

Utilization of Committee System and Secondary School

Principals' Administrative Effectiveness in Ilorin Metropolis, Nigeria

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Abstract

This study investigated the relationship between utilization of Committee System (CS) and secondary school principals' administrative effectiveness in Ilorin metropolis. The researchers adopted a correlation survey research design. Random sampling technique was used to select 25 senior secondary schools in Ilorin Metropolis and 290 participants comprising 20 Principals, 20 Vice-principals and 250 teachers. A researcher-designed questionnaire titled "Committee System and Principals' Administrative Effectiveness Questionnaire (CSPA EQ)" was used to collect relevant data. Three research questions were raised and answered, while three hypotheses were also formulated and tested. The data gathered for the study were statistically analysed using percentage and Pearson product moment correlation statistic at 0.05 level of significance. Among the findings were that there was significant relationship between utilization of Committee System (CS) and secondary school principals' administrative effectiveness in Ilorin metropolis. Based on the findings, it was recommended that there should be mandatory orientation courses, seminars, conferences and workshops on effective usage of committee system for the school administrators. This is necessary to promote the usage of Committee System in schools. Additionally, the existing Committees in secondary schools should work collaboratively and their progress should be reviewed periodically by principals to check for any deviations and unnecessary waste of time.

Keywords: Utilization, Committee System, Secondary School Principals, Administrative Effectiveness

Introduction

The need for effective human resource management strategies that incorporate Committee System in the administration of secondary school cannot be overt emphasized. School management is focused on efficient management of human and material resources. The management of school organisation requires the adoption of Committee System because of the bureaucracy, collegial and political models that are applicable (Dauda, 2000). The tasks of school principals are enormous and the need to involve teachers and other administrative staff in the management process to ensure optimal production, efficiency, satisfaction, adaptiveness and development cannot be over-emphasized.

Many teachers crave for participation in the running of the school. They do not only want to be involved in decision making at staff meetings, but also want to take active role in the effective administration of the school, which could possibly be satisfied through the use of school communities. It should be noted that the internal

processes within the school organizations are very essential for the determination of effectiveness and ineffectiveness of the school system. These internal processes include the school climate, staff involvement in decision making, leadership behavior and communication process. The use of committee is a strong force in these internal processes that could bring about school effectiveness.

There is also the growing assumption that committee works in schools and colleges affect negatively the academic work of teachers. Thus, instead of the involvement in the running of the school being a morale booster to the teacher and affecting his teaching tasks positively, it is now a situation in which the primary duties of teaching the students are relegated for ad hoc committee duties. Thus, there is the problem of effective utilization of the committee system in the schools. This assumption has prompted the quest to examine the use of committee system and its impact on principals' administrative effectiveness.

Statement of the Problem

Secondary education is becoming increasingly complex in terms of curricula, expansion in student enrolment as well as the correspondingly expanded administrative roles. The ensuing expansion has made delegation of authority and responsibility inevitable by school administrators. There are criticisms from some staff of secondary schools that the committee systems are not necessarily the best method for effective administration of a school system. They argue that the disadvantages of the committee system in the administration of secondary schools outweigh its benefits. Among the advantages is the likelihood of cross fertilization of ideas resulting in better decisions. The use of committees also ensures that too much authority is not vested in one person; rather there are checks and balances emanating from authorities of relevant committees. Committee system allows obtaining and sharing of necessary information among staff and students while members of a committee who participate actively in making decisions feel a sense of belongingness necessary to implement the decisions (Ukeje, Akabogu and Ndu, 1999 , Ogumbameru, 2004).

Disadvantages of the committee system include the cost (in terms of the many resources used - human, material, fiscal and time), and the possibility of indecision or worse still, compromise. Likewise, responsibility for a committee's decision is too fluid; with no single specific person bearing it.

It was against this background that the researchers investigated the utilization of committee system and principals' administrative effectiveness in secondary schools in Ilorin metropolis.

Purpose of the Study

This study sought to find out the extent to which the use of committee system influences principals' administrative effectiveness in secondary schools in Ilorin

metropolis. It also examined the influence of committee system on greater participation of staff in the management of secondary schools, as well as the influence of committee system on personnel motivation.

Research Questions

The study sought answers to the following questions:

What committees are in existence in secondary schools in Ilorin metropolis? How effective are school committees in secondary school administration?

Does the use of committee enhance effective instructional supervision in secondary schools?

Research Hypotheses

There is no significant relationship between utilization of committee system and principals' administrative effectiveness.

There is no significant relationship between utilization of instructional supervision committee and principals' effectiveness in supervisory roles.

There is no significant relationship between utilization of disciplinary committee and students' discipline.

Literature Review

The growing popularity of the needs for collective efforts in most organisations nowadays has made the argument for the use of committees more plausible. Obayan (2002) posited that committee system is a vital ingredient for effective administration of educational institutions and maintained that collaborative effort gives administrators, educators and other stakeholders the opportunity to deal with complex educational issues as a group. Cotton (2005) equally stressed that a democratic method of school management that allows employees, particularly teachers, adequate participation in any decisions that affect them through committee system, contributes significantly to principals' administrative effectiveness.

Scholars, right from the medieval periods, were reported to have practised consultative system of decision making, now referred to as the committee system (Adebayo, 2004). In those periods, they were allowed to study, write and consult one another on various issues and thus develop a participatory form of government in their various institutions of learning. The extent to which school administration is based on committee system was also pointed out by Bunza (1999) that virtually all issues, no matter how big or small is considered by a committee, which either takes final decision or sends its recommendations to an approving authority.

Alabi (2000) submitted as key advantages of participatory decision making broadened support and

acceptance, easier coordination and communication, culminating in improved decisions. Ijaiya (2000) also noted that the visible sign of delegation, especially in Nigerian secondary schools, is the increasing use of committees. Though the use of committees is not new in schools, what is however novel is their increasing popularity. Within the school system, committees in existence vary in their types, status and procedures of their constitutions. Adebayo (2004) maintained that a committee may either be a line or staff committee depending on its authority. If the authority involves decisions affecting subordinates responsible to it, it is a line committee. If the authority's relationship to a superior is however advisory, it is a staff committee.

Researchers on administrative effectiveness are often faced with problems of deciding which organizational aspects and what criteria should be used. Available literature shows that administrative effectiveness could be measured in terms of the relationship between the organization and the external environment (Heck, Johnsrud, & Rosser, 2000). Effectiveness of school administrators is however dependent on personal qualities, interaction with subordinates and the situation as well as their ability to inspire all members of the school community to work together toward the goal of excellent education of all students (Brouten, 2005).

Methodology

The research design adopted for the study was a descriptive research design. Stratified random sampling technique was used to select five secondary schools from each of the five Local Government Areas that constitute Ilorin metropolis. The Random sampling technique was also used to select 250 teachers while purposive sampling technique was used to select 20 principals and 20 vice- principals from the sampled schools, making a total of 290 participants.

Research Instrument

A questionnaire titled "Committee System and Principals' Administrative Effectiveness Questionnaire (CSPA EQ)" was designed by the researchers to collect relevant data. The instrument was validated by experts to ascertain its content and face validity. The reliability of the instrument was ascertained through test-retest reliability procedure which yielded reliability coefficient of 0.83. The instrument was thus considered reliable for use.

The researchers administered 290 copies of CSPA EQ personally in all the selected 25 senior secondary schools to the respective teachers, vice-principals and principals. The data gathered for the study were analysed using percentage and Pearson product moment correlation statistic to answer the research questions and test the hypotheses formulated, respectively.

Results and Discussion

Research Question 1: What committees are in existence in secondary schools in Ilorin metropolis?.

The results show that 58.9% of the respondents agreed on the existence of staff welfare in secondary schools, while 41.03% disagreed. Also, 35.9% respondents agreed on the existence of instructional supervision committee while 51.7% of the respondents agreed on the existence of disciplinary committee in secondary schools (see Table 1).

Research Question 2: How effective are school committees in secondary school administration?

The results indicate the effectiveness of committees in school administration. Many of the respondents (82.76%) agreed that school maintenance committee lays sound foundation for educational structure and assists secondary school administrators to identify ways of maintaining school plants and reduce cost, while 17.24% disagreed. Also, 72.6% respondents agreed, while 26.90% disagreed that accountability of school administrator is enhanced through the use of committee. Likewise, 77.93% of the respondents agreed that involvement of staff in school committees boosts staff morale as they participate in decision making (see Table 2).

Research Question 3: Does the use of committee system enhance effective instructional supervision in secondary schools?

Results obtained indicate that 84.48% of the respondents agreed that teachers supervised through committee on instruction are very effective in teaching, while 15.51% disagree with the statement. Also, 77.93% of the respondents agreed that instructional supervisory committee give maximum support to teachers in making the instructional changes necessary for supporting school improvement efforts, while 22.06% of the respondents have contrary opinion. Moreover, 72.6% of the respondents agreed that teachers need the supervisory counsel and attention of a supervisor to take cognizance of learners' characteristics, while 26.9% had a contrary opinion (see Table 3).

Hypothesis Testing

Main Hypothesis

Ho: There is no significant relationship between utilization of committee system and principals' administrative effectiveness in Ilorin metropolis senior secondary schools. The result of the analysis gives the calculated r-value of .35 which was greater than table value of .095 at 0.05 level of significance. The null hypothesis formulated is therefore rejected. This means that there is a significant relationship between utilization of committee system and principals' administrative effectiveness in Ilorin metropolis senior secondary schools (see Table 4).

HO1

There is no significant relationship between utilization of instructional supervision committee and principals effectiveness in supervisory role
Results indicate calculated r value of .156 greater than the table value of .095, at 0.05 level of significance. The null hypothesis formulated is therefore rejected. Thus,

the result signifies that there is significant relationship between utilization of instructional supervisory committee and principals' effectiveness in supervisory role in Ilorin metropolis secondary schools (see Table5).

H02

There is no significant relationship between utilization of disciplinary committee and students' discipline.

The calculated r value of .166 obtained was greater than the table value of .095 at 0.05 level of significance. The null hypothesis formulated is therefore rejected. This finding reveals that there is a significant relationship between utilization of disciplinary committee and students' discipline in secondary schools in Ilorin metropolis (see Table 6).

Discussion of Findings

The findings of the study showed that there is significant relationship between utilization of Committee System and secondary schools principals' administrative effectiveness in Ilorin metropolis. That is, utilization of Committee System would bring about effectiveness in principals' administrative activities. The finding was in consonance with the work of Adebayo (2004) which confirmed that committee system have positive influence on administrative effectiveness of the principal. Ogunsaju (2004) equally posited that the development of harmonious relationship in the school by the principals help in achieving effective administration and optimum educational output. The school principal could attain more effectiveness on the job with committees in various areas charged with clear terms of mandates (Montgomery schools, Undated).

The result of the hypothesis two confirmed that there is significant relationship between utilization of instructional supervisory committee and principals' effectiveness in supervisory role in Ilorin metropolis secondary schools. This is expected as the main function of the instructional supervisory committee is to monitor and empower staff (especially teachers) on instructional activities. This finding is in line with Adegboye (2000) who asserted that through instructional supervisory committee, principals learn more on how to effectively supervise teachers in the classroom setting and ascertain the level at which the instruction being imparted reached the target audience. Porter (2006) also maintained that instructional supervisory committee sensitizes school administrators towards performing their duties optimally and making the teaching and learning process better for the learners. The result of the hypothesis three shows that there is significant relationship between utilization of disciplinary committee and students' discipline in secondary schools in Ilorin metropolis. This agreed with Adebayo (2005) that there is a growing rise of the committee termed "Action Committee" in secondary schools which make conscious efforts to inculcate in the students some good manner to support and reinforce whatever good habit they have learnt at home. Members of disciplinary committee are on duty every time to see to the orderly behaviour of students and develop such character as self-sacrifice, integrity, cooperation, patriotism and consideration for others (Peretomode, 1996).

Conclusion

There are changing needs in education today coupled with administrative complexities and increased demands faced by educational administrators. These situations provide great evidence that effective administrative technique is prerequisite to the success of secondary school administration. The implication of

this is that, development of harmonious relationship in secondary schools by principals through utilization of committee system helps in enhancing educational standard and improves optimum educational output. The growing popularity of the needs to involve more staff in secondary school administration has made the argument for the use of committee more plausible.

Recommendations

Based on the findings of the study, the following recommendations were made: Principals should be committed to changing organizational culture from the traditional patterns of hierarchical structure to participative management to improve the effectiveness of the committee system. This can be achieved by putting in place functional and effective school committees in key areas of school administration. Recommendations made by the existing committees in secondary schools should be accepted and implemented to boost the confidence of members of the committees in the system and to enhance principals' administrative effectiveness. There should be mandatory orientation courses, seminars, conferences and workshops on committee system for the school administrators in order to understand what the system is all about so as to be able to operate it effectively. The existing committees in secondary schools should work collaboratively and their progress should be reviewed periodically by principals to check for any deviation and unnecessary waste of time.

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Table 1

Existing of Committees in Secondary Schools

S/N	Statements	Variables	Frequency	Percentage
1	There are staff welfare committees in my school.	Agree	171	58.9
		Disagree	119	41.03
		Total	290	100
2	There are instructional supervisory committees in my school.	Agree	104	35.9
		Disagree	186	64.14
		Total	290	100
3	Disciplinary committee exists in my school.	Agree	150	51.7
		Disagree	140	48.3
		Total	290	100

Table 2

Effectiveness of Committees in School Administration

S/N	Statements	Variables	Frequency	Percentage
1	School maintenance committee ensures prompt maintenance of the school plants.	Agree	240	82.76
		Disagree	50	17.24
		Total	290	100
2	Accountability of school administrators is enhanced through the use of committees.	Agree	212	72.6
		Disagree	78	26.90
		Total	290	100
3	Involvement of staff in school committees boosts staff morale as they participate in decision making.	Agree	226	77.93
		Disagree	64	22.06
		Total	290	100

Table 3**Committee System and Effective Instructional Supervision**

S/N	Statements	Variables	Frequency	Percentage
1	Teachers supervised by instructional supervisory committee are very effective in teaching.	Agree	245	84.48
		Disagree	45	15.51
		Total	290	100
2	The instructional supervisory committee supports staff in making the instructional changes necessary to support school improvement efforts.	Agree	226	77.93
		Disagree	64	22.06
		Total	290	100
3	Teachers recognize individual differences in classroom through instructional supervisory committee.	Agree	212	72.6
		Disagree	78	26.9
		Total	290	100

Table 4**Utilisation of Committee System and Principals' Administrative Effectiveness**

Variables	No	\bar{x}	S.D	Df	Cal. r-value	Table r-value	Decision
Utilization of committee system	290	69.6	16.20	288	.35		Ho Rejected
Principals' administrative effectiveness	290	55.4	11.10				

Table 5**Utilisation of Instructional Supervisory Committee and Principals' Effectiveness in Supervisory Role**

Variables	No	\bar{x}	S.D	Df	Cal. r-value	Table r-value	Decision
Utilization of instruction supervisory committee	290	89.06	13.40	288	.156		Ho1 Rejected
Principals' effectiveness in supervisory role.	290	74.76	17.00				

Table 6**Utilization of Disciplinary Committee and Students' Discipline**

Variables	No	\bar{x}	S.D	Df	Cal. r-value	Table r-value	Decision

Utilization of disciplinary

committee	290	83.41	12.78	288	.166	.095
Ho1 Rejected						

Students' discipline	290	81.22	11.58			
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