
Effects of School Location On Principal Administrative Performance in Secondary Schools in Ondo State, Nigeria

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ABSTRACT: *The study examined the effect of school location on principal administrative performance in secondary schools in Ondo state, Nigeria. One null hypothesis was formulated to guide the study. A descriptive survey research design was used for the study. The population of the study consisted of 12,125 teachers in the 304 public secondary schools. While, the sample size comprised of 480 teachers selected from 30 public secondary schools in Ondo state. The sample size was selected using a simple random sampling technique. Effect of school location on principal administrative performance Questionnaire (ESLPAPQ) was a self-designed data collection instrument. Experts in Educational Management and Measurements and Evaluation at Bamidele Olumilua University of Education, Science and Technology validated the instrument. The instrument's reliability was tested using test-retest method and a coefficient value of 0.77 was obtained. The finding revealed that school location significantly influences principal administrative performance. It was recommended that the government should always organize seminars, workshops and conferences for all principals in public secondary schools irrespective of the differences in their school location, as this could stimulate principal administrative performance in secondary schools in Ondo state, Nigeria.*

KEYWORDS: School location, principal, administrative, performance, rural area, urban area.

INTRODUCTION

Education is a tool or a weapon that is needed by every human beings and countries all over the world for sustainable development. Oyeleye B.O. (2019) opined that Education is the process of acquiring new values and skills for the purpose of effective functioning in the society. The secondary school principal is considered as the leader in full control of the school's administrative as well as academic activities. He is also regarded as the overall school head, whose responsibilities include effective management of academic and administrative activities in

the school. Oyeleye B.O. and Ayodele J.B. (2022) see the principal as the school leader who occupies a unique and strategic position in secondary school administrative structure. Principal administrative performance is very important as it could determine the job performance of teachers and effective management of daily activities in the school. Some of the administrative obligations of secondary school principal include; disciplining students when needed, maintenance of school facilities, management of school finance, communicating with parents when necessary, making both daily and long-term decisions in the school, planning academic calendars for school, handling admission in the school, among others.

School location is refers to the geographical area or community where the school is established. In Nigeria, schools are established in both rural and urban settings. The conditions in metropolitan areas and those in rural areas necessitate different approaches from school principals. Principals in urban areas have easier access to information on educational policies and procedures, thanks to widespread use of the internet in schools. Due to availability of professional institutions in metropolitan regions offering school administration courses or school principle training programmes, urban school principals are viewed as more informed than their rural counterparts. Therefore, integrity and morality are more highly prized in the countryside. However, rural principals are often viewed as lacking in interpersonal skills due to persistently held cultural beliefs that male school principals should avoid interacting with employees and female instructors in order to preserve their authority. As an added bonus, those who live in the rural area tend to be more mindful of their time.

The researcher observed that school location seems to hinder principal administrative performance in the sense that principals' absenteeism seemed to be higher in rural areas due to high cost of transportation, road insecurity and school principal's absenteeism from school due to official assignments in urban areas. Schools in rural areas in Ondo state in Nigeria appeared to have poor infrastructures, such as poor road network, lack of portable and good water supply, lack of health care facilities, lack of security, and insufficient teaching staff. In general, schools in rural areas in Ondo state, Nigeria seem to be neglected and abandoned by the government regarding advancement, which includes everything from social amenities to educational development. Sub-variables of principal administrative performance such as maintenance of school facilities and staff welfare were examined in this study. Observation revealed that principal administrative performance in the rural areas seems to suffer as a result of negligence of schools in the rural areas. Most rural schools have problems such as cracked walls, damaged roofs, overcrowded staffroom, lack of suitable chair and table, and a bushy environment that contains reptiles, all of which seem to have an effect on the efficacy of principal administrative performance. In urban locations, schools tend to cluster where there is already a dense population. Schools in cities typically serve a bigger population than their counterparts in the rural areas, and as a result have a greater physical footprint. Interestingly, urban principals have it harder when it comes to managing their staff.

Staff welfare refers to the benefits rendered to the team of workers aside from their income for their well-being and motivation. Welfare, according to Acheaw (2011), is a way for the administration to encourage their employees to do their best work. Other forms of remuneration than wages and salaries may be included in these welfare measures in an effort to boost teacher motivation and retention. There is need for both principals and teachers' proper welfare prerequisites as this would motivate them to be dedicated and committed to their duties. The principals have to be certain that imperative welfare services such as workers' cooperative society, end-of-year parties, rewards for good performance, housing allowance, provision of personnel buses, and many more need to be put in the vicinity by the authorities to inspire the staff to be more effective in carrying out their everyday activities in the school.

The researcher observed that there are many challenges ranging from poor welfare conditions in most schools in the rural areas than the urban areas. In a scenario whereby the welfare service of the staff is being neglected, this could lead to carefree attitudes of the principals towards their responsibilities in the school, thereby resulting to poor administrative performance. For teachers in secondary schools to be effective, they must also be appreciated by ensuring appropriate provision of welfare benefits such as leave allowance, study allowance, housing and health allowance etc. The principal must always encourage and persuade the government to provide welfare packages for all the staff.

Purpose of the study

The purpose of this study is to examine the effects of school location on principal administrative performance in secondary schools in Ondo state, Nigeria.

Research Hypotheses

The null hypothesis was formulated to guide the study:

- There is no significance difference between principals' administrative performance in rural and urban secondary schools in Ondo state, Nigeria.

LITERATURE REVIEW

Schools are established in both urban and rural locations. Each of these is thought to have its own set of benefits and drawbacks. Principals' tasks and responsibilities are progressively concentrated on improving instructional leadership, highlighting the significance of continued professional development for principals (Spanneut, Tobin & Ayers, 2013). As a result, administrative obligations and responsibilities for school principals include developing a strategy to improve the learning process, identifying school best practices, and developing leadership.

Unfortunately, it appeared that most rural schools do not receive or maintain sufficient funding to provide the kinds of school facilities that would aid to maximise the performance of their

principals. Although performance with impeccable moral fibre is essential, it is not the sole factor in determining how successful a school will be. It should also be evaluated based on leadership skills for getting things done to boost education standards including class sizes, teacher-to-student ratios, student involvement and graduation rates (I-SAPS, 2010). According to Mulkeen (2005), there are unique difficulties in controlling instructors' lack of discipline in remote locations. It's probable that teachers in rural areas are absent more often than those in metropolitan ones. School principals in rural areas spend more time away from the school, travelling to urban headquarters to undertake structural reforms, according to Mulkeen (2005). Inspection teams are less likely to visit schools in outlying areas. Frame (1990) found that school's geographical location significantly affected the prevailing pedagogical ideals, customs, perspectives, discipline, and performance of its faculty.

They, Besong, and Mbanwi (2020) examined effectiveness of public secondary school administrators in Cameroon's English-speaking region. The results showed that 55.7% of principals were satisfied with their school's current location, while, 44.3% were unhappy. A school's administrative performance was significantly affected by its geographical location. It also showed that the administrative performance of schools improved when their physical locations were favourable, and declined when the opposite was true. According to the data, this may be the case because 67.6% of principals who gave themselves low marks for administrative competence also cited the school's location as a reason for the bad rating. The study's author argued for the establishment of guidelines for the secure placement of educational facilities.

The research findings of Yanki and Safia (2016) also revealed that private school principals in both urban and rural locations are seen to have strong personalities but insufficient skills to drive result. It was proven that the relationship between one's own traits and the abilities to produce desired outcomes are not yet recognised in the field of professional school management. On the other side, Usang and Uduak (2011) looked into where secondary schools were located in Akwa Ibom State, Nigeria, and how principals handled inappropriate teacher behaviour. According to the results, principals in urban schools had a higher average score than those in rural schools when it came to their ability to handle disciplinary issues. Findings also showed that there were no differences between urban and rural school principals in their management of non-teaching duties, suggesting that both types of principals handled such duties in a similar fashion.

Ellah (2017) investigated students English language skills in the Ogoja Local Government Area. He looked into the correlation between school location and students' performance in school. A t-test was used to compare the means of each group separately. The results showed that there were academic differences in pupils' English language achievement among schools. It was proposed that the government close the academic performance gap between rural and urban areas by bolstering the quality of life in rural areas and so increasing the number of students who pass standardised tests like the Secondary School Leaving Examination (SSCE). Therefore, this study is to investigate the effects of school location on principal administrative performance.

METHODOLOGY

The study adopted a descriptive survey research design. It was descriptive because it involved the collection of data to describe the existing situation concerning effects of school location on principal administrative performance in secondary schools in Ondo state, Nigeria. It was also a survey design study because it selected and studied a sample chosen from a large population from where inferences were drawn about the features of the chosen population.

The population of the study consisted of all the 12,125 teachers in 304 public secondary schools in Ondo state, Nigeria, while, the sample size of the study comprised 480 teachers selected from 40 public secondary schools. While, 20 public secondary schools were selected each from rural and urban areas in Ondo state. All were selected using simple random sampling technique. To collect the necessary data for this study, a self-designed questionnaire titled “Effects of School Location on Principal Administrative Performance Questionnaire” (ESLPAPQ) was administered on principals. The respondents respond to the questionnaire on four (4) points Likert scale as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

The face and content validity of the instrument was ascertained by Experts in the Departments of Educational Management and Test and Measurement. The reliability coefficient was obtained using the test-retest method and co-efficient value of 0.77 was obtained. The null hypothesis was tested using t-test analysis. The hypothesis was tested at 0.05 level of significant.

RESULTS AND DISCUSSION

Hypothesis: There is no significance difference between principals’ administrative performance in rural and urban secondary schools in Ondo state, Nigeria.

Table 1: T-test Analysis of the Difference between Principals Administrative Performance in rural and urban secondary schools in Ondo State, Nigeria.

Source of Variation	N	Mean	SD	Df	t-cal	p-value
Rural	480	101.13	14.31			
Urban	480	121.28	19.62	479	2.251*	0.011

*P<0.05

Table 1 shows that t-cal value of 2.251 was significant at 0.05 because P-value (0.011) < 0.05. Therefore, the null hypothesis is rejected. This implies that there was a significant difference in principals' administrative performance in rural and urban areas in secondary schools in Ondo state, Nigeria. This implies that principals in urban areas performed better in their administrative roles than their counterparts in the rural areas.

DISCUSSION OF FINDINGS

It was discovered that there was a significant difference in principal administrative performance in rural and urban areas of secondary schools in Ondo State, Nigeria. The mean score revealed 20.15 significant differences in favour of principals in urban areas. This indicates that principals in urban areas performed better than those in rural areas in terms of administrative roles. This finding is supported by the findings of Usang and Uduak (2011), which discovered that principals in urban and rural schools did not differ in non-teaching activities, implying that they handled non-teaching activities in the same way. Frame (1990) discovered that a school's location had a significant impact on teachers' philosophy, tradition, perspective, discipline, and performance.

CONCLUSION

Based on the finding of this study, it could be concluded that school location significantly influences principal administrative performance in secondary schools in Ondo state, Nigeria. This emphasizes the need for the government to ensure adequate provision of educational resources in all the schools especially the schools in the rural areas. This implies that availability of adequate and necessary facilities in all the school location in Ondo state, Nigeria will enhance or stimulate principal administrative performance.

Recommendations

Based on the finding of the study, it was recommended that:

- Government should organise seminars, workshops and conferences for all principals in public secondary schools irrespective of the differences in their school location. This could stimulate principals' administrative performance and also help them to be effective in discharging their duties accordingly.

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