

Administrative Practices of Principals and Teaching Staff Job Performance in Secondary Schools in Nigeria

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Abstract

This study investigated the administrative practices of principals and teaching staff job performance in secondary schools in Rivers State, Nigeria. Three research questions and two hypotheses guided the study. The study adopted a correlational survey design. The population of the study comprised 287 senior secondary schools having 287 principals. A sample of 150 principals was drawn using proportionate stratified random sampling technique. The instrument used in this study was questionnaire. The instrument was validated and the reliability test was done using Cronbach Alpha method to compute the internal consistency of the items of the instrument, which yielded a reliability index of 0.79. Mean scores and standard deviations were used in answering the research questions; while Pearson's Product Moment Correlation Coefficient was used to test the hypotheses. The findings revealed that, a positive relationship between principals' administrative practices in decision making and teachers' job performance. Principals must involve teachers in decision making processes, encouraging active participation of teachers in decision making, and regard teachers' views in decision processes for effective job performance practices. This means that principals' decision making function significantly correlates with teachers' job performance in secondary schools in Rivers State. Based on the findings, the researcher recommended that, Principals of secondary schools should involve teaching staff in decision making practices for their improved job performance and school development.

Keywords: Administrative practices, Principals, Teaching staff, Job performance

Introduction

Principal is the coordinator of the entire secondary school activities, and maintains a harmonious relationship with the teachers as subordinates to ensure the success of school administration. Nwadani (2008) asserts that, the principal is the fulcrum upon which the success or failure of school administration revolves around noting that, the principal must maintain close ties with his teachers in the achievement of school goals. According

the author, the principal has to know when and how to delegate powers or duties, motivate teachers, communicate with teachers and take care of their welfare. All these are administrative machineries through which the principal of the school ensures smooth school administration as well as effective teaching and learning in secondary schools.

Principal could be seen as the administrative leader of secondary schools responsible for the day-to-day

administration of the school for the achievement of education set goals and objectives (Ogbonnaya, 2010). Principal as an administrator of secondary school is occupied by an administrative head in charge of tasks planning, controlling and coordinating, which include the management of human, material, financial and time resources aimed at achieving the school goals and objectives (Hillinger & Heck, 2012). According to Adeyemi (2011), among these roles include providing effective leadership, maintaining the welfare of teachers and managing instructional facilities in secondary schools through which the job performance of teachers and principals can be enhanced. The principal is entrusted with the responsibility of improving the quality of administration and instructional activities through effective use of various practices to influence the teachers in carrying out their respective duties for enhanced productivity and quality output (Nwabueze, Chukwuji & Ugwoezuonu, 2018).

As applied in this article, administrative practices are principals' performance functions and activities mapped out towards motivating the teachers to enhance their performances in secondary schools for improved productivity. Principals' administrative

practice is very vital in ensuring that, teachers carry out their instructional activities for quality instructional delivery in schools (Ukaigwe, Nwabueze & Nwokedi, 2019). Accordingly, Ekpo and Eze (2015) identify teacher's involvement in decision making, proper delegation of duties, teachers' welfare provision, maintaining open communication and adequate provision of instructional facilities in schools as principals' administrative practices in ensuring active job performance by teachers in secondary schools. On the other hand, Ani (2007) observes that, among the administrative practices employed by the principals to ensure the effective motivation of teachers for their improved job performance, which include recognizing the efforts of the teachers, organizing workshops to update the teacher's knowledge as well as ensuring the use of effective leadership styles.

Involving teachers in taking decisions in issues that affect their welfare in schools remains not only an important strategy but also a vital leadership style that ensures increased teachers' job performances and productivity. Adeyemi (2011) observes that, a principal who carries teachers along in decision making fosters their active job performance in schools. Adeyemi further stresses that,

proper management of teachers' welfare and adequate provision of instructional materials are administrative strategies to be adopted by principals to enhance teachers' job performance. Nicholls (2005) explains that, involving teachers in decision making represents a useful strategy by the principals to make proper use of the teachers' creative abilities and initiative, to increase their recognition in the performance of their duties. Okeke (2011) reveals that, the principals who do not involve teachers in open administration and staff participation in decision-making in schools may not succeed in their administration and school effectiveness. Otegbulu (2009) is of the opinion that, principals who discourage staff participation in school decision making process manifest poor leadership style in their administration. This implies that, regular discouragement of staff to participate in school decision making process affects the teachers' performance as well as school administration and academic achievement of the students. Ukaigwe and Nwabueze (2015) show that, there is a significant relationship between principals' decision making strategies and teachers' instructional task performance, and significant relationship between teachers' instructional task performance

and students' academic performance in secondary schools.

Proper management of staff welfare packages motivates teaching staff to perform their duties as expected. Ukaigwe and Nwabueze (2015) reveal that good service conditions such as: welfare packages, recognition/praise, improved salary structures, work-life balance, regular payment of salaries, regular promotion/job enrichment, effective job security, and adequate payment of allowances/work leave positively increase staff interest to work effectively for improved productivity. Kigenyi (2017) revealed that welfare is positively associated with teachers' performance in public primary schools. This implies that housing, meals, medical care, allowances and the school environment have a statistically significant effect on teachers' performance in public primary schools.

Another important practice that may be employed by the principals to enhance the job performance of teachers is the adequate provision of instructional facilities to improve teachers' job performance in schools. Adeyemi (2011) states that, providing teachers with the required working tools or facilities are one of the surest ways of enhancing their job performance. Cheng and Tui (2012) also

observes that, teacher job performance and effectiveness in curriculum implementation is rest on adequate motivation and availability of instructional materials in schools. Bass (2009) equally observes that, when principals provide teachers with adequate teaching facilities, they are not only happy in the performance of their duties, but are made to improve their performance functions for increased productivity in the school system.

Performance can be described in various ways. Jay (2014) sees performance as an act of accomplishing or executing a given task. Jay also describes performance as the ability to combine ideas skillfully in right behaviour towards the achievement of set goals and objectives. In other words, performance involves the effective use of skills as strategies by teachers to ensure proper instructional delivery in schools. Teachers' job performance can be described as the duties performed by a teacher at a particular period in the school system geared towards the achievement of educational goals and objectives. According to Jay (2014), teachers' job performance is the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. As applied in this study, teachers' job performance refers to the extent teachers are committed to carry out

their teaching functions effectively as a result of principals' administrative strategies in secondary schools.

Teachers' job performance is concerned with the overall ability of the teachers to exhibit the right attitude to work, being dedicated and committed to the teaching roles, and making deliberate efforts towards the attainment of educational goals and objectives. Bolarinwa (2016) observes that, the indicator of teachers' job performance is evaluated in the teachers' ability to make a deliberate effort to enhance students' academic performance, possession and display of in-depth knowledge of subject matter, lesson presentation, effective classroom organization and control, and participation in the school curriculum activities. Others according to the author include regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors, discipline, motivation, and counseling of students as well as compliance to teachers' professional codes of conducts among others.

Teachers' job performance may also be determined by the teachers' level of participation in the day-to-day administration of the school. Hence, effective use of administrative strategies by principals can therefore encourage

effective performance of teachers' academic functions. This can be achieved by the principals through identifying teachers' needs and trying to meet them. Also, Adeyemi (2011) assert that variables of job performance such as teaching, lesson notes preparation, effective use of scheme of work, supervision, monitoring of students works and disciplinary ability are virtues which teachers are to uphold to school system. Adeyemi further points out that, in this regard, the teachers' performance can be measured through their annual reports of activities in terms of the above variables.

Statement of the Problem

In Rivers State Nigeria, there appears to be observed principals' administrative deficiencies in secondary schools that lead to poor teachers' job performance. These are manifested in lack of commitment to the performance of their duties. There are observed poor quality of teaching by teachers, irregularity of attendance to classes by teachers, decaying infrastructural facilities leading to poor quality instructional delivery as well as poor job performance of teachers in the system. These are areas of school administration in which principals of schools are to focus their attention in order to ensure that teachers teach effectively and efficiently, as well as enhance their

job performance and increase job productivity.

Also, it appears principals of secondary schools in Rivers State Nigeria, do not involve teachers in decision making with poor management of staff welfare and poor position of instructional materials in most of the schools. The above conditions not only affect the quality of teaching and learning in schools but, also affect the job performance of teachers in secondary schools in the area.

Purpose of the Study

The aim of this study is to determine administrative practices of principals and teachers' job performance in secondary schools in Rivers state. Specifically, the objectives of this study are to:

1. determine the administrative practices of principals that would enhance effective teacher job performance in secondary schools in Rivers State;
2. ascertain the relationship between principals' decision making and teachers' job performance in Rivers State; and
3. examine the relationship between principals' management of staff welfare and teachers' job performance in secondary schools in Rivers State.

Research Questions

The following research questions were formulated to guide the study.

1. What are the administrative practices of principals that would enhance effective teacher job performance in secondary schools in Rivers State?
2. What is the relationship between principals' decision making and teachers' job performance?
3. What is the relationship between principals' management of staff welfare and teachers' job performance?

Hypotheses

The following null hypotheses are formulated to guide the study and tested at 0.05 level of significance.

Ho₁: There is no significant relationship between principals' decision making practice and teachers' job performance in secondary schools.

Ho₂: There is no significant relationship between principals' management of staff welfare and teachers' job performance in secondary schools.

Methodology

This study adopted a correlational survey design. According to Olujide, Imala and Ezoem (2004), correlational research establishes the extent of relationship or association between two or

more variables that can be used to make predictions on existing conditions and the variables are related, dependent or correlated. The population of the study comprised 287 senior secondary schools having 287 principals. A sample of 150 principals was drawn using proportionate stratified random sampling technique representing 52.3% of the population. The state was stratified into upland and riverine areas, which included 100 principals from upland and 50 principals from riverine areas. Also, 90 male principals and 60 female principals constituted the sample. The instrument used in this study was questionnaire titled 'Administrative Practices of Principals and Teachers' Job Performance Questionnaire (APPTJPQ)' designed by the researcher for data collection. The questionnaire was made up of two sections: A and B. Section A provided the demographic information of respondents such as status, gender and location while Section B contained carefully arranged to answer the research questions. The items were rated using 4 point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with assigned values of 4, 3, 2 and 1 respectively. The instrument was validated and the reliability test was done using Cronbach Alpha method to compute the internal consistency of the

items of the instrument, which yielded a reliability index of 0.79. Mean scores and standard deviations were used in answering the research questions; while Pearson’s product moment correlation was

used test the hypotheses. A critical value of ± 0.5 was used to accept or reject any hypothesis. Any calculated value above ± 0.5 is accepted, while below is rejected

Results

Research Question One: What are the administrative practices of principals that would enhance effective teacher job performance in secondary schools in Rivers State?

Table 1: Mean and standard deviation of respondents on the administrative practices of principals that would enhance effective teacher job performance in secondary schools

| Variables | Mean | St. Deviation | Aggregate Mean | Sum of Standard Deviation | Decision |
|--|------|---------------|----------------|---------------------------|----------|
| administrative practices of principals | 3.27 | 0.58 | 3.26 | 0.65 | Agreed |
| effective teacher job performance | 3.24 | 0.71 | | | |

Table 1 showed the mean scores and standard deviation of principals’ on the administrative practices of principals that would enhance effective teacher job performance in secondary schools. The findings revealed that good administrative practices of principals would enhance effective teacher job performance in secondary schools in the areas of planning of lesson note, making effective use of teaching instructional materials, marking students’ exercises regularly, conducting continuous assessment test, giving adequate assignment to students and ensuring proper recording of marks. Other practices may include taking students attendance on regular basis, making effective use of teachers guide in teaching, ensuring effective delivery of lessons, ensuring proper classroom organization, providing effective classroom management, ensuring provision of improvised instructional material and ensuring proper marking of attendance register.

Research Question Two: What is the relationship between principals’ decision making practices and teachers’ job performance?

Table 2: Mean and standard deviation of respondents on the principals’ decision making practices and teachers’ job performance

| Variables | Mean | St. Deviation | Aggregate Mean | Sum of Standard Deviation | Decision |
|---------------------------------------|------|---------------|----------------|---------------------------|----------|
| Principals’ decision making practices | 3.20 | 0.49 | 3.23 | 0.57 | Agreed |
| Teachers’ job performance | 3.26 | 0.65 | | | |

Table 2 showed the mean scores and standard deviation of principals on the relationship between principals’ decision making practices and teachers’ job performance. The aggregate mean score of 3.23 with standard deviation of 0.57 indicates that, there is a relationship between principals’ decision making practices and teachers’ job performance. The findings revealed that, principals must involve teachers in decision making processes, encouraging active participation of teachers in decision making, and regard teachers’ views in decision processes for effective job performance practices.

Research Question Three: What is the relationship between principals’ management of staff welfare practices and teachers’ job performance?

Table 3: Mean and standard deviation of respondents on the principals’ management of staff welfare practices and teachers’ job performance

| Variables | Mean | St. Deviation | Aggregate Mean | Grand Standard Deviation | Decision |
|---|------|---------------|----------------|--------------------------|----------|
| Principals’ management of staff welfare practices | 3.36 | 0.45 | 3.31 | 0.55 | Agreed |
| Teachers’ job performance | 3.26 | 0.65 | | | |

Table 3 showed the mean scores and standard deviation of principals on the relationship between principals’ management of staff welfare practices and teachers’ job performance. The aggregate mean score of 3.31 with standard deviation of 0.55 indicates that, there is a relationship between principals’ management of staff welfare practices and teachers’ job performance. Therefore, good principals’ management of staff welfare practices promote the personal needs of teachers, protect teachers’ interest in schools, recommend teachers for in-service training, and recommend teachers for promotion.

Test of Hypotheses

Hypothesis One: There is no significant relationship between principals’ decision making practice and teachers’ job performance in secondary schools.

Table 4: Pearson’s Product Moment Correlation Analysis of Principals decision making function and teachers’ job performance in secondary schools

| Variable | Mean | SD | N | r | R ² |
|-----------------------------|------|------|-----|------|----------------|
| Principals’ decision making | 3.20 | 0.49 | 150 | 0.68 | 0.47 |
| Teacher job performance | 3.26 | 0.65 | | | |

$\alpha = 0.05$, $R^2 =$ coefficient of determination

Data on Table 4 presented the correlation coefficient on the relationship between principals’ decision making practices and teachers’ job performance in secondary schools. Results showed that, the correlation between principals’ decision making practices and teachers’ job performance in secondary schools was 0.68. This means there was a high positive relationship between principals’ decision making practices and teachers’ job performance in secondary schools. The coefficient of determination associated with 0.68 is 0.47. The coefficient of determination (0.47) also known as the predictive value means that 47% of principals decision making practices accounted for the variation in teachers’ job performance in secondary schools. This is an indication that 53% of variation in teachers’ job performance in secondary schools is attributed to other factors other than principals decision making practices.

Hypothesis Two: There is no significant relationship between principals’ management of staff welfare practices and teachers’ job performance in secondary schools.

Table 5: Pearson’s Product Moment Correlation Analysis of principals’ management of staff welfare practices and teachers’ job performance in secondary schools

| Variable | Mean | SD | N | r | R ² |
|---|------|------|-----|------|----------------|
| Principals’ management of staff welfare | 3.36 | 0.45 | 150 | 0.88 | 0.77 |
| Teachers job performance | 3.26 | 0.65 | | | |

R² = coefficient of determination

In order to provide answer to research question 3, responses on principals’ management of staff welfare practices and teachers’ job performance in secondary schools scores were correlated and the correlation coefficient obtained was 0.88 as shown on Table 5. This means that, there exist a direct positive relationship between principals’ management of staff welfare practices and teachers’ job performance in secondary schools. The coefficient of determination associated with the correlation coefficient of 0.88 was 0.77. This coefficient of determination indicates that, 77% of principals’ management of staff welfare practices accounted for the variation in teachers’ job performance in secondary schools. This implies that 23% of variation in teachers’ job performance in secondary schools is attributed to other factors other than principals’ principals’ management of staff welfare practices.

Discussion of Findings

The findings of research question one revealed that, good administrative

practices of principals would enhance effective teacher job performance in secondary schools in the areas of planning

of lesson note, making effective use of teaching instructional materials, marking students' exercises regularly, conducting continuous assessment test, giving adequate assignment to students and ensuring proper recording of marks. Other practices may include taking students attendance on regular basis, making effective use of teachers guide in teaching, ensuring effective delivery of lessons, ensuring proper classroom organization, providing effective classroom management, ensuring provision of improvised instructional material and ensuring proper marking of attendance register. These expected teachers' job performance practices in secondary schools would help them to improve on their jobs and promote students' productivity, when properly applied. The above result is in consonance with the findings of Maid, Jekak and Balakrishnan (2013) that, teachers' performance functions in school include: ensuring proper instructional delivery, writing of lesson notes, marking of registers and giving adequate assignment to students. Also, Mrgaret (2015) identified the conduct of assessment test, marking register, improvising instructional materials and ensuring effective classroom organization as the teachers' job performance function in schools.

The findings of research question two revealed a positive relationship between principals' administrative practices in decision making and teachers' job performance. Principals must involve teachers in decision making processes, encouraging active participation of teachers in decision making, and regard teachers' views in decision processes for effective job performance practices. This means that principals' decision making function significantly correlates with teachers' job performance in secondary schools in Rivers State. This is because the coefficient of determination showed that 53% of teachers' job performance in secondary schools is attributed to principals' decision making practices. The result of hypothesis one indicated a significant positive relationship between principals' decision making practices and teachers' job performance in secondary schools. The above findings are in line with Desta (2014) who found out that, involving teachers in decision making as well as accommodating their interest enhance teachers' job performance in schools. The result is also supportive of the findings of Ukala, Nwabueze and Madumere-Obike (2018) that being consistent in decision making process contributes in enhancing performance of

administrators in universities in Rivers State.

The findings of the study finally revealed that, the respondents are in agreement that principals attending to the personal needs of the staff, protecting teachers' interest, recommending teachers for promotion, relating well with teachers enhances job performance of the teachers in schools. Therefore, good principals' management of staff welfare practices promote the personal needs of teachers, protect teachers' interest in schools, recommend teachers for in-service training, and recommend teachers for promotion. The test of hypothesis two revealed a significant positive relationship between principals' management and staff welfare function and teachers' job performance in secondary schools. In line with the findings, Ukaigwe and Nwabueze (2016) revealed that good service conditions such as: welfare packages, recognition/praise, improved salary structures, work-life balance, regular payment of salaries, regular promotion/job enrichment, effective job security, and adequate payment of allowances/work leave positively increase staff interest to work effectively for improved productivity. The above result is in consonance with the findings George, Gerhard and Badenhorst (2008) that there

was significant positive relationship between teachers' job performance and principals' welfare services. The result is also in line with the funding of Madi, Jegak and Balakrishnan (2013) who found out that job content and welfare services had significant positive relationship with teachers' job performance in schools.

Conclusion

Teachers' job performance to a large extent depends on the nature of the administrative practices of the principals in secondary schools. Principals who are resourceful and regularly apply good administrative practices in schools maintain open relationship with the teachers and the students by involving them in school decision making processes and provide adequate welfare packages to staff for improved performance functions.

Recommendations

Based on the findings of this study, the following recommendations are made.

1. Principals of secondary schools should adopt positive administrative practices to enhance teachers' job performance for improved productivity.
2. Principals of secondary schools should involve teaching staff in decision making practices for their improved job performance and school development.

- Principals of secondary schools should provide their teaching staff with good welfare packages to encourage them inactive job performance for improved productivity.

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