SCHOOL CLIMATE: A TOOL FOR ACHIEVING ADMINISTRATIVE EFFECTIVENESS IN SECONDRY SCHOOLS IN KWARA STATE

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Abstract
School climate denotes the quality and character of school life. It is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. This paper examined school climate as a tool for achieving administrative effectiveness in secondary schools in Kwara State. With the increasing pressure on the education system, a positive school climate enhances effective teaching and as a result for better performance of students' learning. The role of principal is no longer limited to the administration of the school, rather expanded to that of an instructional leader who can provide assistance to the teachers whenever required. It was concluded that the principals of the schools need to be administratively effective for the successful running of the schools. This will ensure improved performances of the schools as a whole. It was suggested that there should be a well-organised schooling routine, with motivated teachers essential for the success of the students. To ensure a positive result of staff development, the school climate should contain trust, mutual respect and willingness to work collaborative.
Keywords: *School climate, Administrative effectiveness, Secondry schools, Kwara State*

Introduction

Secondary education is the gate way between primary and tertiary education in Nigeria. It is at that level that students take the subjects that qualify them for professional or vocational programmes at higher education level. The main objective of the secondary education is to train individuals to read, write and be numerically literate. Ndagi (2015) categorised the main objectives of secondary education as follows; development of permanent literacy and numeracy in students, development of the ability to communicate effectively, training for further education and preparation for trades and crafts of the locality, development of good morals, development of the basic education, development of the basis for scientific and reflective thinking. School climate is a general term that refers to the feel, atmosphere, tone, ideology, or milieu of a school. Just as individuals have personalities, so do schools, the general atmosphere of a school (Olubunmi, 2016). According to Alexandra (2014), school climates vary greatly. Some schools feel friendly, inviting, and supportive; others feel exclusionary, unwelcoming, and even unsafe. The feelings and attitudes that are elicited by a school's environment are referred to as school climate. Although it is difficult to provide a concise definition for school climate, most researchers agree that it is a multidimensional construct that includes physical, social, and academic dimensions (Freiberg & Stan, 2014). The physical dimension includes: appearance of the school building and its classrooms, school size and ratio of students to teachers in the classroom; order and organization of classrooms in the school, availability of resources; safety and comfort. The social dimension includes: quality of interpersonal relationships between and among students, teachers, and staff, equitable and fair treatment of students by teachers and staff, degree of competition and social comparison between students, and degree to which students, teachers, and staff contribute to decision-making at the school (Freiberg & Stan, 2014), The academic dimension includes: quality of instruction, teacher expectations for student achievement, and monitoring student progress and promptly reporting results to students and parents.

According to Freiberg and Stan (2014), school climate is the "heart and soul" of a school, the factor that motivates students, teachers and makes them to want and willing to be at school every day. Heart and soul were used as metaphorical terms to highlight the importance of school climate, because it motivates members of a school making them feel attracted by it. In this regard, school climate is what gives life to school and highlights the values it represents. When a school climate is healthy, people feel socially, emotionally, and

physically safe, they are engaged and respected; students, families, and educators work together to develop and contribute to a shared school vision, educators model and nurture an attitude that emphasizes the benefits and satisfaction from learning; and everyone contributes to the operations of the school and the care of the physical environment (Adeniyi, 2014).'To realize such a system according to Olubunmi (2016), the school should be seen as a healthy place of learning, where dreams and ambitions of students and parents are the central focus, teachers, are motivated to give their best, where all are respected and feel connected with school, this is the school climate.

School climate, can be open and closed, open climate of a school is chiefly associated with its expressive characteristics. In an open school climate teachers are portrayed as being tolerant, helpful and to be revered in the profession, teachers work in teams to guarantee the students' academic achievements. The more open the school climate is, the more dedicated, loyal and pleased will the teachers, the more productive students in academic performance. According to Hoy (2009), an open school climate cannot happen overnight, that should be the outcome of a well-thought out development engineering and implemented between the teachers and school principals. That is also the outcome of robust hiring policies which should be characterized by good instruments of personality. While the school climate is closed according to Hoy and Sabo (2014), it represents the opposite to the open climate. The key characteristics of a closed climate have been identified by Halpin (2011) and that one is primarily concerned with the lack of commitment and productivity. There is hardly any commitment particularly on the part of both the principal and teachers. The school principal tends to be stern and wielding control. He is inattentive, not supportive, and not on hand. As a result, most of the teachers tend to be frustrated and ineffective. The type of climate provided to a student also affects his ability to learn and his subsequent academic performance. Pleasant and conducive school climate when provided give rise to pure thought, better concentration and understanding and enhance performance. Noisy, overcrowded and busy environment tend to affect the rate of concentration of students and lower their academic performance.

Administrative effectiveness is the positive response to administrative actions with the intention to accomplish stated goal (Akomolafe, 2017; Ademilua, 2017). Administrative effectiveness can then be said to be concerned with the overall direction and support of the school. It is the specialized activity which learns, organizes and directs the human and material resources to support and enablement of the teaching-learning process that are appropriate to the goals of the secondary schools and the need and purposes of the students, teachers and the society. An administration's capacity to forecast problems beforehand shows the effectiveness of the principal. The basic purpose of principal administrative effectiveness therefore, is to enhance smooth running of schools, resolve conflicts before escalating, ensure positive school climate, good communication style, ensure principles and practice of administration, develop and implement plans, policies and programmes geared towards the educational objectives (Chinda, 2015).

Principal administrative functions include students' personnel services which involve the selection, placement, induction, guidance and counseling of students. It is the administrative responsibility of the principals to ensure that every student is given equal and adequate opportunity and motivation to learn. Programme such as extracurricular activities, discipline and proper inter-personal relationships must not be left to suffer. Provision and maintenance of funds is of administrative responsibility of the principals of secondary schools in Kwara State, he ensure that all funds belonging to the school are judiciously spent. Where government subvention to school is inadequate, the principal may source for funds through other means, ensuring that there is a very comprehensive budgetary and accounting system on ground. It is the responsibility of the principal to ensure that essential and basic equipment and materials are provided and in good time. He ensure consultation with other staffs, to review the programme of activities in the school from time to time, in order to make improvement in necessary areas such as the school climates as a tool for achieving principal administrative effectiveness in secondary schools in Kwara State. Taking a critical look at secondary schools in Kwara State, the unconducive learning environment, dirty and noisy environment, ratio of teacher to students are not favourable, dilapidated school buildings, poor school settings, safety at school are not guaranteed, there are no clear rule about physical and social harm, unsafe environment, and the

feeling that all members at school are not safe from being verbally abused from fellow staffs due to unsuitable school climate. Principals' administrative function not creating healthy school climates due to his body language, teachers and principal behaviour are not supportive, not genuine, and not seriously engaged in the teaching and learning process which makes the school climates unhealthy. This is the case of some secondary schools in Kwara State.

Concept of School Climate
School climate concept has its origins in the late 1950s as researchers in social sciences studied variations in work environments. Taguiri (2016), Described school climate as consisting of four parts: ecology, milieu, social system, and culture. Ecology refers to the physical and material aspects of the environment, milieu, to persons and groups; social system, to the patterns of relationships of persons or groups; and culture, to the values, belief systems, and meaning systems of the environment. This understanding of organizational climate, which is widely accepted (Houtte, 2015), provides a frame for other studies, including the work of Anderson (1982), cited in this research. The concept of school climate has evolved from the organizational effectiveness studies of the twentieth century, and work from these studies has helped shape the understanding of climate. In a Argyris (1958) case study of interpersonal relationships in a bank, Argyris found three systems of interacting variables contributing to climate: formal organizational variables such as policies and procedures; personality variables of the workers such as abilities, values, and needs; and informal variables related to workers. attempts to carry out the mission of the organization while meeting their own needs as well. Organizational climate, according to Argyris, is "composed of elements representing many different levels of analysis" (p. 516). One variable or set of variables alone does not constitute the organization. The elements or variables viewed together in a meaningful pattern represent a new level of analysis, organizational behavior. Psychologist Lewin (1958), in his field theory, described three units of analysis within organizations: the person, the environment or field, and behavior. Behavior, Lewin asserts, arises from the interaction of the individual and the organizational environment, or climate. In another discussion of organizational climate, Forehand (2011) stated forth three sets of variables: environmental, which refer to an organization's size and structure; personal, which include the motives, attitudes, and aptitudes workers bring to the work environment; and outcome variables, which relate to job satisfaction, motivation, and productivity. Focusing also on environmental factors and behaviour, Sells (2013) helds that study of organizational climate "requires concern with the physical and social environmental contexts as well as with behaviors of persons in organizational situations" (p. 85).

Don and Croft (2012) published the results of their research on school climate. Thus, the concept was formulated, and their work became the basis of research for other researchers. School climate according to Don and Croft (2012) reflected the physical and psychological aspects of the 'SCHOOL' that are relatively stable and less susceptible to change and that provide the preconditions necessary for teaching and learning to take place. A school's climate is its atmosphere for learning, it includes the feelings people have about the school and it is a place where learning can occur. A positive climate makes a school a place where both staff and students want to spend a substantial portion of their time. It is said that School climate is to school what personality is to an individual. In that they attract similar reaction from teachers, parents, students and other community members (Oboegbulem and Alfa, 2013). Hoy and Miskel (2016) stated that the school climate is the grouping of features that distinguishes one organization from the behaviour and attitudes of others. In other words, as the behavior of specific persons is used to distinguish individuals from one another, the school has its own characteristics according to human interaction. Litwin and Stringer (2013), had argued that school climate is a facility with "measurable work environment parameters" based on collective perceptions of the people who live and work in that environment. In other words, school climate is more or less the understanding that teachers have on the amount of kindness and hospitality they receive, while interacting with the school principal.

Types of School Climates
Open climate: Open climate of the school is chiefly associated with its expressive characteristics. An open climate can be easily utilized to account for both the space and authenticity between relationships of

principals, teachers, students and parents. Hoy (2009), argued that the open climate reflects upon the supportive, welcoming and positive role of the principal towards teachers' ideas as well as his attachment and devotion to work. According to Hoy (2009), the principal shows genuine concern over the teachers. He supports all teachers, the teachers are given their freeway in undertaking tasks in the best way possible they can manage; he is particularly careful so as not to allow the daily tasks to interfere with the responsibilities of teachers; in an open school climate teachers are portrayed as being tolerant, helpful and to be revered in the profession; teachers are attentive to and ready to provide for the needs of students by working hard in order for the children to succeed in their pursuits; teachers turn out to be reaching out, help each other at the professional level, including the personal one too.

According to Hoy (2012), an open school climate cannot happen overnight, that should be the outcome of a well-thought out development engineering and implemented between the teachers and school principals. That is also the outcome of robust hiring policies which should be characterized by good instruments of personality. Hoy (2012) classified open school climate into the following:

a. Controlled Climate: The main characteristics of the controlled climate are more and more in the way of work. Although in this case the principal is far from being the model of dedication, importance is bestowed upon the accomplishment of tasks and little time is devoted to social life. Yet, teachers appear to be entirely devoted to their work and spend considerable chunks of time on fulfilling them. Hence, in most cases there is little time available to allow for interaction between each other. Students are also heavily engaged with the tasks and are given little time to give over to the extracurricular activities.

b. Autonomous Climate: According to Halpin (2016), the autonomous climate is a type of open climate that portrays an atmosphere where teachers have at their disposal a considerable degree of freedom to act in school. The principal epitomizes the model of enthusiasm and zeal. There are no external threats or influence. Teachers have a strong desire to teach and students are motivated to learn. There is a close relationship between the principals, teachers, students and parents.

c. Paternal Climate: According to Costley and Todd (2016), paternal climate is described by a type of atmosphere in which the school principal is a hard-working person, but he falls short of having any effects on the staff; to them the label 'hard-working" is not such a familiar word. There is a degree of approachability between the principals and teachers, but teachers 'expectations of teachers tend to be quite impractical'. The school principal is full of life and lively, but his administrative effectiveness tends to lean on the autocratic side. As a result, the majority of the teachers, students and parents prefer to keep their cautious distance from the principal. More often than not, students can have a hard time expressing their concerns and difficulties, while the parents come to school only they feel it absolutely necessary, for example, like when teachers require that they come.

d. A familiar School Climate: According to Silver (2013), the familiar school climate is described as a sort of "laissez-faire" atmosphere (let them do it). The principal is pretty much interested in maintaining a social atmosphere that favors the fulfillment of any particular task. Thus, a significant number of teachers are not committed to their main task. Some of them do not take a liking to the way how a principal leads, but others do not necessarily share the same opinion with their colleagues or with the principal. As a result, those that are not really dedicated, make up a particular group since they exhibit the same type of behavior. Most of the students do not take their learning process seriously and some others do cook up all sorts of vain and hollow excuses to be out of school or to be absent from it (unexcused absences).

2. Closed Climate: Hoy and Sabo (2001) argue that the closed climate represents the opposite to the open climate. The key characteristics of a closed climate have been identified by Halpin (2009) and that one is primarily concerned with the lack of commitment and productivity. There is hardly any commitment particularly on the part of both the principal and teachers. There is hardly any emphasis on fulfillment of duties; while the director is engaged in routine activities or trivial matters or in an unnecessary paperwork that teachers respond to with a minimum degree. The school principal tends to be stern and wielding control. He is inattentive, not supportive, and not on hand. As a result, most of the teachers tend to be frustrated and ineffective. According to Sabo (2001), there is a lack of respect on the part of the principals. In addition to this, teachers do show a lack of respect towards the school authority (management), towards each other or even to the students.

Factors to Consider in School Climate

The following are factors that to consider in school climate settings

Environmental factors: A pleasant physical environment promotes the social interaction and vice-versa the social interaction creates a warm and affectionate environment. A warm and welcoming physical environment targeting learning is regarded as one of the most significant elements for the development of a quality education and equity.

Physical Environment - A school building should contains a limited number of students, students care, and feel safe and comfortable everywhere on school property. Classrooms are orderly. Classrooms and grounds are clean and well-maintained. Noise level is low. Areas for instruction and activities are appropriate for those uses. Staff members have sufficient textbooks and supplies.

Safety and school size : As often as not, the school should become a safe and positive place which assumes the role of a facilitator in the learning process, promotes positive relationships and helps students be better prepared to face up to the challenges ahead. The school climate could have a positive impact on the student or it could easily turn itself into an obstacle to learning. It could otherwise hinder or facilitate the academic potential in each and every student. Albania (2010) ,in his book shared the importance attached to the school climate by making it features considerably into the internal and external evaluation manual. In this manual the school climate is portrayed as a domain which covers the physical and psycho-social dimensions along with the learning process. The climate as such refers to the organization at the school and classroom level, it refers to the "feeling" in a school and that one school is different from another. The manual lays the stress thick on one factor that the school climate reflects the common and shared ideas, values, vision and trust, which in turn bestow upon the school the identity and standards of the expected behavior (Harris & Lowery, 2011). The climate is reflected upon the school atmosphere as well as on the moral code.

Social Environment - Teachers are collegial. Student groupings are diverse. Parents and teachers are partners in the educational process, participation of teachers are open to students. suggestions; students have opportunities to participate in decision making. Teachers and students are trained to prevent and resolve conflicts.

Affective Environment - Interaction of principals and teachers with all students is caring, responsive, supportive, and respectful. Students trust teachers and this boost their morale, teachers and students are friendly. The school is open to diversity and welcoming to all cultures. Teachers, principals and students are respected and valued. Principal and teachers and students feel that they are contributing to the success of the school. There is a sense of community. The school is respected and valued by teachers, staff, students, and families. Parents perceive the school as warm, inviting and helpful.

Academic Environment - There is an emphasis on academics, but all types of intelligence and competence are respected and supported. Teaching methods respect the different ways children learn. Expectations are high for all students. All are encouraged to succeed. Progress is monitored regularly. Results of assessments are promptly communicated to students and parents. Results of assessments are used to evaluate and redesign teaching procedures and content. Achievements and performance are rewarded and praised. Teachers are confident and knowledgeable.

Importance of School Climate

According to Brooks (2012), students are more likely to flourish in a school environment in which they feel comfortable, when they feel they are treated fairly by the teachers and when they feel they have a sense of belonging to the school environment. With regard to the sense of belonging it is vitally important to establish a degree of hospitality for each and every student, in order to avoid any feeling of isolation and detachment Some of these importance are listed below:

1. **Excellent Academic Achievement**

Structural features of the school, such as the temperature and age of the building, can affect student performance and school attendance. In a study of students' exposure to adverse school building conditions and absenteeism, researchers found that student absenteeism was associated with visible mold and poor

ventilation, among other factors. If students are absent from school, academic achievement can be affected. A positive school climate is important for student achievement. For example, in a study of elementary student academic performance, positive teacher characteristics such as setting high but achievable goals, believing in student. and commitment to students' academic success was associated with higher standardized test scores (Ojo, 2011). Research has shown that there is also a relationship between school resource allocation and student achievement. Several research studies highlight the link between student achievement and resources such as teacher education and experience, class size, teacher to student ration, school facilities, classroom materials, and financial expenditures (Adeyemi, 2012).

2. Behaviour outcomes

School climate has also been linked to behaviour problems within the school, such as bullying, delinquency, and aggressive behaviour A high-quality academic environment within the school can reduce behaviour problems. For example, both lower student and teacher reports of behavioral problems have been documented in schools where teachers provide feedback on students' homework, assist in student goal-achievement, and encourage students' commitment to academic success. (Bano, 2013). When students perceive that their school has a strong sense of solidarity and belonging, they are more likely to intervene or report when a peer engages in risk activities. Research studies have also shown that reductions in student behavioral problems, aggression, and victimization are associated with positive school climate and relationships among school staffs.

3. Improvement on Teachers Performance

The dimensions of school climate also affect teachers significantly. Teacher retention, or getting teachers to stay in the same school for many years, is an important issue in many schools. However, many factors linked to school climate have been found to affect teacher turnover rates. For instance, poor support from administration, student discipline problems, and not feeling they can contribute to decision making in the school are all conditions that are linked to poor teacher retention (Adeyemi, 2009). The relationships between teachers and their colleagues and the school administration also play an important role in teacher's commitment to their profession. In addition, school climate factors can influence teachers' mental health. For instance, poor relationships with students and colleagues and low parental and community involvement are related to emotional exhaustion (burnout) in teachers. A closed school climate is also associated to teachers having more feelings of low personal accomplishment, more cynicism, and depersonalization. (Ojo, 2013)

4. Improvement on the School Environment

The best way to improve school climate is different from school to school. The promotion of a positive school climate is a general process that varies based on an individual school's strengths and weaknesses across different dimensions. Nonetheless, some general guidelines, or key practices, have been found to be effective to facilitate the process. School climate improvement can be defined as an intentional, strategic, collaborative, transparent, and coordinated effort to make school learning environments stronger. Research suggests that engaging all members of the community is crucial for successful school improvement efforts. According to the National School Climate Center, an effective school climate improvement process is one that engages all stakeholders in six key practices:

1. A collaborative, democratic decision-making process that involves all stakeholders. Stakeholders include not only school personnel and students, but also families and community members. These stakeholders have different roles and perspectives (e.g., teacher, bus driver, administration, maintenance staff, etc.)

2. Action planning, intervention, and program implementation are driven by both quantitative (e.g., survey) and qualitative (e.g., interviews, focus groups) data, with the goal of continuously improving school climate. Frequent data collection should occur to evaluate and further develop the school improvement process.

3. The unique needs of the students and school community are used to inform school improvement goals.

4. Scientific research must be used to inform curriculum, instruction, student supports, and interventions. These school practices must also be based on sound cognitive, social-emotional, and ecological theories of youth development. Healthy student development and learning environments are promoted through the implementation of strength- and risk-based practices and programs.

6. Through the school improvement process, policies and procedures pertaining to the school learning environment, as well as operational infrastructure to facilitate the collection of data, effective planning, implementation, evaluation, and sustainability,

Concept of Administrative Effectiveness

The concept of administrative effectiveness has been defined differently by different authors due to its complex nature (Bao, 2014). Some researchers defined administrative effectiveness as the positive response to administrative actions with the intention to accomplish stated goal (Akomolafe, 2017; Ademilua, 2017). Although, administrative effectiveness is defined as the product of a series of complex nested relations and an interaction pattern (Cammock, 2016). An administration's capacity to forecast problems beforehand shows itself as a result of the characteristics and behaviors in his personal relationships and consulting criteria. In leading a group, the concept of leadership is regarded as effectiveness (Adeniyi and Omotoso 2014). Effective administration requires a balance of skills among many dimensions (Cammock, 2015) and these dimensions and parameters are influenced to a different degree by personal, organizational and environmental contextual factors (Analoui, 2016). This balance includes not only a series of quality behaviors but also many communication styles and personality traits as an administrator. School size is another contingency variable which is thought to affect the principal administrative effectiveness of different school size (Hofler, 2016). Small schools can behave informally while larger schools tend to become more formalized. School climate development is considered as an administrative technique or tool to complete main changes in a school system. Conflict management strategies are another administrative technique which fulfills real administrative values. Every principal employed in a secondary school is an administrator because she/ he display actions that affect their organization positively or negatively. Someone in this kind of a position must make his/her own decisions. He or she cannot be the person who is following the orders only. Such person must take responsibility for his/her own contribution. This person can be deactivated, relieved of his/her powers or dismissed. However, as soon as she/he has a job, his/her goals, standards and contribution are under his/her own supervision. Whether a teacher is an administrator, does not depend on whether she/he administers people. The teacher work cannot be defined in terms of figures, money and cost. It can only be defined with its results. Furthermore, the structure of the group and size of administrative staff are not that determinative. This is because the authority of knowledge is effective as much as the authority of position (Drucker, 2014).

strengthened.

School climate as a tool for achieving administrative effectiveness

Multidimensional nature of school climate suggests that interaction among school principals, teachers, families, and community members are complex. These complex interactions will determine the degree to which students feel healthy, safe, engaged, supported, and challenged. Different dimensions of school climate have been observed to come together for each of these effects. For example four elements that interact to make schools safe are strong relationships between teachers and students, a broad commitment to teach, nonviolent behavior, a strong academic program, and responsiveness to students' community and culture. Therefore it is essential to record comprehensive meaningful information regarding school climate elements accurately and makes it available to the educators, so that it can be used to promote meaningful interactions among staff, family, and students. It is also useful to enhance the social, emotional, ethical, civic, and intellectual skills and dispositions that contribute to success in school and in life. Educationists and school authorities can use such school climate data as a complementary form of assessment. First is guiding school improvement efforts: by providing information about both the academic and the non-academic aspects of school life. Second is to understand school climate findings, dig deeper, prioritize goals, and create an action plan. Third is promoting school-family-community partnerships by interpreting school climate data to recognize how families and community members see the school's strengths, weaknesses, and needs. Thus educationists and school authorities can sincerely appeal for enhanced help and support from others to work together to make secondary school even better. Review of multiple efforts for assessment of school climate indicates that correct assessment of school climate can be obtained from the relatively enduring pattern of shared perceptions about the characteristics of school as an organization from its members.

The shared perceptions of climate represent what most people believe, and not the individual's personal reactions to the environment. These shared perceptions tend to be persistent and stable over time (Keefe, Kelley, & Miller, 2016). School climate needs to be regularly evaluated with measures developed in a scientific manner and that comprehensively assess all of the school climate dimensions or elements. Jonathan (2016), states that school climate are best measured by polling all members of the school community about their perceptions of school life. Therefore it may be stated that measurement of school climate involves responses from a group of persons. Performances in it's relationship to the communication styles of principals , According to Maslowski (2011), administrative performance in school system can be measured through the effectiveness and efficiency of the school systems. Effectiveness and efficiency can be viewed as ratios between inputs to and outputs of the education system . A more effective system obtains more outputs for a given set of non-monetary inputs while an efficient system obtains more outputs for a given set of monetary inputs . While Sammons, Hillman,and mortimore (2005) admit that the concept of school performance is complex , multi-dimentional , and not reducible to simple measures , they ague that core characteristics of school effectiveness and efficiency can be categorized. In general frameworks that measure school performance concentrate on the following elements: principal communication style, leadership in school, assessment for and of learning , resource allocation, parents engagement and partnership , student voice , professional development, intervention and support, improvement and accountability, and curriculum and teaching .

School climate is another indicator used to administrative effectiveness. This indicator includes four dimensions. The first one is safety at school which is measured through having clear rules about physical and social harm, the feeling of being safe from physical harm at school, and the feeling that all members at school are safe from being verbally abused. The second element is school support for learning the knowledge and skills and is measured through providing rich opportunities to learn inside and outside the school. The third element is having healthy interpersonal relationships such as respect for diversity, collaboration among students. The last element is institutional environment which includes the feeling of belonging to the school, participating in school life for students and families, and keeping the school clean and tidy (Pinkus, 2009).

Conclusion
It is a truism to conclude from the discussion above that the principals of the schools need to be administratively effective for the successful running of the schools. This will ensure improved performances of the schools as a whole. Efforts are put in by the school regulating authorities for ensuring the regular training of the school principals and teachers to keep them up to date in their field of authority.

Suggestions
The following suggestions are made:
i.   There should be a well-organized schooling routine , with motivated teachers essential for the success of the students.
ii. To ensure a positive result of staff development, the school climate must contain trust, mutual respect and a willingness to work collaborative.
iii. The principal should take part in the role of the instructional leader for the teachers and strive for their professional roles.
iv. The principal should take part in the academic supervision of the teachers.

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