

# Principal's Supervisory Role and Non-Teaching Staff Work Improvement in Public Secondary Schools in Rivers State

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**Abstract:** - The study investigated the principal's supervisory role and non-teaching staff work improvement in public secondary schools in Rivers State. Two research questions and two hypotheses were formulated to guide the study. The design of the study was a descriptive survey design, and the population of the study was 552 principals that were in all the secondary schools in the 23 Local Government Areas in Rivers State. Based on this population, the sample of the study was 231 principals which were determined through a stratified random sampling technique. The sample was stratified into the male (96) and female (135), which was 48% and 58% respectively. The instrument of the study was a researcher designed questionnaire tagged "Principal Supervisory Role Questionnaire (PSRQ)" with a reliability coefficient of 0.84. Mean score and standard deviation were used to answer the research questions and a z-test was used to analyze the hypotheses. It was revealed that the principal supervisory roles that can be harnessed to ensure non-teaching staff work improvement in public secondary schools in Rivers State does not include accountability role and hence concludes that the non-teaching staff is an asset of employees that are very crucial in the smooth running of the school and hence recommended that principal and other senior members of the school should find out ways to ensure that the appropriate supervisory methods are adopted in the supervision of the non-teaching staff within the scope of their duty.

**Keywords:** Principal, Supervisory, Non-teaching, Improvement

## I. INTRODUCTION

The education system in a nation defines the future of such a country, though this is second to politics. It is also regarded that when a nation gets education right, it gives, therefore, mean that the other sectors in no distance time will record a commensurate level of success. Though despite that fact that education is a measure means to advance the course of a nation, the leadership of that nation stands in the right position to determine which steps are deemed necessary to take to ensure that the various objectives are duly implemented (Odou, Anietie, & Ehule, 2019).

Hence the role of leadership in any institutional set up cannot be overemphasized. The above submission submits on the fact that the level at which an organization goes is at that level because of the kind of leadership in place (Adesina, 2010; Deng, 2015; & Nwakpa, 2019). Nevertheless, the various institutional leaders, with vocal consideration to the secondary school will imply that the teachers and other vital personnel

present are on the course of perpetrating personal interest, therefore posing a great challenge on the part of the leaders (principals) to harmonize the individual interest and the personnel interest (Agi & Adiele, 2015). This kind of challenges most times emanates from the non-teaching staff whom by duty most times if not very often integrates personal interest in the school's interest and at worst, they put their interest before the interest of the school (Azani, 2006; Bennell; 2004; & Lipham & Hoeh, 1990). Interestingly, these actions are as a result that some of the non-teaching staff have believed that they are not only overlooked but that the buck of the work lies in the hands of the teachers.

According to Bernard and Goodyear (2008), when non-teaching staff in the school are placed to work, they are commonly put in place to serve as a full complimentary workforce to the administration in the school. While the teaching and learning are going on, it is the non-teaching Staff (NTS) that works on the background to ensure that the actual teaching-learning process goes smoothly, under a clean, secure and serene environment. More so, the NTS puts in their best and at times works overtime to make sure that the school remains habitable the next day. This is achieved only when they are committed to in the school.

By the application of the theory X and Y of McGregor (1960), it was assumed that the theory X staffs are naturally not willing to work. In fact, above all, they prefer continuous enjoyment without work. In light of this, the principal is at the center of making sure that even with their very nature of laziness, they are made to meet up and work towards the attainment, not its aims and objectives. This is not done by merely, giving directives, rather, it is done through a concerted effort to ensure that they do their job as prescribed in their various job descriptions in the bid to ensure that the school meets and achieved its primary objective within the minimum or even above the minimum standard given by the national policy on education (David-West & Kaegon, 2017 & Amah, 2006).

Merely speaking, the NTS would rather sort out ways to do just what they can offer at the moment if they are not watched. As opined by Bennel (2004) even when they are regarded as very important in the educational system, it appeared that the various school heads are not very much aware of their potency.

This enormous wealth of resources may not be utilized to the benefit of the school if they are left in the hand of chance the principal must adopt ways to ensure that they NTS are doing effective (Amah, 2006). One of these ways apart from infusing the needed amount of motivation is through enforcing supervisory roles. Supervision is not a process or an act this is not common to most institutions. It is a very good process that involves a conscious and creative process of assisting an employee to become better at the work he is made to perform. At some point, some institutions believe that supervision involves a process where a more experienced member of an organization is made to guide the less experienced member of the organization in such a way that they will become even more effective than they were. This involves collaborative efforts made by the more experienced member of the organization to teach, show, demonstrate and even monitor the less experienced member of the organization. Though, supervision is narrowed to a process that involves a superior guiding a subordinate in a matter that ensures improvement in service delivery. It has been argued that most times, the supervision process does not only involve superior, but it can be even more collaborative and demonstrative to ensure that the desired results are achieved (Bernard & Goodyear, 2008). This and many more bases are the slight deviations between the inspector role and the supervisory role. In the school system, especially the public schools, the principal is the supervisor, while some other teachers most times who are more experienced and read about a subject area with much familiarity with the needs of the children and the terrain of operation (Doba, 2005). The school also at times welcomes with prior notice and most often without prior notice to ensure inspectors who are supposed to prove, sanction, and create a certain unfriendly climate that would warrant them to settle for fault finding. At most, when inspections are carried out, the teacher tries to meet requirements or minimum requirements with the sole purpose of keeping their job instead of trying to be better at the job (Agabi, 1997). These and many more are the faults that are generally perceived about the inspection. While inspectors' finds fault, the principal in performing their supervisory role is expected to provide conducive conditions that would establish, strengthen and Foster more collaboration that would lead to the improvement of the non-teaching staff.

The principal though saddled with many roles to perform in the school the supervisory role is very necessary for the commitment that would ensure that there is an improvement in their work (Adeyemi, 2010). To this end, the principal must be willing to explore various options to ensure that he performs his or her supervisory roles. Among this has been suggested that it can be only done based on the supervisory techniques the principal seems fit to use owing to the various situations and what level of improvement the supervisee is expected to attain (Tony, 2013). Some of these methods have been suggested to includes, authoritative, laissez-faire or free rein, democratic, bureaucratic, and training supervision, authoritative supervision where the supervisor uses absolute

power to ensure that the NTS in the school complies with their work provision (Forstall, 2019). The principal in using this pattern may need to look out for staff that would be disobedient to instructions so are to mention punitive measures to them. More so, the principal could also adopt the laissez-faire option by allowing the NTS to freely do what pleases them with the thought that they know what is good and that they require little or no supervision. Nevertheless, this kind of supervision in the secondary school has over time proven to be very unproductive though supportive to McGregor theory Y, which proposes that working is just like fun and hence more comfortable conditions should be made certain in the workplace to ensure the effectiveness of workers. However, in adopting the democratic option, the principal here is expected to allow mutual consent with the NTS and avail himself for consent by the subordinate through participation (Mbipom, 2006). This kind of supervision permits the NTS to participate in the actual supervision process and ideas of the supervisee. Though, the supervisor also has the option of adopting strictly to the bureaucratic supervision where he would be able to lay down rules while the NTS follows these rules accordingly to ensure that their work is rightly performed (Nwakpa, 2019; Mutua, 2015; ). Though this Patten allows the NTS to align their actions based on the rules that are laid down by the supervisor and this brings stability, but in practical terms, it proves to be inefficient (Ololube, 2017). The principal may also choose to adopt the training and direction which is a current trend that is much appreciated in the educational system. This method allows the NTS should be given in-service training and directed in a way that would allow them to explore more options. However, this pattern brings the NTS to new trends of working to bring about effectiveness (Iroegbu, 2004). Nevertheless, the principal also performs some roles which are distinct by their options. These roles complement the new supervisory methods, they include accountability, monitoring, clinical, advisor, critical friend and mentor (Forstall, 2019).

Despite the role of the principal in the supervision of the principal, it is very sure that the role of the NTS is very important at maintaining and ensure that the school runs continuously and effectively (Nwankwoala, 2016; Akiri, 2014; & Agabi, 1997). However, the NTS which includes the school cleaners, secretaries, security men and women, cook, and many others have a unique function in the school. Nevertheless, most researchers have put their efforts and resources to research on teachers' effectiveness and improvement and yet there hasn't been any much progress on the general functioning of the school and academic achievement of students (Austin, 2009). Seminar and workshops conducted in school to improve the NTS service delivery have only yielded little or no results and if this trend continues it may affect the students who are always at the receiving end (Agu, 2003; Leigha, 2010 & Ezeocha, 2000). To this end, it has become very necessary to find out the various ways the principal can explore to ensure that the NTS do their work. Though, another option explored has ended in

motivation, better service environment and other factors that may have not shown a very promising output (Nwakwola, 2016, Robert-Okah, 2014). But, the use of supervision by managers of other organizations has yielded lots of meaningful results. It has become very possible that if the various principal's in the schools identify their supervisory role it may be possible for improvements of NTS work improvement, which is based on the need that the study investigated leadership supervisory role and non-teaching staff improvement in public secondary schools in Rivers State.

#### *Purpose of the Study*

The purpose of the study is to investigate leadership supervisory roles and non-teaching staff improvement in public secondary schools in Rivers State, but specifically, the study intends to:

1. Identify the methods of supervision that can ensure non-teaching staff improvement in public secondary schools in Rivers State.
2. Find out the principal supervisory roles that can be harnessed to ensure non-teaching staff improvement in public secondary schools in Rivers State.

#### *Research Questions*

1. What are the methods of supervision that can ensure non-teaching staff work improvement in public secondary schools in Rivers State?
2. What are the principal supervisory roles that can be harnessed to ensure non-teaching staff work improvement in public secondary schools in Rivers State?

#### *Hypotheses*

1. There is no significant difference in the mean ratings of male and female principals on the methods of supervision that can ensure non-teaching staff work improvement in public secondary schools in Rivers State?
2. There is no significant difference in the mean ratings of male and female principals on the principal supervisory roles that can be harnessed to ensure non-teaching staff improvement in public secondary schools in Rivers State?

#### *Theoretical framework*

This study is anchored on McGregor theory X and Y, which was propounded in 1960. The theory proposes that there are two types of behavior that can be obtainable which explains the theory X and Y. The theory is related to the customary approach to the management of workers in organizations. Based on the theories McGregor submitted employees in theory X have an inherent dislike for work and in all would do everything possible to ensure that they shy aware of their organizational responsibility. Based on this assumption, it is, therefore, requested that for the employees' to be effective, there is a need for their supervision, which must be intensely

done and also requires that strict consequences should be laid down for noncompliance. On the other hand, theory Y is based on the fact that an average person does not inherently dislike work, but rather work is as natural to play, though this so based on the fact that work may be a source of motivation with the provision of the necessary conditions. Though the theory still posits that it is still based on the working conditions that will determine if work is a punishment or fun. Furthermore, in theory, X, job commitment by staff is based on the reward that is associated with the work achievement. Also, the theory posits that employees will perform better if they are made to take responsibility for their job. According to McGregor, shirking of responsibility, fear arising from job security and lack of are inherent characteristics of an employee. Notwithstanding, when employees are given the room to use their knowledge and creativity, they will be self-directed and exhibit self-control in the work delivery. Hence for the manager to be effective, the principal who is the leader of the school should be able to identify the employees that belong to either theory X or theory Y. The two theories put in the picture the kind of attitude the manager forms regarding the employees. This theory is applicable in the fact that the principal who is the leader of the school is to be aware of the unique nature of the employees and should be able to put up the right attitude that would make the employees perform their work. Like the non-teaching staff who may not be will to work, the theory directs an authoritative approach and closely supervise theme and while the category, not employees or the NTS who fall within the theory Y should be given appropriate conditions and all hindrances should be removed to ensure that the employees do their work properly to ensure there is improvement of their work delivery.

## II. METHODOLOGY

The study adopted a descriptive design because the researcher intends to describe variables as they occur without the intent of manipulating the variables. The research explains the variables within the limits of their actions (Deeya & Anietie, 2019). The population of the study consists of 554 principals present in the senior and junior secondary schools in the 23 local government areas in Rivers State. The sample of the population was determined using a stratified random sampling technique and a sample of 231 which constitutes 41% of the entire population. Among the sample, 96 (42%) were male and 135 (58%) were female. The study obtained its data from a questionnaire instrument captioned "Principal Supervisory Role Questionnaire (PSRQ)". The instrument was divided into two parts, namely, the section 'A' (demographic data) and section "B" (questionnaire items). The questionnaire items were content and face validated by experts from the department of tests and measurements and two lecturers in the Department of Educational Management in the University of Port Harcourt. Through Pearson Product Moment Correlation Coefficient (PPMCC), a reliability coefficient of 0.84 was obtained and the instrument was highly reliable. In analyzing data, mean score and the standard deviation was used to

analyze the research questions with from the instrument of the scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) scored 4, 3, 2, and 1 respectively. Z-test was used to analyze null hypotheses at a 0.05 alpha significant level.

### III. RESULTS

*Research question one:* What are the methods of supervision that can ensure non-teaching staff improvement in public secondary schools in Rivers State?

Table 1: Means score and standard deviation of the methods of supervision that can ensure non-teaching staff improvement in public secondary schools in Rivers State.

S/n	Items	$\bar{X}_1$	Sd <sub>1</sub>	$\bar{X}_2$	Sd <sub>2</sub>	Mean Set	Decision
1.	Corrective supervision	3.52	1.87	3.24	1.8	3.38	Accepted
2.	Preventive supervision	2.86	1.69	2.46	1.56	2.66	Accepted
3.	Creative supervision	2.88	1.69	2.78	1.66	2.83	Accepted
4.	Training supervision	2.62	1.61	2.40	1.54	2.51	Accepted
5.	Laissez-faire supervision	3.11	1.76	2.12	1.45	2.61	Accepted
	<b>Total</b>	<b>2.99</b>	<b>1.72</b>	<b>2.6</b>	<b>1.60</b>	<b>2.79</b>	

Criterion mean = 2.50

#### Scale

2.0 - 2.49 (Not Accepted)  
2.50 - 4.00 (Accepted)

Based in table one, corrective supervision (3.38), preventive supervision (2.66), creative supervision (2.83), training supervision (2.51), laissez-faire supervision (2.61) were accepted by the respondents to be the methods of supervision that can ensure non-teaching staff improvement in public

secondary schools in Rivers State. This is because all the items were above the mean criterion of 2.5.

*Research question two:* What are the principal supervisory roles that can be harnessed to ensure non-teaching staff work improvement in public secondary schools in Rivers State?

Table 2: Means score and standard deviation of the principal supervisory roles that can be harnessed to ensure non-teaching staff work improvement in public secondary schools in Rivers State.

S/n	Items	$\bar{X}_1$	Sd <sub>1</sub>	$\bar{X}_2$	Sd <sub>2</sub>	Mean Set	Decision
1.	Accountability role	2.34	1.52	2.32	1.52	2.33	Not Accepted
2.	Monitoring role	2.82	1.67	2.64	1.64	2.73	Accepted
3.	Clinical role	2.74	1.65	2.55	1.59	2.64	Accepted
4.	Advisor role	2.66	1.63	2.34	1.52	2.5	Accepted
5.	Critical friend role	2.86	1.69	2.25	1.5	2.53	Accepted
6.	Mentor	2.82	1.67	2.43	1.55	2.62	Accepted
	<b>Total</b>	<b>2.70</b>	<b>1.63</b>	<b>2.58</b>	<b>1.55</b>	<b>2.55</b>	

One table two, the table shows the mean score and the standard deviation of the principal supervisory roles that can be harnessed to ensure non-teaching staff work improvement in public secondary schools in Rivers State. The table showed that among the various supervisory roles of the principal, the role of accountability or accountability role (2.33) was not accepted by the respondents to be among the principal supervisory roles that can be harnessed to ensure non-teaching staff work improvement in public secondary schools in Rivers State. However, monitoring role (2.73), clinical role (2.64), advisor role (2.5), critical friend role (2.53) and Mentor (2.62)

were considered by the respondents to be the principal supervisory roles that can be harnessed to ensure non-teaching staff work improvement in public secondary schools in Rivers State.

#### Test of hypotheses

*Hypotheses one:* There is no significant difference in the mean ratings of male and female principals on the methods of supervision that can ensure non-teaching staff work improvement in public secondary schools in Rivers State.

Table 3: mean score, standard deviation and z-test of the difference in the mean ratings of male and female principals on the methods of supervision that can ensure non-teaching staff work improvement in public secondary schools in Rivers State.

<i>Variables</i>	<i>N</i>	<i>Df</i>	<i>Mean</i>	<i>Sd</i>	<i>Z-cal.</i>	<i>Z-crit.</i>	<i>Decision</i>
<i>Male</i>	96	229	2.97	1.72	1.78	1.96	Accept
<i>Female</i>	135			1.60			

Table shows the null hypotheses stating that there is no significant difference in the mean ratings of male and female principals on the methods of supervision that can ensure non-teaching staff work improvement in public secondary schools in Rivers State. The z-calculated of 1.78 is less than the z-critical of 1.96 and therefore the null hypothesis is accepted.

*Hypotheses two:* There is no significant difference in the mean ratings of male and female principal on the principal's supervisory roles that can be harnessed to ensure non-teaching staff improvement in public secondary schools in Rivers State.

Table 4: mean score, standard deviation and z-test of the difference in the mean ratings of male and female principal's supervisory roles that can be harnessed to ensure non-teaching staff improvement in public secondary schools in Rivers State.

<i>Variables</i>	<i>N</i>	<i>Df</i>	<i>Mean</i>	<i>Sd</i>	<i>Z-cal.</i>	<i>Z-crit.</i>	<i>Decision</i>
<i>Urban</i>	96	229	2.55	1.63	0.57	1.96	Accept
<i>Rural</i>	135			1.55			

Based on the details on the table, the table shows the null hypotheses which stated that There is no significant difference in the mean ratings of male and female principal on the principal's supervisory roles that can be harnessed to ensure non-teaching staff improvement in public secondary schools in Rivers State. The z-calculated is 0.57 which is less than the z-critical of 1.96 at 0.05 alpha significant level and with the degree of freedom standing at 229, hence the null hypotheses is accepted.

The study also discovered that the null hypotheses which stated there is no significant difference in the mean ratings of male and female principal on the principal's supervisory roles that can be harnessed to ensure non-teaching staff improvement in public secondary schools in Rivers State was accepted because, the z-calculated is 0.57 which is less than the z-critical of 1.96 at 0.05 alpha significant level and with the degree of freedom standing at 229, hence the null hypotheses is accepted.

#### IV. DISCUSSION OF FINDINGS

The study revealed that corrective supervision, preventive supervision, creative supervision, training supervision, laissez-faire supervision the methods of supervision that can ensure non-teaching staff improvement in public secondary schools in Rivers State. The findings are in line with the position of Forstall (2019)

The study further revealed that the principal supervisory roles that can be harnessed to ensure non-teaching staff work improvement in public secondary schools in Rivers State do not includes the role of accountability or accountability role, though these findings are not on the side of Forstall (2019) but it was also discovered the principal supervisory roles that can be harnessed to ensure non-teaching staff work improvement in public secondary schools in Rivers State are monitoring role, clinical role, advisory role, critical friend role, and Mentor.

The study also find out that the null hypotheses stating that there is no significant difference in the mean ratings of male and female principals on the methods of supervision that can ensure non-teaching staff work improvement in public secondary schools in Rivers State was accepted because the z-calculated of 1.78 is less than the z-critical of 1.96 and therefore the null hypothesis is accepted.

#### V. CONCLUSION

The principal has an enormous role to play in the leadership and administration of the school the effectiveness of the principal determines to a large extent the effectiveness of the rest of the employees. Hence the quality of the school administrator determines the level of school effectiveness. The non-teaching staff is an asset of employees that are very crucial in the smooth running of the school. Many functions that are non-teaching wholly rest on the shoulder of the non-teaching staff. Hence, for the reason for the improvement of their work delivery, the principal needs to perform some of the roles which have been highlighted as revealed in the study. These roles are supposed to align with the current methods of supervision that fit the needs and the nature of the employees. The non-teaching staff needs to be supervised to ensure that they put in their best in the administration of the school and also contribute to the advancement of the school and attainment of secondary educational objectives.

#### *Recommendations*

Based on the conclusion, the study, therefore, recommended that:

1. The principal and other senior members of the school should find out ways to ensure that the appropriate

supervisory methods are adopted in the supervision of the non-teaching staff within the scope of their duty.

2. The principal and other senior members of the schools should perform their supervisory roles and also take the delegated supervisory role as a means of collaborating and avenues to develop a relationship that can enhance their job and the overall improvement of the school.

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