. This supports Spillane and Diamond (2007) in their study on distributed leadership in the United States established that effective organizing and distributing of task among staff enhances collaboration and efficient working environment, thereby enhancing teaching and learning. Moreover, principals are highly effective as the sole organizers of the schools and staff awareness of whom to report to and whom to instruct is highly effective. "It is through organizing that the school determines who will perform the tasks needed to achieve the school objectives, the processes to be used and the way the tasks will be managed and coordinated" (Smith, 2009).

Results from research question three indicated that principals are very effective when it comes to the directing process. In a study by **Leithwood, and Riehl (2005) on school leadership in North America** it was established that "effective principals excel in organizing and directing by setting clear goals, delegating responsibilities, and maintaining open communication channels. These practices lead to improved teacher performance and student achievement". Similarly, **Robinson, Lloyd, and Rowe (2008) in their study on the impact of leadership on student outcomes in New Zealand** concluded that "instructional leadership, which includes organizing and directing instructional activities, has a more significant impact on student outcomes compared to transformational leadership. Principals who prioritize instructional organization and direction tend to achieve better student performance". The study further revealed that principals effectively decide what takes place in the school, regulate the standards of teaching and learning, delegate duties to Vice-principals and Heads of Departments, and ensure that approved programs are held. This supports Besong (2013) who stated that "the principal regulates the standard of teaching and learning in private as well as public schools, making it a creative activity that intends in the direction functions, which helps in converting plans into performance". Without this function, people will become inactive and redundant and physical resources are meaningless. Therefore, schools whose principals know what it means and how to direct and do it effectively, will go a long way in helping the school achieve its predetermined objectives more efficiently and effectively.

Results from the three hypotheses indicated that male and female respondents differ in their opinion regarding the effectiveness of the planning, organizing and directing processes. This finding is in concord with Eagly and Johnson (1990) who opined that variation in leadership styles among male and female principals may affect how teachers view their administrative effectiveness.

Conclusions

Based on the findings of the study, it can be concluded that principals in Bauchi state performance their administrative processes in terms of planning, organizing, and directing very effectively. The planning is somehow participatory in nature, involving the principals, teachers, students, and parents. The principals organize the organizing process so that the staff understands what is expected of them, as well as who to report to and whom to direct. Furthermore, principals decide what



happens in the school, delegate authority to vice-principals, and appropriately direct staff toward goal attainment.

It is also possible to conclude that the widespread failure of Bauchi state students in external examinations is not due to the principals' poor performance of their administrative processes of planning, organizing, and directing. Other administrative processes, such as coordinating, staffing, and budgeting, as well as other factors related to students, teachers, parents, and/or the government, could be to blame. This is due to the fact that the school is a system whose survival is dependent on the relative constancy and interdependence of all of its parts. As a result, any flaw in any of its components will have an impact on the entire system.

Recommendations

Based on the findings of this study, the following recommendations are made:

Principals should be given specialized training in strategic planning so they can make well-informed decisions, which will make them incredibly effective planners. They should also have regular access to cutting-edge technologies and educational resources that can assist them in planning effectively.

By giving principals focused professional development in time management, delegation strategies, and organizational skills, they may be encouraged to manage school operations and distribute resources more effectively. Principals can also establish priorities, organize tasks, and make sure that everyone on the team is working toward the same objectives by cultivating a collaborative and transparent culture within the school.

Principals should be encouraged to be extremely effective in the directing process by putting in place, clear communication lines and regular feedback mechanism. In addition, encouraging principals to lead by example and foster a positive, inclusive school culture can enhance their ability to direct with authority and empathy.

Other administrative processes as such coordinating, staffing and budgeting should also be given serious attentions to as they may likely account for the mass failures recorded WAEC/NECO among students.

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