

Another participant responded that:

“As the HOD Art and social science education, in my school, we hold meetings regularly especially at the beginning of the term, I hold meetings with members of staff in my department. Thus, departments are given free hands to hold meetings with their members of staff to plan the academic activities more especially at the beginning of the term. We do give suggestions, recommendations, requests, and resolutions of the minutes of meetings to the school authority for further action (HOD2)”.

However, one of the participants lamented that:

“Sometimes, some number of heads tend to abuse office by allocating classes to teachers anyhow without due consideration to professionalism, experience, and expertise, this is either because of the personal relationship or inclination they have with those teachers. Everything has been politicized, in some cases, some staff is not willing to receive directives from their heads due to lack of order of seniority in the appointment in some schools. Similarly, some HODs are usually denied the freedom to run his or her department due to personal reasons likely from the top management positions. These problems, I say it from the experience as a principal, if we need to achieve the effective flow of communication for the effectiveness of school academic programs, we must avoid politics and personal whims (SSPI)”.

Another participant pronounces that:

“Initially, the schools take part in academic planning, such as academic calendars, every school sends its plan through their principals. After due scrutiny by the ministry, we do take a sample of some schools making considerations of national holidays, and come-up with propose academic calendar for schools, which is likely to be adjusted. This is also what the former state commissioner for education allowed every school to do, they should state their calendar, stating the mission, goals, and objectives they want to achieve. This is what made the schools feel being carried along in academic planning and communication. It is very unfortunate that it is a minus now because; it is no longer happening (SSEBO3)”.

In another response, one participant stressed that:

“The state’s ministry of education determines and dictates the academic calendar, when exams should begin, and weeks of lessons. The issues of who teaches “what” is determined by the administration and not the school calendar. Principals should give their staff the freedom to exercise their duties effectively. The reality is that appointments are given to people who do not worth it, I am sorry to say that, considerations to merit on the basis of the appointment are now limited, and many vice-principals are put there by their godfathers. Possibly, that is the reason for the certain changes in school academic excellence (SSEBO1, and SSEBO3)”.

From the above responses of the participants, the evidence of the data shows that the flow of communication in schools depends on general school meetings, departmental staff meetings after recommencing new term, before examinations period, and likely urgent issues with a view to achieving academic excellence.

Participants stressed that the process of appointing heads of school is systematically flawed consideration the politicisation of the process whereby appointments are based on nepotism rather than qualification, level of experience and expertise. The researcher observed that this is one of the major challenges hindering progress and improvement of the education system in the state. Data further reveals that currently, schools are no longer part of the academic planning and designing of academic calendars, etc. these responsibilities have been assigned to the discretion of the ministry of education. Empirical evidence observed by the researcher suggests that this may have attributed to poor communication between school heads and the government in terms of academic management efficiency and planning.

Furthermore, the study observed that the state ministry of education determines and dictates the job functions of the principals. The data shows that the principal receives directives from the ministry to resume or vacate their position in the school. The data further explains that there is no due process and considerations in the appointments of school ranks by the school management and ministry of education.

According to the participants, the presence of such political interferences in running the affairs of the education system in the state is likely to have adverse effects in the effort to develop the education system.

Regarding, credibility and trust, responses of the participants indicate that credibility and trust have helped school effectiveness, leadership styles, an increase in an administrator-staff relationship for school effectiveness. In this regard, one of the participants reveals that:

“Credibility and trust are some of the best sources that could help school effectiveness. Leaders need to be credible in terms of being trustworthy personality, bold in executing the affairs of schools, honesty, transparent, and be accommodating to staff, students, visitors, and supervisors (SSP1)”.

Similarly, one of the participants explains that:

“Credibility and trust are some of the factors that assist your leadership style and school effectiveness. It brings cooperation and respect between the leader and the whole school. A principal needs to be charismatic, and should leave a legacy for those who are coming behind (SSEBO2)”.

In addition to that, one of the participants believes that:

“Credibility and trust improve the administrator-staff relationship and school effectiveness. This is because; once a leader is credible, anything he wants his subordinate to do, due to respect it will be done well. When a school is run without problem or hitches that means the school leader is trustworthy and credible (SSEBO3)”.

Galdames and Gonzalez (2016) support that communicating the achievement or developmental needs of secondary schools through PTA communication channels is an important role principal should regularly perform if they must sustain the relationship between the school and the host community. On the other hand, De Jong, Grundmeyer and Yankey (2017) added that the host community must be carried along consistently in the schools' development process, and should be recognised as a critical link in advancing school reform, effectiveness, and efforts.

The above outcomes are reflected in the views of Asan (2015) that, principals' effort to ensure the effectiveness of the school goes beyond the school environment and involves the promotion of collaboration with the host community. Also, building school capacity deals with maximizing teacher's professionalism, students' outcome and building confidence in people, improving school leadership and quality teaching under a conducive learning environment through which school actualise its objectives. Thus, principals' capacity building for school effectiveness necessitates paying careful attention to the relationship with the community, and collaborative processes in schools to foster school effectiveness.

Relating to the flow of communication, the participants expose various ways in which they communicate in school academics planning towards achieving school effectiveness and community goals. From the responses of participants, the evidence from data analysis shows that the flow of communication in schools depends on the level of general school meetings, departmental staff meetings after recommencing new term, before examinations period, and likely urgent issues to achieve the academic excellence. The data further demonstrate that there is a fault in the appointment of heads in schools due to lack of consideration to working experience, and expertise, and the emergence of politics in schools affects the effective flow of communication for the effectiveness of school academic programs.

Financial Management

With reference to financial management, responses that emerged from the participants show that school management sometimes receives financial aids or grants offered from the government, private agencies, PTA levies, and support from old boys/girls associations for school effectiveness and leadership capacity building. In this respect, the sources of financial aid and support usually received by the school administration include aids from old boys' association, State Ministry of Education, PTA levies, and some occasional donations from the private companies/agencies. One of the participants highlights that:

“We usually received financial support from the old boys’ association. We also received imprest from the State Ministry of Education, however, the amount is very meagre. The PTA levies are also there; we do generate and depend on these PTA to run the activities of the school. Sometimes, we do receive certain financial aids from the agencies or politicians to solve the problems on the ground (SSP1)”.

Similarly, some of the participants argued that there is no motivation in terms of financial aids and supports from the government for school effectiveness. In this respect, one of the participants expresses that:

“Actually, if we look at the situation at hand in schools, I can categorically say that there is no motivation at hand. In fact, motivation does not exist, but I have to acknowledge that, P.T.A plays a pivotal role in solving the pressing issues; it actually helps to fund the school system, but not everything (SSP2)”.

However, one of the participants acknowledged that they do receive some stipend from the government annually. The participant reports that:

“The imp rest comes once or twice in a year and the amount is just ten thousand Naira, ₦10.000 (approximately 28 dollars); such financial aids or grants offered by the government for schools are very minimal, it does not come as frequent as it should. The money is not enough to even buy chalk let alone solve other problems. You have to also account for any money given to you as the leader, the auditors are coming for audits (SSP3)”.

Data from responses of participants reveals financial institutions and other private companies around the school community used financial and infrastructural support such as cash, building classrooms, libraries, and laboratories. This shows the extent of banks' commitment to schools as community engagement. In the same way, the result from the responses of the participants charge the school management and staff alike to shoulder the responsibility of school maintenance such as (initiation, implementation, and institutionalization) as maintenance of the structures, facilities, and several others, including those received from the internal and external donors such as (non-governmental organizations', private companies, politicians, and old boys/girls associations.

This outcome from the responses of the participants concurred with the view of Radzi, Ghani and Siraj (2015) express that, financial support is the bedrock and a key aspect of management of school affairs. Financial management involves planning, budgeting, allocation of funds for the project. Thus, school administrators must strive to receive training in financial management. Another importance of effective financial management is that there will be physical evidence of judicious use of financial resources, such evidence engages the robust relationships between school administrators and the host community thus, engaging more financial contributions from stakeholders (Mogire, 2013).

This approach towards garnering financial support similarly coincided with the views of Mogire (2013) that, school's financial support is connected with the attainment of effectiveness in the management of schools. There is a mutual connection between the school management and financial contribution to the development of the school, (Mogire, 2013). Ehiane (2014) also explains that principals are required to supervise financial and physical resources of their schools in terms of purchasing, requisitioning, supplies, accounting for school monies, and maintaining the school inventories and facilities. However, Radzi *et al.* (2015) observe that the fundamental factor in managing the school finances is not how money goes into the system, but how well the available funds are effectively utilised.

The result from the above responses of the participants reveals that the sources of financial aids or grants are from the government, private agencies, PTA levies, and support from old boys/girls associations for school effectiveness. The outcome further indicates that there is no motivation in terms of finance from the government coffers for school effectiveness. Although schools do receive some meagre amount of money from the government annually, the money is not enough to even buy chalk let alone solve other problems. This means that the state government is doing less to support the effective running of schools in Niger state.

Thus, PTA has remained an important source of generating resources Ajayi, Ekundayo and Osalusi (2010) for the development of secondary schools in Niger state. Beazley *et al.* (2004) associated PTA funds with Epstein's model of six types for parental and community involvement that provide a framework for parental involvement in the activities of schools. He pointed out, the model can be used to increase and improve parental involvement in the area of positive influence on the students, from parental involvement in homework to involvement in the school policy decision-making process. Similarly, Akdemir and Ayik (2017) opine that parental involvement in school activities is determined by the level of relationship that exists between school principals and parents and also determines the level of parental participation in school activities. A high level of relationship between school principals and parents has a positive impact on students' learning and performance outcomes.

Limitations

As highlighted above, this study investigates principals' capacity building and effectiveness of secondary schools in Niger State. The focus of the research is limited to school effectiveness, poor principal leadership, lack of community engagement, lack of financial management skills, poor communication flow, distributed leadership, trained leadership, laissez-faire, level of secondary school effectiveness activities, credibility and trust. However, the existing studies are not without theoretical, methodological, and conceptual limitations. These limitations opened a gap for subsequent researchers to fill.

Conclusions

In conclusion, this research explored principals' capacity building in secondary schools in Niger State, Nigeria. This study has bid to ascertain the concerns of a secondary school principals' (SSPs), Secondary School Education Board Officials (SSEBOs), and Heads of Department

(HODs) to design a leadership development program catering for their professional growths. This qualitative study, it demonstrates that certain local and contextual situations apply substantial effects on the work of these Secondary School Principals' (SSPs), Secondary School Education Board (SSEBOs), and Heads of Department (HODs). Relevant structures of their professional development famous through in-depth interviews compared with findings and recommendations from the stakeholders' opinions could provide the investigators as well as the program provider with more constructive ideas that were merged into the design of the principals' capacity building and school effectiveness.

However, in a qualitative sense, the findings from the responses of participants reveal that there is community engagement support through PTA, agricultural assistance, some engagement by parents, host community, and School-based Management Committee towards the effective education system. Similarly, on the flow of communication, the data shows that there is actually the flow of communication such as holding meetings with the staff mostly three times per term. On credibility and trust, the qualitative result indicated that credibility and trust have a significant influence on school effectiveness, leadership styles, and increases the administrator-staff relationship for school effectiveness. On financial management, data shows that the sources of financial aids or grants are government, private agencies, PTA levies, and support from old boys/girls associations for school effectiveness, in which they emphasized that there is no motivation in terms of finance from the government confers for school effectiveness.

Although schools do receive some meagre amount of money from the government annually, the money is not enough to even buy chalks *let alone* solve other problems. This means that the state government is doing less to support the effective management of secondary schools in Niger state.

Finally, the investigators also need to conduct further investigation of the same cohort of principals' capacity building and school effectiveness in Niger, Nigeria to determine how they are transformed as a result of the leadership capacity building.

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Appendix 1. Interview Protocols

Variables	Focus group	Observation
Community Engagement	<p>a) In your own opinion can you explain how community engagement impacts on school effectiveness regarding secondary schools in Niger State with respect to:</p> <ul style="list-style-type: none"> • PTA • Host community • Development agencies/partners • Community-Based Organisations (CBOs) • Philanthropists <p>b) Why do you think that community engagement is necessary or important to have an effective secondary school?</p>	To express clearly the purpose of community engagement

	<p>c) What are your efforts towards community engagement for effective secondary schools in your community?</p> <p>d) In your own view describe your community engagement activities towards effective teaching and learning and effective secondary schools in the community.</p>	
Flow of communication	<p>a) Based on your experience how do you communicate with the various units involved in school and academic planning of the school towards achieving school and community goals?</p> <p>b) How do you engage in communication with the various units in the school for the overall development of the school?</p> <p>c) Out of the different methods of communication you have used, which one did you find more effective for the professional growth of both staff and school development?</p> <p>d) What role would you say communication plays in school effectiveness?</p>	Convey opinions succinctly and appropriately when communicating
Credibility and Trust	<p>a) How would you say your credibility and trust have helped school effectiveness?</p> <p>b) In your opinion explain those credibility and trust factors that assist your leadership style and school effectiveness.</p> <p>c) How would you say your credibility and trust factors have increased administrator – staff relationship and school effectiveness?</p> <p>d) What role would you say credibility and trust play in school effectiveness?</p>	To understand how credibility and trust influence their leadership
Financial Management	<p>a) Could you explain the type of financial aid and staff/administrative support that you have received so far and source(s) of such aids and support?</p> <p>b) How effective would you say such financial aids and supports have helped to motivate school effectiveness and in building leadership capacity at the secondary school level?</p> <p>c) In terms of aids or grants; can you explain how much</p>	To have an understanding of effective school financial management

	<p>government assistance or support you have gotten and how you think these aids or grants and other financial assistance have helped in school effectiveness and in building the leadership capacity in the secondary schools?</p> <p>d) Based on your experience how constant are such financial aids or grants offered by the government?</p> <p>e) How does such financial aids or grants offered by government impacts on school effectiveness and leadership capacity building?</p> <p>f) How do those in leadership position normally account for the funding or financial aids or grants that are offered the school to promote additional funding, school effectiveness in building leadership capacity?</p>	
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