

INFLUENCE OF PRINCIPALS' ADMINISTRATIVE PROCESS STRATEGIES ON EFFECTIVE TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS

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Abstract

The study was carried out on the influence of principals' administrative process strategies on effective teachers' job performances in secondary schools. The study seeks to analyze the principals' administrative process strategies on effective teachers' job performances in secondary schools. Two research questions guided the study. The population of the study comprised all the 738 public school teachers in Enugu East Education Zone. The sample size for the study was 285. The instrument for data collection was a questionnaire. The reliability of the instrument was done through test retest and the reliability coefficient was 0.75. The data was analyzed through mean rating. The study found among things that Principals use instructional supervision and staff personnel management as principals' administrative strategies in secondary schools. The instructional supervision covers whether teacher's activities are carefully monitored and there is a constant classroom visitation. The study emphasizes the need for principals to prioritize teacher development, foster collaborative practices to enhance teachers' job performance and overall school success. Based on the findings it was recommended among others that Principals should be given adequate training on instructional leadership so as to bring out the best in their teachers. Also the Federal Ministry of Education should make sure that adequate materials are provided for teaching and learning in every school for better performance; also principals should make instructional supervision a routine exercise in their various schools so as to make sure there are no lapses for ineffectiveness in the part of the teachers.

Keywords: Principal instructional supervision strategies, staff personnel management strategies, teacher job performance

Introduction

Education plays a very important role in the economic development of a country as it is aimed at supplying the economy with human capital that can convert effectively and efficiently other resources into output of high value. It is an instrument par-excellence and the means of developing human intellect, technical skills, character and effective citizenship for self-reliance and effective national development Federal Republic of Nigeria (FRN, 2013) indicated in the National Policy on Education (NPE) that accomplishment of the goals of education solely depends on defining the structure and strategies for educational provision, setting guidelines and required standards for its delivery, managing the education system for quality control and quality assurance, improving teacher quality through professionalizing the teaching profession in Nigeria and the provision of more in-service training opportunities, other incentives for teachers. A simple way of appreciating education is that it is a tool or a necessary weapon that is needed by every human being in order to effectively navigate this complex world (Aguba, 2019).

Education is as old as man because in the beginning was education, this is because education exists and has always existed in human societies, irrespective of the level of complexities of organization of each society (Obanya 2007). Education in essence is the most effective instrument for academic progress, social mobilization, political survival and effective national development of a country, it constitutes the single largest enterprise in Nigeria (Akpa, 2012). The educational policy of any nation is to achieve education for all (E.F.A.) (Moest, 2018). The priority is to ensure equitable access and improvement in the quality and efficiency of all level of education. The accomplishment of the goals of education, attaining quality

standards and maintaining effective control and service delivery is something that should start right from the primary school through the secondary school to higher institutions. Secondary education serves as a link between primary education and higher education.

The principals may be described as an executive head of the school. The principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Maduabuchi, 2012). He identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities to the staff according to specialization and expertise. (Ugochi, 2007). The status of secondary school principal is not gender discriminating. Therefore, a principal can either be a male or female. A good principal should champion the course of activities in his or her school to ensure a better school administration. The concern of the principal of secondary school is to direct the activities of teachers, students and other staff in the school towards the school objectives. The roles to be performed by the school principal can be categorized into two, namely: Supervision of school programmes which include: curricula and extra curricula activities (allocation of schedule of duty or subjects, school time table, school organization, etc.), and Interpersonal relation which involves school discipline, evaluation of teachers performance, community support and involvement, helping in solving staff and student personal problems e.t.c.

The ultimate goal of education administration at all levels is to develop an all-inclusive and quality education that is accessible and relevant for self-reliance. This is guided by the understanding that good education contributes significantly to economic growth, improvement of employment prospects and income generating opportunities for sustainable development. For qualitative education to be achieved in a nation, the teacher (human resources) financial and instructional facilities (material resources) must be co-operatively organized. In other words, the teacher in secondary school must be well trained and supervised (assisted), the learners continuously evaluated and funds and facilities adequately provided. There is a number of administrative processes that exist to assist the administrator in carrying out his day-to-day activities.

Administrative strategies are essential mechanisms for ensuring an effective and appropriate learning process in schools. They provide a degree of control over the educational experiences offered, ensure that institutions comply with basic standards, maintain accountability to stakeholders including students and funders—and implement processes that enhance overall learning outcomes. A “process” refers to a series of steps or actions undertaken to achieve a desired result. According to the *Chambers Etymological Dictionary of the English Language*, a process is “a going forward, gradual process, the whole proceedings in an action.” Since an organization is composed of individuals working collectively toward common goals, the attainment of these goals requires time, effort, and commitment from all members. Principals typically apply several administrative strategies to ensure effective school management and learning, including monitoring, communication, supervision, inspection, and evaluation. Monitoring involves the systematic collection of data at intervals on ongoing projects or programs within the school system. Its primary purpose is to assess performance levels and determine the extent to which set objectives are being achieved. Communication is a fundamental element of administration and is central to all managerial functions. It is the art and science of conveying thoughts, needs, or information to individuals or groups, either verbally or through non-verbal expressions. Effective communication facilitates understanding, coordination, and the smooth functioning of all school activities.

Supervision goes beyond mere inspection; it is aimed at improving instruction by working collaboratively with teachers. It involves stimulating professional growth, supporting staff, and ensuring that learners benefit from quality teaching. Supervision is an interactive process that includes advising, encouraging, and motivating staff to enhance instructional quality. Inspection is the process of evaluating teachers’ performance and assessing the overall standards of a school to ensure compliance with established norms and regulations. It serves as a mechanism for maintaining accountability and quality control in educational institutions.

Evaluation is a formal process that involves analyzing available data to make informed conclusions about performance. It can be formative, aimed at improving current performance levels, or summative, assessing outcomes after implementation. Evaluation serves as a quality assurance strategy, providing insights into how the system can be strengthened and improved. Through the effective application of these administrative strategies, school leaders can create an environment that supports learning, ensures accountability, and promotes continuous improvement in both teacher performance and student outcomes.

Quality assurance is a key strategy for maintaining high standards in the education system at all levels. It has been argued that quality control should be a national concern, particularly in the country's drive toward technological and socio-economic development. To achieve effective quality assurance, it is necessary to examine factors such as teachers' qualifications, teacher distribution by gender, curriculum adequacy, the availability and proper use of instructional equipment, and the implementation of established teaching processes. For example, findings from EFA (2002) indicate that approximately 16.7% of teachers in technical colleges possess a B.Sc. in addition to their professional teaching qualifications, while 22.5% and 6.5% hold NCE and HND qualifications alongside professional credentials. Overall, 76.7% of teachers in the sampled schools are professionally qualified, demonstrating a significant level of competence within the workforce. For the purpose of this study, the focus was on principals' administrative strategies, specifically instructional supervision and staff personnel management. Instructional supervision involves monitoring teachers' activities, conducting regular classroom visits, providing constructive feedback, supervising lesson notes, and employing diverse supervisory techniques to improve teaching quality. Staff personnel strategies, on the other hand, address relationships among staff, the orientation of newly recruited personnel, available networks for teacher collaboration, and encouragement for teachers to engage in professional development programs.

Teachers' job performance refers to the tasks and duties accomplished by teaching staff within a given period. It is influenced by their skills, experience, commitment, and the time allocated for completing assigned responsibilities. Effective job performance includes punctuality, cooperation with school leadership, willingness to undertake additional duties, supervision of students' classroom work, adherence to school guidelines, lesson planning and preparation, participation in school and PTA meetings, oversight of extracurricular activities, and accurate record-keeping of students' progress. Teachers also engage in assessing, marking, and evaluating student work as part of their professional responsibilities. The declining standard of education over the years has often been linked to lapses in school administration, which in turn negatively affect students' academic performance a key indicator of principals' administrative effectiveness. This situation has contributed to poor academic achievement, high dropout rates, examination malpractice, and weak reading and writing cultures among secondary school students in Enugu Education Zone. It is against this backdrop that the researcher undertook this study to investigate the influence of principals' administrative strategies on teachers' job performance in secondary schools within Enugu Education Zone.

Purpose of the Study

The purpose of the study is to analyze the influence of Principal's administrative processes strategies on teachers' job performances in secondary schools in Enugu Education Zone.

Specifically the study will seek to find out:

1. Instructional supervision strategies of principals in secondary schools in Enugu Education Zone.
2. Staff-personnel management strategies of principals in secondary schools in Enugu Education Zone.

Research Questions

The following research questions guided the study:

1. What are instructional supervision strategies of principals in secondary schools in Enugu Education Zone?

2. What are the staff-personnel management strategies of principals in secondary schools in Enugu Education Zone?

Methods

The research design used for the study was a descriptive survey. Enugu Education Zone includes: Enugu North, Enugu East and Isi-Uzo LGAs. Enugu East local government area was chosen for this study. The target population is all the 738 secondary school teachers in the 31 public secondary schools in Enugu East L.G.A of Enugu State. Sources: Resources and Statistics PPSMB, Enugu. The sample for the study is 285. Then the proportionate stratified sampling technique was applied to the population of the teachers in Enugu East local government area and thirty eight percent (38%) of the population of the teachers was taken which gave us the 285. The researcher formulated a questionnaire- Principal's administrative process strategies and teacher job performance questionnaire for data collection. Questionnaire was used to collect data for the study. Mean rating was used to analyze the questionnaire items.

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Results

Research Question 1: What are instructional supervision strategies of principals in secondary schools in Enugu Education Zone

S/N	Items	Mean	Decision
1	Supervises teachers' activities to avoid deviation	3.25	Agreed
2	Engages in routine classroom visitation to improve teachers' delivery of instruction	3.22	Agreed
3	Uses constructive criticism to correct teachers' lapses on delivery of instruction	1.89	Disagreed
4	Checks teachers' lesson notes to make sure they are up to date	2.97	Agreed
5	Takes regular attendance of teachers' activities in the classroom to ensure teacher commitment	3.24	Agreed
Grand Mean		2.91	Agreed

The result on Table 1; mean scores for items 1, 2, 4 and 5 from the teacher's responses all fall above 2.5. Item 3 fell under the disagreed level of below 2.50. The grand mean 2.91 is above the cut off mean. This indicated that teachers agreed that these items constitute the extent principals' administrative process strategies influence teachers' job performance in secondary schools in Enugu education zone.

Research Question 2: What are the staff-personnel management strategies of principals in secondary schools in Enugu Education Zon

S/N	Items	Mean	Decision
6	Orientation exercise is always organized for newly recruited staff	3.20	Agreed
7	Ensures good relationship is established among teachers and staff	3.31	Agreed
8	Encourages teachers to engage in in-service training for personal improvement	2.84	Agreed
9	Assigns duties to teachers based on their area of specialization	3.25	Agreed
10	Uses on-the-job training to promote teachers' professional growth	1.91	Disagreed
Grand Mean		2.90	Agreed

Data in Table 2 show that the mean scores for items 6, 7, 8, and 9, based on teachers' responses, all exceeded the cut-off value of 2.50, indicating agreement. Item 10 fell below the cut-off, indicating disagreement. The overall grand mean of 2.90 is above the threshold, suggesting that teachers generally agreed that these items reflect the relationship between principals' administrative practices and teachers' effectiveness in performing their duties.

Discussion

The findings from the analysis of the items in research question 1 showed that the respondents agreed that in using instructional supervision in secondary schools principals supervise teachers activities to avoid deviation, engage in routine classroom visitation to improve on teachers delivery of instruction, check teachers lesson notes to make sure they are up to date and take regular attendance of teacher's activities in the classroom to ensure teacher commitment. However the respondents disagreed that principals use constructive criticism to correct teacher's lapses on delivery of instruction. Ezekwesili (2005) noted that there has not been thorough supervision in schools in recent decades; also, Supervision might involve inspection, but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It involves staff as essential part of the process. It is a way of advising, refreshing, encouraging and stimulating staff. The findings from the analysis of the items from research question 2 revealed that respondents agreed that in using staff personnel management in secondary schools principals ensure good relationship is established among teachers and other staff, organize orientation exercise for the newly recruited staff, encourage teachers to engage in-service, training for their personal improvement and assign duties to teachers based on their areas of specialization. They however disagreed that principals use on-the-job trainings to promote teachers professional growth. The result of the findings also is in accordance with Ajayi and Ogunyemi (2003) who affirmed that principals as chief executives owe it a duty to modify the attitude of the staff and motivate them to put in their best at achieving the goals of education through effective teaching and learning process to enhance excellent performance in education. The school administrator in ensuring effective staff personnel administration according to Novite (2009) should among other things develop an internal staff organization with clear lines of responsibility.

Conclusion

Administrative strategies are essential mechanisms for ensuring an effective learning process. They provide control over the educational experiences offered, ensure institutional compliance with basic standards, and maintain accountability to stakeholders including funders and students and implement processes that enhance teaching and learning. The role of principals in improving teachers' job performance through effective administrative strategies cannot be overemphasized. The study concluded that administrative strategies such as instructional supervision, delegation of duties, effective communication, motivation, and provision of instructional materials significantly influence teachers' effectiveness in performing their duties. When principals adopt inclusive, participatory, and supportive leadership styles, they create a positive working environment that enhances teachers' morale, job satisfaction, and productivity. Consequently, educational stakeholders must prioritize the training and continuous professional development of school leaders to ensure the effective management of both human and material resources, which, in turn, promotes improved teaching and learning outcomes.

Recommendations

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

1. Secondary school principals should adopt and implement the administrative strategies highlighted in this study to enhance teachers' job performance.
2. The state government should appoint capable and qualified individuals to serve as secondary school principals.
3. Principals should be transferred to different schools periodically to broaden their administrative experience.
4. Principals should receive clear and timely communication to enable them to carry out their administrative duties effectively.

5. Supervision and monitoring teams should be established in all secondary schools to ensure the proper implementation of school budgets and to prevent any form of financial misconduct.

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