



Principals' Administrative Functions for enhanced Quality Educational Assessment in Public Secondary Schools in Kolokuma/Opokuma Zone, Bayelsa State.

¹Amadi, Chikweru Eric & ²Udisi, Louis Stanley

Departmental of Educational Management,
Rivers State University, Port Harcourt, Nigeria
¹joesac2000@gmail.com & ²udisilouis@gmail.com

ABSTRACT

The study investigated Principals' Administrative Functions for enhanced Quality Educational Assessment in Public Secondary Schools in Kolokuma/Opokuma Zone, Bayelsa State. The study adopted a descriptive survey research design. Two research questions and two hypotheses guided the study. The population of the study consisted of 190 respondents (93 male and 97 female teachers) from 24 public secondary schools in Kolokuma/Opokuma Zone, Bayelsa State, Nigeria while the sample size for this study consisted of 76 respondents (39 male and 37 female teachers); representing 40% of the total population size. Simple random sampling technique was used. A self structured instruments titled "Principals' Quality Educational Assessment Questionnaire (PQEAQ)" with 20 questionnaire items structured on a validated four-point rating scales was used. The reliability coefficients of 0.84 was obtained. Data obtained was analyzed using the mean (\bar{X}) and Z-test. Specifically, the mean (\bar{X}) was used to answer the research questions while the Z-test was used to test hypotheses at 0.05 level of significance. It was recommended that the Ministry of Education and schools management boards should make provision for in-service training (programme or conference) that will enhance and ensure quality educational assessment of principals in public secondary schools and the government should ensure prompt provision of principals' welfare to enhance quality educational assessment; these provisions are; opportunities for their professional growth, promotions of staff as and when due, provision of welfare services that are currently lacking for optimal performance of the teachers and students in public secondary schools in Kolokuma/Opokuma Zone, Bayelsa State.

Keywords: Administrative Functions, Quality Educational, Assessment, Planning, Organizing.

INTRODUCTION

The importance of effective principals in the development of quality educational assessment cannot be over accentuated. The provision of education has been considered to be the milestone for development; it forms the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goal (FRN, 2014). Education is very important in any given society, it is a process by which abilities and capabilities of students are developed. It is designed for the actualization of human potential to enable the students become something more than what they were. The society benefits from the responsibility of the school in imparting knowledge and skills to learners by molding them towards becoming responsible citizens. The principals play a vital role in assessing and bringing about the wanted reforms, as it is the principals who sieved the curriculum through to the teachers to teach the learners.

For these reasons in view of Summer (2010), the development of the nations' economy revolves around secondary education since it is the engine room that provides input resources into the nation's economy and education production systems. It is expected that when the secondary school system functions well, its products will move to the tertiary institutions and others who cannot move to the

tertiary institutions will also be useful and productive members of the society. It is of uttermost importance therefore to continually assess the secondary school system, mostly its teachers who are important to students' learning and performance. In agreement, Hanna (2015) opined that quality of the school can be checked through assessment with which decisions about teachers and their performance can be made and the quality of these teachers also give students the confidence to compete amongst themselves, to take on difficult tasks so as to discover and develop their real mettle as thinkers.

Hoy and Miskel (2013) therefore asserted that principals can be identified as the heart of the educational process and the main determinant of quality or effective educational activities in the secondary school setting. They are the engine room of any education system; they are the strength of a nation. They continue to retain their influence and it is difficult to ignore them in the teaching-learning administrative process. It is the indices for testing educational quality; thus is a challenge to schools to aspire and maintain a high level performance in internal and mostly external examinations for students.

In an exposition by Hoy and Miskel (2013), the administrative functions by the administrator (the principal) such as maintaining school administrative friendship both within the school and the community, allocation of duties to vice principals and teachers, division of labour, supervision/inspection, motivation, appropriate or timely display of leadership styles, effective utilization of school plants and maintaining mutual or cordial relationship with the community for an effective or viable tranquility that will bring an expected administrative outcome.

For education to effectively play its role in the society there is need for the principals' assessment to be effectively and adequately functioned. It is based on this fact that Palmer (2007) saw the principal as an administrator that is competent in guiding and influencing other people to learn. In all the level of teachers performance will determine the advancement of the society thus teachers' job performance has been identified as the significant key for schools to gain competitive advantage and superior productivity.

Administrative functions, elements or processes therefore ensure the sequential harmonization of organizational processes in achieving desirable educational goals. These principals' functions are planning, organizing, directing, coordinating, motivating, promoting and staffing. Hence, it is a concept that depicts the functions of every administrator as functional leader (head) in the execution of day to day activities of the school. Luthans (2005) observed and explained the functions of an administrator or manager such as Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting (POSDCORB) which no principal can achieve quality result in assessment without the use of these administrative functions, the administrative effectiveness of the school principal is a function of the administrative variables under investigation.

Planning to enhanced Quality Educational Assessment

In simplest terms planning is the determination of anything in advance of action. It is working out in broad outline the things that need to be done and the methods of doing them. Planning involves the ability to think, to analyze, and to make decisions. Every administrator must plan in order to succeed. Such plans must possess good qualities. According to Okeke et al cited in Okoroma (2016) the essential qualities of a good plan include: unity; community flexibility and precision.

Planning is the hallmark of every activity in life and organizations. It involves thinking and looking ahead into the future. In other words, it is strategizing for the future and sequentially following those activities in order of their priority for accomplishing result with the limited resources. Chima (2012) examined that the school administrator does a lot of planning for every activity as to achieve educational objectives and goals with the scarce resources available to the school. It is not an action administrators eventually carry alone but a collective activity which involves the administrator, members of staff and also the community which it situates. Upon the deplorable conditions, most schools are struggling to meet up the demand for quality education, which made the school administration obviously difficult without planning. Planning reduces the situation of numerous conflicting wants to be satisfied with the limited resources where it so exists. The school seems to be an unserious venture in the eyes of the society especially the public schools because of poor planning leading to inadequate attention by governments especially in the less developed societies (Igwe, 2008).

However according to Okoroma (2016), the values of planning are enumerated below

- i. Advance planning enables the leader to see the various parts and put them together to fit.

ii. The number of emergencies is reduced. Delays can be foreseen and forestalled. Crises can be avoided.

iii. More efficient methods of operation can be used.

iv. Various standing plans, such as policies and standard operating procedures, can be used as a means of delegating authority to subordinates

v. Planning provides the base of control. Plans constitute standards by which we judge performance. If planning is poorly done, control is likely to be weak.

vi. Planning forces the manager to focus on the objectives and not waste time on irrelevancies.

Nevertheless, improper implementations of planned activities have been attributed to why there are failures instead of the planning process itself in most circles. Often schools are stripped of funds, basic infrastructures and instructional facilities lacked and even salaries for education staffers are not promptly paid in most developing countries. Strike actions are common phenomenon in these countries. Obviously position of teachers and other staffers are not considered. Lack of material and financial resources have jeopardized the education sector that government and philanthropic supports are no more seen. In trying to ameliorate the decaying infrastructure and facilities required for effective teaching and learning (Terry, 2016).

These issues still bothering education in the third world societies today would have long been overcome in this 21st century but persistent bribery and corruption made practically everything impossible to accomplish. It becomes imperative that any nation who wants to develop along the global trends must consider education a national priority not to toil with it. This serves good purpose for developing countries to properly plan along the line without making mockery of the institution.

Planning thus ensures cohesion of activity and enables maximal accomplishment of set out objectives and goals with limited resources. It calls for just –in- time management of all processes as to cooperatively achieve result. Without planning, human, material and financial resources available cannot be fairly utilized to achieve school goals (teaching and learning). As Weldon and Weingart (2015) suggested that planning plays an important role in the goal effort and a group goal is expected to motivate planning. School activities are planned on daily, weekly, monthly, term and yearly basis by school administrators like curriculum planning, timetabling, conferences, seminars, examinations, graduation ceremonies, duty post schedules, teachers, students, sports, cultural days, school records organization, PTA and staff meetings, discipline, committee, school plant facilities, manpower, fund raising, supervisory and inspection activities and others are planned activities done by the school head and committee.

As the hallmark for school success, the School administrators must carry out an in depth analysis of all school activities and students performances involving staff, students and neighborhood community in planned actions in keeping good school – community relationship (Igwe, 2008). Good school – community relationships brew sense of belongingness among school and community members. It further enhances communication that is beneficial to build team to give all staff and parents fair participation in planning and implementing some school activities. In view of this importance, planning cannot be implemented with inadequate information. The information must be communicated to staff, students and community of that school in good time. Planning ensures time management process and commitment. No wonder successful school heads enjoy the support of their staff, students and community because of openness in school planning. Proper leadership planning ensures having clear, shared goals is an important factor in increasing group productivity and reducing group conflict (Remero & Pescosolido, 2008). Planning, finally determines the potency of the leader to attain set out specific goals in good time through the recognition of strengths and weaknesses of the human, material and financial resources available to the school.

Logically, the principals' function or managerial function of planning precedes other functions such as organising, directing and controlling. According Rowe (2007), planning is the process of thinking about and arranging the events needed to reach a specific goal. It involves the creation and forecasting of various scenarios that may arise during the course of carrying out a certain activity, with a view of knowing how to react to them. During the process of planning the first step is usually the identification of the school's objectives or the objectives of the organisation. From these identified objectives of the school, adequate policies, strategies, methods, procedures and techniques to actualize these objectives can be

The objectives of a secondary school are usually interwoven with the personal objectives and of group of people who are associated with the school directly. This group of people who are associated with

the school includes owners (private or public ownership of the school, employees, parents, students and host community; their objectives if not taken into consideration can affect the school success or the achievements of its objectives. The owner, employee and student groups are regarded as inside the school (internal), whereas the parents and host communities are outside the school (external). The ability to equitably merge the internal and external objectives of the school in the process of planning enhances the likelihood of long-run success. However, a secondary school can also be viewed as an entity with its own independent objectives which may include the transmission of knowledge, growth and survival (Newstrom & Davis, 1993).

Newstrom and Davis (1993) further stated that during the process of planning and stating the objectives of the school, there are objectives which are not within the direct control of the school such as number of applicants into the school each year, technological changes in the school system and governmental policies. These are factors that are called planning premises because they are not within the direct control of the firm.

After the process of identifying the general objectives of the school, the next step is the determination of policies that follow. A school policy is a procedure which specifies the sequence of steps to be taken to attain an objective. The policies of the school are general statements which guide the decision making process in the school. Principals need to clearly stipulate the policy statements for guidance in the decision making process and for employees (teachers) to know what is required of them within the school. Policies are classified according to school hierarchy and the principals' functions involved. In a nutshell, the identification of the organisation's objectives and the formulation of policies, procedures and methods are all components of the school planning process (Newstrom & Davis, 1993).

Organizing to enhanced Quality Educational Assessment

The job of school administrator far surpasses that of planning alone. He goes further to see that planned activities are fully organized to allow easy achievement of set out objectives and goals. Organizing is an important aspect of school administrators' function. Oluwuo and Uche (2014) uphold that organizing is an element of administration that is concerned with relating all components of the school into coordinated whole so as to achieve set goals. That is the school administrators, must assign to the academic and non academic staff specific roles to perform, build up human and material resources, to carry out the planned activities by bringing together these various jobs as one unit of school task, in achieving the school set out goal and objectives aimed at better teaching and learning. For example the school heads partake in organizing personnel for the school through proper needs assessment, staff retraining and creating favorable working conditions which helps to motivate teachers and increased their professional growth. The function of school heads remains to organize planned actions into concrete terms.

Organizing is usually the next function performed after planning; Okoroma's (2016) is concern with:

- i. Determining the activities that are necessary to accomplish the planned goals.
- ii. Grouping the activities into a logical pattern, framework or structure.
- iii. Assigning the activities to specific positions and people, and,
- iv. Providing the personnel required to carry out the activities

Organizing is a process of bringing parts together into a unified whole that can operate effectively. The activity of organizing enables the tasks of an organization to be subdivided, related and arranged to create and become an operating unit or entity (Richardson, 2013). Organizing has to do with separating activities into tasks as well as relate responsibilities assigned to the various positions to one another. This enables an organization or institution has a form or shape. Organizing is the establishment of the formal structure of authority which facilitates the arrangement of work subdivisions in order to realize defined objectives.

Organizing provides a systematic means of differentiating and co-ordinating human and material resources to attain the goals of an institution; it is a means of harnessing the actions of many individuals to achieve group goals. The administrator should ensure that the various positions and roles in the organization are clearly defined, managed and understood. He must ensure that there is no over lapping of the roles. Amadi (2010) put forwarded that a common or same function should not be assigned to two or more persons. The immediate result of the organizing process is the creation, of organizational structure. The structure is a framework of the formal relationship structure. The structure is a framework of the formal relationships that have been established. Its purpose is to assist

in regulating and directing the efforts put forth in an Organization so that they are co-ordinated and consistent with the organizational purpose.

Organizing determines the way by which the goals conceived in the planning can be accomplished, in a secondary school environment, organizing is the responsibility of the principal. The principal has the duty of setting up a kind of model that represents a formal organisation, indicating the group of activities, authority relationships and formal communication channels (organisation chart). The organisation chart represents the result of the management function of organizing (Thom-Otuya, 2006). These functions of principals consist of determining the activities to be performed in an organization and the grouping of these activities and assigning managerial authority and responsibility to people in the organisation (Ivancevich, Konopaske, & Matteson, 2007).

An essential aspect of organising is departmentation, it is the grouping of activities in a business enterprise in this case a secondary school on the basis of different factors. For instance, teachers can be grouped into the subjects or classes they teach, they can also be grouped into experience or length of service. Also students can be grouped into various classes, intelligence, age, gender, and subject of study and so on. This act of grouping employees and students into categories is an essential aspect of organising and is crucial in every organisation such as a school.

As schools expand and grow in size, growth may take place vertically or horizontally. The growth is said to be vertical when more principals and vice principals are added into the school system. For instance, recently, as a result of the separation between junior secondary and senior secondary schools, additional principals have been employed to handle the various schools. On the other hand, the addition of more principals' functions with the level held constant represents a horizontal growth (Ivancevich et al, 2007).

The determination of the school's organisational philosophy (centralisation or decentralisation), principals' centralisation is obtainable when authority is centralized at the top levels of the school management. While decentralization occurs when the school management philosophy is decentralized and the determination of this relationship in the school management philosophy is a function of organization (Ogbonnaya, 2010). Every secondary school organisation is made up of personnel. These employees are meant to be trained and retrained on a regular basis. This process of training and retraining is an essential aspect of organising that is the responsibility of principals in the school system.

Statement of the Problem

Effective principals for greater performance are dependent on proper utilization of managerial elements (planning and organizing) to quality educational assessment. Hence, concerted efforts are geared towards an identified administrative strategy that will lead to success in the management of schools. Amadi (2010) observed that some principals spend more time in private businesses such as selling wares; recharge card, etc, as a means to meet up their financial burdens. He further stated that on self-development one has to look out for greener pastures outside the teaching job as promotions are not readily implemented, remunerations do not add up for quality of life of the affected principals. Moreover, Summer (2010) reaffirmed that in secondary schools, some principals lack leadership skills, knowledge and implementation of the roles needed for academic growth and productivity. In his view, many equally lack the knowledge of quality educational assessment needed to transform the administration in the secondary school. Also, the need for principals to continually participate in professional development programmes for knowledge building regarding school assessment that will engage them in mentoring programmes in the school system can never be over emphasized; these will improve the self-knowledge building and development.

However, the school as an integrated system that requires exceptional performance, the deficiency by the principals has resulted in poor planning and organizing. These indices made most principals absent themselves from school to the detriment of their students let alone implementing quality educational assessment. Accordingly, these are testimonies that influence alarming rise of poor attitude to work which invariably lead to poor teachers' job performance in public senior secondary schools because the principals serve as the watch dog over both the teachers and the students. Therefore, the study investigated principals' administrative functions for enhanced quality educational assessment in public secondary schools in Kolokuma/Opokuma Zone, Bayelsa State.

Purpose of the Study

The purpose of the study is to assess principals' administrative functions for enhanced quality educational assessment in public secondary schools in Kolokuma/Opokuma Zone, Bayelsa State, Nigeria. Specifically, the objectives of the study are to:

1. examine the extent planning enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State.
2. assess the extent organizing enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State.

Research Questions

Based on the objectives of the study, the following research questions were raised to guide the study.

1. To what extent does planning enhance quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State?
2. To what extent does organizing enhance quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State?

Hypotheses

The following hypotheses guided the study:

1. There is no significant difference between the mean responses of male and female teachers regarding the extent planning enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State.
2. There is no significant difference between the mean responses of male and female teachers regarding the extent organizing enhances quality educational assessment of principals' in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State.

METHODOLOGY

This study adopted descriptive research survey design. The population of the study consisted of 190 teachers (male 93 and 97 female teachers) from 24 public secondary schools in Kolokuma/Opokuma Zone, Bayelsa State. The sample consisted of 76 respondents (39 male and 37 female teachers); representing 40% of the total population size (190). The study was randomly selected and drawn using a simple random sampling technique. The instrument is a self-structured questionnaire titled "Principals' Quality Educational Assessment Questionnaire (PQEAQ)". The instrument were structured on a validated modified four-point rating scale response options of: Very High Extent (VHE) = 4 Points, High Extent (HE) = 3 Points, Low Extent (LE) = 2 Points, Very Low Extent (VLE) = 1 Point. To ascertain the reliability of the instrument, the researcher adopted a pilot study of 20 respondents (10 male and 10 female teachers, not part of the sample size but from Rivers State secondary schools in Obia/Akpor). The reliability coefficient of 0.84 was obtained. Data obtained was analyzed using the mean (\bar{X}) and Z-test. Specifically, the mean (\bar{X}) was used to answer the research questions while the Z-test was used to test hypotheses at 0.05 level of significance.

DISCUSSION OF RESULTS

Research Question 1: *To what extent does principals' planning enhance quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State?*

Table 1: Mean for planning on quality educational assessment of principals

| S/N | Statements | Male (N=39) | | | Female (N=37) | | |
|-------------------|---|-------------|-------------|-----------|---------------|-------------|-----------|
| | | M | S.D. | RMK | M | S.D. | RMK |
| 1 | Planning promotes principals' functions in the school setting | 3.09 | 0.91 | HE | 3.45 | 0.59 | HE |
| 2 | It is a means to exhibit discipline in the school system | 3.09 | 0.91 | HE | 3.37 | 0.55 | HE |
| 3 | Planning eradicates poor school management by the principal | 3.12 | 0.91 | HE | 3.47 | 0.58 | HE |
| 4 | Educational assessment is among control measures to put an end to indifference and indecisive attitude to officials school duties | 3.13 | 0.89 | HE | 3.22 | 0.70 | HE |
| 5 | Planning will be complete without effective principals' assessment | 1.70 | 0.79 | LE | 1.56 | 0.63 | LE |
| 6 | Principal's punctuality depends partial on educational assessment in planning | 3.11 | 0.90 | HE | 3.19 | 0.75 | HE |
| 7 | Taking good decisions in advance by the school principals enhance planning | 3.07 | 0.90 | HE | 3.37 | 0.57 | HE |
| 8 | Planning enhances set schedules for school | 3.12 | 0.86 | HE | 3.53 | 0.58 | HE |
| 9 | Planning make provision for need assessment before any procurement is made | 3.09 | 0.92 | HE | 3.41 | 0.59 | HE |
| 10 | Not stating needed teaching/learning aids in lesson notes and sourcing for them. | 1.40 | 0.49 | LE | 1.48 | 0.51 | LE |
| Grand Mean | | 2.79 | 0.85 | HE | 3.01 | 0.60 | HE |

Field data 2020 (HE=High Extent; LE=Low Extent).

Result from Table 1 shows the mean responses of male and female teachers regarding to how planning enhances quality educational assessment of principals in public senior secondary schools Kolokuma/Opokuma Zone, Bayelsa State. As shown, the grand mean response for male teachers is 2.79 while that of female teachers is 3.01. This result shows that male and female teachers regarding to how planning enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State to a high extent.

Research Question 2: *To what extent does principals' organizing enhance quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State?*

Table 2: Mean for organizing on quality educational assessment of principals

| S/N | Statements | Male (N=39) | | | Female (N=37) | | |
|-------------------|--|-------------|-------------|-----------|---------------|-------------|-----------|
| | | M | S.D. | RMK | M | S.D. | RMK |
| 11 | Principals' organizing places teachers-students centred in operation | 3.52 | 0.50 | HE | 3.52 | 0.50 | HE |
| 12 | Principals' organizing expertise determines the function of the academic domains of the students | 3.65 | 0.48 | HE | 3.47 | 0.50 | HE |
| 13 | Effective principals' assessment in the school system enhances schools' operations | 3.67 | 0.47 | HE | 3.51 | 0.50 | HE |
| 14 | Without good principals, organizing quality assessment will be attained | 1.57 | 0.50 | LE | 1.52 | 0.50 | LE |
| 15 | Principals' quality assessment enhances the organization of the school | 3.53 | 0.50 | HE | 3.30 | 0.46 | HE |
| 16 | Having school level calendar and time table for all activities | 3.43 | 0.50 | HE | 3.33 | 0.73 | HE |
| 17 | Grouping academic activities, programme and needed equipment into logical patterns | 3.49 | 0.50 | HE | 3.44 | 0.50 | HE |
| 18 | Keeping school equipment in appropriate places | 3.69 | 0.46 | HE | 3.44 | 0.50 | HE |
| 19 | Not having comprehensive and handy catalogue | 1.61 | 0.49 | LE | 1.73 | 0.53 | LE |
| 20 | Keeping attendance and movement registers for staff and students strictly | 3.61 | 0.49 | HE | 3.29 | 0.45 | HE |
| Grand Mean | | 3.18 | 0.49 | HE | 3.06 | 0.52 | HE |

Field data 2020 (HE=High Extent; LE=Low Extent).

Result from Table 2 shows the mean responses of male and female teachers regarding to how organising enhances quality educational assessment of principals in public senior secondary schools. As shown, the grand mean response for male teachers is 3.18 while that of female teachers is 3.06. This result shows that male and female teachers regarding to how organising enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State to a high extent.

Hypothesis 1: There is no significant difference between the mean responses of male and female teachers regarding the extent planning enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State.

Table 3: z-test for planning on quality educational assessment of principals

| Groups | N | M | S.D. | Z-cal | Z-crit | Decision |
|--------|----|------|------|-------|--------|----------|
| Male | 39 | 2.79 | 0.85 | 3.70 | 1.96 | Rejected |
| Female | 37 | 3.01 | 0.60 | | | |

Field data 2020

Result from Table 3 shows the Z-test analysis for the hypothesis, there is no significant difference between the mean responses of male and female teachers regarding the extent planning enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State. The result shows a calculated Z-test value of -3.70

(negative sign not important). The critical value of Z is 1.96. Since the calculated value of Z is greater than the critical value of Z, the hypothesis is rejected. This implies that there was a significant difference between the mean scores of male and female teachers regarding the extent planning enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State. This significant difference is however due to the extent between the two groups of respondents because the grand mean scores show that both male and female teachers perceived to a high extent that planning enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State.

Hypothesis 2: There is no significant difference between the mean responses of male and female teachers regarding the extent organizing enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State.

Table 4: z-test for organizing on quality educational assessment of principals

| Groups | N | M | S.D. | Z-cal | Z-crit | Decision |
|--------|----|------|------|-------|--------|----------|
| Male | 39 | 3.18 | 0.49 | 2.91 | 1.96 | Rejected |
| Female | 37 | 3.06 | 0.52 | | | |

Field data 2020

Result from Table 4 shows the Z-test analysis for the hypothesis, there is no significant difference between the mean responses of male and female teachers regarding the extent organizing enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State. The result shows a calculated Z-test value of 2.91. The critical value of Z is 1.96. Since the calculated value of Z is greater than the critical value of Z, the hypothesis is rejected. This implies that there was a significant difference between the mean scores of male and female teachers regarding the extent organizing enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State. This significant difference is however due to the extent between the two groups of respondents because the grand mean scores show that both male and female teachers perceived to a high extent that organizing enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State.

DISCUSSION OF FINDINGS

1) The extent Planning enhance Quality Educational Assessment of Principals

Research Question one sought to find out how planning enhance quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State to a high extent. The result shows that both male and female teachers promote planning towards principalship operations; it is a means to exhibit discipline in the school system; it also eradicates poor school management by the principal. Furthermore, educational assessment in planning is among control measures to put an end to indifference and indecisive attitude to officials school duties and that principal's punctuality depends on partial educational assessment in planning; taking decisions in advance on staff needs by the school; having set schedules for the use of school buildings (library and laboratories) and carrying out need assessment before any procurement is made. On the contrary, Secondary school education planning will be complete without effective principals in assessment and not stating needed teaching/learning aids in lesson notes and sourcing for them.

Planning, according to Ayeni (2010), begins the chain of management functions. It is foundational and the success of subsequent manager's efforts depends on it. Planning involves setting objectives and deciding on the course of action for achieving the set objective. The objectives set are statements of intent. Planning also includes identifying course of action from alternatives, ensuring effective implementation, evaluation and corrective measures are built in. Planning pervades all levels of the organisation (school), from the principals to teachers. The scheme of work stating what is to be taught week by week and the school calendar stating when tests, examination, and breaks will be observed are forms of plans. The teacher, for instance, need to plan, the resources needed for a science lesson, how to use them to achieve set lesson objectives.

Planning, as stated by Melisa (2017), "involves choosing tasks that must be performed to attain organizational goals, outlining how the tasks must be performed and indicating when they should be performed. To him, planning activities focuses on attaining goals." Hence management, according to this view, should outline exactly what should be done to achieve the objectives an institution or

organisation is set up to achieve. In educational institutions, the target is production of quality graduates. Activities of the institution or school should by implication, focus on how to employ human, material and financial resources to achieve this goals of producing quality graduates in the short and long term.

Planning is a managerial function which has to do with determination of what is to be done in advance of action. It includes decision on when, how and sometimes where it will be done. Ekal (2016) said the ultimate of this function is to achieve educational objectives effectively. The aim of planning, according to him, is that resources will be judiciously utilised to derive maximum benefit. There is no gainsaying, the fact that the expected benefit of utilizing resources in education is seen in the academic achievement of students. Planning pervades all levels of the education system. The daily lesson plans and scheme of work and the syllabi are symbols of planning. Availability and utilization of these should indicate school level planning. Whether good planning has a relationship with academic achievement is an issue requiring investigation.

2) The extent Organizing enhance Quality Educational Assessment of Principals

Research Question two sought to find out that organizing enhances quality educational assessment of principals in public senior secondary schools in Kolokuma/Opokuma Zone, Bayelsa State to a high extent. The result shows that both male and female teachers enhance principals regarding organising and places teachers-students centred in operation and that principals' organizing expertise determines the function of the academic domains of the students; also, changes and innovations on the organization of policy of education can be achieved by an effective principals' assessment in the school system; principals' quality assessment enhance the organization of the school;and having school level calendar and time table for all activities; grouping academic activities, programme and needed equipment into logical patterns; keeping school equipment in appropriate places and keeping attendance and movement registers for staff and students strictly. On the negative hand,without good principalship organizing quality assessment will be attained and not having comprehensive and handy catalogue

Another function necessary for effective management is organizing. To organize is to arrange human and material resources and even functions, systematically. Organizing is an important tool to achieving organizational goals. It helps to avoid confusion delays by defining activities, authority, relationship and ensures that workers are placed on the job they are best suited. This makes for efficiency and effectiveness by implication. According to Chariotte (2002), school organizing refers to how schools arrange resource for maximum effect on students learning. Effective organizing of resources can convey to students that learning is not just important but the primary business of the school in his opinion. Other elements according to him are just there to support learning. Okoroma (2016) saw organizing as the next function to be performed after planning. It is concerned with "grouping the activities into a logical pattern, framework or structure, assigning the activities to specific positions and people and providing the personnel required carrying out the activities." This involves the creation of organizational structures which spell out positions, functions and relationships, and synchronize all to facilitate the achievement of set goals. Organizing, as a function of an effective manager, enables him to bring together human and material resources available, employing them to achieve objectives and goals of the organisation. Organizing also involves decision on the duties and responsibilities of individuals in the school, the use to which infrastructure and equipment should be put and making sure they are placed appropriately: science equipment in the laboratories and books in the library. At the school level, organizing include departmentalization, compartmentalisation of resources for easy utilization and coordination.

Chariotte (2002) also stated that school organisation refer to how schools arrange resources for maximum effect on students learning. He stated further that through organisation of resources staff (teachers) can convey to students that learning is not just important but the primary business of the school and other elements are there to support learning. According to Melisa (2017) the principal has the responsibility of creating departments, sections and units in the school. An effective manager or principal should ensure that the heads of such departments, subjects, hostels, games and sports should be appointed based on specialization, competence and set down rules. These explanations imply that availability and effective use of an organizational chart, roster etc. should point to effective management in a school.

CONCLUSION

From the findings of the study, it was observed that principals' administrative functions such as planning and organizing enhance quality educational assessment in public secondary schools in Kolokuma/Opokuma Zone, Bayelsa State, to a high extent. It was therefore, concluded that the principals' administrative functions in secondary schools enhanced quality educational assessment in public secondary schools in Kolokuma/Opokuma Zone, Bayelsa State. This shows that the general performances of the principal on teachers and students as a result of quality educational assessment are determined by the principals' administrative functions.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. Ministry of Education and schools management boards should make provision for in-service training (programme or conference) that will update and ensure quality educational assessment of principals in public secondary schools in Kolokuma/Opokuma Zone, Bayelsa State.
2. The government should ensure prompt provision of principals and teachers' welfare to be effective on quality educational assessment. These provisions are; opportunities for their professional growth, promotions of staff as and when due, provision of welfare services that are currently lacking in public secondary schools in Kolokuma/Opokuma Zone, Bayelsa State.

REFERENCES

- Amadi, G. N. (2010). Teachers' Role for Effective Learning and High Academic Achievement in Nigerian Schools. *Nigerian Journal of Empirical Studies in Psychology and Education* 1(11), 50-54.
- Ayeni, A. J. (2010). *Teachers Instructional Task Performance and Principals Supervisory Role as Correlates of Quality Assurance in Secondary Schools in Ondo State*. Doctoral Dissertation, Obafemi Awolowo University, Ile-Ife, Nigeria.
- Chariotte, D. (2002). Enhancing Student Achievement. Retrieved Feb. 2020 from [www.http://asecl.org](http://asecl.org).
- Chima, S. U. (2012). Effective Integration of Administrative Processes in School Administration. *Academic Research International Journal* Vol. 2, No. 2, ISSN-L: 2223-9553, ISSN: 2223-9944
- Ekal, L. R. (2016). *Influence of Principals' Management of Resources on Students' Performance*. Retrieved Feb. 2020 from <http://pdfs.semanticscholars.org>.
- Federal Republic of Nigeria (2014). *National Policy on Education*. Abuja NERDC. Press.
- Hanna, D. (2015). *Quality and Management in Universities*. New York: the Free Press.
- Hoy, W. K. & Miskel, C. G. (2013). *Educational Administration: Theory, Research and Practice* (9th ed). New York. The McGraw-Hill Companies, Inc.
- Igwe, L. E. B. (2008). *Fundamentals of School Community Relations Management: Political and Legal Dimensions*. Port Harcourt: Pam Unique Publishers.
- Ivancevich, J., Konopaske, R., & Matteson, M. (2007). *Organizational Behaviour and Management*. New York: McGraw-Hill Irwin.
- Luthans, F. (2005). *Organizational Behaviour, 10th edition*. New York: McGraw-Hill Companies, Inc.
- Melisa, S. (2017). *Relationship between Resource Planning and School Organisational Performance*. Retrieved Feb. 2020 from www.projecttopics.org.
- Newstrom, J. & Davis, K. (1993). *Organisation Behaviour: Human Behaviour at Work*. New York: McGraw-Hill.
- Ogbonnaya, N.O. (2010). *Principles and Applications of Educational Policies in Nigeria*. Nsukka, Enugu: University Trust Publishers.
- Okoroma, N. S. (2016). *Perspectives of Educational Management Planning & Policy Analysis*. Port Harcourt. Minson Publishers.
- Oluwuo, S. O & Uche, C. M. (2014). *Processes and Functions of School Administration in Nnabuo*, P.O.M, Okorie, N.C and Agabi, O. G (eds). *Introduction to School Management*. Port Harcourt: Eagle Lithograph Press.
- Palmer, P. (2007). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass.

- Richardson, N. (2013). Measuring the Effective Teacher: Problems and Prospects, *Journal of Teacher Education*, 2, (7) 58-59.
- Romero, E. J & Pescosolido, A. (2008). *Humour and Group Effectiveness*. Retrieved June 2018 from <http://hum.sagepub.com/cgi/cotent/abstract/61/3/395>
- Rowe, W. G. (2007). *Cases in Leadership*. Thousand Oaks, CA: Sage. Retrieved Jan, 2019 from: www.caleadership.org.
- Summer, D.C (2010). *Communication in Practice*. London: Macmillan Press
- Terry, L. (2016). "The President's Committee on Administrative Management: The Untold Story and the Federalist Connection". *Administration & Society*. 38 (5): 522–555.
- Thom-Otuya, V.C. (2006). *Personnel Management: Human Resources Approach*. Port Harcourt. Kuru-Ben Consultancy & Co.
- Weingrat, L. R. & Weldon, E. (2015). "Processes that Mediate the Relationship between a group goal and Group Member Performance. *Human performance Journals*, 4, 4556, 33 – 54.