

## **The Extent of Principals Effectiveness in Organizing Orientation and Induction for Teachers in Gombe State Secondary Schools**

**By**

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### **Abstract**

This study was carried out to investigate the extent of Principal effectiveness in organizing Orientation and Induction for teachers in Secondary School in Gombe State, Nigeria. The objective of the study is to determine the extent of principals' effectiveness in Gombe State Secondary Schools. The effectiveness considered for this study was limited to orientation and induction for teachers. The study used questionnaire for the collection of data and a total of eighteen (18) Secondary Schools selected across the three educational zones in Gombe State using 180 teachers as respondents. The data obtained was analyzed using mean and standard deviation and t-test statistical tool was employed to test the hypotheses. Findings from the analysis revealed that Principals in Gombe State Secondary Schools performed effectively in the area of orientation and induction for their teachers as expected. To increase the performance of teachers in Gombe State Secondary Schools, the author recommended among others that government should improve in the area of capacity building for both Principals and teachers, prompt response to request from school principals and close monitoring of the schools by the Inspectorate Department.

### **Background**

The importance of secondary education in preparing and equipping students with necessary skills for higher education can never be over emphasized. According to the Federal Republic of Nigeria (2004) in National Policy on Education Secondary education is the form of education children receive after primary education and before the tertiary education. The aim of secondary education according to Federal Republic of Nigeria (2004)

among others, is preparing students for academic pursuits in tertiary education.

As a major agent in the promotion of school effectiveness, principals are considered as pillars of the educational system in Nigeria. In the context of this study, principals' effectiveness refer to the ability of the school principal to effectively carry out academic and administrative tasks related to instructional programming, staff personal administration, financial and physical

resources and community relationship toward achieving the school goals and objectives.

Accordingly, Orientation and Induction is a useful function of Principal which introduces members of staff to the physical and social environment of the school in which they are to work. In this case, there are two categories of teachers; the experienced teachers who are new to the locality of the school life and the inexperienced teachers whose orientation programme may be more inclusive than the first group. Orientation and Induction course helps the beginning and on the job teachers to succeed on the job by furnishing them with necessary information for carrying out their daily responsibilities from the beginning of the school year, assisting them in social and professional integration with a sense of comfort and belonging. Ade (2003:11-14) observed that “what every newly recruited staff needs first and foremost is induction or orientation course”. This orientation course covers a great range of topics which include; organizational background, structure, policies, philosophy, new developments, remuneration pattern, promotion plans, safety information and physical facilities.

Achunine.(1998) stated that it is the principal’s responsibility to guide and direct teachers in the process of implementing the curriculum and ensure that facilities for teaching and learning are in place and utilized effectively.

According to Olaoye (1999) Gender approach in management of secondary schools has been described as the qualitative and interdependent characteristics of men and women’s position in the society. Olaoye also stated that Men and Women in Management of Secondary Schools are viewed differently and in nearly all cases, the biases are in favour of the male principals. The qualities of men and women in organizational setting have tended to focus on stereotype and biases which has frequently been directed toward the female principals.

### **Statement of the Problem**

Secondary school education is an important component of education system in Nigeria. Secondary education according to the Federal Republic of Nigeria (2004:7-21) is designed to provide opportunities for children to acquire skills, professional and academic background for tertiary education. It is in recognition of this that government

established a number of Senior Secondary Schools and appointed qualified Principals to head the schools. Principals are saddled with the responsibilities of the day to day running of their schools. Among these responsibilities is the supervision of academic and administrative activities in the school for quality assurance.

This study therefore, investigated the extent of Principals' effectiveness in carrying out orientation and inductions programmes for their teachers in Gombe State Secondary Schools.

### **Theoretical Framework**

This study anchored on Conflict theory, it is also called Getzels and Guba (1957) theory. The theory was propounded by Getzels and Guba in 1957. The theory considered organizations as a social system and that every organization has both nomothetic and ideographic dimension. A Nomothetic dimension represents an organization while idiographic dimension represents individuals or workers within the organization. Getzels and Guba (1957) sought to explain the structure of institutions, how institutions functions and to discern from these insight the

important functions and roles of administration.

Getzel and Guba (1957) perceive school as a social system which refers to activities and interactions of group members brought together for a common purpose. Thus, a school district comprises of classrooms, laboratories and administrative buildings can be referred as social system.

The authors Getzels and Guba (1957) classified administration as a social process with structural hierarchy of subordinate relationship. This relationship formed the basis for allocating and integrating personnel, roles and facilities in order to achieve the systems goals. The social system consists essentially of two major components, namely: the nomothetic and idiographic dimensions. Under the institutional component (nomothetic), it is believed that each institution in the society has its own functions to attend to. For instance, schools are established to produce educated people, which are prerequisite for scientific and economic developments. To foster this objective, specific roles are assigned to individuals (teachers, principals, supervisors, students) to perform. Each person is

expected to fulfill the role assigned to him/her as defined by the organization.(Uduezor, 2004).

The institution (school) maintains systems of punishments (with-holding of rewards, demotions, refusal of tenure) and rewards (promotions, salary increments, praise). The personal (idiographic) component recognizes each individual within the social system as having unique personal need-dispositions, which influence individual's behaviour. For instance, if personality and need-dispositions are in disagreement with the role institution has assigned to an individual, the institutional goals will not be achieved, and dissatisfaction will emerge.

The conflict theory illustrated the existence of two dimensions in every organization. Firstly, the organization is a social system which has different component parts or subsystems. The first dimension within the organization represents the institution, the roles ascribed to individuals in hierarchical order and the expectation placed on those roles. The elements mentioned above represent the nomothetic or organizational dimension while individual, personality and need disposition represent the ideographic

dimension. The interaction or interplay between the two dimensions lead to observed behavior.

The implication of the nomothetic-ideographic theory for school require Principals as administrators to understand that the schools which they manage have two dimensions namely, nomothetic and ideographic dimensions. None of the parts can function without the other and that any observable behavior found among members of the organization is invariably a function of interaction between the two dimensions. Effective administrative efforts should therefore be geared toward the maintenance of positive interaction between the nomothetic and ideographic dimensions.

### **Purpose of the Study**

The main aim of the study is to investigate the effectiveness of the Principals in Gombe State Secondary Schools. Specifically, the objectives of the study are to:

1. find out the effectiveness of Principals in the area of orientation and induction of teachers in Secondary Schools in Gombe State.
2. find out whether the difference in the

effectiveness of Principals' responsibility is dependent on gender in Gombe State Secondary School.

### Research Questions

The following research questions were formulated for the study.

1. How effective are Principals in the conduct of orientation and induction programme for teachers in Gombe State Senior Secondary Schools?
2. To what extent does Principal's gender influence the effectiveness of their responsibilities in Gombe State Senior Secondary Schools?

### Research Hypotheses

The following hypothesis was formulated for the study:

1. There is no significant difference in the Principals effectiveness in conducting orientation and induction for teachers in Gombe State Secondary Schools.
2. There is no significant difference in the Principals effectiveness

between male and female principals in Gombe State Senior Secondary Schools.

### Methodology

**Design of the Study:** This study was conducted using survey research. The method was found to be appropriate for the study because of its flexibility in the use of a sample when the population is large. Therefore, the research used a sample of schools and respondent which was considered as representation of the population for the study.

### Area of the Study

This study investigated the extent of Principals' effectiveness in organizing and conducting orientation and induction programmes in Gombe State Secondary Schools. Gombe State is one of the six states in North-East geo-political zone. The State has eleven Local Government Areas and three Senatorial Districts. The major tribes of its citizen are Fulfulde, Hausa, Tera, Bolawa and Tangale. The major occupation of people in the State is mainly farming and business.

### Population and Sample

Gombe State Government has Eighty nine (89) secondary schools (MOE School Statistics 2011). The population

of Principals as at the time of the study was eighty nine (89).

The population for this study was 89 schools, therefore a multi stage sampling procedure was used to draw the sample size of 18 schools representing 20% which is in line with Krejcie and Morgan (1971) procedure for determining sample size. Similarly, the multi stage sampling procedure was used to arrive at use of 7 schools from Gombe North Educational zone, 6 schools from Gombe Central Educational zone and 5 schools from Gombe South Educational zone in the state. On the use of Principals of the schools for the survey, gender representation was considered where 12 Principals were male while female principals were only six (6) due to the limited number of female principals in the state.

In selecting teachers for the survey as respondents, simple random sampling (SRS) method was used to select 180 teachers. This implies that 70 teachers, 60 teachers and 50 teachers for Gombe North educational zone, Gombe Central educational zone and Gombe South educational zone respectively were considered.

### **Instrumentation**

The instrument used for data collection for the study was a structured questionnaire. The responses are rated on the modified likert scale of effective or ineffective scale of measurement. The scale ranges are Very Ineffective, Ineffective, Effective, and Very Effective.

### **Method of Data Collection**

The questionnaire was administered to teachers in the selected public Secondary Schools. The questionnaire were distributed to the targeted respondents and retrieved after completion in one week.

### **Methods of Data Analysis**

The data was collected and analyzed using mean and standard deviation to answer the research questions while t-test was used to test the hypotheses. Responses of the questionnaire items were rated base on the 4 likert scale with the assigned numerical value as: Very Effective =4, Effective = 3, In Effective =2 and Very Ineffective =1.

To ascertain the extent to which a response was judge to be very effective, effective, in effective or very ineffective, mean response was used. Considering that the responses are based on a 4 point scale, the mean score of 0.1 to 1.0

considered very ineffective, 1.1 to 2.0  
considered ineffective while 2.1 to 3.0  
considered effective and 3.0 to 4.0  
considered very effective.

## Result

Research Question 1: How effective are Principals in the conduct of orientation and induction programme for teachers in Gombe State Senior Secondary Schools?

**Table1: Principals' effectiveness in organizing orientation and induction for teachers.**

ITEMS	4	3	2	1	Mean	SD
Organizing and conducting orientation for teachers	64	76	26	14	3.06	0.89
Organizing and conducting induction for teachers	43	85	34	18	2.85	0.89
Assigning mentors to new staffs	36	91	28	25	2.76	0.93
Explaining duties and responsibilities to new staff	39	73	33	35	2.64	1.03
Organizing orientation for new students	54	88	21	17	2.99	0.89
	<b>Sectional Mean 2.9</b>		<b>Sectional SD 0.76</b>			

Table 1 presents the analysis of the responses on the principal effectiveness in organizing orientation and induction programmes for their teachers. The sectional mean and standard deviation of 2.90 and 0.76 of Principals effectiveness in organizing and conducting orientation programme for teachers is indicative that principals in Gombe State Senior Secondary Schools are effective in organizing and conducting orientation programme for teachers.

The table further revealed that the mean of 3.06 was obtained in the area of organizing and conducting orientation for teachers, this indicates that principals in Gombe state Senior Secondary Schools are effective in carrying out this

responsibility. Similarly, organization and conducting of induction for new students were effectively done by the Principals as suggested by mean score of 2.99.

In the area of organizing and conducting induction for teachers, the analysis revealed that principals in Gombe State Secondary schools were found to be effective in discharging this responsibility. This was supported by a mean of 2.85. Assigning mentors to new teachers as well as explaining duties and responsibilities to new teachers were found effectively done by the principals with a mean score of 2.76 and 2.64 respectively. Therefore, with these revelations from the analysis, it is apparent that Principals in Gombe State Secondary Schools was found effectively organizing and conducting orientation and induction for their teachers.

Research Question 2 To what extent does Principal's gender influence the effectiveness of their responsibilities in Gombe State Senior Secondary Schools?

**Table 2: Principal effectiveness based on gender**

Variables	Number	Mean	SD
Male	12	2.42	0.65
Female	6	0.60	0.16

Table 2 displayed the findings on principal effectiveness based on gender. From the table, a mean score of 2.42 and standards deviation of 0.65 was found for male principals while a mean score of 0.60 and standards deviation of 0.16 was established for female principals. The result therefore suggests that male principals in Gombe State Secondary Schools perform better than their female counterpart in the discharge of their responsibilities and hence were judged to be more effective than their female counterparts.

Hypotheses 1: There is no significant difference in the Principals effectiveness in conducting orientation and induction for teachers in Gombe State Secondary Schools.

**Table 3: t-test for difference in Principals' effectiveness based on Administrative Experience**

Variables	N	X	SD	df	t-cal	t-crit	sig
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Effective	12	2.82	.775	17	15.27	1.67	.000
In Effective	6	1.18	.325				

Table above presents the result of the t-test performed on principals' effectiveness. The result indicated that the mean scores of effective and in effective stands at 2.82 and 1.18 respectively while the standard deviation stands at 0.77 and 0.32 respectively. Furthermore, to ascertain the significance difference, a t-test was conducted and a value of 15.279 was obtained which is by far greater than the value of t-tabulated (1.671) at  $\alpha = 0.05$ . Therefore, it is an evident that the null hypothesis of there is no significant difference in the Principals effectiveness in conducting orientation and induction for teachers in Gombe State Secondary Schools.

Hypotheses 2: There is no significant difference in the Principals effectiveness between male and female principals in Gombe State Senior Secondary Schools.

**Table 4: t-test for difference in Principals' effectiveness based on gender**

Variables	N	X	SD	df	t-cal	t-crit	sig
Male	12	1.71	.622	17	19.58	1.76	.000
Female	6	3.33	.500				

Table 4 above presents the result of the t-test performed on principals' sex. The result indicated that the mean scores of male and female stands at 1.71 and 3.33 respectively while the standard deviation stands at 0.622 and 0.500 for male and female respectively. Furthermore, to ascertain the significance difference, a t-test was conducted and a value of 19.58 was obtained which is by far greater than the value of t-tabulated (1.67) at  $\alpha = 0.05$ . Therefore, it is an evident that the null hypothesis of there is no significant difference in the Principals effectiveness between male and female principals in Gombe State Senior Secondary Schools should be rejected. Hence it is conclusive from the findings that there is significant

difference between the gender of the Principals in performing responsibilities in Gombe State Senior Secondary Schools.

### Discussion of Findings

The main objective of this study is to examine the extent at which Principals organizes and conduct induction and orientation programmes for teachers in Gombe State Secondary Schools.

The finding of the study revealed that Principals in Gombe State Secondary Schools are effectively organizing and conducting orientation and induction for their teachers as suggested by an average of the mean response scores of 2.90. This is supported by the study of Amadi

(1981) on the supervisory needs of teachers as perceived by teachers has revealed that teachers need supervisory assistance at the secondary school level. The study also shows that new teachers encounter many problems in their teaching and they require supervisory assistance as well as orientation and conduction to solve these problems. Such problems include planning and preparation of lessons, use of teaching aids, handling of pupils control and discipline, improvement of knowledge of subject matter and providing professionalism for individual differences in students.

Similarly, Male principals in Gombe State Secondary Schools were found to be more effective than their female counterparts in discharging their responsibilities. This was deduced from mean response score of 2.86. This is supported by Eckhman (2002) who conducted a study on gender approach in management of secondary schools where he suggested that in order secondary school to retain female principals, the school must give consideration to the role conflict, role commitment and job satisfaction of female principals. Findings of the study also shows that women as secondary school principals have been found to have less organizational control than men due to a number of societal and organizational factors that contributed to this difference. From the findings of this study, generally it can be safely concluded that Principals in Gombe State Secondary Schools performed their responsibilities effectively. Consequently, maintenance of this zeal will definitely enhances academic performance and provision of necessary support to teachers for effective service delivery.

## Conclusion

The study investigated the extent of Principals' effectiveness in conducting orientation and induction of teachers in Gombe State Secondary Schools. Based on the findings of the study, it can be concluded that Principals in Gombe State Secondary Schools are conducting orientation and induction of teachers effectively.

## Recommendations

From the findings of the effectiveness of Principals in organizing and conducting induction and orientation programmes for their teachers in Secondary Schools in Gombe State, the following recommendations are apparent:

- i. The government should organize workshops for principals from time to time so as to keep them abreast of the new innovation their expected supervisory functions. This will enable them to be more effective in their supervisory responsibilities;
- ii. As discussed by the result, most of the Principals are males. Considering the importance of gender and good leadership qualities expected from females, it is very important that the Gombe State Ministry of Education should look at the possibilities of recruiting female Principals in Senior Secondary Schools;
- iii. The government should minimize the administrative delays in addressing

- problems/issues from school principals; and
- iv. Inspectors from the Inspectorate division of the state ministry of education should regularly pay visit to schools to closely monitor the supervisory work of principals. This will encourage them to improve upon their

v. supervisory responsibilities.

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