

Administrative Roles of Principals on Teachers Job Performance in Private Secondary Schools in Nigeria

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Abstract

This study examined administrative roles of principals on teacher's job performance in private secondary schools in Nigeria. The study adopted descriptive survey design. Two research questions and two hypotheses guided the study. The population was 3, 027. The study sample 1,816 teachers' drew from Owerri and Orlu Education Zones using simple random sampling techniques. The study adopted a structured questionnaire as instrument for data collection. The instrument was faced validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. Mean and standard deviation were adopted, while t-test was used to test the hypothesis. The findings of the study revealed principal's administrative roles in the area of staff personnel administration to enhance teachers' job performance. It was concluded that government should organize trainings to improve principals' administrative roles and teachers' job performance. Based on the findings, it was recommended among others that effort should be made by the principals on their responsibilities of ensuring the success of this listed school administration. The principal also desperately need the cooperation of their teaching staff by encourage one another on their various task so as to facilities various task and also to facilitate learning and curriculum development collectively.

Keywords: Administrative role, Teachers, Job performance, Personnel administration, Principals, Staff, Private schools

Introduction

Development of a nation is primarily dependent on the education system available in the country. Hence a essential role of principals in ensuring the achievement in an educational system cannot be overemphasis. The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of individual and the society at large (FGN, 2004). Secondary education is the form of education children receive after primary education and before the tertiary stage. The broad aims of secondary education as stated in the national policy on education (2013) to prepare pupils for useful living within the society and for higher education. Thus, secondary education serves dual purposes of absorbing products of primary schools as well as supply candidates for tertiary institutions and the labour market. The national policy on education set up certain aims and objectives, which were to facilitate educational development in the country, in fostering these aim and objectives, the school principal has important role to play. Among these roles include providing effective leadership in the area of students personnel administration; staff person-

nel administration; instructional leadership role; school-community relation; general task supervision in secondary schools; thereby enhancing better job performance among teachers. However, the principals' performance of these roles has been a matter of concern to many educationalists (Aghenta, 2000; Ige, 2001). For instance Nkwoh (2011) postulated that administrative roles of principals in private secondary, were reasonably effective in certain areas like "financial and school administration, staff and students' personnel administration, and instruction and curriculum development", but were not effective in school planning.

The overall effectiveness of principals' performance of these roles is determined by the extent to which the secondary school is able to service all other educational levels and labour market both quantitatively and qualitatively. Hence, the need for proper management of the secondary system cannot be over emphasized. Within the secondary school system, the authority set up, or the organization shows that the principal is at the top and as such is the chief executive and chief accounting officer of the school. Importantly, the principal is also the *primus inter pare* (first among equals), and therefore responsible for the performance of various administrative and instructional functions of the system. As such Ibukun (2009) argued that the main task of the principal is to create a conducive atmosphere for the teachers to be able to achieve desired changes among the students. Supporting this argument, Ijaiya (2000) remarked that teachers in Nigeria express a desire for more participation in decision making. The way the principal relate with other staff could contribute immensely to their effectiveness. Little wonder Abah, (2012) posited that the management administration of schools, spirit and purpose of a school reflect to a great extent the personality and capacity of the administrator.

Besides, the school work revolves around the administration. Therefore, from the foregoing, the school reputation depends on the principal, they can make a school and the school projects their image. The secondary school is a human industry established for refining human beings in terms of skills, behaviour and all around excellence. To achieve the objectives, an efficient and effective administrator must head such an institution. By secondary schools, be it public or private, the manger is generally regarded as the principal and in Nigeria such person heads the school. Such personnel is desired to have a proven quality and the knowledge to achieve administrative roles. On the other hand, the private secondary schools in this regard are owed by private individuals and organizations headed by principals and its teachers. The principals are the custodians and accounting officers of their various schools. Similarly, Anyatonwu (2015) stated that all routine activities to accomplish numerous administrative tasks as a leader towards achieving educational objectives for posterity must involve the principal. Furthering Anyatonwu (2015) explained that principals have to work in union with the teachers to improve their job performance through morale boosting, participation and decision making in order to increase job performance of teachers and consequently productivity in education.

Study by Obilade (2000) posited that teacher job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Similar, Vein-Peretemode (2001) posited that job performance is determined on the worker's level of participation in the day today running of the organization. According to the author employees behave differently under different situations principal's can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfy or meet them. Owoeye (2009) posit that variables of job performance such effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. However, the

teacher job performance could be measured through annual report of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation and commitment to job etc.

Interestingly, little wonder, Abah (2012) pointed out that principals are the uncompromising leaders of their schools as well as administrators in whose hands lies the future of these institutions. According to Federal Republic of Nigeria (FRN, 2004) reaffirm that, the secondary school system in Nigeria has the following objectives of education in Nigeria as stipulated in the National Policy in Education (2013) are to: provide and increasing number of school pupils with opportunity for education of a quality, irrespective of sex, or social religions and ethnic background; diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by open to students after their secondary school course; equip students to live effectively in our modern age of science and technology; develop and project Nigeria culture, art and languages as well as the world's cultural heritage; Raise a generation of people who can think more themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims, and live as good citizens; foster Nigeria unity with an emphasis on the common ties that unit us in our diversity; and inspire its students with a desire for achievement and self-improvement both at and her later life.

Importantly, the secondary education occupies a strategic position in the national educational system. This implies that the secondary sector is the bridge between the primary and tertiary sectors. It absorbs the products of primary education and also produces candidates for higher education. Therefore, the task to implement in secondary education curriculum which tailored towards relevant needs of students and the aspirations of the nation rests squarely on the chief executive of the secondary school, who in the Nigerian context is known as the principal. Kochan (2004) posited that the principal as the central figure in the school and the pivot on which all the educational activities in the school revolve. The dilemma faced by the present day Nigerian secondary school principals' educational accountability leaves a lot of mystery to unravel. However, with the growth of the secondary schools both in number and in proportion with the population it serves, there has been a parallel increase in growth in the authority and reasonability of the principal. Hence, the principal as the chief executive of schools has multifarious tasks to accomplish for successful administration of the school system. Hence, the principal needs to play an effective and efficient leadership role in order to enable the principal influence the individuals and groups in the organization goals. The principal also manages the human and non-human resources, presides over a complex network of interpersonal relationship to keep and maintain high quality of committed personnel through a complete network of interpersonal relationships.

Statement of the Problem

Many private schools have been springing up in Nigeria in recent years leading to proliferation of these categories of schools. The job description of the present day secondary school principal has an attendant problem on education. Besides the diversified curriculum of the 6-3-3-4 system of education now 9-3-4- system of education also exist enrolment explosions, provision of adequate facilities the shrinking resources notwithstanding, with the new wave of global technology which has exposed the young ones to a lot of information. The teachers seem to be constantly battling to meet up with the demands from their students, some of whom seem to be more exposed than them, especially in the developing countries like Nigeria. The fact that some students have even become bolder in their approaches (compared to the time past when teachers were revered) exposed and often times embrace some ill prepared teachers. The resultant effect is that some of these teachers seem to either become aggressive to the students with the hope of intimidating than to submission or some seem to get discouraged but just tag along for lack of alternative means of livelihood. Some-

times some teachers seem not to be abreast with the latest instructional methods; ultimately the students are at the losing end. The question therefore is, what are the principals doing to encourage teachers? Do they play their expected administrative leadership roles? If so, do these roles affect the teachers on the job and performance? Despite the importance of this topic to the educational development of this nation, not sufficient studies have been done in Nigeria in particular. This study therefore, sought to investigate the administrative roles of principals on teachers' job performance in private secondary schools in Nigeria.

Purpose of the Study

The general purpose of this study was to examine administrative roles of principals and teachers job performance in Private Secondary Schools in Nigeria. Specifically, the study sought to:

1. determine the extent to which principals' administrative roles in the area of student personnel management enhance teachers' job and performance in private secondary schools.
2. examine the extent to which principals' administrative roles in the area of staff personnel management enhance teachers' job and performance in private secondary schools.

Research Questions

The following research questions guided the study:

Research Question 1 (RQ1): To what extent does principals' administrative role on the area of student personnel management enhance teachers' job performance in private secondary schools?

Research Question 2 (RQ2): To what extent does principals' administrative role on the area of staff personnel management enhance teachers' job performance in private secondary schools?

Hypotheses

H₀₁: There is a significant relationship between principals' administrative roles in the area of staff personnel management and teachers' job performance in secondary schools.

H₀₂: There is no significant difference between the mean ratings of male and female teachers on the extent principals' administrative roles on the area of staff personnel management enhance teachers' job performance in private secondary schools.

Materials and Methods

The study adopted descriptive survey design. The study area covers all the private secondary schools in Nigeria. The population of the study comprises 3,027 teachers in the one hundred and ninety two (192) government approval private secondary schools of Imo State. Sample size for the study consisted of 1, 816 respondents in 115 private secondary schools in Imo State. Simple random sampling technique was used to obtain sixty percent (60%) of teachers from the population of 3, 027 from the three education zone in Imo State. The instrument that guided this study was Principal Task Performance Evaluation and Teacher Job Performance Questionnaire (PTPETJPQ). The questionnaire was validated by three experts, two from the Department of Educational Foundations (Administration and Planning), and one from the Department of Science Education (Measurement and Evaluation), Faculty of Education University of Nigeria Nsukka. A 10 items structured item questionnaires designed to elicit opinion of teachers on the extent principals' administrative effectiveness on the area of staff personnel management enhances teachers' job performance in Imo State Private Secondary Schools. The items were structured on a modified 4 points Likert's scale of Strongly Agree (SA); Agree (A); Disagree (D), and Strongly Disagree (SD) with weighted from 4, 3, 2 and 1 point respectively. The reliability of the instrument was tested using Cronbach Alpha method which yielded an index of 0.81. Mean Score and Standard Deviation were used to answer the research questions and t-test statistics was used to test the null hypotheses at 0.05 significant level.

To answer the research questions, a criterion mean score of 2.50 was calculated to judge the mean responses of the respondents. Thus, any mean response above 2.50 was considered accepted opinion while mean response below 2.50 was considered otherwise.

Results and Discussion

Research Question One: To what extent do principals' administrative roles on the area of student's personnel administration enhance teacher job performance in private secondary schools?

Table 1. Means Responses and Standard Deviations of Responses on teachers on extent principals' students' administration enhance teachers' job performance

S/N	Item Statement	Mean		Std. Dev.		Decision
		Male	Female	Male	female	
1	Provide guidance and counseling service adequately and this helps in enhancing teachers job performance	3.1	3.16	1.048	1.021	A
2	Create good climate for the students such that teachers' job performance is enhanced	2.77	2.83	1.045	1.028	A
3	Enhances teachers job performance by handling discipline cases in a professional manner	2.73	2.75	1.142	1.116	A
4	Develop and co-ordinate extra-curricular activities that enhances teachers job performance	2.84	2.88	1.233	1.253	A
5	Enhances Teachers' job performance by arranging a systematic procedure for continuous assessment and reporting of students' performance	2.78	2.77	1.288	1.309	A
	Cluster Mean	2.84	2.88	1.151	1.145	A

Note. (SA = strongly agree); (A = agree); (D = disagree), (SD = strongly disagree)

Data in table 1 shows that the cluster mean of the 1 – 5 items was 2.84 (male) and 2.88 (female). These means are above the real limit of 2.50 of a 4-point rating scale. This means that the respondents to a high extent agreed that principals' administrative roles in the area of student's personnel administration enhance teacher job performance in private secondary schools. The Table also revealed that the cluster standard deviation of the 1 - 5 items was 1.151 (male) and 1.141(female). These shows that the respondents were not far from the opinion of one another in their responses on the extent principals' administrative roles on the area of student's personnel administration enhance teacher job performance in private secondary schools. Therefore the hypothesis 1 which that there is a significant relationship between principals' administrative roles in the area of staff personnel management and teachers' job performance in secondary schools was supported. A corresponding hypothesis was further formulated to determine if there is any difference between men and women opinions. The result shows that there is no significant difference between the mean ratings of male and

female teachers on the extent principals' administrative roles in the area of students' personnel administrative enhance teachers' job performance in private secondary schools.

Table 2. T-test Analysis of Male and Female Teachers on the extent principals' students' personnel administration enhance teachers' job performance

Respondents	N	\bar{X}	SD	DF	T-cal	P-value	Remarks
Male	683	2.84	1.151				
Female	1133	2.88	1.145	1814	-.661	.512	NS

The results presented in table 2 indicate there is no significant difference between mean scores of male and female teachers on the extent administrative roles in the area of students' personnel administrative enhance teachers' job performance in private secondary schools. The calculated t-value of -.661 has a probability value of .512 and therefore not significant at .05 level of significance. Since the calculated t-value have probability values that is above 0.05 levels, the null hypothesis of no significant difference between mean scores of male and female teachers on the extent principals' administrative roles in the area of students personnel administrative enhance teachers' job performance in private secondary schools is retained. Consequently, gender has no significant influence on principals' administrative roles in the area of students' personnel administrative and teachers' job performance in private secondary schools.

Research Question Two: To what extent do principals' administrative roles in the area of staff personnel administration enhance teachers' job performance in private secondary schools?

Table 3. Means Responses and Standard Deviations of Responses on teachers on extent principals' staff personnel administration enhance teachers' job performance

S/N	Item Statement	Mean		Std. Dev.		Decision
		Male	Female	Male	Female	
6	Employ efficient and effective staff personnel	3.29	3.3	.884	.883	A
7	Select and allocate staff personnel with good knowledge of their professional requirement with the aim of enhancing teachers' job performance	2.94	2.93	.941	.943	
8	Enhances teachers job performances by having a good interpersonal relationship with the teachers	2.89	2.82	1.046	1.05	A
9	Enhances teachers' job performance by making sure that there is a good communication flow	3.35	3.37	.879	.844	A
10	Enhances teachers job performance through a good compensation administration	3.34	3.35	.911	.897	A
	Cluster Mean	3.16	3.15	.932	.923	A

Note. (SA = strongly agree); (A = agree); (D = disagree), (SD = strongly disagree)

Data in table 3 shows that the cluster mean of the 6 – 10 items was 3.16 (male) and 3.15 (female). These means are above the real limit of 2.50 of a 4-point rating scale. This means that the

respondents to a high extent agreed that principals' administrative roles on the area of staff personnel administration enhance teacher job performance in private secondary schools, thus hypothesis 3 which states that there is a significant relationship between principals' administrative roles in the area of student personnel management and teachers' performance is ascertain. The Table above also revealed that the cluster standard deviation of the 6 - 10 items was .932 (male) and .923(female). It showed that the respondents were not far from the opinion of one another in their responses on the extent principals' administrative roles on the area of staff personnel administration enhance teachers' job performance in private secondary schools. A corresponding hypothesis was further formulated to address the research. There is no significant difference between the mean ratings of male and female teachers on the extent principals' administrative roles in the area of staff personnel administration enhance teachers' job performance in private secondary schools in Nigeria.

Table 4. t-test Analysis of Male and Female Teachers on the extent principals' staff personnel administration enhance teachers' job performance

Respondents	N	\bar{X}	SD	DF	T-cal	P-value	Remarks
Male	683	3.16	.932				
Female	1133	3.15	.923	1814	0.216	.662	NS

The results presented in table 4 indicate there is no significant difference between mean scores of male and female teachers on the extent administrative roles in the area of staff personnel administrative enhance teachers' job performance in private secondary schools. The calculated t-value of .216 has a probability value of .662 and therefore not significant at .05 level of significance. Since the calculated t-value have probability values that is above 0.05 levels, the null hypothesis of no significant difference between mean scores of male and female teachers on the extent principals' administrative roles in the area of staff personnel administrative enhance teachers' job performance in private secondary schools is retained. Consequently, gender has no significant influence on the principals' administrative roles in the area of staff personnel administrative and teachers' job performance in private secondary schools in Nigeria.

Discussion

The findings of this study revealed that principals' administrative roles in the area of students' personnel administration enhanced teachers' job performance in private secondary schools as well as public schools in Nigeria. Both male and female teachers agreed that when principals provide guidance and counseling service adequately, create good climate for the students, handle discipline cases in a professional manner, develop and co-ordinate extra-curricular activities and arrange a systematic procedure for continuous assessment and reporting of students' performance, teachers job performance will be positively enhanced. This finding strongly agreed with the findings of Nwankwo (2014) who posited that the present system of secondary education in Nigeria poses a lot of new additional challenges to the secondary school principal. To meet these challenges, the school administrator has to be to equip with the knowledge, skills and attitudes which could help to make work proficient in administrative and professional duties and as well help to achieve the goals of the institutions. Hence the leadership of the principal must be effective, efficient and dynamic in order to enable him influence individuals and groups in the organization towards the achievement of organizational goals.

Furthermore, the findings of this study revealed that Principals' administrative roles in the area of staff personnel administration enhanced teachers' job performance in private secondary schools in Nigeria. Hence both male and female teachers agreed that when principals employ efficient and effective staff personnel, select/allocate staff personnel with good knowledge of their professional requirement, have a good interpersonal relationship with the teachers, make sure that there is a good communication flow and compensate the teachers adequately, teachers' job performance will be positively enhanced. This findings strongly agreed with the work of Nkwah (2011) where stated that after the selection and recruitment of staff, the principal should carry out orientation programmes for the staff, while in the same manner Nwosu (2007) stated that such programmes help new staff become accustomed to his new work environment and especially received guidance in understanding the specifics of the demands of his job. Hence principal as the chief administrator of the secondary school plays an important role in staff management which in turn positively or negatively influences teachers' job performance.

Conclusion

From the findings of the study and discussion that followed, the following conclusions were made principals' administrative roles in the area of students' personnel administration enhanced teachers' job performance in private secondary schools in Nigeria. Gender has no significant influence on the extent to which Principals' administrative roles in the area of students' personnel administration enhanced teachers' job performance in private secondary schools. Hence when principals provide guidance and counseling service adequately, create good climate for the students, handle discipline cases in a professional manner, develop and co-ordinate extra-curricular activities and arrange a systematic procedure for continuous assessment and reporting of students' performance, teachers job performance will be positively enhanced. Importantly, principals' administrative roles in the area of staff personnel administration enhanced teachers' job performance in private secondary schools in Nigeria. Gender has no significant influence on the extent to which Principals' administrative roles in the area of students' personnel administration enhanced teachers' job performance in private secondary schools. Hence, when principals employ efficient and effective staff personnel, select/allocate staff personnel with good knowledge of their professional requirement, have a good interpersonal relationship with the teachers, make sure that there is a good communication flow and compensate the teachers adequately, teachers' job performance will be positively enhanced.

Recommendations

Based on the findings, the following recommendations were made:

1. Effort should be made by government through its agency ministry of education to organized seminars, workshops and conference in a way to upgrade teachers and proprietors of private schools so as to improve on the teaching behaviour and administrative efficiency.
2. Effort should made by government through its education board create enabling environment for the Board of Governors (BOG) and Parents Teachers Association (PTA) to maintain close contact with the school for the purpose of sharing their various experience with the principals and teachers in the area of students personnel administration.
3. Effort should be made by the principals on their responsibilities of ensuring the success of this listed school administration. The principal also desperately need the cooperation of their teaching staff by encourage one another on their various task so as to facilities various task and also to facilitate learning and curriculum development collectively.

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