AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.9 (2), May-September, 2023 https://ajemates.org

TEACHERS' RATING OF THE EFFECTIVENESS OF PRINCIPALS' ROLE PERFORMANCE ON SCHOOL FINANCIAL ADMINISTRATION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

Nwogbo, Mercy Obianuju (M.Ed.)
Department of educational management and policy,
Faculty of education, Nnamdi Azikiwe University, Awka.

ABSTRACT

This study is conducted into the level of effective role performance of public secondary school principals of Anambra State with a view to ascertain their rate of effective role performance on school financial administration and to make recommendations. The study also tried to determine the opinion of teachers about principal's role performance in urban and rural public secondary schools, male and female principals and the two categories of experience principals. To determine the above, research questions and hypotheses were formulated to enable the study be statistically tested. T-test was used for the hypotheses, all on the 0.05 level of significance. The result showed that the ratings of the effective role performance of the public secondary school principals is effectively above the decision rule of 2.51 and that there is no significant different in the assessment of the role effective role performance of the principals by the teachers on the basis of gender. The result of the study also showed that there is no significant difference in the assessment of the performance of the principals by the teachers on the basis of school location and also on experience categories of teachers. The population of the study consists of all the teachers and their principals in public secondary schools in Anambra State. The sample size is 600 teachers out of 5552 teachers in Anambra State. In conclusion all categories of principals perform their roles effectively based on the result of the study, it was recommended among others that; Principals should effectively perform their roles whether in urban or rural public schools of Anambra State to give all teachers and students equal benefits from their roles. Principals of public secondary schools should effectively give more attention to leadership in determine performance on school financial administration if ultimate goals of secondary schools which is to promote child growth and development is be achieved. Principals should take individual teacher ideas and suggestion as important .This is how the effective and efficient role performance of the principals in terms teachings and learning can be achieved.

Keywords: Teachers; Rating; Effectiveness; Principals; Role Performance; Financial Administration.

Introduction

Principals must perform their roles in public secondary schools on principal role performance on school financial administration in order to achieve the aims of Nigeria secondary education. The roles of principals as overseers, managers and educational administrators are central to effective and functional secondary education system. For this reason it could be added that effective principals are valuable assets to

their schools on performance on school financial administration.

The secondary school principals is a financial leader who plays a very important role on school financial administration by making sure that he plans, organises, coordinates and control order to achieve the desired school and educational goals within the stipulated time frame

According to Lambert, (2) principal role performance on school financial administration are very important roles of the school principal. Principal role performance on school financial administration in a school system is an accumulated effort made by principal in choosing which school projects example school buildings, textbooks, laboratory, teaching aids, teachers training and re-training that will be given attention, resource and man power in order to achieve the pre-determined goal. It is a very important role of the principal to make sure that the teachers are well trained and monitored, inspired, organized and their welfare taken care of, their duties on students teaching are carried out at the right time by planning their duties through supervision of their lesson notes , using of right instructional materials, providing conducive learning environment, teachers giving and marking of students assignments and making sure that feedbacks are received by teachers so the pre-determined goals will be achieved by all stakeholders.

Knowing fully well that there are challenges that affect effective principals' role performance on school financial administration roles in secondary schools such as budgeting, procurement, funding, income and expenditure. Inadequate number of teachers, teacher's welfare, training and retraining of teachers and financial management that will enable them to achieve the set goals. This study would provide more information to principals on the importance of effective principal's roles performance on school financial administration , highlights efficient principals planning, monitoring, coordinating and control of all the finacial programmes of the school for the desired goals of the students, parents, government and the school to be achieved.

Concept of Principal Role Performance on School Financial Administration

The central function of the school is teaching. Thus, the school principal is to plan and coordinate teaching and learning. Performance on school financial administration by the principal as defined by Lambert (2015) is an organized programme of budgeting, planning, sorting funding, income and expenditure set up in a school for achieving particular purpose. Since the school is parts and parcel of the society, all those desirable elements of culture are built into the school's plan of action that the school uses as a vehicle for attainment of educational goals. School finance therefore is regarded as the total planned and guided income and expenditure which the school principals must endeavor to manage effectively. Principal role performance on school financial administration is an important role of educational administration.

Again the school principal supervises the teachers in order to ensure quality instructional delivery. As an instructional leader of his school, he has the unique opportunity to initiate curricular changes that reflects the demands of the contemporary society. He therefore co-ordinates, supervises

the principal role performance on school financial administration and other instructional programmes and evaluates various experiences.

In sum, the role of school principal on school financial administration is that of commitment to school excellence-promoting ways and means that will help all student and staff achieve their maximum potentials through effective and efficient financial management.

Principal Role Performance on School Financial Administration

The principal is the head of secondary school; different people would seem to have different conception of him and what role he is expected to play in the school. In order to ensure meaningful research work on the effective role performance of the principal on performance on school financial administration, it is important that there should be a definition of the principal. This provides some common reference point Lappel (2016). There are those who perceived the principal as someone who has been entrusted with the business of controlling the staff, finances and the organization of the principal role performance on school financial administration and instructional materials of the school. There are others who prefer to see him as someone who is responsible for running a school. On the face of it, these two conceptions would seem to be the same. A close look would however indicate that running a school could take two or more forms. The first form is when the effective role performance of the principals is merely to ensure that school activities go on smoothly. Here the principal does not formulate policies; he does not determine objectives, curriculum and instruction. These are determined by someone or some other bodies and passed on to the principal implementation. Another form is where makes policy decision and executes such decisions. The principal is someone who is responsible for running a school in the sense that he is responsible for policy decision, he determines the direction and objectives of the school. This is much more than merely controlling the staff of the school, its finances, performance on school financial administration by the teachers. His role in this case is not merely to see that objectives are not met and that policy decisions are carried out. According to Udeozor (2004), in Nigeria today, the government who is in most cases the proprietor of public secondary schools conceived the principal in this light. Parents and other people outside the public system also conceive of the principal's role performance as being essentially linked up with the running of a school.

Principals Roles Performance Effectiveness and School Financial Administration.

Principals of secondary schools must lead effectively towards the attainment of school goals.it is in light of this that the researcher defined the concept of principal ship within the context of the school, since effective principal ship is integrally lined to school effectiveness. As contained by Hughes (2014). Effective principalship has two dimensions; one dimension has to do with effectively managing the school, procuring, managing income, expenditure, budgeting, coordinating and deploying the material and personnel needed.

The other dimension is summed up in one word. This is the dimension of quality. This is seen by the way principals create a school climate characterized by staff and student productivity, creative thought, efficient and effective movement towards the goals of the school organization. The principal as a person has to ensure that the responsibilities and jobs due to him are creditably performed it is important that he must possess the appropriate skills for organization, development of personnel, division of labour and the delegation of authority.

At one time, public secondary school principals were viewed as administrative leaders. But now, while they are expected to administratively, they are expected to mobilize the entire school community around the goal of improved student's performance. So far, the roles performed by public secondary school principals are continuously increasing in size and complexity. Similarly, Udeozor(2004) the roles of the principals as heads of public secondary schools in Nigeria have multiplied with passing years, in view of astronomical rise in students population especially with those generated from universal basic education (UBE) scheme and other programmes. This agrees with what Udo(2010) said among other things that increasing urbanization, population growth, changing societal values and growth in teachers/students actions to gain increased participation in decision making accelerated the changes public secondary schools.

This development has brought out multifarious activities and duties for the principal that is why in most public secondary schools today, the appointment of two or more vice-principals for academic and administration respectively has become the order of the day. This has become necessary in order to reduce the burden of work on the public secondary school principals. According to Ndozhaga (2000), the roles of school principals are enormous. They span from coordinating the staff members to the management of students from planning the school programme to evaluating the curriculum. It is within his preview to manage crises in the school as well as motivating staff towards higher and better instructional delivery.

Performance on school financial administration by the teachers as major role of principal's effectiveness.

All the research so far encountered on this study on the role performance of the principal has focused on constructs of principal ship as leadership for students learning, from this perspective effective principals are those who put learning at the centre, set high expectations for students and teachers in the school community, implement content and instruction that achieves agreed-upon standards, create a culture of continuous learning, use variety, engage the community to support students success (NAESP, 2010). The principal is the head of secondary school who is usually appointed, considering his qualification and seniority (Justin, 2012). Therefore, he has the overall responsibility for the administration and management of the school, ensuring good and balanced academic programme, students and staff academic progress and discipline, proper supervision of performance on school financial administration by the teachers work and effective leadership. He is accountable to the government, the community and parents

for the academic success or failure of the school.

The principal's role is increasingly being defined in terms of instructional leadership, a concept that first surfaced in the 1980s but today it has a different meaning. (Larry, 2013) the instructional leader of the 1980s was presented as an efficient, task-oriented, top-down manager, one who was concerned with performance on school financial administration by the teachers rather than building budgets. According to him, today's instructional leader is portrayed as a democratic, community-minded leader who builds consensus around a vision rooted in agreed-upon standard for students learning, with a commitment to be accountable for results.

The success or failure of the school therefore depends largely on the principal for he can make or mar a school. In view of this he is expected to mobilise the entire school community around the pre goal of improved student's academic performance (Waters, 2010). In the school system, for instance, effective school leaders set high academic standards and strengthen instructional programmes to help learners gain the intellectual and personal knowledge and skills they need to achieve success in today's society. Hence, in performing their roles as instructional and curriculum leaders, they focus on student academic achievement data and measure success in terms of positive student out comes. This can only be achieved if the principal provides the necessary motivation and encouragement that lead to success.

Effective communications

Efficient and effective communication enhance the achievement of high educational goals of a school Jeans(2015) opined that communication is imparting and exchanging of ideas and thoughts, orally, in writing and in sign in a very clear manner so as to read people and to be read clearly to avoid ambiguity. This is because unnecessary problems could arise as a result of such unclear language being used to address issues that concern Students, staff and the community, in order words, the principal should have a good command of English language because much of his work involves verbal interactions and working directly with people.

Delegation of Performance on School Financial Administration Roles By Principals.

Delegation of roles by the principals mean assuming of roles by the principals to subordinates who are competent to carry out responsibilities on his behalf and he supervises the teachers in order to ensure quality performance on school financial administration by the teachers (Halmark, 2014). As the financial leader of his school, he has the unique opportunity to initiate changes that reflect the demands of the contemporary society. He therefore coordinates, supervises the school financial administration by the teachers through the various financial delegations which he has delegated to his subordinates to carry out on his behalf, this enhances capacity building as roles are exchanged from time to time among subordinates and this makes the work-load lighter for every individual that is performing the functions that is assigned by the principal but the principal is still accountable for the success or failure of financial achievement of the school.

Overcoming Of Problems on Performance on School Financial Administration by the Principals

Principals are faced with many problems and are expected to solve them and come out with expected high academic achievement and these problems are leadership problems, students over population, over centralization of power and control, students and staff disciplinary problems, financial and inadequate school plant according to Adson (2016). It is expected of them to carefully solve these problems through elimination of all these hindrances by tracking them one after the other as they surface in order to achieve the set educational goals and also the stakeholders should give residual powers to principals which will enable them to be seen as symbols of disciplines and authority. It is then that he can handle all problems of performance on school financial administration.

Assessment of Principals Roles on Performance on School Financial Administration by the Teachers.

It is not surprising therefore, that over the years, principals of Nigeria public secondary schools have been accused of failing to provide direction for their schools and of providing adequate leadership in terms of their role performance eon school financial administration by the teachers , principals not carrying out their roles of monitoring, supervisions, evaluation and delegation of duties to the teachers or subordinates effectively on financial management and it is the duties of the teachers as professionals to teach the students subjects assigned to them through well prepared lesson notes in line with the curriculum, in a conducive learning environment and students engagements in learning activities, assessment of learning outcome, marking of students test, assignments and solving of student's academic problems when discovered through adequate funding as opined by Musaazi (2012). The failing standard of education in Nigeria's public secondary school has been attributed to the inefficiency of principals of public secondary schools in managing their income and expenditure. It has often been said that principals of public secondary schools in Nigeria are corrupt. This allegation would seem to have been strengthened by the large number of principals who has been accused of fraud. There is no denying the fact some public secondary schools principals may not have been honest as they should be, some others may not only have been dishonest, but also incompetent Perezel (2010).

According to Opadokun (2002), on administration, they have found many problems and challenges facing school principals. It was found that administration is a complex task and the principal cannot face some problems in dealing with the system (Tirozzi, 2012), therefore, the school principal should be for those who have all it takes to be principal such as: teaching experience, objectivity, intelligence, awareness, empathy, honesty, integrity and track records to achieve the set educational goals of the students.

Principal's Roles Performance on School Financial Administration And Student's Academic Performance.

According to Luis (2015), the first aim of the school principal would be standard of academic attainment and conduct. These are by and large the yardsticks by which good

schools are determined in this country (Nwankwo, 2013) as Peters (2013), rightly stated, education implies high results and standard achieved by students through coordination, monitoring, supervision, evaluating by the principal of all the learning experiences offered in the school. Therefore, school principals, should desire good academic results. They should strive for excellence on school financial administration because it is only when their roles are performed on school financial administration by the principal effectively and efficiently that high quality education will be achieved Stodgily (2014), states that the learners/students are the focus of all educational efforts and activities. They are at the centre of administrative concerns the administrator/principal relates officially and personally with the learners, working towards developing their potentials, assisting them to acquire basic skills functional living in their various societies.

For the achievement of the above goals, there is need for a positive relationship between the school administrator and his students. Relationship with them must be decent, constructive, supportive and not destructive. There is also need to understand them in their individual backgrounds with due respect to their rights and freedom. The students should be recognized in that they are the windows through which the school is viewed by the public through their academic achievements. Good image of the school should be created in the learners/students minds. The way they perceive the school determines how they sell it out to the public through their high academic performance.

Stodgily, opined that the principals should ensure that their teachers strive to improve upon efficiency by performing their roles effectively. As representatives of the ministry of education in their schools, principals should ensure the success of the learners.

School administration is concerned with the mobilization of efforts of stakeholders for the achievement of educational objectives. The main elements of administration involves, planning, organizing, assembling of resources, supervising, controlling or evaluating. For the principal to achieve these, he should therefore apply human relation principles like understanding the worth and dignity of those he works with, recognizing and encouraging the students through incentives, approving desirable behaviour and like. Such recognition will motivate them to contribute to the success of quality of school programmes focused on the output on what students have learnt academically and how they are progressing.

Statement of the Problem

A secondary school is an organization handled by the principal who is meant to facilitate the achievement of the goals of the school using the resources available in the school. Government and private individuals are committing a lot of resources to public secondary education as desired for its ability to cope with the increased complexity of the society. This is evidenced by number of recruited teachers, staff development, equipment provisions and other financial involvement. Despite all effort, public out-cry regarding lowering quality of public school leaves point to the fact that much is yet to be done.

Sometimes school personnel such as teachers and principals are blamed for such anomalies. Some other times principals are accused of

not working to ensure the supposed monitor, control evaluate and standard. Teachers are equally and said to have relaxed in terms of productivity. The public out-cry and blames not with-standing, one basic and fundamental fact remains that principals are custodians of qualitative secondary education, are charged with the responsibility of ensuring standard teaching and learning at the secondary school level. It becomes imperative therefore to ascertain the level of effective roll performance of the principal on school financial administration by the teachers, since they work closely with teachers, as subordinate and professional colleagues. It is necessary to empirically see how teachers in Anambra state public secondary schools would rate the effectiveness of their principal role performance.

Waters et al (2010), assessing the principals by the teachers on their roles on financial management is essential for taking certain decisions in the educational system for further research on leadership and for the development of theory in the field of administration, effective role performance of the principal is concerned with the attainment of school goals through financial management.

Research Questions

The following questions are raised to guide the study:

A. How effectively do principals in Anambra state public secondary schools perform their roles on school financial administration by the rating of the teachers?

B. How effective has your principal performed his roles in helping his teachers grow professionally by recommending them for in-service training and financing workshops to improve teaching delivery?

C. How do effective role performance of the principals on school financial administration by the teachers affect the student's academic achievement?

The Following Research Hypotheses Were Formulated to Guide the Study

A. There is no significant difference in teacher's assessment of the effectiveness of male and female principals' role performance on the basis of gender.

B. There is no significant difference in teacher's assessment of principal's effective role performance on the basis of school location (urban and rural).

C. There is no significant difference in teachers' assessment of the effectiveness of principals on the basis of length of teaching experience.

Research Method

This study employed survey. A survey design is concerned with finding, describing and interpreting elicited responses on existing phenomenon of male and female teachers, urban and rural location and length of learning experiences in Anambra state. Respondents comprised of 157 government secondary schools and 600 teachers and their principals located in the public secondary schools. Three research questions were raised and three hypotheses also were formulated. Data were collected using principal effective roles performance on school financial administration by the teacher's questionnaire and teachers' assessment of principal's effectiveness on performance on school financial administration by the teachers. The instrument used a four point likert rating scale classified as very effective (VE) effective (E) ineffective (IE) very ineffective (VI) with the value of 4, 3, 2 and 1

respectively. The part 'A' of the instrument was completed by teachers and covered variables such as leadership style of principals in determining school financial management which an improved students' academic achievement, supervision and motivation of teaching and learning process, provision of teaching materials and information dissemination in all subjects areas for the achievement of the preset goals of the school through efficient and effective financial management by the principal. The research instrument was validated by experts in the department of educational management and policy unit, faculty of education, Nnamdi Azikiwe University, Awka Anambra state, Nigeria. The reliability of the instrument was confirmed through test and retest of the instrument at three weeks interval in two private schools which were chosen for the study. This yielded a correlation co-efficient of 0.61 that indicated high reliability of the questionnaire items constructed. The questionnaires were administered personally by the researcher and collected four days later. This method of administration and collection helped the researcher to retrieve 100% of the instruments. The findings of the analysis of data of this study were presented in table and the interpretation followed immediately.

Presentation of Results

The results and discussions of data analyses are presented in tables. The questions were analysed using the mean score and standard deviation, while the t-test was used in testing hypotheses of the study. According to the analysis the score of below 2.51 was not accepted while a mean score of 2.51-3.49 was effective and 3.50 to 4.0 as very effective.

Research Question One: How effective do principals in Anambra state public secondary school perform their roles relating to school financial management?

Data on teachers' respondents on principals' role effectiveness on performance on school financial administration by teachers of all categories in Anambra state are presented on table 1 and figure 1.

The analysis of data 1 and formula 1 showed teachers of all categories assessment of principal's performance on school financial administration by the teachers. .

Table 4.1: Assessment of the principal's effective role performance by teachers of all categories on performance on school financial administration by the principals

VARIABLES	FREQUENCY	PERCENT %	VALID PERCENT	CUM. PERCENT
SEX				
MALE	206	34.3	34.3	34.3
FEMALE	394	65.6	65.6	100
SCHOOL LOCATION				
URBAN	320	53.3	53.3	53.3
RURAL	280	46.6	46.6	100
TEACHING EXPERIENCE				
UP TO 5 YEARS	125	20.8	20.8	20.8
6-16 YEARS AND ABOVE	475	79.1	79.1	100

The results of all the data analysis on table on all categories of teachers above showed that the means scores from the teachers responses on role performance on school financial administration by the principal was 3.05 which showed that the teachers rating of principals effective role performance was effective as rate by teachers of all categories in Anambra public secondary schools.

As to items, item 1 was a mean of 3.36. This indicated that the principals performed their roles on leadership in determining school financial management effectively. Similarly, the teachers' responses to item 2 generally agreed that the principals performed their roll effectively with a mean score of 3.12 of supplying information on in-service training that facilities students' academic achievement. The standard deviation (SD) of the teacher's responses were 0.96, 0.72 respectively. These figures were low and implied that the mean scores for the principals' leadership in determining performance on school financial administration by the teachers and the principal roles in allocating money for in-service training were true representation of the opinions of the teachers on the items. The result of item 3 revealed a means score of 3.05 which also showed that the principals performed their roles on supervision and motivation of teachers learning process, bringing about improvement on academic performance of students effectively. The same pattern was followed for items number 4 and 5 with mean scores of 2.82 and 2.97 respectively which shows effective performance by the principals on their roles of encouraging teachers to retrain themselves and organizing workshops for teachers in the school with a standard deviation of 0.42 and 0.54 respectively. From the data above one can see that the teachers were of opinion that the principals performed their roles effectively on school financial administration. The standard deviation of the overall mean score of the teacher's responses of 1-5. This figures showed that the mean scores on school financial administration by the teachers stood for the general rating or opinion of teachers on principals' role performance.

Research Question Two: How effective have your principal performed his role in helping his teachers grow professionally by recommending them for in-service training to improve teaching delivery?

Data on teachers' responses of males and females participants on principals recommending teachers for in-service training for improved teaching delivery are presented on table 2 and figure 2. Analysis of data on table 2 and figure 2 showed that the teachers' ratings of principals of male and female teachers.

Table 4.2 Assessment of the principal's effective role performance on recommending teachers for in-service training to improve teaching delivery by male and female teachers

S/N	N	ITEM	MEAN	SD	DECISION
1	600	How do your principal recommend teachers for in-service	3.22	1.24	Effective
2	600	Does your principal supply information on in-service	3.21	1.43	Effective
3	600	Does your principal allocate money for training in-service	3.20	1.42	Effective
4	600	Hoe does your principal encourage teachers to retaining themselves	3.10	1.32	Effective
5	600	How often does your principal organize workshop in your school	2.50	0.10	Effective
		Overall	2.38	1.10	

The results of the data analysis in table 2 above showed that the mean score from teachers on principals recommending teachers for in-serve training to improve teaching delivery by male and female teachers was 2.38 which showed that teachers rating of principals effective roles performance was ineffective as rated by male and female teachers in Anambra state.

As to items, item 1 with a mean score 3.02. This showed that principals performed their roles on recommending the male and female teachers for in-service training. Also, teacher's responses to item 2 agreed that principals carried out their roles on supplying information on in-service training to the male and female teachers to improve teaching delivery with a mean score of 3.21 and the standard deviation of 1.43. This figure was low and implied that mean score for principals supplying information on in-service training was true representation of the opinion of the teachers on the item. The result of item 3 revealed a mean score 3.20 which rated the principals effectively performing their roles of allocating money for in-service training for the teachers. The same pattern was followed for item 4 with a mean score of 3.10 which was effective by principals on their roles of encouraging teachers male and female to go for training by themselves to effectively deliver teaching of their subjects with a standard deviation of 1.32. From the data one can see that the teachers were of the opinion that principals performed theirs roles effectively on principals encouraging teachers' males and females to go for training by themselves. The result of item 5 showed a mean score of 2.50 which revealed that teachers rated principals low on principals organizing of workshops for male and female teachers with a standard deviation of 1.10, from this date one can see that principals did not perform effectively on item 5 on the table.

The standard deviation of overall mean score of teachers' responses was 1.10. This figure was low and showed that the mean scores on principals effective role performance on recommending teachers in-service training to improve teaching delivery by male and female teachers stood for the general rating of teachers on principal's role performance.

Research Question Three: How does effective role performance of principals on performance on social financial administration by the teachers affect the student's academic achievement?

Table 4.3 assessment of the principal's effective role performance on school financial administration by the teachers on student's academic achievement in Anambra state

S/N	ITEM	N	MEAN	SD	DECISION
1	How effective has your principal coordinated the financial management of your school	600	3.43	1.66	Effective
2	How often do your principal supply information on in-service training for its teachers?	600	3.31	1.54	Effective
3	How often does your principal allocate money for in-service training?	600	3.30	1.53	Effective
4	How often does your principal encourage teachers to retrain themselves?	600	3.31	1.54	Effective
5	How often do your principal organize workshop for teacher in your school?	600	3.03	1.26	Effective
	Overall	600	3.25	1.06	

The results of the data analysis in the table above showed that the mean score from the teachers responses on teachers rating of their principal's effective role performance on school financial administration by the teachers on student's academic achievement was 3.25 which showed that teachers rating of principals effective role performance on this item was effective by teachers in urban and rural areas of Anambra state.

Item 1 was with a mean score of 3.43 that showed that principals performed their roles on school financial leadership by supplying all materials and fund for the students continuous assessment leading to higher student's academic achievement also, the teachers responses to item 2 generally agreed that principals performed their roles effectively with a mean score of 3.31 in supplying information on in-service training. The standard deviation (SD) of the teacher's responses was 1.54. This figure was low which implied that the mean score for principals' leadership in supplying information on in-service training was true representation of opinion of teachers on item 2. The result of item 3 showed a mean score of 3.30 which also showed that principals performed their roles effectively on allocating money for in-service training for improvement on academic achievement of the students. The same pattern was followed for items 4 and 5 with mean scores of 3.31 and 3.03 respectively which were effective performance by principals on their roles on encouraging teachers to retrain themselves and organizing workshops for teachers in the school with a standard deviation of 1.54 and 1.26 respectively. From the data above one can see that teachers were of the opinion that principals performed their roles effectively on items 4 and 5.

The standard deviation of overall mean score of teacher's responses was 1.06. This figure was low and showed that the mean score on role performance on school financial administration by the principal on student's academic achievement in Anambra state was true opinion of th3 teachers.

Hypothesis Testing

Each null hypothesis was tested in turn using appropriate statistical technique. The results presented on each table were interpreted and discussed in details.

Hypothesis One: There is no significant difference in teacher's assessment of the effectiveness of female and male principals on basis of gender

Table 4: Test of significant difference of mean of effective role performance of male and female principals on basis of gender.

GENDER	N	X	SD	t-cal	Df	t-critical at 0.05 level of significance	Decision
MALE	206	3.27	1.35	0.52	598		Not significant
FEMALE	394	3.20	1.36				

The data in the table above show the result of the first null hypothesis. The hypothesis was tested using the t-test at probability level of 0.05 to ascertain whether assessment of teachers will differ significantly based on principal's gender. From the table above teacher's assessment of principals effective role performance, the number (N), mean score and standard deviation for male teachers were 206, 3.37 and 1.35 respectively while the female teachers, the number (N) , mean score and standard deviation were 394, 3.20 and 1.36 respectively. When the mean score subjected was to t-test, a calculated t-value of 0.52 was obtained, while the table for t at a calculated t-value of 0.52 was obtained, while the table value for t at probability level of 0.05 was 1.67. Comparing the computed value for t was lower than the table value for t, as a result, the null hypothesis one (HO,) which stated that there was no significant difference in teachers' assessment of the principals' role performance on the basis of gender is sustained and the alternative rejected.

Hypothesis Two: There is no significant difference in teacher's assessment of principal's effective role performance on the basis of school location (urban and rural areas).

Table 5 test of mean assessment of principal effective role performance on the basis of school location (urban and rural areas)

SCHOOL LOCATION	N	X	SD	Df	t-cal	t-critical at 0.5 level of significant	Decision
URBAN	320	3.14	1.77	598	0.08	1.67	No Significant
RURAL	280	3.27	1.87				

The data in the table above shows the result of the second hypothesis. The hypothesis was tested using the t-test at probability level of 0.05 to ascertain whether the principals' effective role performance in urban schools will differ from that of rural public secondary schools. The table showed a result of a mean score of 3.14 and standard deviation of 1.77 for principal's role performance in urban public secondary schools. While principals' role performance in rural public secondary schools was rated by teachers' to have overall

mean score of 3.27 with a standard deviation of 1.88.

When the mean scores were subjected to test analysis, a computed t-value of 0.08 was obtained, while the table value for t at probability level of 0.05 was 1.67. Comparing the computed and table value for t, it was observed that the table value for t was higher than the computed value for t, as a result, the hypothesis which stated there is no significant difference in the assessment of principals role performance of principal's by the teachers on the basis of school location is accepted.

Hypothesis three: This hypothesis is stated in null form as there is no significant difference in teacher's assessment of principal's effective role performance of public secondary schools on the basis of length of teaching experiences.

Table 6 test of mean assessment of principal's effective role on the basis of length of working experience.

Working experience	N	X	SD	T-cal	Df	t-critical 0.05	Decision
0- 5 years	125	3.34	1.82	0.14	598	1.67	Not significant
6-16 or more	475	3.07	1.75				

From the table above, the mean scores representing the assessment of principals' role performance were used in testing the hypothesis. Based on the data, test was carried out on the mean scores of all the two groups comparing the difference in performance of the two experience categories of teachers. It was observed from the table that the number (N), mean scores, standard deviations for group up to 5years were 125, 3.34 and 1.82 respectively while group 6-16 years or more where 475,3.07 and 1.75 respectively. When the mean score were subjected to t-test analysis, a calculated t-value of 0.14 was obtained, while the table value for t at probability of 0.05 was 1.67. Comparing the calculated and table values for t, it was observed that value for table, values for table t was higher than the calculated value for t-thus, the hypothesis which stated that there is no significant difference in the assessment of principal effective role performance of public secondary school principals but teachers on the basis of length of working experience is sustained and the alternative rejected.

Discussion of Results

These findings were in the line with principal role performance as identified by Udeozor (2004). It recognized that principals of public secondary schools carried out role on school financial administration as rated by the teachers. The position of principal is very essential in ensuring that the school achieves its objectives. Ozigi (2012) contends that "the organization, administration, instruction, spirit, purpose and academic achievement of a school reflect to a great extent the personality of the administrator/principal, his staff and how they manage the fund available to them to achieve preset school goals. The school projects his image. Peters (2017) contends that the principal should personify

the values of the school academically and should exercise some kind of wisdom and moral leadership. These findings show that principals in Anambra state public secondary schools are active on school financial administration as rated by the teachers, they facilitate motivation, in these findings teachers in Anambra state public secondary enjoy support from their principals and are engaged in school financial programme and planning of income, expenditure and budgeting on school financial administration by the teachers of the school. From the study results, it was discovered that the principals carried most teachers along in all most every areas on school financial administration by the teachers rating in their role performance, only on few occasions did teachers report negative on principals behaviour on role performance on school financial administration by the teachers. These findings upheld the views of Derek Rowtree (2012) defines principal as administrative and academic leader of the school who has considerable autonomy in deciding its organizational goal, performance on school financial administration . He is however constrained by checks and balances exercised by governing body, attitude of staff, feelings of parents and overall policy of local education authority. This finding was very true because it is expected to prepare the way for enhanced principal role performance, commitment on the part of the teachers and students for better academic achievement.

The data relevant to the first research question revealed that certain variables determine principal's effective role performance. The leadership style of the principal within a school in performance on school financial administration by the teachers recorded the highest mean score of 3.05 which shows that it was considered the most important determining factor of a school principal effective role performance determinant. This implied that an effective leadership style on school financial administration network between the principal, teachers and students is very important because it plays a role in influencing the principal role performance at a given time. The need for effective leadership network in a school system is indispensable. The finding upheld the views of Rowdy (2015) when he contended that relative level of achievement of any organization or even a nation is a significant measure of leadership effectiveness. This was why performance on school financial administration by the teachers is emphasized in educational organization because it is an important factor for the improvement and higher achievement in an educational organization. Efficiency and effectiveness determine which educational organizations fail or succeed (Bradley, 2010).

An on the spot observation of all schools visited showed evidences of effective leadership by the principals network in existence. The researcher noted delegation of authority to other staff and students of the schools and cordial relationship among teachers and students as a result of efficient and effective leadership style in place on school financial management which led to high academic achievement.

The result of the statistical analysis in all the tables showed that there were no significant differences in teachers' assessment of principals' role performance on the basis of principals' gender, school location and length

of working experience. However, the study revealed that, what influenced the principals role performance were those variables that enhanced principals role performance such as the leadership style of the principal on school financial administration , these are what usually differentiate the principal effective role performance of one school from another is usually determined by the administrative competence of principals based on the principal's leadership effectiveness and not on gender, school location and length of working experience which had overall mean score of 3.05

Findings of the Study

1. The results of the statistical analysis shows that the mean assessment of the principal's effective role performance of public secondary school principals on school financial management leadership in Anambra state were significantly effective and above the decision rule of 2.51.
2. There is no significant difference in teachers' assessment of male and female principals of public secondary school in Anambra state on curriculum and instructional leadership based on gender.
3. There is no significant difference in teachers' assessment of principals of public secondary schools in Anambra state on role performance on school financial administration by the teachers based on school location of urban and rural.
4. There is no significant difference in teachers' assessment of principals of public secondary schools in Anambra state in role performance on school financial administration by the teachers rating based on length of working experience.

From the above analysis, it can be seen how important principals effective role performance on school financial administration by the teachers rating are, in achieving the goals of secondary education and how ministry of education, state, federal and educators both past and present have highlighted principals role performance on school financial administration by the teachers as a means of increasing secondary educational standard. Therefore the findings obtained in this research based on the test carried out, sustained earlier opinion held.

Recommendations

Based on the findings from this study, the following recommendations are given for more effective and efficient principal role performance on school financial administration by the teachers rating for principals' public secondary schools in discharging their roles.

1. The principals should keep it up as they performed effectively in all their roles on school financial administration as rated by the teachers.
2. Principals of public secondary schools should give more attention to leadership style school financial management if the ultimate goals of secondary schools which is to promote child growth and development is to be achieved.
3. Principals should make the importance of their role on school financial management known to all categories of teachers. This can be made through seminar, orientations and meetings with teachers so as to perceive principals' role on school financial management as very vital in achieving the educational goals of the school.
4. Principals should perform their roles on school financial administration whether in urban or rural schools of Anambra state to give all teachers and students equal benefits

from their roles for a higher academic achievement.

5. Principals should take individual teachers good ideas and suggestions on school financial administration by the teachers as important, for it enhances the efficient performance of teachers in terms of lessons delivery.

6. The task of improving standard of secondary education is entrusted on the school principals by government and society, therefore government should do all it can to increase their effort to give the principals all the encouragement, tools, training and funds to perform their roles on school financial administration.

7. Anambra state education department should allocate good amount of fund to secondary schools principals to run the schools for higher learners' achievement.

8. There should be adequate supply of fund for modern plants and facilities in secondary schools to enable principals to carry out their roles on school financial administration effectively and efficiently.

9. Salaries of Principals be paid as and when due.

REFERENCES

Adson, .F. (2016) Good principals are the key to successful schools. A wallance reader's digest fund.

Canham J. (2016) standards for school leaders interstate school leaders licensure consortium (issllc)

Halmark J. (2014) school administrator.cttp//www:looksmart.com/>American association of school administration.

Hughes (2014): The secondary principals handbook, A guide to executive action alyn and bacon inc.

Jeans D. , (2015) A dictionary of education: Harper and Row

(Justin, B.A 2012) Leadership in education five common abilities phi Delta kappan org/kappan/ko106gol.

Lappel, W.A (2006)The principalship and the development of instructional expertise Australia: Deakin university press. Eric. Org/ericda/ED 233491. Htm.

Larry, L. (2013) Leadership for students learning reinventing the principalship Washington DC: institute for educational leadership.

Lusi R.T (2015) Developing effective school leaders: The blue ribbon panel on school leadership new York.

Musaazi. J.CS (2012). The theory and practice of educational administration. London: macmillan press

(NAGSP, 2010) Leading learning communities: standards for what principals should know and be able to do. Alexandra vanational.

Ndazhaga, J. (2000). Crisis in accomplishing educational objectives in Nigeria. Jos: academic trust fund.

Nwankwo, J.I (2013) Effective management for executive.

Opadokun, O.A(2002) Administrative problems in Nigerian secondary schools: Ilorin journal of teachers education Vol. 1 No. 1(P.270-274)

Perezel (2010) Trends and issues: role of the school leader: Defining the prinicpalship

Peter B.T(2013) The role of the head teacher: London: Routhledge and Kegan paul

Stodgily, E. (2014) Trends and issues: Roles of the school leader: Defining the principalship

Tirozzi, G.N(2004). Making standards work. Ctr/books/AEL.htm 26-oct-04.

Udeozor, R.K(2000) Educational administration: Perspectives and practical implications. Anambra: Rex Charles and Patrick Ltd.

Udo, (2010) Theory and practice of educational administration in Nigeria Jos Ehindero press

(Walters, ET 2010) From "I" "we" reflections about leadership United states Utah RIEDEC.