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PRINCIPALS' ADMINISTRATIVE COMPETENCE FOR GOAL ATTAINMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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ABSTRACT

This study examined principals' administrative competence for goal attainment in public senior secondary schools in Rivers State, Nigeria. The study will adopt a descriptive survey design to investigate principals' competence for goal attainment in public senior secondary schools in Rivers State. The design is considered appropriate as it allows for the collection of data from respondents based on the variables under investigation without altering existing conditions. The population of the study comprises 7,179 principals and teachers from 286 public senior secondary schools in Rivers State. From this population, a sample of 718 respondents: 29 principals and 689 teachers, representing 10% were selected using a stratified random sampling technique to ensure balanced representation. The primary instrument for data collection is a self-constructed questionnaire titled Principals' Competence for Goal Attainment in Public Senior Secondary Schools Questionnaire (PCGAPSSCQ). The instrument consists of two sections: Section A collects demographic data (status, gender, and location), while Section B contains items related to development programmes and other relevant competencies. A modified 4-point Likert scale will be used for responses, ranging from Very High Extent to Very Low Extent, and Strongly Agree to Strongly Disagree for research question one. The study aims to provide objective insight into the extent principals' competencies influence the attainment of educational goals in public secondary schools across Rivers State. The study concluded that principals' administrative competence enhance goal attainment in public senior secondary schools in Rivers State. The study recommended among others that principals should conduct frequent and consistent classroom observations to gain a first-hand understanding of teaching methods and student engagement.

Keywords: Principals, administrative competence, goal attainment, public, senior, secondary schools, Rivers State, Nigeria.

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INTRODUCTION

A school principal holds a vital role within the realm of education as they assume the position of leadership and chief administration in an educational institution, usually from kindergarten through 12th grade. The responsibilities of a school principal encompass a wide array of crucial tasks and duties, all aimed at fostering a productive and enriching learning environment.

School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organisation such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. All these tasks can be reduced to the following: planning, organising, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs.

Supervisory competence refers to the ability of the principal to monitor and control all the activities of the school ensuring that everything runs according to plans. Instructional supervision includes various roles and responsibilities that entail technical, professional and interpersonal aspects (Weller & Weller, 2002). For schools to be effective, they need to look for opportunities to increase the professional development and job performance of teachers for the betterment in managing the teaching and learning process, and this can be done through supervision (Arong & Ogbadu, 2010).

Leadership competence is the style of leadership adopted by school principals which can make or mar them from relating well with their staff and students. Managerial leadership of a school principal is important and necessary to manage education in schools effectively and efficiently to achieve quality education expected by all parties. The school principal is the actual organization manager who decides the strategies to follow in order to achieve educational goals. As a manager, the principal must have the ability to perform managerial functions concerning management activities such as planning, organizing, and controlling actuating (Tobin, 2014). Some empirical studies related to leadership competence and teachers' work performance were reviewed as shown below.

Communication competence refers to the ability of the school administrator to use diverse communication channels and media to pass information across to all concerned and ensuring to receive feedback where necessary (Arop et al., 2018). Communication is an important process inside schools and the most frequently used tool by organizational leaders. Leadership exists only through communication. Leaders are increasingly important as creators of culture, decision makers, and change agents. These roles require the use of communication to develop shared meanings, search and use information effectively, and create and communicate visions to enhance an organization's future and guide it through eras of change (Arlestig, 2008).

The position of the principal is crucial in the management of the secondary school setting. The principal is saddled with the responsibility of efficient utilization and coordination of human and material resources towards the attainment of the organizational goals. The success of the school in implementing the educational program and goal achievement depends largely on the principal administrative behavior is a known fact that education contributes immensely in the development of the human capital needed for the nation's productive sector.

Educational goal achievement is generally seen as excellence in all academic curricula and extra-curriculum activities as well as an academic discipline. Educational goal achievement is the extent to which the principal, teachers, students, and educational organization has achieved the predetermined educational goals (Peter et al., 2014). In addition, it describes the realization of effective cognitive, affective and psychomotor domains of students in an educational system. educational goal achievement in this study refers to the pedagogical quality and student self-efficacy.

Pedagogical quality involves making the content meaningful and accessible to each student and giving learners the confidence they need through appropriate teaching methods (Lawal & Oladosu, 2016). Self-efficacy is the belief in one's ability to organize and execute the courses of action required to cope with environmental demands and goal achievement (Smith & Guarino, 2005). Self-efficacy saw as belief in one's ability to do something to achieve a goal or result. Students' self-efficacy is a positive predictor of educational goal achievement (User & Pajares, 2008).

Statement of the Problem

Educational goal achievement is the extent to which the principal, teachers, students, and educational organization has achieved the predetermined educational goals. The administrative competence of principals is pivotal for the achievement of school goals. However, it has been observed that most secondary schools in Rivers State are found wanting in the overall administration and management of secondary schools. This is evident in teachers' lackadaisical and non-challant attitude to work, inability to cover scheme, students' poor performance, rowdiness of the school environment, outdated and dilapidated classrooms and school plants amongst other issues in public secondary schools in Rivers State. These challenges have in no doubt hampered on the seamless achievement of school goals. Principals have blamed teaches for their non-challance while teachers have blamed principals for their administrative incompetence. As long as this blame game continues, the primary task of leadership and administration of schools by principals will be futile while teachers will be distracted from their duties of teaching and preparing the students for higher education. Sequel to this development, this study seeks to investigate how principals' administrative competence can lead to goal attainment in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of the study is to investigate principals' administrative competence for goal attainment in public senior secondary schools in Rivers State. Specifically, the study sought to:

- Determine the extent supervision competence of principals enhances goal attainment in public senior secondary schools in Rivers State
- Determine the extent leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State
- Determine the extent effective communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State

Research Questions

The following research questions guided the study:

- To what extent does supervision competence of principals enhance goal attainment in public senior secondary schools in Rives State?
- To what extent does leadership competence of principals enhance goal attainment in public senior secondary schools in Rives State?
- To what extent does effective communication competence of principals enhance goal attainment in public senior secondary schools in Rives State?

Hypotheses

The following null hypotheses were formulated to guide the study and tested at .05 level of significance:

- There is no significant difference in the mean ratings of principals and teachers on the extent supervision competence of principals enhances goal attainment in public senior secondary schools in Rivers State.
- There is no significant difference in the mean ratings of principals and teachers on the extent leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State.
- There is no significant difference in the mean ratings of principals and teachers on the extent effective communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State.

REVIEW OF RELATED LITERATURE

Supervision Competence

Every school principal is faced with the challenge of managing and running a school efficiently and effectively for the one reason of goal attainment which is achievable through optimum utilization of resources (human and material). In a bid to attaining the school goals, the principal plays a supervisory role to ensure optimum performance. The act of playing a supervisory role is known as supervision. Mobolaji (2006) saw supervision as an assistance or hand of help given to a professional colleague, the teacher, in the process of teaching. He further stated that it is a professional, continuous and cooperative exercise that covers all aspects of the life of a school. The word supervision is often referred to as instructional supervision. This is to reflect the content in which the supervision is undertaken. Instructional supervision is an internal mechanism adopted by principals to improve on their teaching and learning activities for the purpose of achieving educational objectives (Adeolu, 2012).

Often times, teachers fail to do what they are expected of when not supervised. Some will decide to lazy around while others get involved in what will benefit them instead of being of benefit to the school and students. Instructional supervision provides a vehicle and structure which allows schools, departments, as well as individuals (teachers and students) within them, to respond effectively to curriculum and instruction in order to achieve the stated educational

objectives (Adetula, 2005). It is obvious that lack of supervision can lead to deviation from the lead down curriculum. The possibility of teachers going to their areas of interest is wide thereby allowing the learners so suffer afterwards. Supervision of instruction plays a major role by assisting teachers, guiding them stimulating them in their job performance. Good teachers do their work with little or no supervision but some sit up when they are informed that the principal is going round on supervision.

The principal has the sole responsibility to perform supervisory role and is also the chief accounting officer of the school. Pearson (2003) asserted that a principal is someone who is in charge of a school. Principal-ship is a well-established position for the chief executives in secondary schools who carries out leadership responsibilities by coordinating curricula, co-curricular activities in the school and is in charge of the general administration. He is also seen as the manager of the school and hence expected to be accountable and responsible for the day-to-day running of the school. Accountability is usually linked to the management of scarce resources (human and material) for the accomplishment of the stated goals in education. The Principal is the manager of these scarce resources, an administrator and the instructional leader that lead learners in a school. As such, he has a vast responsibility but the areas with the greatest impact must be given due attention which is student learning. This can be achieved through effective supervision, monitoring, evaluation and dissemination of current information on educational issues as well as modern techniques of teaching which will stimulate the spirit of scholarship and best practices in curriculum delivery. It is difficult for the principal to address all the responsibilities within a school hence must prioritize time and energy on high-impact instructional area while other duties can be delegated. A principal is a visionary who through self-encouragement, determination, persistence, hard work and team spirit attain organizational (school) goals. The principal ensures effective supervision by interacting academically and socially on regular basis with teachers and students within and outside the classrooms.

Olugboye (2004) added that the principal monitors to ensure proper implementation of the curriculum, desirable increase in teachers' capabilities, improve the conceptual knowledge and teaching skills; support them in their work to facilitate better performance in their pedagogical practices and students' learning outcomes. All these are geared towards the attainment of goal. Effectual supervision has a way of strengthening the capacities of both principal and teachers. It is important and needful for the improvement of the school performance.

Most students end their academic career after their secondary education for businesses, craftsmanship, white collar jobs or other engagements to seek for self-reliance in the absence of financially dependent parents or guardians (Federal Republic of Nigeria, 2014). When the goals of secondary education of "useful living within the school" is not attained, how will these set of young school leavers be useful, independent, self-reliant and be able to contribute to the economy of the nation. One of the reasons for unemployment in Nigeria is producing people whose skills are at variance with the needs of the world of work against the philosophy of the 6-3-3-4 system of education. In other to achieve the important objectives of secondary education, adequate human and physical resources must be provided. This will enable the students to learn to do by doing and to learn through the manipulation of real objects similar to what they will see after living school.

Duze (2012) stated that secondary school auditors are called principals who are strictly involved in instructional management, school plant management and financial management. For efficiency, the principal need to receive adequate training, support and compliance of the

teachers. They direct the day-to-day affairs of the schools to ensure the attainment of secondary education goals. This can be achieved when there is corresponding development of skills, attitude, knowledge and understanding of our young school leavers which will be helpful in their future roles.

Leadership Competence

Leadership is a communication process of influencing and directing people to commit to and achieve a shared goal voluntarily, in a given situation. A critical aspect of principal leadership is helping his staff to develop shared understandings about the school and its activities and goals that can undergird a sense of purpose or vision. Staff is often motivated by goals which they find personally compelling, as well as challenging but achievable. Having the knowledge of such goals through principals' sense of leadership helps staff to make sense of their work and enables them to find a sense of identity for themselves within their work context thereby contributing towards the school goal achievement (Cárdenas et al., 2003).

Principalship is a well-established position of the chief executive who provides leadership by coordinating curricula, co-curricular programmes and is responsible for the general administration of the secondary school. The principals being instructional leaders are at the vantage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery (Aykut et al., 2008). At the same time, leadership is in many ways a shared responsibility. It engenders a common sense of commitment and collegiality among the staff.

Effective school principals establish clearly defined goals for academic achievement, and they concentrated their available resources and their operations on attaining them, provide adequate time-table for teaching, routine check of lesson notes and subject dairies, observation of classroom instruction, continuously monitor students' progress to determine whether their instructional goals are being met, provide feed-back on student performance, motivation of teachers for improved performance, reinforcement of students for excellent performance, maintenance and appropriate usage of physical facilities, enforcement of discipline to ensure peaceful atmosphere, capacity building of teachers for effective service delivery and provision of instructional facilities and materials to enhance quality teaching-learning processes (Adeolu, 2012). Some of the principals' leadership practices that often help setting direction for teachers and students are identified by Leithwood (2014) to include the following:

- Identifying and articulating a vision
- Fostering the acceptance of group goals
- Creating high performance expectations
- Monitoring organizational performance
- Promoting effective communication throughout the organization for shared organizational purposes

Leadership is that process in which one person sets the purpose or direction for one or more other persons and gets them to move along together with him or her and with each other in that direction with competence and full commitment (Ololube, 2024). While clear and compelling directions contribute significantly to members' work-related motivations, they are not the only

conditions to do so. Nor do such directions contribute to the capacities members of staff often need in order to productively move in those directions. Such capacities and motivations are influenced by the direct experiences members of staff have with those in leadership roles, as well as the school context within which teachers work. More-specific sets of leadership practices significantly and positively influencing these direct experiences include, for example: offering intellectual stimulation to teachers, providing individualized support to teachers and providing appropriate models of best practice and beliefs considered fundamental to the school system (Silva, 2016). The principals' leadership concept implies a focus on school and classroom practices. However, specific leadership practices require establishing and maintaining focus on a particular direction for goal attainment (Daft, 2008).

The main underlying assumption is that instruction will improve if school leaders provide detailed feedback to teachers, including suggestions for change. It follows that leaders must have the time, the knowledge, and the consultative skills needed to provide teachers in all the relevant grade levels and subject areas with valid, useful advice about their instructional practices. Principals by virtue of their leadership practices, tend to develop and support teachers, create constructive working conditions, allocate the resources in an efficient manner, formulate appropriate organizational policies and systems and get involved in other kinds of in depth and meaningful work, outside the classroom setting. The meaningful work that educational leaders are involved in outside of the classroom and educational institution, has emphasis upon the activities and tasks that are implemented within the institution. The educational leaders need new directions to guide their practice and carry out their work effectually (Coutla & Hallinger, 2009).

Part of principals' leadership responsibilities is to provide enabling atmosphere for staff participation in various workshops and conferences on different aspect of subject areas. Most work in schools is, of course, accomplished through the efforts of people. Effective educational leaders influence the development of human resources in their schools by:

- Offering intellectual stimulation
- Providing individualized support
- Providing an appropriate model to promote school value and goal achievement (Leithwood, 2014)

Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members. The contribution of schools to student learning most certainly depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. But organizational conditions sometimes blunt or wear down educators' good intentions and actually prevent the use of effective practices. In some contexts, for example, high-stakes testing has encouraged a drill-and-practice form of instruction among teachers who are perfectly capable of developing deep understanding on the part of their students. And extrinsic financial incentives for achieving school performance targets, under some conditions, can erode teachers' intrinsic commitments to the welfare of their students. Successful educational leaders develop their schools as effective organizations that support and sustain the performance of administrators and teachers, as well as students. Specific practices typically associated with this set of basics include strengthening school cultures, modifying organizational structures and building collaborative processes. Such practices assume that the purpose behind the redesign of organizational cultures and structures is to facilitate the work of organizational members and that the malleability of

structures should match the changing nature of the school's improvement agenda. School leaders (principals) are expected to attend to aspects of the school as an organization and a community, with consideration of internal processes and external relationships. Principals can work to achieve:

- Strengthening school culture
- Modifying organizational structure
- Building collaborative processes
- Managing the environment (Leithwood, 2014)

Effective Communication Competence

The effectiveness of a school is determined by the achievement of school goals. In today's competitive world, parents are more selective in the choice of schools for their children because they desire a school where their wards will be exposed to effective teaching and learning. Hence, it then becomes imperative that a school develops a positive image of itself if it is to be relevant in the scheme of things. A school's positive image is influenced by the effectiveness of its teaching-learning environment. An effective school reflects, cares and shows concern for students' academic and moral progress. It promotes the progress of its students in a broad range of intellectual social and emotional outcomes. Essentially, schools that are effective and have the capacity to improve are usually led by principals who make significant and non-measurable contributions to the effectiveness of their staff members (Adeyemi, 2009). School principals play critical and varied roles in the day to day operations of schools; being leaders, they monitor and support teachers through periodic communication on the ideas teachers can use to ensure students' academic progress. They also ensure discipline, and as administrative leaders, plan budgets, manage school facilities and develop productive communication relationships with the broader community (Atanda & Lameed, 2006).

As the administrative head of schools, according to Abiodun-Oyebanji (2004), principals are to co-ordinate human and material resources toward the attainment of some pre-determined goals and objectives of their schools. They are expected to work with both the teaching and non-teaching members of their schools to harness material resources for the accomplishment of their school goals. They are equally to mobilise the efforts of their staff members towards the achievement of common goals (school goals). These roles are the administrative tasks of principals, which if not properly carried out may endanger the effective functioning of the entire school system. It is therefore imperative that principals keep abreast of all these tasks and regularly map out strategies to accomplish them otherwise school objectives may be jeopardized.

One of these strategies is the principals' communication pattern. Principals' communication pattern can fast track the achievement of school goals if well handled by the principal, or hamper school effectiveness if it is poorly managed. In Nigeria, much effort has been geared towards improving the educational system. In line with international trends, one of the primary thrusts of these efforts has been on improving the management of communication in schools (Elmore, 2005). Strategic planning, education reform and school improvement have been the common strategies utilized in schools across the country. The emphasis is on the implementation of transformational management, the shift from quantity to quality, and the achievement of system-wide transformation as desirable goals. While these efforts achieved some of the desired results, for instance schools having vision and mission statements, increased

enrolment and retention and increased community participation, there has been an accusation that the Nigerian school system is not living up to expectations in terms of principals' communication pattern.

It has been observed that many school principals do not carry their subordinates along in the day-to-day running of their schools. Many teachers often complain that they are aliens to many of the activities in their schools, due to the failure of their principals to intimate them of the everyday affairs of the school, of which they are major stakeholders. It is a known fact that information dissemination (whether verbal or electronical), is key to the management of any human or social organisation such as the school system, especially during this era of digitization, hence this aspect of the school system cannot be handled with levity.

Nwankwo et al. (2014) lends credence to this, that information dissemination is fundamental to school management. According to him, people (teachers inclusive) need information to effectively do their jobs or take action. Each person or group, whether teaching or non-teaching staff therefore needs information in order to co-ordinate activities with others. For instance, teachers need information on the goals of the school and the best possible ways to achieve them; this must also be communicated to them from time to time by the school principal. On the other hand, the school principal equally needs information about almost everything in the school system- the resources (both human and non-human), the policies and strategies which must be accurately and promptly transmitted to the members of the school community (teachers, students, parents, etc.) as the case may be.

According to Osuji and Ndu (2002), principals' poor communication skills might be one of the reasons why many teachers believed that they were not part of the school system because of the communication pattern of their principals which, many a time, excludes them from the day-to-day running of the school. This often leads to teachers' poor job performance and ultimately ineffectiveness of the entire school system. It then seems that principals need new strategies that could enhance their effectiveness, among which is the adoption of effective communication patterns. Buttressing further the importance of communication in the school system, Carr (2005) suggested that in-service training in the art of effective communication could be of great help to school administrators in performing their primary duties as instructional leaders and organisation developers for continuous school improvement. According to Mitgang (2012), effective principals are to establish trust and create structures that promote principal-teacher communication (interactions) and maintain a high level of moral values.

Also, Mills (2008) found a significant positive correlation between principal's communication pattern and school goal attainment. Rowland (2008) likewise revealed that principal's daily communication behavior plays a vital role in the environment of the school. Research findings from diverse countries and different school contexts have revealed the powerful impact of the principal's communication processes to school effectiveness and improvement. Moreover, Olaleye (2013) found that principals get involved in academic activities of their schools, by observing and checking teachers and communicating adequately with them. Communication can, therefore, be described as the process of sending and receiving messages. It involves a transfer of thought through the exchange of verbal and non-verbal symbols leading to the recreation of meaning. It is the process by which one individual stimulates meaning in the mind of another.

Nwankwo et al. (2014) described communication as the processes of access and transfer of information. All in all, effective communication must be a two way system where messages are not only transferred, but also received and understood by the receivers. The issue of

communication becomes prominent as it determines the nature and mode of interaction to facilitate the form and functions of a school system. The total process of a school system involves communication of some sort, formal or informal. There must be some forms of interaction with things or people to bring about some reasoning that make for some adjustments in behaviour, and the end product of this interaction should ordinarily lead to the effectiveness of the school system.

To Ololube (2024), communication is very imperative in the school system; especially at the secondary school level. Principal-teachers communication may affect school effectiveness if not well handled. Regular principal-teachers communication could enhance smooth running of a school and create a sense of belonging to teachers and non-teaching staff in the school context. Through the pattern of communication, principal and teachers may partner to increase monitoring of student learning behaviours, and create a unified source of extrinsic motivation for students which may lead to higher achievement in school subject and in turn amount to school effectiveness. But as important as principals' communication is to the school system, one observes that many schools principals communication pattern is nothing to write home about because of the type adopted by some of them which fails to integrate the stakeholders (teachers, students, parents and community) in the activities of the school.

Principals' communication pattern can therefore be described as the way and manner principals pass information to their subordinates and this is quite germane to the effective functioning of the school system. This pattern may be upward, downward, horizontal and face-to-face communication patterns among others. It all depends on what information a principal wants to disseminate. Upward communication entails the transfer of information from the subordinates to the superior (Ololube, 2017).

METHODOLOGY

Research Design

The study adopted a descriptive design. Our choice for descriptive design was because information is elicited from the members of the population based on the variables under investigation without any form of manipulation in the original. It involves the collection of data to objectively and accurately examine existing phenomenon.

Population, Sample and Sampling Technique

The population of the study comprised the entire 7,179 senior secondary school principals and teachers in 286 public senior secondary schools in Rivers State. The sample of this study will comprise 718 respondents comprising 29 principals and 689 teachers which represents 10% of the total population. The sample will be derived using stratified random sampling technique.

Instrument for Data Collection

The instrument for this study is the researcher's self-constructed questionnaire, titled: "Principals' Competence for Goal Attainment in Public Senior Secondary Schools Questionnaire (PCGAPSSCQ)". This instrument is divided into sections A and B. Section A consists of information on personal data such as status, gender and location whereas section B did consists

of question items on Development Programme. The modified likert 4-point scale was used for the instruments. The responses of the respondents was based on the following; Very High Extent (VHE) = 4 Points, High Extent (HE) =3, Points, Low Extent (LE) =2 points, Very Low Extent (VLE) = 1 point.

Validation of the Instrument

To prove that the instrument measures what it is meant to measure, the instrument will be validated by three experts in the Department of Educational Management, Ignatus Ajuru University of Education, Nigeria. Their views and corrections will be used for the final draft of the instrument before administration. Also, the researcher will carry out a face validity of the instrument by cross-checking the spelling as well as cross-matching the questionnaire items in the questions with the research question to ensure that the information cover all the research question.

Reliability of the Study

The reliability of the instrument will be established using test retest method. In this regard, twenty copies of the instrument will be administered to 20 respondents, who are not included in the sample. The instrument will be re-administered to the respondents, after the interval of two weeks and the two sets of scores will be correlated to ascertain the reliability index.

Method of Data Collection

The researchers employed the services of three (3) research assistants trained for this purpose, who will help in the distribution and retrieval of the instrument. The researcher will collect and collect all the data through the questionnaire instrument. The instrument was collected on the agreed date.

Method of Data Analysis

Mean and standard deviation statistics was used to answer the three research questions while the null hypotheses were tested using t-test. The data was analysed using Statistical Package for Social Sciences (SPSS) version 27. Since a modified 4-point Likert scale was used in data collection, a criterion mean of 2.50 was calculated and used to agree or disagree to a high or low extent with the research question items.

RESULTS AND DISCUSSION

Research Question 1: Determine the extent supervision competence of principals enhances goal attainment in public senior secondary schools in Rivers State?

Table 1: Mean Ratings of Respondents supervision competence of principals enhances goal attainment in public senior secondary schools in Rivers State

S/N	Items	Principals N=29		Teachers N=689		Mean set	Remark
		Mean	SD	Mean	SD		
1.	Supervision is an assistance or hand of help given to a professional colleague, the teacher, in the process of teaching	2.52	.73	2.67	1.12	2.72	High extent
2.	Instructional supervision is an internal mechanism adopted by principals to improve on their teaching and learning activities for the purpose of achieving educational objectives	2.57	.32	2.83	1.09	2.66	High extent
3.	Instructional supervision provides a vehicle and structure which allows schools, departments, as well as individuals (teachers and students) within them, to respond effectively to curriculum and instruction in order to achieve the stated educational objectives	2.61	.52	2.73	1.10	2.58	High extent
4.	Supervision of instruction plays a major role by assisting teachers, guiding them stimulating them in their job performance	2.53	.32	2.98	1.13	2.75	High extent
Grand mean						2.77	High extent

The table 1 shows the mean and standard deviation of supervision competence of principals enhances goal attainment in public senior secondary schools in Rivers State. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicates that majority of the respondents agreed to all the items presented. Having a grand mean set of 2.77, the respondents agreed that, supervision competence of principals enhances goal attainment in public senior secondary schools in Rivers State.

Research Question 3: Determine the extent leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State?

Table 2: Mean Ratings of Respondents on leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State

S/N	Items	Principals N=29		Teachers N=689		Mean set	Remark
		Mean	SD	Mean	SD		
5.	Leadership is a communication process that influences and directs people to commit to and achieve a shared goal voluntarily, in a given situation	2.66	.54	2.73	.23	2.72	High extent
6.	Leadership helps his staff to develop shared understandings about the school and its activities and goals that can undergird a sense of purpose or vision.	2.77	.53	2.56	.43	2.66	High extent
7.	Leadership helps staff to make sense of their work and enables them to find a sense of identity for themselves within their work context thereby contributing	2.51	.68	2.66	.63	2.58	High extent

8.	towards the school goal achievement. Leadership is a shared responsibility and engenders a common sense of commitment and collegiality among the staff	2.56	.73	2.95	.24	2.75	High extent
Grand mean						2.67	High extent

The table 2 shows the mean and standard deviation of principals and teachers' respondent in response to leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicates that majority of the respondents agreed to all the items presented. Having a grand mean set of 2.67, the respondents agreed that, leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State.

Research Question 3: Determine the extent communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State?

Table 3: Mean Ratings of Respondents on communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State

S/N	Items	Principals N=29		Teachers N=689		Mean set	Remark
		Mean	SD	Mean	SD		
9.	Communication on the ideas teachers can use to ensure students' academic progress	2.65	.43	2.67	.53	2.66	High extent
10.	Principals' communication pattern can fast track the achievement of school goals if well handled by the principal, or hamper school effectiveness if it is poorly managed.	2.85	.65	2.98	.23	2.69	High extent
11.	Regular principal-teachers communication could enhance smooth running of a school and create a sense of belonging to teachers and non-teaching staff in the school context	2.59	.34	2.66	.32	2.57	High extent
12.	Through the pattern of communication, principal and teachers may partner to increase monitoring of student learning behaviours	2.52	.75	2.92	.87	2.87	High extent
Grand mean						2.69	High extent

The table 3 shows the mean and standard deviation of principals and teachers' respondent in response to communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicates that majority of the respondents agreed to all the items presented. Having a grand mean set of 2.69, the respondents agreed that, communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State.

Test of Hypotheses

H01: There is no significant difference in the mean ratings of principals and teachers on the extent supervision competence of principals enhances goal attainment in public senior secondary schools in Rivers State.

Table 4: Summary of t-test on the mean responses of principals and teachers on the extent supervision competence of principals enhances goal attainment in public senior secondary schools in Rivers State.

Description	N	Mean	Std.	df	t-test	Sig.	Remark
Principals	29	2.88	.54	716	.076	.058	Retained
Teachers	689	2.59	.21				

The results from the table 4 for hypothesis one shows that the mean score of principals on the extent supervision competence of principals enhances goal attainment in public senior secondary schools in Rivers State was 2.88 (SD=.54) while the mean rating and standard deviation of teachers on the extent supervision competence of principals enhances goal attainment in public senior secondary schools in Rivers State was 2.59 and .21, and t-cal (.076), p-value of .058 > .05. Hence the null hypothesis one that states that there is no significant difference in the mean ratings of principals and teachers on the extent supervision competence of principals enhances goal attainment in public senior secondary schools in Rivers State was accepted or retained at .05 level of significance with 716 degree of freedom.

H02: There is no significant difference in the mean ratings of principals and teachers on the extent leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State.

Table 5: Summary of t-test on the mean responses of principals and teachers on the extent leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State

Description	N	Mean	Std.	df	t-test	Sig.	Remark
Principals	29	2.52	.22	716	.091	.085	Retained
Teachers	689	2.99	.35				

The results from the table 5 for hypothesis two shows that the mean scores of principals on the extent leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State are 2.52 (SD=.22) while the mean rating and standard deviation of teachers on the extent leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State are 2.99 and .35, and t-cal (.091), p-value of .085 > .05. Hence the null hypothesis two that states that there is no significant difference between the mean ratings of principals and teachers on the extent leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State is accepted at .05 level of significance with 716 degree of freedom.

H03: There is no significant difference between the mean ratings of principals and teachers on the extent communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State.

Table 6: Summary of t-test on the mean responses of principals and teachers on the extent communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State

Description	N	Mean	Std.	Df	t-test	Sig.	Remark
Principals	29	2.77	.15	716	.061	0.098	Retained
Teachers	689	2.51	.57				

The results from the table 6 for hypothesis three shows that the mean scores of principals on the extent communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State are 2.77(SD=.15) while the mean rating and standard deviation of teachers on the extent communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State are 2.51 and .57, and t-cal (.061), p-value of .098 > .05. Hence the null hypothesis three states that there is no significant difference between the mean ratings on the extent communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State is accepted at .05 level of significance with 716 degree of freedom.

DISCUSSION OF FINDINGS

Supervision Competence and Goal Attainment in Public Senior Secondary Schools in Rivers State

Hypothesis one of the study states that there is no significant difference in the mean ratings of principals and teachers on the extent supervision competence of principals enhances goal attainment in public senior secondary schools in Rivers State. The null hypothesis was accepted because principals and teachers on the extent supervision competence of principals enhance goal attainment in public senior secondary schools in Rivers State.

Mobolaji (2006) saw supervision as an assistance or hand of help given to a professional colleague, the teacher, in the process of teaching. He further stated that it is a professional, continuous and cooperative exercise that covers all aspects of the life of a school. Adetula (2005) explained that instructional supervision provides a vehicle and structure which allows schools, departments, as well as individuals (teachers and students) within them, to respond effectively to curriculum and instruction in order to achieve the stated educational objectives

Leadership Competence and Goal Attainment in Public Senior Secondary Schools in Rivers State

Hypothesis two of the study states that there is no significant difference in the mean ratings of principals and teachers on the extent leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State. The null hypothesis was accepted

because principals and teachers on the extent leadership competence of principals enhances goal attainment in public senior secondary schools in Rivers State.

Daft (2008) described however, specific leadership practices require establishing and maintaining focus on a particular direction for goal attainment. Cárdenas et al. (2003) opined that having the knowledge of such goals through principals' sense of leadership helps staff to make sense of their work and enables them to find a sense of identity for themselves within their work context thereby contributing towards the school goal achievement.

Communication Competence and Goal Attainment in Public Senior Secondary Schools in Rivers State

Hypothesis three of the study states that there is no significant difference in the mean ratings of principals and teachers on the extent communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State. The null hypothesis was accepted because principals and teachers on the extent communication competence of principals enhances goal attainment in public senior secondary schools in Rivers State.

Carr (2005) suggested that in-service training in the art of effective communication could be of great help to school administrators in performing their primary duties as instructional leaders and organisation developers for continuous school improvement. Mitgang (2012) described that effective principals are to establish trust and create structures that promote principal-teacher communication (interactions) and maintain a high level of moral values.

CONCLUSION

The study concluded that principals' administrative competence enhance goal attainment in public senior secondary schools in Rivers State. Hence, the study has affirmed that application of various principals' administrative competence such as supervision, leadership, communication, professional and management of school plant for goal attainment in public senior secondary schools in Rivers State.

School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organisation such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. All these tasks can be reduced to the following: planning, organising, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. Therefore, it is safe to say that principals who apply these administrative competencies are capable of enhancing goal attainment in public senior secondary schools in Rivers State.

Recommendations

The following recommendations were made in line with the findings of the study:

- Principals should conduct frequent and consistent classroom observations to gain a first-hand understanding of teaching methods and student engagement.
- Principals should strengthen decision-making skills as a leadership practice by considering input from various stakeholders and weighing the potential impact of choices.
- Principals should establish clear communication channels and protocols to ensure that information reaches all stakeholders efficiently.

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