

**ANALYSIS OF CAPACITY BUILDING NEEDS OF SECONDARY
SCHOOL PRINCIPALS IN ENUGU STATE.**

BY

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Abstract

The purpose of this study was to identify and analyze the capacity building needs of secondary school principals in Enugu State. This study adopted a survey research design. To guide the study two research questions and two hypotheses were formulated. Following a thorough review of related literature, two leadership roles, equipment and physical facilities and finance management and twelve administrative responsibilities of principals were identified. These formed the basis for the construction of the Principal Capacity Building Needs Instrument (PCBNI). The two leadership roles of the principals formed the two sections of the instrument. Each section had relevant administrative responsibilities called skills. The instrument was face validated by experts. The reliability of the instrument was calculated using Kuder Richardson formula 21 and arrived at 0.86. The instrument which was based on a five point likert scale was administered to 99 principals of Agwu and Agbani Education zones of Enugu State. The data obtained were analyzed using mean scores, standard deviation and t-test statistics. The research questions were answered by using mean (\bar{x}) scores and standard deviation (SD). For further analysis of the hypotheses t-test statistic was used. The results showed that the principals agreed that each administrative responsibility is important for their capacity building. In this regard gender and experience were not significant factors.

A major recommendation of this work is that Government should plan a curriculum which will incorporate the areas of need for the capacity building of principals in universities in their faculty of education.

The implication of this study is that the instrument is not an achievement test. Hence the item analysis was not calculated.

Key words: Principals, Equipment and Physical Facilities, Finance Management and Capacity Building.

Introduction

Education in the world is viewed as the most powerful instrument for socio-economic development. It also plays an important role in economic growth with the quest for technological and scientific development in the world.

In Nigeria the nation's wealth is expected to grow based on the type of educational investment that the economy is able to make (Coomassie, 2009). This investment made in our educational sector must be properly handled and disbursed by a well trained leader in the school.

Alabi and Ige Akindele (2014) opined that the Education Act of 1964 stated that the principal or head teacher is the leader in any secondary school or primary school. They further observed that the principal has the responsibility to translate government policies and intentions into practical form. Also the principal is the key factor that determine the quality and success of any academic programme. The principal therefore is the leader or administrator of a secondary school, they concluded.

According to Isa, (2014) the principal identifies and sets goals and objectives of the school, which of course must be in line with the national objectives, analyses tasks, shares responsibilities of the staff according to specialization and expertise, purchases school equipment, ensures the safety and care of the school facilities and manages effectively the finances of the school. It is important to note that the quality of education that can be provided by any country will depend on the resources available for education. It is also assumed that adequate financial provision will not only ensure adequate educational provision but will lead to increase in student enrolment. The total cost of education will include financial and other resources e.g. buildings, equipment, teaching and learning materials, teachers and students and also the opportunity cost (Coomassie, 2014). This follows that the principal as a leader must plan, co-ordinate and supervise the affairs of the school so as to run smoothly and move along with changing times (Agusiobo, 2017).

To enable the principal cope with demands of administering schools he/she has to be trained and retrained. Ogunsaju (1983) as recorded in Agusiobo (2000) opined that capacity building is a development service. This building is required to arm the principal with an up to date knowledge so that he/she will render better teaching services in planning curriculum development and implementation experiences (Agusiobo, 2017). Online definition of capacity building in education states that it is any effort being made to improve the abilities, skills and expertise of an educator (edglossary.org 2013). Mohammed, Gajus, Osea and Solomon (2002) agreed with this by stating that capacity building provides opportunity for the principal to learn new procedures, approaches and techniques in the use of teaching materials, facilities and resources.

The government of the Federal Republic of Nigeria funds all public secondary schools they are responsible for the recruitment and payment of salaries and all other financial commitment necessary for the smooth running of the schools Chidobi (2015) pointed out that funding is essential for the effective administration of any institution and this must be adequately provided for the

smooth running of the schools. Obe (2009) emphasized that without adequate funding standard of education at any level cannot be achieved. Coomassie (2009) observed that during recession as it is the case in Nigeria if the resources are badly managed as is usually the case in Nigeria, half baked, unethical and lazy graduates are produced in our secondary schools which in the end will have negative impact on socio-economic development of the country.

Ige, (2010) writing on the availability of infrastructures and facilities in schools stated that availability of these things such as library and books, laboratories that are well equipped, classroom with adequate lockers and chairs, school plant offices etc in the right quantity and quality is important in education. This is because schools without adequate physical facilities and equipment will not be conducive for students to learn. Chidobi (2015) revealed that it is not enough to provide these facilities, there is need to manage them properly to make them maximally useful to the school. According to Chidobi (2015) the school principal is responsible for procurement, maintenance and utilization of school facilities. She went on to write that the school principal should be able to maintain, repair existing school building, purchase new equipment and protect all school facilities.

Wekhuyi (2014) opined that the principal is like any other teacher they are to be trained and retrained in order to help he/she handle the finances of the school well and adequately manage the physical facilities and equipment. Alabi and Ige (2014) noted that there is need for the principal to upgrade his/her knowledge and skills so as to help the teacher and students. Capacity building therefore amongst other things will help the principals manage educational resources, which are now very scarce, better. Furthermore it must be noted that all principals are not appointed in one day. Experience gained through many years of the job performance plays an important role in principals' leadership. This implies that principals' need regular capacity building to keep them abreast of this job performance. It is therefore necessary to identify and analyze skills that will help to build principals' capacity in the job.

Statement of the problem

The problem of this study is the absence of a systematic capacity building skills for principals of secondary schools in Enugu State. The question now is; how can the gap in the area of capacity building needs of principals in Enugu State be bridged? This study, therefore, tried to answer this question by identifying and formulating administrative skills for capacity building of principals.

Purpose of the study

The purpose of this study is to identify and analyze the capacity building skills of secondary school principals in each of the two aspects of school administration in Enugu State. Specifically the study intends to:

1. Identify the specific capacity building needs of secondary school principals in equipment and physical facilities.
2. Identify the specific capacity building needs of secondary school principals in finance management.

Scope of the study

The study covered equipment and physical facilities and finance management as applicable to the secondary schools in Enugu State.

Research questions

1. To what extent do the equipment and physical facilities skills in the instrument constitute necessary capacity building needs of the principals?
2. To what extent do the finance management skills in the instrument constitute necessary capacity building needs of the principals?

Hypotheses:

The following hypotheses guided the study

Ho₁: There is no significant difference between the mean scores of male and female principals on how they agree that the administrative skills formulated meet their capacity building needs.

Ho₂: There is no significant difference between the mean scores of experienced and inexperienced principals on how they agree that the administrative skills formulated meet their capacity building needs.

Methods:

This study employed a descriptive survey research design. This enabled the researcher to obtain the opinions of the secondary school principals on how they agree that the identified administrative responsibilities meet their capacity building needs. The study was conducted in Enugu State. The state is made up of six education zones namely: Enugu, Agbani, Awgu, Udi, Nsukka and Obollo Afor Enugu State is one of the 36 States that make up the Federal Republic of Nigeria. Agbani and Agwu education zones with forty five and fifty four principals respectively were selected for the study (source PPSMB 2013). The population of the study was ninety nine principals drawn from the two education zones selected.

Following a thorough review of relevant literatures on this study, the Principal Capacity Building Needs Instrument (PCBNI) was developed. This developed instrument was divided into two parts. An introductory part which called for the respondents personal data, such as his/her sex, location of school, experience in years, name of school and nature of school (boarding or non-boarding). The second part is on the two administrative roles of principals. This part also has two sections.

Section A with four items is on equipment and physical facilities and Section B with eight items is on Finance Management. The questionnaire constructed is a modified four point likert scale with

the following responses Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE) and with nominal values of 4,3,2 and 1 respectively, for the two research questions. Face-validation of the instrument was done by three experts in the faculty of Education Godfrey Okoye University, Enugu, Enugu State. The reliability of the instrument was determined using Kudar Richardson formular 21 and found to be 0.86. The researcher engaged the services of two research assistants who were trained on how to administer and retrieve the instruments from the respondents in each of the two education zones. The Principal Capacity Building Needs Instrument (PCBNI) was administered to the ninety nine principals and all were returned giving a hundred percent success. After collating the data mean (\bar{x}) scores and standard deviation (SD) were used in answering the research questions and t-test statistic was used to test the two hypotheses. For decision-rule 2.50 was used as a bench mark, any item with a mean score of 2.50 and above was regarded as positive where as those with a score of less than 2.50 was said to be negative. To further analyze the hypotheses for each section using t-test statistic, where calculated value of t is less than the critical value of t, the null hypothesis was accepted, otherwise the hypothesis was rejected at alpha – 0.05. Principals who have served for five years and above were regarded as experienced and under five years as inexperienced.

Results

The results of the study were presented in line with the research questions and hypotheses.

Research question 1

To what extent do the equipment and physical facilities skills in the instrument constitute necessary capacity building needs of the principals?

Research question 1 was answered using mean scores and standard deviations. The results are presented in table 1.

Table 1: means scores and standard deviation of principals in equipment and physical facilities.

S/N		Agbani 45 principals			Awgu 54 principals			overall		
		X	SD	D	X	SD	D	X	SD	D
1.	Producing and development of materials and equipment	3.22	0.58	GE	3.40	0.51	GE	3.31	0.55	GE
2.	Giving attention to the ventilation of the school building.	3.58	0.42	VGE	3.21	0.66	GE	3.40	0.54	GE
3	Caring for all school property and ground.	3.50	0.45	VGE	3.21	0.55	GE	3.36	0.52	GE

4	Ensuring that all school records such as register of admission, progress and withdrawal attendance and fees, log books, copy of Education Law/Edict, Weekly diaries, notes of lessons, visitors book and so on are properly kept.	3.77	0.38	VGE	3.65	0.61	VGE	3.71	0.50	VGE
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In Table 1 respondents agreed on each of the skills. Since the principals had mean scores of above 3.00 in each case it shows that, in the opinion of the principals they agreed to a great extent that the skills are necessary needs for their capacity building.

Research question 2

To what extent do the finance management skills in the instrument constitute necessary capacity building needs of the principals? This research question was answered using mean scores and standard deviations and the results are presented in table 2.

Table 2: mean scores and standard deviations of principals in finance management

S/N		Agbani Education zone principals 45			Awgu principals 54			overall		
		X	SD	D	X	SD	D	X	SD	D
5.	Financial accounting duties keeping and reporting of fiscal records	3.53	0.50	VGE	3.36	0.65	GE	3.50	0.58	VGE
6.	The collection and accounting for any fees and such other funds as may be made available to him for the purposes of running the school and the preparation of the school budgets.	3.65	0.54	VGE	3.14	0.54	GE	3.40	0.54	GE
7	Receiving advice from the Bursar on all financial matters including the correct procedure in dealing with the provision of the financial institutions.	3.62	0.56	VGE	3.06	0.50	GE	3.34	0.53	GE
8	Ensuring that there is proper keeping in cash book, departmental vote, expenditure account book, advance ledger.	3.30	0.42	GE	3.13	0.76	GE	3.47	0.59	GE
9	Ensuring that school fees are collected from students and that appropriate receipts are issued.	3.67	0.46	VGE	3.42	0.68	GE	3.55	0.57	VGE

10	Ensuring that before any voucher is signed by him that all the supporting authority and documents required by the sub-treasurer are attached.	3.73	0.42	VGE	3.43	0.53	GE	3.58	0.49	VGE
11	Ensuring that all weekly or monthly returns required by Ministry of Finance or Post Primary School Management Board are prepared promptly and submitted.	3.67	0.42	VGE	3.33	0.52	GE	3.50	0.47	VGE
12	Ensuring as a principal, he serves as signatory to such school account as in boarding fees, imprest, PTA.	3.62	0.42	VGE	3.32	0.55	GE	3.47	0.48	GE

In table 2, each mean score is greater than 2.50 showing that the principals agreed on each skill. Furthermore, each mean score is greater than 3.0 indicating that the principals agreed to a great extent that the skills are good for their capacity building.

Hypothesis 1

There is no significant difference between the mean scores of experienced and in experience principals on how they agree that the administrative skills formulated meet their capacity building needs. The mean scores of each section of the Principal Capacity Building Needs Instrument (PCBNI) was tested using the t-test statistic. The results are shown on table 3. Table 3 shows the summary of the respondents mean scores, standard deviation and t-test statistic in each section of Principal Capacity Building Needs Instrument (PCBNI).

Table 3: means scores, standard deviations and t-test statistic of male and female principals on how they agree that the administrative skills formulated meet their capacity building needs.

Section	Male Number = 20		Female Number = 54		T-cal	T-crit	Decision
	Mean	SD	Mean	SD			
A	3.38	0.52	3.44	0.45	0.64	1.92	NS
B	3.38	0.61	3.21	0.44	1.74	1.92	NS
Overall	3.38	0.57	3.38	0.45			

Meaning of abbreviations

T-cal = T-calculated

T-crit = T-critical

NS = Not significant

Table 3 shows that the male principals obtained a mean score of 3.38 with a standard deviation (SD) of 0.57 while their female counterparts had 3.38 with SD of 0.50. In each section, both sexes had mean scores of 3.38 with standard deviation (SD) of 0.57 and 0.45 respectively. Both sexes had a mean score of above 3.00. This means that they agreed to a great extent with each of the sections. For further analysis of the overall mean scores of both sexes, the t-test statistic was calculated the decision was found to be not significant this shows that the null hypothesis was upheld.

Hypothesis 2:

There is no significant difference between the mean scores of experienced and inexperienced principals on how they agree that the administrative skills formulated meet their capacity building needs. The mean scores of each section of Principal Capacity Building Needs Instrument (PCBNI) was tested using the t-test statistic. Table 4 shows the summary of the respondents mean scores, standard deviations and t-test statistic in each section of Principal Capacity Building Needs Instrument (PCBNI).

Table 4: Means scores, standard deviations and t-test statistic of experienced and inexperienced principals in each section of Principal Capacity Building Needs Instrument (PCBNI).

Section	Experienced Number = 20		Inexperienced Number = 54		T-cal	T-crit	Decision
	Mean	SD	Mean	SD			
A	3.43	0.39	3.405	0.45	0.35	1.92	NS
B	3.33	0.61	3.29	0.59	0.41	1.92	NS
Overall	3.38	0.50	3.35	0.52			

In table 4, experienced respondents obtained a mean score of 3.38 with standard deviation of 0.50 while the inexperienced counterparts had a mean score of 3.35 and SD of 0.52. Both have mean scores of more than 3.0 in each section of Principal Capacity Building Needs Instrument (PCBNI) showing that they agreed to a great extent that they need the skills. For further analysis of the overall mean scores of experienced and inexperienced principals the t-test statistic was calculated the decision was found to be not significant. This shows that the null hypothesis was upheld.

Discussion

The results obtained on equipment and physical facilities, the principals agreed to a great extent that the skills are useful needs. There is need to train principals on the effective use of equipment and physical facilities so that the facilities will last and serve the purpose for which they are provided. Coomassie (2009) agreed that administrators have the role to ensure quality efficiency and cost effectiveness in secondary schools otherwise he went on to say the result is deterioration in facilities, materials and equipment. Also Chidobi (2015) observed that physical facilities were among the material resources, if not available or not well managed will hinder effective administration. In support of the above view Jaiyeoba and Attanda (2003) affirmed that infrastructural facilities materials are things that would enhance or hinder principals effective administration.

On finance management the principals agreed to a great extent that the skills are relevant needs for their capacity building Omoregie (2005) complained that the government has failed to provide adequate funds for the development of secondary schools. Agadi (2009) opined that poor management of funds adds to principals' managerial problems in line with the above views Coomassie (2009) pointed out that as far as management of school resources is concerned, the integrity and sense of honesty of the principal comes to play. The principal therefore has to undergo

frequent capacity building programmes to enable him/her manage the scarce resources he concluded. Generally gender is not a factor in this study. Ojike (1984) observed that the female principals are as effective as their male counterparts. Wekhuyi (2014) further pointed out that capacity building is absolutely necessary for new and old principals, to equip them with knowledge to suit the changes in the society. In conclusion the variables considered in this study i.e. gender and experience are not factors in this study.

Conclusion

The skills identified are relevant in the capacity building programme of principals in Enugu State.

The skills to a great extent are acceptable to the principals. This shows that capacity building programme instrument for secondary school principals can serve the purpose for which it was designed.

The implication of this study is that the capacity building programme instrument for secondary school principals is a good, valid and reliable instrument for training secondary school principals.

Limitations

The instrument is not an achievement test. Hence the item analysis was not calculated.

Recommendations

Government should plan a curriculum which will incorporate the areas of need for the capacity building of principals in universities in their faculty of education.

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