



## PRINCIPALS PERFORMANCE OF ADMINISTRATIVE TASKS AS A CORRELATION OF TEACHERS JOB EFFECTIVENESS IN OSUN STATE SECONDARY SCHOOLS, NIGERIA

**Dr. Olaleye, Florence Oluremi<sup>1</sup>**

<sup>1</sup>Department of Educational Management, Faculty of Education  
Ekiti State University, Ado-Ekiti, Nigeria

### ABSTRACT

**T**his study investigated the relationship between principals' performance tasks and Teachers' job performance in Osun State Secondary schools. It was a descriptive research of the survey and ex-post facto designs. Simple random sampling techniques were used to select the 50 secondary school principals and 400 teachers in the state. Questionnaire tagged principals administrative tasks performance (PATQ) Teachers Job performance (TJPQ) were used to elicit information from the respondents. The reliability coefficients of 0.74 was obtained. The data collected were analysed using simple Percentages, Means and Pearson Product Moment Correlation. Hypotheses formulated were tested at 0.05 level of significance. It was revealed in the study that principals administrative tasks had significant impact on teachers job effectiveness in Osun State. The study revealed that proper monitoring of teachers Instructional activities was the most prevalent administrative task. The level of teachers job performance is moderate as revealed by the study. However it was recommended that principals should regularly monitor teachers in the classroom teaching and monitoring them where necessary. This will assist them to improve their effectiveness in instructional delivery. Principals' should regularly attend workshops, conferences, seminars to improve their leadership roles.

They should be acquainted with required managerial functions in order to perform their administrative duties and functions effectively and efficiently. The use of goal-oriented supervisory techniques by principals in schools is crucial to improvement of teaching and learning processes.

**KEYWORDS:** Principals, Administrative effectiveness, Teachers Job performance, Productivity, Human Relations.

### INTRODUCTION

Education is an instrument per excellence for affecting national development. It is the process by which students acquire the relevant knowledge, skill, and values to ensure proper intellectuals, character development of individuals for self-reliance and responsible citizenship. In Nigeria, it is believed that there is casual relationship

between education and economic development. Obayan (2006) noted that education is a vehicle for economic, social-cultural and political development of a nation. Historically, Western Education was introduced into Nigeria by the missionaries in 1842. Most of the schools then were established to teach the Bible, writing and Arithmetic (3Rs).

The schools were headed by missionaries. No organised curricular. The 1887 education ordinance of the colonial master (British) ushered in acceptable and organised educational system in the country. This gave rise to government intervention in the public school and the inclusion of principals into the secondary schools in the country. The origin of principalship could be traced to 1887 education ordinance. When the government of the colonial master began to finance and established some secondary schools in the country. Nigeria has three levels of educational system. Primary level, secondary level and tertiary Education level. It is known as 9-3-4 system, that is nine years at Primary and Junior secondary, Three years at Senior Secondary and four years at Tertiary level.

The Secondary School System is however, a crucial level of educational system and a ripe age for developing students' potential. Hence the performance of this level is of significant importance to educational Administrators and planners. Specifically the secondary school is geared towards catering for the differences in talents, opportunities and future roles, trained manpower in the applied science technological and commerce at sub-professionals grades; develop and promote Nigerian languages, art and culture in the context of worlds cultural heritage, inspire students with a desire for self improvement and achievement of excellence (Federal Republic of Nigeria, 2004).

The objectives of secondary education make it clear that the future of the nation (Nigeria) depends quite considerably on the quality of education it provides for its citizens. The realisation of these objectives largely could depends on principals performance of administrative tasks and teachers' job effectiveness in schools. Performance of these tasks and teachers job effectiveness are required to ensure a complete well round education and production of quality students from the Secondary School System. Lydiah and Nasongo (2009) are of the view that students' Academic performance depends on effective leadership.

In recent times, education stakeholders have expressed their concerns over the poor performance of students in external examinations such as West African School Certificate Examinations. Some stakeholders blamed the principals and teachers while some blamed the students and the society at large.

However, it should be noted that the head usually carry the blame that is the principals. Observation showed that principals of schools have not been effectively performing their administrative tasks such as supervision of instructional programmes, management of school personnel both teaching and non-teaching staff,

maintenance of student welfare services. Discipline of students, management of finance and community relations. Failure to perform these tasks may likely impact negatively on teachers job effectiveness.

Currently, principals of schools appear to be inefficient and failing to provide needed and adequate leadership. This could be attributed to lack of professional training as some appear not to possess the necessary managerial experiences needed to administer the school (Arikewuyo, 1997).

Some principals appear to see their major roles more as administrative with less emphasis on instructional supervision. In a study carried out by Akpan (1990) principals have the responsibilities of supervising both the teachers and the staff. The study discovered that academic and instructional supervision are less emphasised. It seems the school heads lack supervisory functions for the effective monitoring of teachers. When teachers are not well supervised effective teaching and learning will not take place. This may lead to low productivity of teachers and consequently poor performance of student.

Good Human relation enhances team spirit and cooperation between principals and teachers. It has been observed that some principals of school seem to be deficient in this area. Ibukun (2003) noted that communication functions, human relation functions and decision making functions are essential for effective personnel management.

However, those managerial functions seem to be lacking among some principals. Ajayi and Afolabi (2012) noted when teachers participate in the administration of their school their morale will be high and could enhance their productivity. As noted by Hafeez and Wazir (2012) that the ability to treat the employee as human being, to gain mutual respect and understanding are among the essential qualities that characterised the true supervisor.

Decision making has also being the heart of any administrative process and leadership in schools. The principals and teachers in secondary school are faced with myriads of challenges in both teaching and administrative activities which seems to consistently hampering the realisation of the school objectives. Teachers are central in the management of school their involvement in decision making process is vital to the smooth running of the school. However principals neglect this very important area. This has caused a lot conflicts, misgiving in the realisation of the schools goals and objectives.

Mikkelsen and Saksvik (1999) opined that teachers express dismay and frustration over their inability to participate in the process of decision making. Lack of

involvement of teachers in administration of schools by the head teachers appears to lead to truancy, absenteeism, and excuses. The resultant effect is ineffectiveness, inefficiency, low productivity and non-achievement of school goals.

Establishing school community relation is an essential function of the school head. These functions seem to be neglected by the principal. Parent Teachers Association (PTA) should be actively involved in school Administration. The school belongs to the Community while the community also need the school for various activities.

The welfare of the workforce in an organisation is a major task of the personnel manager. Different studies have shown that a worker who have access to many welfare services within the organisations could be highly motivated to perform credibly well. The principals as managers of schools do not consider this area as important. All they are interested in is to see that teaching and learning take place without minding whether teachers are paid or not. This no doubt affect teachers productivity.

On the part of teachers, studies have shown that there low productivity have contributed in no small measure to the deteriorating condition of education. For instance, Yadok (2014) observed that more private schools are springing up because teachers in public schools are not doing their work. They are better qualified than those in private schools. Non usage of variety of methods of teaching, lack of motivation of teachers due to irregular payment of salary contributed to ineffective performance of teachers in secondary schools in Osun state.

It is against this background of that this study examines the relationship between principals' administrative effectiveness and teacher job performance in Osun State Secondary Schools. It is aimed at answering these questions. Does Principals administrative tasks have significant influence on teacher's job effectiveness?

The following research questions have been raised to guide this study.

- Is there any relationship between administrative effectiveness of principals and productivity.
- Is there any relationship between human relation functions of principals and teachers productivity?
- Is there any relationship between communication functions of principals and teachers productivity.
- Is there any relationship between decision making functions of principals and teachers productivity.
- Do supervisory function of principals have any relationship with Job effectiveness.

- Is there any relationship between principals staff welfare functions and Job effectiveness
- Do Community relations functions of principals have any relationship with job effectiveness

## PURPOSE OF THE STUDY

The purpose of this study was to investigate the relationship between administrative effectiveness of principals and teachers teacher's job performance in Osun State. The variables examined were human relations, communication, supervision of instructional programmes and teacher welfare, classroom management, assessment and record of students' progress and giving assignment to students.

## STATEMENT OF THE PROBLEM

In recent times, the quality of education in Nigeria especially secondary schools has been a subject of concern to the public. The major thrust of such public concern was the ineffectiveness of principals' administration which seem to be evident in low teachers productivity in the classroom and subsequent poor academic performance of students. Observation showed that some principals adopted autocratic leadership style, not compromising, not involving teachers in decision making, neglecting teachers welfare services and failure to carry out instructional programmes in schools. All these affect teachers performance of instructional activities. Based on these observed problems the following questions have been raised to guide the study.

- ♦ What is the level of administrative effectiveness of principals in osun state?
- ♦ What is the level of teachers' productivity in Osun State.

## RESEARCH HYPOTHESES

The following hypotheses were generated to investigate the study

- ▲ There is no significant relationship between performance of administrative tasks of principal and teachers job effectiveness.
- ▲ There is no significant relationship between human relation functions of principals and teachers productivity.
- ▲ There is no significant relationship between communication functions of principals and teachers productivity.
- ▲ There is no significant relationship between decision making functions of principals and teachers productivity.
- ▲ There is no significant relationship between principal supervisory functions and teachers productivity.

- ▲ There is no significant relationship between principals staff welfare functions and teachers productivity.
- ▲ There is no significant relationship between principals supervisory functions and teachers productivity.
- ▲ There is no significant relationship between principals staff welfare functions and teachers productivity.
- ▲ There is no significant relationship between principal community relations function and teachers productivity.

## RESEARCH METHOD

The descriptive research of the survey design was adopted in the study. The study determined the degree of relationship between the variables raised in relationship to teachers job effectiveness in the school system.

## POPULATION OF THE STUDY

The population consisted of all the principals and teachers in Senior Secondary Schools in the state of Osun. Osun State had a total number of 558 principals and had 6,610 teachers in both Junior Secondary Schools.

## SAMPLE AND SAMPLING TECHNIQUES

A sample of 450 respondents were selected. 400 teachers and 50 principals Senior Secondary school were used for the study. Purposive random sampling technique was used for the selection of both the principals and teachers. 50 principals who have spent 3 years and above in their present schools were used and also 400 teachers who have spent 5 years and above in their present schools were equally used for the study. This was to ensure that only principals and teachers who had contributed to the academic attainment of the students were used for the research.

## RESEARCH INSTRUMENT

Two sets of questionnaire were used to elicit information from the respondents. The first questionnaire tagged 'Administrative tasks Performance Questionnaire of Principal (PATPQ) was administered on the teachers. The second designated Teachers Job effectiveness Questionnaire (TJEQ) was administered on Principals.

The Administrative Task Performance of Principals Questionnaire (PATP) comprised of two sections A and B. Part A contained demographic information about

the principals such as age, gender, experience, qualification, Name of School and Part B contained items drawn from principal administrative effectiveness functions and their influence on teachers productivity.

The teachers Job effectiveness Questionnaire (TJEQ) also comprised of Sections A (TJPQ) B. Section A contained items which provided background information on the teachers that were assessed by the principals. Section B contained items which were used to elicit information on teachers Job effectiveness in the Senior Secondary Schools.

## VALIDITY OF THE INSTRUMENT

The instruments used were validated by specialists in the area of Tests and Measurements and experts in educational management. The experts took time to determine the content validity, to check the extent to which items of the instruments represented the content and suitability of the items being measured.

## RELIABILITY OF THE INSTRUMENT

The reliability of the instrument was ensured using test-retest method. Pearson Product Moment Correlation analysis was used to correlate the reliability coefficient. A reliability coefficient of 0.85 was obtained for the Administrative Effectiveness of Principal Questionnaire (PATPQ) and that of Teachers performing Questionnaire (TJEQ) stood at 0.83. The coefficients were considered high enough to confirm the consistency of the instruments. The researcher personally administered the instrument with the help of research assistants.

## DATA ANALYSIS

The data collected for the study were analysed using both descriptive and inferential statistics. All the hypotheses generated were tested using Pearson Product Moment Correlation. All the hypotheses formulated were tested at 0.05 level of significance.

Results

**Question 1:** What is the level of administrative effectiveness of principals at Osun State?

In order to answer this question, mean score (16.74) and Standard deviation (1.71) an administrative effectiveness of principal were computed. These were used to categorise the principal into low, moderate and high levels of administrative effectiveness as shown in table 1.

**Table 1: Level of Administrative Effectiveness of Principals**

	Frequency	Pearson
Low (00.15.03)	66	16.5
Moderate (18.44)	266	66.5
High (18.45 20.00)	68	17.0
<b>Total</b>	400	100.0

Table 1 showed that 16.5% of the school principals had low level of administrative effectiveness while 66.5% and 17% were moderate and high respectively. Therefore the level of administrative effectiveness of principals was moderate.

### **Question 2: What is the level of teachers job performance in Osun State?**

In answering the question, the scores on teachers Job performance were obtained using the responses on "Teachers Productivity Questionnaire" (TJPQ). The Standard Deviation (10.71) and mean score (80.91) were used to categorise the respondents into three levels-low, moderate and high. The results are shown in Table 2.

**Table 2: Level of Teachers Productivity in Osun State**

	Frequency	Pearson
Low (00.70-70.20)	42	10.5
Moderate (70.21-91.61)	318	79.5
High (91.62-100.00)	40	10.0
<b>Total</b>	400	100.0

Table 2 revealed that 10.5% of teachers had low level of Job performance. 79.5% were moderate, while 10% had high level of productivity. This showed that the level of teachers productivity in Osun State was moderate.

### **Results from the Hypotheses generated:-**

Hypothesis 1: There is no significant relationship between administrative effectiveness of principals and teachers job performance statistical analysis involving Pearson Moment Correlation at 0.05 level of significance was used. The result was shown below in Table 3.

**Table 3**

Variables	N	Mean	SD	r-cal	r-table
Principal Administrative effectiveness	400	16.74	1.71		
Teachers Productivity	400	80.92	10.71	0.689	0.195

Table 3 shows that r cal is greater than r table at 0.05 level of significance. The null hypothesis was rejected. This implies that there was significant relationship between administrative effectiveness of principals and teachers productivity.

**Hypothesis 2:** There is no significant relationship between human relation functions of principals and teachers job performances. Scores relating to human functions of principals and teachers productivity were computed and subjected to Statistical analysis involving Pearson Product Moment Correlation at 95% confidence level. The result was shown in Table 4.

**Table 4: Human relation functions of school principals and teachers productivity.**

Variables	N	Mean	SD	r-cal	r-table
Principal Administrative effectiveness	400	17.16	2.30		
Teachers Productivity	400	80.92	10.71	0.268	0.195

P<0.05

Table 4 shows r cal (0.268) is greater than r table (0.195) at 0.05 level of significance. The null hypothesis was rejected. This implies that there was significant relationship between human relation functions of principals and teachers effectiveness.

**Hypothesis 3:** There is no significant relationship between communication functions of principals and teachers' productivity. In order to test the hypothesis scores on hypothesis 3 were computed using Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 5.

**Table 5: Communication functions of Principals and teachers productivity**

Variables	N	Mean	SD	r-cal	r-table
Principal Communication functions	400	14.77	3.01	0.411	0.195
Teachers Productivity	400	80.92	10.71		

Table 5 shows that r cal (0.411) is greater than r table (0.195) at 0.05 level of significance. This implies there was significant relationship between communication functions of principals and teachers effectiveness.

**Hypothesis 4:** There is no significant relationship between decision making functions of principals and effective teachers job performance scores on decision making functions of principals and teachers productivity were computed and subjected to statistical analysis. The result was presented in Table 6.

**Table 6: Decision making functions of principals and teachers' productivity**

Variables	N	Mean	SD	r-cal	r-table
Decision making functions of Principals	400	12.83	2.26	0.318	0.195
Teachers Productivity	400	80.92	10.71		

In table 6, r cal (0.318) is greater than r table (0.195) at 0.05 level of significance. The null hypotheses was rejected. This showed that there was significant relationship between decision making functions of principals' and teachers productivity.

**Hypothesis 5:** There is no significant relationship between supervisory functions of principals and effective Teachers job performance. Scores on supervisory functions of principals and teachers effective job performance were subjected to statistical analysis. Table 7 showed the result.

**Table 7: Principals' Supervisory functions and Teachers Job Performance**

Variables	N	Mean	SD	r-cal	r-table
Principals Supervisory functions	400	15.26	1.89		
				0.548	0.195
Teachers' Job Performance	400	80.92	10.71		

Table 7 showed that r cal (0.548) is greater than r table (0.195) at 0.05 level of significance. The null hypothesis was rejected. This implies that there was a significant relationship between Supervisory function of Principals and teachers job performance.

**Hypothesis 6:** There is no significant relationship between principals staff welfare function and teachers job performance scores of principals staff welfare functions and teachers job performance were computed using statistical analysis. The result was presented in Table 8.

**Table 8: Principals Staff Welfare Functions and Teachers Job Performance**

Variables	N	Mean	SD	r-cal	r-table
Principals Supervisory functions	400	14.94	1.58		
				0.491	0.195
Teachers' Job Performance	400	80.92	10.71		

The result shows that r cal (0.491) is greater than r table (0.195) at 0.05 level of significance. The null hypothesis was rejected. This implies that there was significant relationship between principals staff welfare functions and teachers job performance.

## DISCUSSION

The study showed that the level of principals effectiveness in the state was moderate. Principals in the school moderately performed their functions in relation to human relation functions, communication, skills, decision making functions and supervisory functions.

The findings corroborates with Muriana (2006) who found a positive relationship between managerial functions of principals and teachers productivity. In the

same view Olaleye (2014) asserted that the principal as school manager has to possess professional skills, technical skill and human relation skills so as to be able to manage the resources available in the school effectively and efficiently.

The study also revealed the level of teachers' job performance in Osun State was moderate. The moderate level of teachers' job performance might not be unconnected with principals administrative effectiveness. The study showed that there was significant relationship between administrative effectiveness of principals and teachers job performance. This could be as a result of the fact that effective principals administrative functions promotes higher teachers output.

It was revealed that there was significant relationship between human relation functions of principals and teachers productivity. This was in support of Adu. Eze (2012) who posited that positive relationship between the teachers and principals will lead to high productivity. It was found that there was significant relationship between communication functions of principals and teachers Job performance. Communication remains the life blood of school. Information needs to be flowing from the school manager to the staff and students. The study is in line with Olaleye (2013) who asserted that free flow of information, open-minded policy and team spirit of principal of secondary schools facilitate high teachers productivity. This was also supported by Ibukun (2003) who asserted that communication functions, human relation function and decision making functions are essential for effective personnel management.

This result also showed that there was significant relationship between decision making functions of principals and teachers job performance when teachers are allowed to participate in the decision making process in the school, they developed sense of belonging. This is in line with Ajayi and Afolabi (2012) who noted that when teachers participate in the administration of their schools, their morale will be high and this could enhance their productivity.

The study also revealed that there was significant relationship between supervisory functions of principals and teachers' performance of their job effectively. This was in line with Okorie (2001) who stressed that supervision brings about excellence and quality. It helps to give concrete and constructive advice and encourage teachers in order to improve teaching and learning. The study also showed that there was significant relationship between principals' staff welfare functions and teachers' job performance. Staff welfare is highly central to teachers' productivity. Managers who develop appropriate teachers welfare structure and benefit for their teachers enhance productivity as well as organisational efficiency in the school system.

## CONCLUSION AND RECOMMENDATIONS

Based on the findings, the following recommendations conclusion were made: effective performance of administrative function of principals and teachers job productivity were moderate. Improvement in principals administrative roles in terms of human relation, communication, decision making, supervision, and staff welfare brought about improvement in teachers job performance.

## RECOMMENDATIONS

In view of the fact that Principals administrative effectiveness has significant relationship with teachers job performance. The ministry of Education in Conjunction with inspectorate division should ensure routine inspection of schools.

It is also important that the principals of Secondary Schools should be acquainted with required functions of a school manager. This could be done through seminars, conferences, workshops organised by Professional Associations Principals should be committed to changing organisational culture from the traditional pattern of hierarchal structure to participative management to improve the effectiveness of participatory decision making in the school system.

Government in conjunction with the principal should place priority on teachers welfare through efficient and effective remuneration. Approval of in-service training reward for hard work, diligence in services and improved overall working conditions. These will enhance and stimulate teachers job performance.

## REFERENCES

1. Adu, E.O., Oshoti, T & Eze, I. (212). *Career Advancement, school relations and support service factors as determinant of teacher productivity in public secondary school in Osun State, Nigeria. International Journal of Education 4(4): 27-40.*
2. Ajayi, I.A & Afolabi C.Y. (2012). *Participatory management and productivity among secondary school teachers in South West Nigeria. Research Journal of Organizational Psychology and Education Studies 1(6):332-337.*
3. Akpan, G.O. (1990). *What principals do to enhance quality, in S.U, Udo & S, Akpan (eds), Management of quality education in Nigeria. 55-100. Jos Ehindero (Nig.) Ltd.*
4. Arikewuyo, M.O. (1997). *Training primary school headteachers through the distance learning programmes. Journal of Distance Education 3(1):193-198*
5. *Federal Government of Nigeria (FGN) 2004. National policy on education, 4<sup>th</sup> edition. Yaba, Lagos NERDC.*
6. Hafeez, B. & Wazir N. (2012). *The impact of human relation skill of heads on students' academic achievement. Interdisciplinary Journal of contemporary Research in Business. 3(12).*
7. Ibukun, W.O. (2003). *Toward performance of teacher in Ondo State: Vision, mission and philosophy of government on education. In E.A. Taiwo & S. Fadipe (eds), Skills improvement programme for effective performance of teachers in Nigerian schools, Ondo: NIEPA printing press.*
8. Muraina, M.B. (2006). *Relationship between principals managerial skills and their administrative effectiveness in secondary schools in Oyo State. An unpublished B.Ed. Project. Tai Solarin University of Education. Ijebuode Ogun State.*

9. Obayan, P.A.I. (2006). *Teaching without teacher. A paper delivered at Adeniran Ogunsanya College of Education, Lagos. Punch Newspaper July 5<sup>th</sup>*, 35.
10. Okorie, A.N. (2000). *Leadership in Schools*, in D.O. Dursoro & S. Ogunsaju (eds); *The craft of educational management Ibadan: Reginasion Book Publisher*.
11. Olaleye, F.O. (2013). *Enhancing educational effectiveness in Nigeria through teachers' professional development. European Scientific Journal* 9(28): 422-431
12. Olaleye, F.O. (2014). *Managing education resource for optimal productivity in Nigerian schools. Research Journal in Organisational Psychology and Educational Studies* 3(3): 159-164.
13. Yadok, B. (2014). *Why Private Schools are springing up; <http://www.punch.com/opinion/the-plight-of-teachers-and-fate-of-our-children>*.
14. Lydiah, L.M. & Nasongo, J.W. (2009). *Role of the headteacher in academic achievement in secondary schools in Vihiga districts, Kenya, Current Research. Journal of Social Sciences*, 1(3): 84-92.