

## **PRINCIPALS MENTORING CHARACTERISTICS AS CORRELATES OF EFFECTIVE ADMINISTRATION OF SECONDARY SCHOOLS IN SOUTH EAST, NIGERIA**

**Ngerem, Eucharia Iheoma Ph.D., Igboekwe Rosemary Nneka and Nwokoro Henrietta A.**

Michael Okpara University of Agriculture, Umudike

**Abstract:** The study investigated the extent Principals Mentoring Characteristics Correlate Effective Administration of Secondary School Principals in South East, Nigeria. To guide the study, three research questions and three null hypotheses were formulated to guide the study. It adopted a correlational research design. Population is made up of 1, 430 principals, 27, 431 teachers in Public Secondary Schools in South East, Nigeria. The study samples were 333 principals 385 teachers selected via simple random sampling techniques. Two instruments titled: Principals Mentoring Characteristics Questionnaire (PMCQ) and Effective Administration of Secondary Schools Questionnaire (EASSQ) were developed by the researcher. Data collected were analyzed, using Pearson Product Moment Correlation ( $r$ ) for questions. While Simple Linear Regression was used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed that listening skill, experience, willingness to share skills are the mentoring characteristics of principals that relates to effective administration and that there was very high significant relationship between the extent of principals mentoring characteristics and effective administration of secondary schools in South East, Nigeria. Based on the findings, it was recommended amongst others that principals should adopt all the mentoring characteristics for effective administration of secondary schools.

**Keywords:** Principals, mentoring characteristics, instructional administrator, secondary schools

### **Introduction**

The principal is the instructional administrator of the school. An effective administrator has to take responsibility both in the successes and the failures of the school. To buttress this, Ibiam (2015) opines that when administrators are effective they maintain positive influence that will help them achieve their objectives. He/she must put the needs of others first before his own

and will always work to improve the school, and how to make those improvements work out notwithstanding the problem it may pose. It observed that when principals are well mentored, they will be efficient in the administration of secondary schools. Mentoring is a relationship between a less experienced person who works closely with a more experienced person so as to be useful personally and professionally. Gibbons (2013) sees mentoring as a

**Academic Journal of Current Research**

**An official Publication of Center for International Research Development**

Double Blind Peer and Editorial Review International Referred Journal; Globally index

Available [www.cirdjournal.com/index.php/ajcr/index](http://www.cirdjournal.com/index.php/ajcr/index); E-mail: [journals@cird.online](mailto:journals@cird.online)



supportive learning relationship between a caring individual who shares knowledge, experience and wisdom with another individual to enrich their professional journey. The individuals are referred to as the “mentor and mentee”, while the mentor is the more experienced, mentee is the less experienced individual. The objectives of mentoring are guideline that will help the mentor and mentee to understand the need for mentoring. Thus, Personal Training and Education Group – PTEG (2011) listed the following as objectives of mentoring:

- To help the individual to develop personally and or professionally.
- To provide support for the development of an individual.
- To help an individual to develop through the transfer of knowledge, understanding and skills through the experience of another.

A lot of benefits accrue to the organization from mentoring whether mentoring is traditional or informal. Mentoring, is designed to enable mentees understand organizational culture and adjust to their new work roles, thereby enhancing the mentees career development. There are expected mentoring characteristics of principals that one must possess to do his/her job effectively in school administration. Each of these characteristics manifests themselves in the daily duties of a principal. These basic characteristics include: excellent listener, experience and willingness to share skills (Scarlet, 2015). An effective administrator has to take responsibility both in the successes and the failures of the school. It is in the light of this, that Odo (2011) posit, that the success or failure of any organization depends on the quality of the administrator in such organization.

An administrator therefore, defines how successful any school is. A school without an effective administrator will likely fail, and a principal who is not effective will automatically face ineffectiveness. A principal must be an

excellent listener. He/she should give a listening ear to the subordinates and always ready to listen both what is being said and how it is being said. In difficult situations, may not want to listen but should try and listen to show them that you care enough.

Experience according to Aderounmu and Ehiametalor in Peretomode (2012), is an important factor which is considered in the selection of school administrators for effective administration. The school as a formal organization ensures that the very senior teachers are appointed as school principals. This is because in climbing the seniority ladder, the teacher must have had knowledge as a form master/mistress, house master/mistress, and games master/mistress or vice principal. After going through these positions, the individual would have acquired enough experience to be able to administer other people Adebayo in Modebelu (2016) posits, that no training programme will be enough to produce a finished administrator, it is an art that can be learned only in years of practical, thus, administrators should be able to learn on daily basis and also be willing to share their skills.

The administrator should be able and willing to transmit knowledge or experience to others and to identify employees’ goal and link them up with organizational reward so as to boost the morale of the employees for successful administration. The above and more are the mentoring characteristics required by principals for effective administration of secondary schools. However, if principals have all these qualities and are not willing to share them to others, it means they are not mentors and cannot achieve effectiveness in their administration of educational institutions.

Education is the center of development that uplifts individual, community and nation at large. It empowers, improves skills, potentials and makes an individual more innovative. Federal Republic of Nigeria (FRN), (2014)



stated that Education is the instilling of right knowledge, feelings, value and skill to an individual to make him effective. In Nigeria, we have three levels of education namely primary, secondary and tertiary. In this study, we are going to concentrate on secondary education.

Secondary education is an intermediary education between primary and tertiary education. It is very important in the development of individuals and nation building. Based on this, World Bank (2009) posits that secondary education is recognized as the foundation of educational system in 21<sup>st</sup> century, and quality secondary education is necessary in creating a bright future for individuals and nation alike. FRN (2013) outlines that the broad goals of secondary education is to prepare the individuals for useful living within the society and for higher educational grades. This is headed by the principal, the attainment of the goals of secondary education depends to large extent on the principal. The principal is the instructional administrator responsible for the administration of secondary school. He/she is the head of the secondary school who is appointed as a result of qualification and seniority (Peretomode, 2012).

The principal also works hand in hand with the teachers to achieve the educational goals in secondary schools. The teacher according to Obunadike (2016) is relative in the sense that anybody that teaches is generally regarded as a teacher. In the actual sense, a teacher is a trained person who helps a learner to acquire necessary knowledge, skills and attitude and also administer the school.

Administration is the ability to achieve set goals through the efforts of human and material resources in an organization.

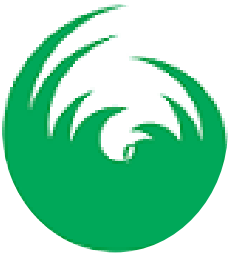
Effective administration as aptly put by Okorie (2009) is the ultimate goal of formal organization to the extent of achieving their objectives with minimum expenditure of time and money. Also, the effectiveness of an educational organization is the extent to which students are achieving

and the teachers are satisfied. Therefore, the principal's effectiveness is measured by the student's achievement. However, it seems that there is the problem of poor mentoring characteristics of principals in the school system ranging from principals' failure of excellent listening ears, experience and willingness to share skills. This situation raises serious worry to find out how **principals mentoring characteristics correlate effective administration of secondary schools in South East**. The research was guided by three research questions and three hypothesis tested at 0.5 level of significance.

- To what extent does principals' listening skill relates with effective administration of secondary schools?
- To what extent does principals' experience in mentoring relate with effective administration of secondary schools?
- To what extent does principals' willingness to share skills in mentoring relates with effective administration of secondary schools?
- There is no significant relationship between the extent principals' listening skills and effective administration of secondary schools
- Extent of principals' experience in mentoring does not significantly relate to effective administration of secondary schools.
- Extent of principals' willingness to share skills in mentoring does not significantly relate to effective administration of secondary schools.

### **Methodology**

This study adopted co relational research design. The design is appropriate for the present study because it sought to determine whether principals mentoring characteristics correlates effective administration of secondary schools in South East, Nigeria. The researchers studied principals mentoring characteristics with the view to correlate its effectiveness in the administration of



secondary schools in the study area. This study was carried out in South East, Nigeria composed of five states namely: Abia, Anambra, Ebonyi, Enugu and Imo. It is the home of Igbo speaking people in Nigeria. South East Zone embraced formal education quite early and therefore has a lot of interest in education. The population of the study comprised 27, 431 secondary school teachers and 1, 430 principals in South East Nigeria.

The sample size for the study comprised 718 respondents consisting principals and teachers. This was made up of 385 public secondary school teachers and 333 principals from Abia (Aba zone), Enugu (Enugu zone) and Imo (Okigwe zone) drawn through simple random sampling technique.

The researchers developed two instruments for data collection titled “Principals Mentoring Characteristics Questionnaire (PMCQ)” and “Effective Administration of Secondary Schools Questionnaire (EASSQ)”.

The instrument was validated by three experts, two from Educational Management and one from Educational Measurement and Evaluation all from College of Education, Imo State University, Owerri for face content validity. The instrument underwent reliability testing and reliability index values of 0.79, 0.73, 0.71 for MCPQ and 0.79 for EASSQ respectively, were obtained.

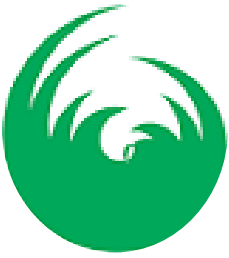
The response format of the instruments was based on a 4 point modified likert type rating scale of Very High Extent (VHE)-4, High Extent (HE) – 3, Low Extent (LE) - 2 and Very Low Extent (VLE) -1 Pearson Product Moment Correlation Coefficient were used to answer the research questions while Simple Linear Regression was used in testing the hypotheses at 0.05 level of significance. Items with 2.50 and above mean scores were accepted while mean scores below 2.50 were rejected. Results are presented on tables as follows:

**Table 1.1: Correlation matrix of extent of principals’ listening skill and effective administration of secondary schools**

		Principals’ listening skill	Effective administration
Principals’ listening skill	Pearson correlation	1	.778*
	sig. (2-tailed)		.004
	N	694	694
Effective administration	Pearson correlation	.778*	1
	sig. (2-tailed)	.004	
	N	694	694
	R <sup>2</sup> .	.605	

\*. Correlation is significant at the 0.05 level (2-tailed), N = Number of respondents.

Table 1.1 shows a correlation index of .78 which is positive and within .70 to .99 correlation coefficient of Rumsey (2016). This indicates that principals’ listening skill relates with effective administration of secondary schools to a high extent. The coefficient of determination (R<sup>2</sup>) .605 indicates that 61% of the variance observed in effective administration of secondary schools.



**Table 1.2: Simple linear regression analysis for the extent principals’ listening skills and effective administration of secondary schools.**

Variables	Term	Sum of square	Df	Mean square	F-cal	Sig.	Decisions
<b>Principals’ listening skills</b>	Regression	707.871	1	707.871	15.152	.002	S
	Residual	32328.856	692	46.718			
<b>Effective administration</b>	Total	33036.727	693				

R = 0.778<sup>a</sup>, R<sup>2</sup> = 0.605 (value of the consistent), S = significant at P ≤ 0.05

Predicted = effective administration of secondary schools

The result of analysis in Table 1.2 shows F- calculated value of 15.152 at 0.05 level of significance. The Table also shows a p-value of .002 which is less than the alpha value of 0.05. Thus, null hypothesis which states that there is no significant relationship between the extent principals’ listening skills and effective administration of secondary schools is rejected. This means that there was a significant relationship between the extent of principals’ listening skills and effective administration of secondary schools.

**Table 2. 1: Correlation matrix of principals’ experience in mentoring relate with effective administration of secondary schools.**

		Principals’ experience in mentoring	Effective administration
Principals’ experience in mentoring	Pearson correlation	1	.867
	sig. (2-tailed)		.02
	N	694	694
Effective administration	Pearson correlation	.867	1
	sig. (2-tailed)	.02	
	N	694	694
	R <sup>2</sup>	.752	

\*. Correlation is significant at the 0.05 level (2-tailed), N = Number of respondents.



Table 2 reveals a correlation coefficient of .87 which is positive and within .70 to .99 correlation coefficient of Rumsey (2016). This indicates that principals’ experience in mentoring relate with effective administration of secondary schools to a high extent. The coefficient of determination ( $R^2$ ) .752 indicates that 75% of the variance observed in effective administration of secondary schools.

**Table 2. 2: Simple linear regression analysis for the extent of principals ‘experience in mentoring relate with effective administration of secondary schools.**

Variables	Term	Sum of square	Df	Mean square	F-cal	Sig.	Decisions
Principals’ experience in mentoring	Regression	928.935	1	928.935			
	Residual	50385.904	692	72.812	12.758	.011	S
Effective administration	Total	51314.839	693				

$R = 0.867^a$ ,  $R^2 = 0.752$  (value of the consistent), S = significant at  $P \leq 0.05$

Predicted = effective administration of secondary schools

The result of analysis in Table 2.2 shows F- calculated value of 12.758 at 0.05 level of significance. The Table also shows a p-value of .011 which is less than the alpha value of 0.05. Thus, the null hypothesis that states that the extent of principals’ experience in mentoring relates with effective administration of secondary schools is there by rejected. It implies that the extent of principals’ experience in mentoring is significantly related to effective administration of secondary schools.

**Table 3.1: Correlation matrix on extent principals’ willingness to share skills in mentoring relates with effective administration of secondary schools**

		Principals’ willingness to share skills in mentoring	Effective administration
Principals’ willingness to share skills in mentoring	Pearson correlation	1	.746
	sig. (2-tailed)		.03
	N	694	694
	Pearson correlation	.746	1
Effective administration	sig. (2-tailed)	.03	
	N	694	718
	$R^2$	.557	



\*. Correlation is significant at the 0.05 level (2-tailed), N = Number of respondents.

Table 1.5 shows a correlation coefficient of .75 which is positive and strong relationship within 0.70 to 0.99 correlation coefficient of Rumsey (2016). This indicates that principals’ willingness to share skills in mentoring relates with effective administration of secondary schools to a very high extent. The coefficient of determination ( $R^2$ ) .557 indicates that 56% of the variance was observed in effective administration of secondary schools.

**Table 3.2: Simple linear regression analysis for the extent does principals’ willingness to share skills in mentoring relates with effective administration of secondary schools.**

Variables	Term	Sum of square	Df	Mean Square	F-cal	Sig.	Decisions
<b>Principals’ willingness to share skills</b>	Regression	783.451	1	783.451			
	Residual	46628.344	692	67.382	11.627	.006	S
<b>Effective administration</b>	Total	47411.795	693				

$R = 0.746^a$ ,  $R^2 = 0.557$  (value of the consistent), S = significant at  $P \leq 0.05$

Predicted = effective administration of secondary schools

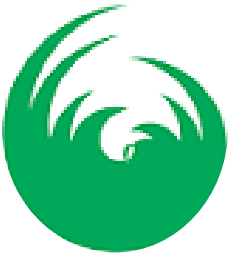
The result of analysis in Table 3.2 shows F- calculated value of 11.627 at 0.05 level of significance. The Table also shows a p-value of .006 which is less than the alpha value of 0.05. Thus, the null hypothesis that states that the extent of principals’ willingness to share skills in mentoring relates with effective administration of secondary schools is there by rejected. It implies that the extent of principals’ willingness to share skills in mentoring is significantly related to effective administration of secondary schools.

**Discussion of the Findings**

The study reveals that listening skill, experience in mentoring, willingness to share skills, are the principals mentoring characteristics that relates to effective administration of secondary schools. The corresponding hypothesis affirmed that there was significant relationship between the extent of principals’ mentoring characteristics and effective administration of secondary schools.

It was revealed that principals’ listening skill relates with effective administration of secondary schools to a high extent. The corresponding hypothesis showed that there was a significant relationship between the extent of principals ‘listening skill and effective administration of secondary schools. The finding is in line with the findings of Wosene (2014), who noted that successful principals are the principals with good listening skills. The study is also in agreement with the findings of Akpan (2016), who revealed that listening skill is one of the strong determinants of principals’ administrative effectiveness.

The findings on principals’ experience revealed that experience in mentoring relate effective administration of secondary schools to a high extent. The finding of this study in congruent with the findings of Gandner (2016), who reported that principals who are more experienced in mentoring trends to have more administrative



effectiveness than the less experienced principals. It is also in agreement with the findings of Alkutich (2017) who revealed that experience of school principals create an effective school administration.

The study also revealed that principal's willingness to share skills in mentoring relates to effective administration of secondary schools to a very high extent. The corresponding hypothesis shows that principals willingness to share skills in mentoring significantly relate to effective administration of secondary schools. The findings is in agreement with the findings of Garesh and Plako in Gardner and Franchise (2010), who revealed that a successful mentoring is said to have taken place if the assigned mentor with the following characteristics is ready to mentor another employee and is committed to the employees growth and development and cultural integration, familiar with organizations norm and culture, articulate and teach the culture, demonstrates honesty, integrity and respect for and responsibility of stewardship. The findings is also in line with that of Scarlet (2015) who revealed that willingness to share skills is one of mentorship characteristics of principals, thus the principal should be willing to transmit knowledge/ experience to others for effective administration. Furthermore, the findings of Akpan (2016), revealed that willingness to share skills is one of the strong determinants of principal's administrative effectiveness.

### **CONCLUSION**

The study investigated the extent Principals mentoring characteristics correlate effective administration of Secondary of principals in South East, Nigeria. The study found out and concluded that listening skill, experience in mentoring, willingness to share skills, are the principals mentoring characteristics that relates to effective administration of secondary schools.

### **RECOMMENDATIONS**

The paper therefore recommend as follows;

1. Principals should adopt all the mentoring characteristics for effective administration of secondary schools.
2. Government should organize workshops, seminar or skill upgrading courses to principals on mentoring characteristics so as to improve their effective administration in secondary schools.
3. Principals should be willing to share their knowledge to prospective principals to enable them attain effectiveness in administrations.

### **REFERENCES**

- Federal Republic of Nigeria (2013). National Policy on Education. Lagos: NERDC.
- Gibbons, A. (2013). The Coaching and Mentoring Network. [www.coachingnetwork.org.uk](http://www.coachingnetwork.org.uk). Retrieved 24th November, 2017.
- Ibiam, N. (2015). Educational Administration; Principles and Practice. Owerri: Cel-bez Publishing Co.
- Modebelu, M.N. (2016). Overview of Educational Administration and Management. In M.N. Modebelu, Eya and Obunadike J.C. (Eds.) *Educational Management the Nigerian Perspective*. Awka: SCOA Heritage Nigeria Ltd.
- Obunadike, J.C. (2016). Ethics in Educational Administration and Management. In Modebelu, Eya, and Obunadike (Eds.). *Educational Management: The Nigerian Perspective*. Awka: SCOA Heritage Nig. Ltd.
- Odo, C.O. (2011). Educational Leadership; in Alu, B.E et al. (Eds). *Fundamentals of Educational Administration*. Nsukka: Chuks Educational Publishers.



- Okorie, N. C, (2009) Principals Administrative and Supervisory Roles for Teacher Job Effectiveness. *British Journal of Education*. Vol.6. No.6 pp.38 – 39. <https://www.eajournal.org>. Retrieved 10<sup>th</sup> June, 2018.
- Peretomode, V.F. (2012). Introduction Educational Administration, Planning and Supervision. Ikeja: press Ltd.
- Personal Training and Education Group-PTEG (2011). The Purpose of Coaching and Mentoring: [Pteg.wordpress.com/Of-coaching. Mentoring](http://pteg.wordpress.com/Of-coaching.Mentoring). Retrieved 26<sup>th</sup> March, 2018.
- Scarlett, R.R. (2015). Elements of Mentoring the Novice Principals <http://libsdr.iastate.ed/rtd> .Retrieved 24th July, 2017.
- World Bank (2009). *Priorities and Strategies for Effective Curriculum Use*. Washington D.C, World Bank.