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PRINCIPALS' ADMINISTRATIVE PRACTICES AS PREDICTORS OF TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN ENUGU STATE

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ABSTRACT

The study investigated principals' administrative practices as predictors of teachers' job performance in public secondary schools in Enugu State. Three research questions and three null hypotheses guided the study. The study adopted a correlational survey design. The population of the study comprised 8764 teachers in 268 secondary schools in Enugu State. A sample size of 605 teachers was drawn using proportionate stratified random sampling technique representing 6.9% of the population. The instruments used for data collection were Principals' Administrative Practices Questionairre (PAPQ) and Teachers' Job Performance Questionnaire (TJPQ). The instruments were validated and the reliability determined at 0.71, 0.83, 0.80 for principals' administrative practices and 0.85 for teachers' job performance. Linear regression analysis was used to answer the research questions, while t-test associated with linear regression was used to test the hypotheses at a 0.05 level of significance. The findings revealed that, there is a very high and positive predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools in Enugu State. The findings equally revealed that, there is a very high and positive predictive power of principals' administrative communication network on teachers' job performance in secondary schools in Enugu State. The findings finally revealed that, there is a very high and positive predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools in Enugu State. Based on the findings of this study, the researcher recommended that, Principals should adopt the administrative practice of delegating duties to teachers for improved job performance and productivity in secondary schools in Enugu State.

Keywords: principals, administrative practices, teachers' job performance, secondary schools

Introduction

Principal is the administrative head of secondary school in-charge of managing the activities and programmes as well as the available resources for productivity and quality outputs. It is the duty of secondary school principals to manage the resources available in the school such as the human, material, financial, energy and time resources for improved teachers' job performance. Principal as the leader of secondary school is responsible for supervision and other

administrative tasks for improved teachers' job effectiveness (Nwabueze, 2016). The principal provides good leadership, proper direction and effective co-ordination within the school to develop and maintain effective educational programmes and promote the improvement of teaching and learning in the school. The principals have the responsibilities for detailed organization of the school, development of the instructional programme, assignment of duties to members of his staff, general operation of the school facilities, and whole school supervision (Wallace Foundation, 2013). In Nigeria, principals are the appointed executive heads or administrative heads of secondary schools (Ogbonnaya, 2004). The principals are the agents and government representatives of the Ministry of Education charged with the responsibilities of administration to ensure the successful achievement of effective teaching and learning needed for the realization of goals of education at the level.

Principal as a building administrator is responsible for daily supervision of the school physical facilities, programme of activities, students, teachers, facilitators, professional and support staff, volunteers, and personnel from outside agencies for improved productivity. The principal is responsible for the day to day supervision of the school, school administration, human resource management (students and teachers' management) and management of personnel from outside agencies (Edikpa & Chibuko, 2022). The principal holds the administrative position needed to improve the instructional performance of teachers through planning, controlling and coordinating, including the management of human, material, financial and time resources (Hillinger & Heck, 2012). The principal is entrusted with the responsibility of improving the quality of administration and instructional activities through effective practices to influence the teachers to perform their teaching jobs for improved productivity. These responsibilities are administrative practices carried out by principals to support teachers' job performance effectively in secondary schools.

Principals' administrative practices are the activities performed by principals which improve quality teaching and learning in secondary schools. It involves principals' coordination in checking teacher's day-to-day activities towards enhancing their instructional performance in school (Igoni, 2020). Principals' administrative practice is the primary duties of principal that helps to guide and improve the teacher's performance in disseminating knowledge to the learner during instructions in the classroom. According to Ndege (2017), administrative practice is the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in school. Thus, administrative practice is the skills or tools that a principal acquires and uses to influence the subordinate (teachers) for achievement of educational goals (Igoni, 2020). 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). They are entrusted to enhance instructions with their administrative practices and clear a path that would improve teaching-learning processes in secondary schools.

Principals' administrative practices are very vital in ensuring that teachers carry out their instructional activities for quality instructional delivery in schools. Dornyei (2007) describes principals' administrative practices as motivational activities used by the principals in secondary schools in helping the teachers to ensure high productivity or high job performance. Accordingly, Ekpo and Eze (2015) identify principals' administrative practices as communication network, decision making, supervision, leadership, motivation, coaching, coordinating, staffing, planning, organizing, directing, evaluating and mediator between the school and community to ensure active job performance among teachers in secondary schools. However, the administrative practices which will be considered herein include proper delegation of duties to teachers, management of teachers' welfare services, and open communication networks which are the key-points that would help principals predict teacher's instructional performance, and because of its vast coverage on the practices that principals would use to make instructional activities in school achievable. One of the administrative practices of principals is the delegation of duties to teachers for improved job performance.

Proper delegation of duties is an administrative practice adopted by principals to motivate teachers and give them sense of responsibility in school administration. Adeyemi (2007) states that, when principals delegate authority to teachers properly, the teachers have been given extra sense of belongingness, responsibility, recognition and as such, enhance their professional image as well as job performance. Teachers' job performance can also be influenced by principals through proper management of staff welfare. According to Blasé and Blasé (2008), provision of teachers' needs does not only entail adequate provision of instructional facilities (libraries, laboratories, textbooks, accommodation), but also, attending to the personal needs of the teachers. Blasé and Blasé further observe that, when the pressing needs of the teachers are provided for and adequately addressed by principals; their job performances in schools are improved. These can be achieved through proper communication network established by the principals.

In encouraging effective job performance among teachers, the importance of open communication as an administrative practice becomes paramount. One of the outcomes of administrative communication is related to the flow of information, regulations, policies and procedures (Okeke, 2011). As an administrative strategy, open communication is frequently expected to share information with members, to coordinate activities, reduce unnecessary administrative stress while improving the performance teachers in schools. Hence, effective use of open communication as a practice promotes teachers' job performance

for improved productivity. This implies that, principals' administrative practices are key components of teachers' job performance in secondary schools.

Teachers' job performance can be described as the activities carried out the school system by teachers to enhance quality output from the system. Jay (2014) sees performance as an act of accomplishing or executing a given task, which is a combination of ideas and skills acquired for the accomplishment of educational 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 practices established 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 practices by principals can therefore encourage effective performance of teachers' academic functions (Igoni, 2020). 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, the teachers' performance can be measured through their annual reports of activities in terms of the above variables.

Statement of the Problem

In Enugu State, there appears to be observed principals' administrative

deficiencies in secondary schools. 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 by teachers 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, enhance their job performance and increase job productivity.

However, it appears principals do not involve teachers in decision making, improper delegation of duties, disregard to teachers' welfare and poor position of instructional materials in most of the schools. The above condition not only affects the quality of learning among students in their academic achievement, but also affects the quality of teaching among teachers of secondary schools in the state. It is against this background that this study is intended to critically highlight principals' administrative practices that predict teachers' job performance in secondary schools in Enugu State.

Research Questions

The following research questions were formulated to guide the study.

1. What is the predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools?
2. What is the predictive power of principals' administrative communication network on teachers' job performance in secondary schools?
3. What is the predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools?

Hypotheses

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

Ho_1: There is no significant predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools.

Ho_2: There is no significant predictive power of principals' administrative communication network on teachers' job performance in secondary schools.

Ho_3: There is no significant predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools.

Research Method

This study adopted a correlational survey design. According to Madumere-Obike and Nwabueze (2018), a correlational research establishes the extent of relationship or association between two or more variables that can be used to make predictions on existing conditions of variables that are

related. The population of the study comprised 8764 teachers in 268 secondary schools in Enugu State. A sample size of 605 teachers was drawn using proportionate stratified random sampling technique representing 6.9% of the population.

The instrument used in this study was questionnaire titled 'Principals' Administrative Practices Questionairre (PAPQ) and Teachers' Job Performance Questionnaire (TJPQ)' designed by the researcher for data collection. The two sets of questionnaire made up of two sections: A, B and C. Section A provided the demographic information of respondents such as location; and Section B contained questionnaire items carefully arranged into three clusters I, II, and III on Principals' Administrative Practices Questionnaire; While Section C contained items on Teachers' Job Performance. The items were rated on a four-point rating scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with assigned values of 4, 3, 2 and 1 respectively. The instruments were validated and the reliability was trial-tested using ten (10) teachers from ten secondary schools in Abia State. Cronbach Alpha method was employed to compute the internal consistency of the items of the instrument, which yielded indices of 0.71, 0.83, 0.80, for principals' administrative practices, and 0.85 for teachers' job performance. Linear regression analysis was used to answer the research questions, while t-test associated with linear regression was used to test the hypotheses at a 0.05 level of significance.

Presentation of Results

Answers to Research Questions

Research Question One: What is the predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools?

Table 1: Linear regression analysis on the predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools

Model	R	R Square	Adjusted R Square (R^2)	Decision
1	0.85[a]	0.72	0.70	Very High and Positive Prediction

Key (R): Very Low = 0.01-0.20; Low = 0.21-0.40; Moderate = 0.41-0.60; High = 0.61-0.80; Very High = 0.81 and above

Data on Table 1 revealed that, the regression coefficient (R) is given as 0.85 while the adjusted regression square R^2 is given as 0.70 respectively. This shows that there is a very high and positive predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools in Enugu

State. This implied that, principals' administrative practice on delegating duties to staff predict teachers' job performance to a very high extent for improved productivity. Therefore, principals' administrative practice on delegating duties to staff have very high predictive power on teachers' job performance, which eventually improve their practical knowledge of disseminating information to the learners for productivity.

Research Question Two: What is the predictive power of principals' administrative communication network on teachers' job performance in secondary schools?

Table 2: Linear regression analysis on the predictive power of principals' administrative communication network on teachers' job performance in secondary schools

Model	R	R Square	Adjusted R Square (R^2)	Decision
1	0.82[a]	0.67	0.65	Very High and Positive Prediction

Key (R): Very Low = 0.01-0.20; Low = 0.21-0.40; Moderate = 0.41-0.60; High = 0.61-0.80; Very High = 0.81 and above

Data on Table 2 revealed that, the regression coefficient (R) is given as 0.82 while the adjusted regression square R^2 is given as 0.65 respectively. This shows that there is a very high and positive predictive power of principals' administrative communication network on teachers' job performance in secondary schools in Enugu State. This implied that, principals' administrative communication network predict teachers' job performance to a very high extent for productivity. Therefore, principals' administrative communication networks have a very high predictive power on teachers' job performance, which promote their pedagogical content knowledge for improved productivity.

Research Question Three: What is the predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools?

Table 3: Linear regression analysis on the predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools

Model	R	R Square	Adjusted R Square (R^2)	Decision
1	0.87[a]	0.76	0.75	Very High and Positive Predictive Power

Key (R): Very Low = 0.01-0.20; Low = 0.21-0.40; Moderate = 0.41-0.60; High = 0.61-0.80; Very High = 0.81 and above

Data on Table 3 revealed that, the regression coefficient (R) is given as 0.87 while the adjusted regression square R^2 is given as 0.75 respectively. This showed that there is a very high and positive predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools in Enugu State. This implied that, principals' administrative practice of managing staff welfare predict teachers' instructional performance to a very high extent for productivity. Therefore, principals' administrative practices of managing staff welfare have positive predictive power on teachers' job performance, which boost their morale for knowledge creativity and sharing for improved productivity.

Test of Hypotheses

Ho_1: There is no significant predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools.

Table 4: t-test associated with linear regression analysis on the predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	10.12	0.83		13.11	0.00	0.05	Significant
	Principals' communication network	0.83	0.02	0.85	26.09	0.00		

Table 4 revealed that, the t-test value associated with linear regression is 26.09. The hypothesis is significant, because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, there is a significant predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools. Principals' administrative practice on delegating duties to staff

promotes teachers' job performance in secondary schools, which eventually improve their practical knowledge of disseminating information to the learners for productivity.

Ho2: There is no significant predictive power of principals' administrative communication network on teachers' job performance in secondary schools.

Table 5: t-test associated with linear regression analysis on the predictive power of principals' administrative communication network on teachers' job performance in secondary schools

Model		Unstandardized Coefficients		Standardizedt Coefficients		Sig.	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	7.33	0.80		12.26	0.00	0.05	Significant
	Principals' supervisory practices	0.80	0.02	0.82	25.54	0.00		

Table 5 revealed that, the t-test value associated with linear regression is 25.54. The hypothesis is significant, because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, there is a significant predictive power of principals' administrative communication network on teachers' job performance in secondary schools. This implied that, principals' administrative communication networks promote teachers' job performance for improved pedagogical content knowledge and productivity in secondary schools in Enugu State.

Ho3: There is no significant predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools.

Table 6: t-test associated with linear regression analysis on the predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	10.01	0.84		14.11	0.01	0.05	Significant
	Principals' decision making practices	0.84	0.03	0.87	23.07	0.01		

Table 6 revealed that, the t-test value associated with linear regression is 23.07. The hypothesis is significant, because the significant value of 0.01 is less than the alpha value of 0.05. Therefore, there is a significant predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools. Principals' administrative practice of managing staff welfare promotes teachers' job performance in secondary schools, which equally boost their morale for knowledge creativity and sharing for improved productivity.

Discussion of Findings

The findings revealed that there is a very high and positive predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools in Enugu State. This implied that, principals' administrative practice on delegating duties to staff predict teachers' job performance to a very high extent for improved productivity. Therefore, principals' administrative practice on delegating duties to staff have very high predictive power on teachers' job performance, which eventually improve their practical knowledge of disseminating information to the learners for productivity. The test of hypothesis one showed that, there is a significant predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools. This agrees with the findings of Anibasa (2015) that principals used attendance register to ensure that teachers prepare lesson plan/notes before going to class and as well, ensure that duties delegated to teachers are performed effectively. Osakwe (2010) revealed that there was a relationship between principals and teachers in that, the principals delegate duties to teachers and supervise the teaching materials teachers use in the classroom. Onyeike and Nwosu (2018) revealed that principals engage in the delegation of duties to teachers and provide assistance on instructional activities to teachers.

The findings equally revealed that, there is a very high and positive predictive power of principals' administrative communication network on teachers' job performance in secondary schools in Enugu State. This implied that, principals' administrative communication network predict teachers' job performance to a very high extent for productivity. Therefore, principals' administrative communication networks have a very high predictive power on teachers' job performance, which promote their pedagogical content knowledge for improved productivity. The test of hypothesis two showed that, there is a significant predictive power of principals' administrative communication network on teachers' job performance in secondary schools. This implied that, principals' administrative communication networks promote teachers' job performance for improved pedagogical content knowledge and productivity in secondary schools in Enugu State. In line with the findings, Nwogbo, Nwankwo and Nwachukwu (2019) revealed that there was no significant difference in the mean ratings of principals and teachers on the communication strategies adopted by principals for teacher effectiveness. Ibrahim and Mahmoud (2016) support the existence of a positive relationship between communication styles of supportiveness, preciseness, expressiveness, and niceness on the one hand and school performance on the other hand. This means that communication is the life-wire of every organization and through effective communication network; rightful decisions are taken to enhance and predict teachers' instructional performances.

The findings finally revealed that, there is a very high and positive predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools in Enugu State. This implied that, principals' administrative practice of managing staff welfare predict teachers' instructional performance to a very high extent for productivity. Therefore, principals' administrative practices of managing staff welfare have positive predictive power on teachers' job performance, which boost their morale for knowledge creativity and sharing for improved productivity. The test of hypothesis three showed that, there is a significant predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools. In line with the findings, Ukaigwe and Nwabueze (2015) revealed that, the strategies to improve teachers' service conditions for improved job performance in secondary schools include: proper supervision to equip them with the knowledge of improving instructional methods, adequate provision of finance to help them carry out instructional duties effectively, continuous/regular payment of salaries improves their morale to perform jobs effectively, better management of teachers to enable the achievement of school set objectives/goals, and effective management of staff to promote greater chance of continuing success in students' academic achievement.

Conclusion

Teachers' job performance to a large extent depends on the nature of principals' administrative practices in secondary schools. Principals who are resourceful in the application of administrative practices would delegate duties to teachers appropriately and maintain open relationship with the teachers for improved productivity. The result indicated positive relationship between principals and teachers in respect to their job performance. It therefore, becomes imperative that principals of secondary schools have to administratively manage the teaching staff welfare to improve teachers' job performances, which boost their morale for knowledge creativity and sharing. This no doubt, will go a long way in ensuring the achievement of secondary education goals and objectives.

Recommendations

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

1. Principals should adopt the administrative practice of delegating duties to teachers for improved job performance and productivity in secondary schools in Enugu State.
2. Principals should equally adopt the administrative practice of maintaining open communication network with their teachers to enhance their job performance for improved productivity.
3. The principals should take cognizance of improving teachers' service condition to improve their job performance and productivity in secondary schools in Enugu State.

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