PRINCIPALS' MANAGEMENT STRATEGIES FOR ACHIEVING EDUCATIONAL OBJECTIVES IN SECONDARY SCHOOLS IN DELTA STATE, NIGERIA

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Abstract
This study examined principals' management strategies for achieving educational objectives in secondary schools in Delta State. Three research questions were raised to guide the study. The study adopted the descriptive survey research design. Population for the study entailed 7,533 teachers in 312 public secondary schools from 13 LGAs out of the 25 LGAs in Delta State. The sample size for the study comprised 377 teachers from 156 public secondary schools from 13 LGAs selected using the purposive sampling technique. The sample represented 5% (percent) of the teachers and 50% (percent) of secondary schools selected from 13 LGAs in Delta State. A 26-item questionnaire personally developed by the researcher and titled "Principals Management Strategies Questionnaire - (PMSQ)" served as instrument for data collection. The questionnaire was validated by three experts from the Faculty of Education, Delta State University, Abraka. A pilot-test was conducted through a single administration of the validated questionnaire on a sample of 20 teachers selected from 5 public secondary schools in Edo State in order to ascertain the reliability of the research instrument. After the pilot-test, data were collated and the score obtained were measured using Cronbach Alpha statistics which gave an overall internal consistency r-value of 0.73, showing that the questionnaire was reliable to collect the necessary data for the study. Data collated were analyzed using only mean scores for answering all the research questions. Findings of the study indicated among others that: the public secondary school principals did not efficiently and effectively employ all the management strategies investigated as regards to their instructional leadership strategies, decision making strategies and school facilities management strategies, in order to successfully achieve educational objectives in secondary schools in Delta State. From the findings of study, some recommendations were made and among such included that: the secondary school principals should employ effective instructional leadership strategies for achieving educational objectives in secondary schools in Delta State. This can be actualized when the Post Primary Education Board (PPEB) organize retraining programmes that will expose them to effective instructional strategies which will enable them constantly supervise teachers' classroom instructional delivery coupled with students' learning progress and assessment in the school; monitor teachers' use of adequate

instructional materials to improve students' learning and encourage or create opportunities for all staff to actively participate in professional training and development programmes that will improve their competences for effective achievement of instructional objectives in the classroom, among others for achievement of educational objectives.

Key words: Principals, Management Strategies, Educational Objectives, Secondary Education

Introduction

Principals are the chief custodian of all academic and extracurricular activities in the secondary schools. They are the administrative heads who are at the peak or herm of affairs in the school. According to Odumodu (2011), principals occupy a central position in management of secondary education in Nigeria as far as education of the child is concerned. Principals by virtue of their positions are the managers and their quality of managerial functions determine to a large extent their success or failure. Principals should provide teachers including other personnel in the school with the needed management supports to effectively function on their jobs. Again, the principals in the secondary schools control the day to day activities of the school for achievement of educational objectives. Secondary education which provides continuing education and training for students of primary school leavers has been set up with certain objectives. The Federal Republic of Nigeria (FRN, 2013:17) indicated the educational objectives of secondary education to include providing holders of basic certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; and develop and promote Nigerian languages, art and culture in the context of world's cultural heritage. Attainment or achievement of all these educational objectives lies with the principal who is the chief of administration and general overseer of all activities in the secondary schools.

The principals' in essence must carry out specific administrative functions or responsibilities which includes staff-personnel functions, students-personnel functions, financial management function, educational facilities management function and school-community relationship functions for achievement of educational objectives as identified by Akpakwu (2012), Chike-Okoli (2006) and Nwahaw (2011). In order to execute the administrative functions for achievement of the objectives of secondary education, the principals must apply certain management strategies. That is to say, principals should provide management supportive strategies that will improve other school personnel work quality and the

utilization of available professional and material resources for achieving educational objectives in secondary schools. Principals should further provide teachers with needed management supports to effectively function in their schools (Castller, 2010). In the same vein, Amadi (2013) opined that the school organization is made up of individuals with various needs and expectations. These different individuals come into the organization with different attitudes, interest, needs and values, which may run contrary to the organizational objectives. The attainment of the school organizational objectives (goals) therefore, depends on the ability of the school principals in coordinating and creating a conducive and harmonious atmosphere for the human and material resources therein, that is to say that the principal like any other administrator of an organization, upholds a process of continuously striving for the total enhancement of the organization's status. Thus, educational goal achievement in the school setting entails achievement of high academic performance of students, good administrative atmosphere, discipline, good conduct on the part of teachers and students alike, and students' development of practical skills (Amadi, 2013).Management entails the application and utilization of human and material resources in order to achieve organizational goals (Ogunu, 2000). It can also be described as the act of getting things done and a social process which has goals or objectives to achieve (Akpakwu, 2012). Management according to Ogbonnaya cited in Akpakwu (2012) has several meanings which include the guidance of or direction of people towards the attainment of organizational goals and objectives. It involves planning, organizing, coordinating, staffing, leading, directing and controlling of all the resources towards the achievement of goals and objectives. Given all the above definitions, management therefore involves, providing various modalities or setting strategies in order to put things into working order for achievement of educational goals and objectives. Principals' management strategies as defined by Onuma (2016) are provisions of enabling work environment for teachers, students and other staff members to render the needed services effectively in the school system. For Campbell (2007), management strategies in secondary school revolve around putting in place all enabling environment by the principals to foster teachers' morale and commitment and professional development.

Omemu (2017) stated that principals' management strategy is concerned with shaping an organization in the right path towards the achievement of its goals. Some of the management strategies of the principals include: planning strategy, organizing strategy, staff personnel strategy, coordinating strategy and decision making strategy. These management strategies are pertinent in the achievement of educational goals and objectives in secondary schools. Management strategy such as - establishing and communicating high expectations for students; developing clear behavioural rules and procedures and making these expectations for stakeholders, parents and community, engaging school and community wide commitment to establishing and maintaining appropriate students' behaviour in

school and at school sponsored events, encouraging teachers to handle all classroom discipline problems that they can, increasing visibility and informal involvement in everyday life of the school, increasing personal interactions with students by taking interest in their plans and activities and arranging for appropriate staff development activities (Omemu, 2017). Along the same line, Jefferson cited in Onuma (2016) affirmed that the provision of management support strategies to staff involve giving supportive instructional supervision, adequate welfare, rewards, in-service education programme as and when due. In addition, Akubue cited in Onuma (2016) also affirmed that management strategies has to do with providing for employees' welfare, professional growth, supportive supervision, giving rewards, counseling employees and organizational career planning. Put differently, it is the act of giving assistance, encouragement and stimulation to staff by principals to enhance their performance towards the achievement of the objectives of the school system. Imperatively, teachers in the school for example need supportive practices from their principals to be able to perform maximally. Provision of effective management strategies by school principals are essential towards building or improving teachers, students and other staff performances for achievement of educational objectives. To perform maximally, the principal must employ workable management strategies in order to get things done in the school. The present study therefore examined principals' management strategies from the angle of determining their instructional leadership strategies, decision making and school facilities management strategies for achieving educational objectives in secondary schools in Delta State. Although, there are other management strategies which the principal can employ for achieving the objectives of secondary education in Delta State as identified by scholars like Omemu (2017) and others, the present study is on the three aforementioned management strategies.

Principals' instructional leadership strategies have to do with their ability to help formulate curriculum objectives, determine curriculum contents, provide materials, resources and equipment for the instructional programmes, supervise and evaluate instructions, promote quality instruction by ensuring consistency and coordination of instructional programmes, monitoring students progress by using the curriculum criteria, provide constant in-service education for instructional personnel, proper keeping of school's instructional records, institute policy and procedures for dealing with teachers and students' instructional matters, ensuring teachers' and students' safety during instructions and ensuring that students' receive proper teaching, among others (Akpakwu, 2012; Wakarindi, 2013). Oraemesi cited in Ihebereme (2012:43) opined that "supervision promotes the professional growth of teachers". In other words, supervision ensures quality control through regular and continuous monitoring of instruction and other educational services (FRN, 2004:56c). Providing effective management strategies in relation to instructional leadership is not only generic but also enables workers to put in their best to identify themselves with the goals and objectives of the school

system. Principals' decision making strategy according to Akpakwu (2012) is the process of selecting a course of action that will solve a problem. Decisions must be made whenever the principal is confronted with a problem from time to time in the course of managing the institutions in order to achieve educational objectives. Different areas in which principals take decisions could be in the aspects of performing his functions like staffing, coordinating resources and planning educational programmes, among others. Above all, the principal is expected to apply certain steps in decision making before implementation which includes defining the problem by determining the nature of the problem, collecting relevant data to know the root cause of the problem, identifying the available resources as well as any constraints to the educational establishment which might make the solution feasible, set feasible alternative courses of action to be taken in response to the problem, evaluate each alternative, choose among the set of alternative decisions, implement the decision and finally learn from the feedback of the implemented decision (Akpakwu, 2012). Principals' school facilities management strategies include the manner in which they manage school facilities in the school. This includes their ability to make provision for facilities in the school such as furniture, chairs and tables, funds, instructional materials and teaching aids, among others. It does not stop at only providing facilities but the principals' ability to apply effective maintenance strategies like the emergency, regular and planned or preventive strategies in managing school facilities. It is however the duty of the principal to provide conducive environment for teaching and learning and provide adequate care of the school plant facilities (Akpakwu, 2012).

All the above principals management strategies put together encourage personnel in the school to be better equipped for effective service delivery, high performance and productivity and achievement of educational objectives. The presence of principals' management strategies or its absence in schools therefore, invariably affects members of the staff performance, commitment, task accomplishment and productivity which influence the achievement of educational objectives in secondary schools. Crisis in the school system may be attributed to poor and inadequate management strategies offered by school principals in secondary school in Nigeria. The problems that face schools are partly blamed on absence or non-functional support on the part of school leadership for school personnel's high performances and productiveness in order to accomplish educational objectives, the study thus posit to find out principals' management strategies for achieving educational objectives in secondary schools in Delta State.

Statement of the Problem

Principals in the secondary schools are administrative heads that control the day to day activities of the schools. Their responsibilities include management of both human and material resources including maintaining an enabling environment and positive atmosphere in the school in order to achieve educational goals. Given

all these principals managerial responsibilities, in Delta State secondary schools, there have been evidences and reported cases of problems such as increased rate of indiscipline among teachers and students, examination malpractices, teachers' inefficiency and ineffectiveness, poor maintenance of school infrastructure, truancy and immoral acts or behaviours, poor quality of teaching and learning, and so on. All these problems seem to create a gap that needs to be filled by the present study, and also raise doubt from the researcher and other education stakeholders in Delta State, to question the management of these secondary schools. Does it mean that the principals do not employ effective instructional leadership, decision making and school facilities management strategies in order to achieve educational goals and objectives, or are these strategies obsolete in order to achieve educational objectives? The need to investigate principals' management strategies for achieving educational objectives in secondary schools in order to fill education gap has necessitated the present study. Therefore, the problem that is put forward in a question form is; what are the principals' instructional leadership, decision making and school facilities management strategies for achieving educational objectives in secondary schools in Delta State?

Purpose of the Study

The purpose of the study was to find out principals' management strategies for achieving educational objectives in secondary schools in Delta State. Specifically, the study ascertained:

1. Principals' instructional leadership strategies for achieving educational objectives in secondary schools in Delta State.
2. Principals' decision making strategies for achieving educational objectives in secondary schools in Delta State.
3. Principals' school facilities management strategies for achieving educational objectives in secondary schools in Delta State.

Research Questions

The following research questions were raised to guide the study:

1. What are the principals' instructional leadership strategies for achieving educational objectives in secondary schools in Delta State?
2. What are the principals' decision making strategies for achieving educational objectives in secondary schools in Delta State?
3. What are the principals' school facilities management strategies for achieving educational objectives in secondary schools in Delta State?

Methods

The study adopted the descriptive survey research design. This design was used to enable the researcher conduct a field investigation using a questionnaire to collect information from a selected sample from the population of teachers understudied. Adoption of this design was to enable the researcher conduct an investigation on principals' management strategies for achieving educational

objectives in secondary schools in Delta State and thereafter draw generalization and conclusion from the findings.Population for the study was 7,533 teachers in 312 public secondary schools from 13 LGAs out of the 25 LGAs in Delta State. Moreover, in Delta State, there are a total of 13, 286 teachers in 448 secondary schools within 25 LGAs that make up the State (Source: IT Unit in Planning, Research and Statistics Department, Delta State Post Primary Education Board, PPEB, 2019). The essence for selecting teachers as population for the study is as a result that teachers have direct contact with the principals and they are in the better position to point out the management strategies employed by the principals' for achieving educational objectives in the schools.The sample size for the study comprised 377 teachers from 156 public secondary schools within 13 LGAs selected using the purposive sampling technique. The sample represented 5% (percent) of the teachers and 50% (percent) of secondary schools selected from 13 LGAs in Delta State. The essence of sampling this number of teachers was to enable the researcher select a sizeable number of teachers for the study given their large population.A 26-item questionnaire personally developed by the researcher and titled "Principals Management Strategies Questionnaire - (PMSQ)" served as instrument for data collection. Construction of the questionnaire was guided by the purpose of the study and research questions. The items were arranged in three clusters and structured on a 4-point scale weighted as follows: Strongly Agree **(SA) - 4**, Agree **(A) - 3**, Disagree **(D) - 2,** Strongly Disagree **(SD) - 1** in order to answer the research questions.

The questionnaire was validated by three experts from the Faculty of Education, Delta State University, Abraka. Two of the experts were from Educational Administration and Policy Studies Department and one expert from measurement and evaluation, Delta State University, Abraka. Both the face and content validity of the instrument was established by these experts. Corrections made by these experts on the research instrument were incorporated before the final production. A pilot-test was conducted through a single administration of the validated questionnaire on a sample of 20 teachers selected from 5 public secondary schools in Edo State, in order to ascertain the reliability of the research instrument. After the pilot-test, data were collated and the score obtained were measured using Cronbach Alpha statistics which gave an overall internal consistency r-value of 0.73, showing that the questionnaire was reliable to collect the necessary data for the study. Administration of the questionnaire to respondents involved a face to face, personal contact. The researcher sought the permission of the principals before communicating to the teachers concerning the study. Three research assistants who were trained on how to administer the questionnaire assisted the researcher in the distribution of the questionnaire. It took both the researcher and the research assistants a period of two weeks to distribute the entire questionnaire. A total of 377 copies of the questionnaire were distributed and all of them were retrieved at a 100% rate of return.Data gathered and collated were

analyzed using mean scores for answering the research questions. The benchmark for taking decision on each item on the research instrument was rated at 2.50. As regards, any mean score which rated at 2.50 and above was accepted as agreeing to the statement, while any mean score which rated below 2.50 was accepted as disagreeing to the statements.

Results

Table 1: Principals' Instructional Leadership Strategies for Achieving Educational Objectives in Secondary Schools in Delta State
N = 377 teachers

S/N	Please indicate instructional leadership strategies employed by the principal for achieving educational objectives in your school. The principal	Mean Scores	Decisions
1.	constantly supervises teachers' classroom instructional delivery coupled with students' learning progress and assessment in the school	2.45	**Disagree**
2.	monitors teachers' use of adequate instructional materials to improve students' learning	2.33	**Disagree**
3.	encourages or creates opportunities for all staff to actively participate in professional training/development programmes that will improve their competences for effective achievement of instructional objectives in the classroom	2.22	**Disagree**
4.	establishes effective communication channels in order to improve teachers' work for educational goal achievement	2.05	**Disagree**
5.	encourages teachers collaborations or team work to achieve instructional goals in school	2.51	**Agree**
6.	constantly organizes training for incompetent teachers to become effective in the classroom so as to achieve educational goals	2.13	**Disagree**
7.	supports teachers through adequate motivation such as use of incentives or rewards or other means as a way of improving quality instructional services in the school	1.89	**Disagree**
8.	holds staff meetings regularly in order to solve teachers instructional problems	2.01	**Disagree**
9.	consistently organizes orientation and induction training for newly employed staff to boost their productivity for positive instructional outcome	2.12	**Disagree**
10.	effectively delegates duties to competent staff for achievement of school goals	2.62	**Agree**
11.	guides teachers towards possessing sound knowledge that leads to achieving the curriculum objectives in the school	2.11	**Disagree**
	Grand Mean Score	**2.22**	**Disagree**

Analysis in Table 1 shows that only items 5 and 10 of the teachers' responses rated above the accepted mean score benchmark of 2.50 in agreement with the statements. All other items 1 to 4, 6 to 9 and 11 of the teachers' responses rated below the accepted mean score benchmark of 2.50 in disagreement with the statements. The grand mean score of the teachers' responses of 2.22 indicated

majority of the teachers' disagreement as regards to their principals' instructional leadership strategies for achieving educational objectives in secondary schools in Delta State.

Table 2: Principals' Decision Making Strategies for Achieving Educational Objectives in Secondary Schools in Delta State N = 377 teachers

S/N	Please indicate decision making strategies employed by the principal for achieving educational objectives in your school	Mean scores	Decisions
	The principal:		
12.	makes certain decisions concerning instructions without considering the consequences or other possible alternatives	2.78	**Agree**
13.	takes decisive instructional decisions without procrastination	2.13	**Disagree**
14.	is reflexive in making quick decisions without taking time to gather all the necessary information that may be needed	2.56	**Agree**
15.	makes decisions concerning teachers' instructional delivery without teachers or important stakeholders contributions	2.72	**Agree**
16.	is slow in making decisions which makes the instructional problem linger for a long time unresolved	2.01	**Disagree**
17.	takes plenty of time to make decisions concerning curriculum matters by analyzing several alternatives for achievement of educational goals	2.43	**Disagree**
18.	plans all educational programmes in the school together with the teachers for achievement of educational goals	2.31	**Disagree**
19.	is consistent in taking certain decisions on instructional matters in the school	2.10	**Disagree**
	Grand Mean Score	**2.38**	**Disagree**

Analysis in Table 2 shows that only items 12, 14 and 15 of the teachers' responses rated above the accepted mean score benchmark of 2.50 in agreement with the statements. All other items 13 and 16 to 19 of the teachers' responses rated below the accepted mean score benchmark of 2.50 in disagreement with the statements. The grand mean score of the teachers' responses of 2.38 indicated majority of the teachers' disagreement as regards to their principals' decision making strategies for achieving educational objectives in secondary schools in Delta State.

Table 3: Principals' School Facilities Management Strategies for Achieving Educational Objectives in Secondary Schools in Delta State

N = 377 teachers

S/N	Please indicate school facilities management strategies employed by the principal for achieving educational objectives in your school	Mean Scores	Decision
	The principal:		
20.	provides adequate educational resources for teachers to accomplish their teaching task	1.11	**Disagree**
21.	provides effective preventive means or maintenance culture in managing facilities in the school to boost teachers teaching efficiency	1.72	**Disagree**
22.	manages learning facilities in the school periodically as the need arises	2.68	**Agree**
23.	applies effective emergency approach towards repairing educational facilities or resources in order to aid the achievement of educational goals	2.34	**Disagree**
24.	constantly go round the school to ensure that the school buildings, classrooms, learning facilities, furniture or equipment are in good shape to promote teaching-learning	2. 11	**Disagree**
25.	provides sufficient safety and maintenance mechanisms	2.44	**Disagree**
26.	ensures that facilities in the school are in good conditions to provide all the necessary quality services for attainment of educational objectives in school	2.47	**Disagree**
	Grand Mean Score	2.12	**Disagree**

Analysis in Table 3 shows that only item 22 of the teachers' responses rated above the accepted mean score benchmark of 2.50 in agreement with the statement. All other items 20 to 21 and 23 to 26 of the teachers' responses rated below the accepted mean score benchmark of 2.50 in disagreement with the statements. The grand mean score of the teachers' responses of 2.12 indicated majority of the teachers' disagreement as regards to their principals' school facilities management strategies for achieving educational objectives in secondary schools in Delta State.

Discussion

One of the findings of the study discovered that the principals' did not employ effective instructional leadership strategies for achieving educational

objectives in secondary schools in Delta State. The only aspect where the principals' employed adequate instructional leadership strategies were in the aspects of encouraging teachers collaborations or team work to achieve instructional goals in school; and in effectively delegating duties to competent staff for achievement of school goals. However, the principals' were found wanting not to have employed sufficient instructional leadership strategies for achieving educational objectives in secondary schools in Delta State. This includes that the principals did not constantly supervise teachers' classroom instructional delivery coupled with students' learning progress and assessment in the school. They did not monitor teachers' use of adequate instructional materials to improve students' learning and encourage or create opportunities for all staff to actively participate in professional training or development programmes that would improve their competences for effective achievement of instructional objectives in the classroom. Other strategies which the principals did not effectively employ were in the areas of: establishing effective communication channels in order to improve teachers' work for educational goal achievement; constantly organizing training for incompetent teachers to become effective in the classroom so as to achieve educational goals; supporting teachers through adequate motivation such as use of incentives or rewards or other means as a way of improving quality instructional services in the school; holding staff meetings regularly in order to solve teachers' instructional problems; consistency in organizing orientation and induction training for newly employed staff to boost their productivity for positive instructional outcome; and guiding teachers towards possessing sound knowledge that leads to achieving the curriculum objectives in the school. This finding does not corroborate with Akpakwu (2012) who reported that the principals' instructional leadership strategies have to do with their ability to help formulate curriculum objectives, determine curriculum contents, provide materials, resources and equipment for the instructional programmes, supervise and evaluate instructions, promote quality instruction by ensuring consistency and coordination of instructional programmes, monitoring students' progress by using the curriculum criteria, provide constant in-service education for instructional personnel, proper keeping of school's instructional records, institute policy and procedures for dealing with teachers and students' instructional matters, ensuring teachers' and students' safety during instructions, ensuring that students' receive proper teaching, among others. Onuma (2016) discovered that principals' provision of supervision, motivation, professional growth, and welfare for teachers and factors that affect teachers' performance during instructional delivery in secondary schools in Nigeria are part of their leadership instructional roles. The implications for these areas of emphasis justify the fact that in supportive supervision, the principal as internal supervisor leads the teacher (supervisee) to think along new ideas and improved ways of doing things. School principals'

instruction is expected to possess a predisposition to change and must constantly promote improvement.

Wakarindi (2013) confirmed that the principal in carrying out his instructional leadership roles in the school should first develop people by creating an enabling environment for teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve the work, and providing models of practice and support. The second is setting directions for the organizational developing shared goals, monitoring organizational performance and promoting effective communication. Lastly is redesigning the organization such as creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes. All the above create an enabling environment in the schools which has huge impact on teacher's morale and job satisfaction and thus their classroom performance for achievement of educational objectives. However, if the secondary school principals should efficiently and effectively employ the instructional leadership strategies, this will lead them to successfully achieve educational objectives in secondary schools in Delta State.

It was also discovered through the findings of the study that the principals' did not employ effective decision making strategies for achieving educational objectives in secondary schools in Delta State. Areas where the principals were found wanting or lacking in their decision making strategies were that the principals made certain decisions concerning instructions without considering the consequences or other possible alternatives; and they were reflexive in making quick decisions without taking time to gather all the necessary information that may be needed. The principals made decisions concerning teachers' instructional delivery without teachers or important stakeholders' contributions; and they did not take time to make decisions concerning curriculum matters by analyzing several alternatives for the achievement of educational goals. It was further discovered that the principals did not plan all educational programmes in the school together with the teachers for achievement of educational goals and were not consistent in taking certain decisions on instructional matters in the school. This finding does not concur with Akpakwu (2012) who discovered that the principal is expected to apply certain strategies in taking decisions which include the reflexive strategy, reflective strategy and consistent strategy in order to accomplish school goals and objectives. If the secondary school principals employ efficient and effective decision making strategies, it will lead them to successful achieve educational objectives in secondary schools in Delta State.

Lastly, one of the findings indicated that the principal did not efficiently employ facilities management strategies for achieving educational objectives in secondary schools in Delta State. This includes the fact that the principals did not provide adequate educational resources for teachers to accomplish their teaching task; they did not provide effective preventive means or

maintenance culture in managing facilities in the school to boost teachers teaching efficiency; and they also did not apply effective emergency approach towards repairing educational facilities or resources in order to aid the achievement of educational goals. It was further discovered that the principals did not constantly go round the school to ensure that the school buildings, classrooms, learning facilities, furniture or equipment are in good shape to promote teaching and learning; they did not provide sufficient safety and maintenance mechanisms for school facilities to operate at the desired level of efficiency that will lead to achievement of educational objectives; and ensure that facilities in the school were in good conditions to provide all the necessary quality services for attainment of educational objectives in school. However, it was found that the principals only manage the learning facilities in the school periodically as the need arises. This finding concurs with Onuma (2016) who stated that schools' lack most of the resources which could have been attributed to the leadership managerial strategies. Gwaro and Gortha cited in Onuma (2016) confirmed that the absence of enabling work environment and organizational climate to support teachers' performance were as a result of inadequacies of facilities which sometimes result in crisis. Therefore, where the principals fail to employ effective school facilities management strategies, it will definitely impact negatively on the teaching and learning processes which make it difficult to successfully achieve educational objectives in secondary schools in Delta State.

Conclusion

Principals are the administrative heads and chief executives of the secondary schools that are charged with the responsibilities of managing the daily activities of the school. Their executive functions or roles include staff management functions, student management functions, school-community management functions, among others. In order to successfully execute these management functions for achievement of educational objectives, the principals need to employ effective strategies. However, the study submits from the findings that the public secondary school principals did not efficiently and effectively employ all the management strategies investigated as regards to their instructional leadership strategies, decision making strategies and school facilities management strategies, in order to successfully achieve educational objectives in secondary schools in Delta State. The failure of the public secondary school principals to employ effective management strategies jeopardized all their academic efforts towards achieving educational objectives in the schools. Based on this premise, recommendations were made.

Recommendations

Based on the findings of the study, the following recommendations have been proffered:

1. The secondary school principals' should employ effective instructional leadership strategies for achieving educational objectives in secondary schools in Delta State. This can be actualized when the Post Primary Education Board (PPEB) organizes retraining programmes that will expose them to effective instructional strategies which will enable them constantly supervise teachers' classroom instructional delivery coupled with students' learning progress and assessment in the school; monitor teachers' use of adequate instructional materials to improve students' learning and encourage or create opportunities for all staff to actively participate in professional training or development programmes that will improve their competences for effective achievement of instructional objectives in the classroom, for achievement of educational objectives.
2. The secondary school principals should employ effective decision making strategies for achieving educational objectives in secondary schools in Delta State. The Government in collaboration with the PPEB should expose principals to training programmes that will improve their decision making capabilities.
3. The secondary school principals should employ effective preventive maintenance culture in managing facilities in the school to boost teachers teaching efficiency. They should apply effective emergency approach towards repairing educational facilities or resources for achievement of educational goals. The principals should ensure that they constantly go round the school to ensure that the school buildings, classrooms, learning facilities, furniture or equipment are in good shape to promote teaching and learning; and provide sufficient safety and maintenance mechanisms in order to ensure that the school facilities operate at the desired level of efficiency for achievement of educational objectives.

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