

**INFLUENCE OF PRINCIPALS' ADMINISTRATIVE TECHNIQUES ON TEACHER
JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ENUGU EAST
LOCAL GOVERNMENT AREA**

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Abstract

This study investigated principals' administrative techniques and teacher's job performance in public secondary schools in Enugu East Local Government Area. Two specific purposes and two research questions guided the study. A descriptive survey design was used for the study. The population of the study comprised 307 teachers in public secondary schools in Enugu East LGA with a sample size of (200). The instrument used for data collection was a structured questionnaire. Data collected were analyzed using mean rating. The findings showed that the administrative techniques adopted by secondary school principals in Enugu East LGA include management techniques and evaluation techniques. The researchers recommended that principals should improve on their use of management and evaluation techniques as well as adopt other management techniques.

Keywords: *Principals' Administrative Technique, Teacher Job Performance, Management Technique, Evaluation Technique and Public Secondary Schools*

INTRODUCTION

Effective education refers to the degree to which schools are successful in accomplishing their educational objectives. The Federal Republic of Nigeria (FRN, 2013) indicated in the National Policy on Education (NPE) that the 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. The accomplishment of the goal 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. Secondary education covers two phases Level 1 or lower secondary education (junior secondary education) is considered the second and final phase of basic education and level 2 (upper) secondary education is the stage before tertiary education. Every country aims to provide basic education, but the systems and terminology by which they achieve this remain unique to them. The secondary education needs a lot of changes and the school principal is likely to be the key agent to introduce and sustain such change. He is responsible for the smooth running of the school. His challenge therefore, is to ensure that all children reach the levels of academic achievements. This he achieves by setting instructional methods for the attainment of school goals. The principal must possess certain qualities to be able to navigate the organization towards the attainment of success. An effective and efficient principal must be a learning officer, a coach, an architect and ideal person, a leader of leaders and a teacher.

Teacher's job performance is the execution of teaching job and rendering of support services by teachers. Okpanku (2022) opined that teachers' job performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others. From the above definitions, it is obvious that teachers' job performance is more than just teaching in the class, it also comprise being punctual to school and class, finishing the scheme of work for each term, making up to date lesson plan and notes, and helping students to solve their academic and learning difficulties. Similarly, Ofojebe and Kene-Chiedu (2022) noted that teachers' job performance is measured in terms of teacher's lesson presentation which ranges from introduction of lesson to teachers' mastery of subject, class participation, class control, evaluation and conclusion.

Kahler (2006) elaborated teacher job performance in terms of curriculum delivery, participation in extra-curricular delivery, participation in extra-curricular activities and professional development which includes taking part in professional lectures and all other activities that continuously enhance their teacher competencies. There are many administrative processes that exist to assist the administrator in carrying out his day-to-day activities. Enyi in Ogbonnaya (2013) stressed that administrative process can therefore be regarded as the sum total of the various processes of planning, organizing, stimulating, coordinating, staffing, budgeting, communication and evaluating, which aid administrators in the utilization of resources in the achievement of organizational goals.

The administrative dealings of various secondary schools in Enugu state seems to have been hindered by numerous problems. These problems may include: poor supervision, conflict

among teachers, inadequate funding, inadequate facilities, poor principal-teacher relationship, and poor leadership styles of the principal among others. Some school principals in Enugu State seem to lack vision, there appears to be inadequate job analysis and work plan with poor instructional supervision which culminated into poor curriculum delivery in schools and consequently poor academic performance by the students.

Thus, identifying the relationship between principal's administrative techniques and teacher's job performances may provide basis for determining how such administrative techniques could be improved to benefit both the teachers and the school as an organization. Although principals have been providing leadership in the school system to some extent, but some administrative techniques that could lead to the achievement of school objectives perhaps have not been provided by many school principals. The use of a set of administrative techniques by principals is informed by the fact that principals are to bring all round development into the school, in order to improve students' academic performance. They must be able to adopt some administrative techniques and also evaluate their teachers in order to ascertain the strengths and weakness of the instructional delivery system for better academic performance. Administrative technique is concerned with shaping an organization in the right path towards the achievement of its goal. Some of the administrative techniques of the principals include: management technique, planning technique, organizing technique, staff personnel technique, evaluation technique, coordinating technique and decision making technique among others. These administrative strategies are pertinent in the achievement of administrative problems in secondary schools and in this study the researcher focused on management and evaluation strategies of principals.

According to Osuala (2014), management is the process of achieving an organization's goal through the coordinated performance of five specific functions namely: planning, organizing, staffing, directing and controlling. Management is everyday phenomenon where nobody can be left out since all persons get involved in one collective responsibility of any organization (Onuka, 2019). Ogbonnanya (2019) observed that the importance of management to any organization cannot be overemphasized. It is obvious then that management is very important for any organization to plan, control, direct, coordinate and execute its activities aimed at actualizing its objective. Management techniques therefore implies techniques involved in planning, coordinating and controlling of activities in an organization with the aim of achieving the set goals and as well as satisfying the needs of the workers. Some of the management techniques mostly applied by principals include: monitoring, evaluation, supervision, inspection, quality control, access and equality among others.

Evaluation technique on the other hand is a formal process carried out within a school setting. It is based on available data which are used to form conclusions. It could be formative or summative. The aim of evaluation as a quality assurance strategy is to see how the system can be assisted to improve on the present level of performance (Ijaiya, 2001).

However, gaps in the principals' Administrative techniques will no doubt cause set-back in

teaching learning process. There is a growing concern of the society about the realization of secondary education objectives perhaps due to the observation that some principals could not have been using some administrative techniques that could facilitate better performance of students in public examinations.

The findings from literature (Ayeni 2010; Baldoni, 2003) revealed that students' academic performance is being affected by many problems. By implication, there is a greater challenge ahead of principals partly because of existing gaps and inadequacies in their leadership and supervisory duties. From the researcher's point of view, principals should demonstrate certain techniques to move the schools forward because of the numerous problems the schools are now facing which are too complex and too big for a principal to cope with. This idea motivated the researcher into carrying out this study so as to examine the influence of principal's administrative techniques on teacher's job performance in public secondary schools in Enugu East Local Government Area of Enugu State.

Statement of the Problem

Ideally, secondary school administration is expected to promote teachers task performance in education of the citizens for national development. It is the expectation of the government, parents and students that quality education be received by students in Nigeria secondary schools through the adoption of appropriate administrative techniques by the principals. However, observations have shown that there seems to be poor principals' administrative techniques in public secondary schools which have resulted to poor teacher's job performance in public secondary schools in Enugu State. This can be seen in the areas of inadequate funding, inadequate facilities, poor instructional supervision, conflict among teachers, poor vision of the school principals, poor principal-teacher relationship and poor administrative style of the principals among others. These situations seem to have led to lot of problems such as poor academic achievement among the secondary school students, high drop-out rate, and high rate of examination malpractice, poor reading and writing cultures among others. The above situation has led the researchers to investigate the influence of principal's administrative techniques on teacher's job performance in public secondary schools in Enugu East LGA of Enugu State.

Purpose of the Study

The general purpose of the study is to find out the influence of principal's administrative techniques on teacher's job performance in public secondary schools in Enugu East LGA of Enugu State.

Specifically, the study seeks to:

- i. Determine ways management techniques used by principals influence teacher job performances in public secondary schools in Enugu East LGA
- ii. Examine ways evaluation techniques used by principals influence teacher job performances in public secondary schools in Enugu East LGA

Research Questions

The following research questions were formulated to guide the study

- i. What are the ways management techniques used by principals influence teacher job performances in public secondary schools in Enugu East LGA?
- ii. What are the ways evaluation techniques used by principals influence teacher job performances in public secondary schools in Enugu East LGA?

METHOD

Research Design

The design used in this study was descriptive survey. It was aimed at eliciting the opinions of the respondents on the principal's administrative techniques and teacher's job performance in public secondary schools in Enugu East LGA. According to Nworgu (2015) descriptive survey research design is the plan of study which aims at collecting data and describing in a systematic way, the characteristics and features of facts about a given population. The design was considered the most suitable in carrying out this study.

Area of study

The study was carried out in Enugu East Local Government Area of Enugu State. The state is one of the states in the eastern part of Nigeria. The people are predominantly Igbos and are very hardworking. The Local government is in Enugu Education Zone and the zone is one of the six education zones in Enugu State. This area was chosen for the study because of the poor attitude of most secondary school teachers in the performance of their job.

Population of the Study

The population of the study comprises 300 teachers in the nine public secondary schools in Enugu East L.G.A. of Enugu State. (Post Primary School Management Board (PPSMB) Planning Research and Statistical Unit 2021/2022).

Sample and Sampling Technique

The sample size for the study was 200 respondents obtained through the stratified random sampling technique.

Instrument for Data Collection

The instrument for data collection, was two structured questionnaires developed by the researchers titled "Principal's Administrative Techniques Questionnaire (PATQ) and Teacher's Job Performance Questionnaire (TJPQ) was arranged in three sections. The first instrument elicited information on principals' administrative techniques while the second instrument elicited information on teacher job performances. Section one consisted of an introductory letter to the respondents to complete the questionnaire. Section two, consisted of data to the respondents on their status while section three of the questionnaire contains ten

(10) items carefully arranged in clusters 1 and 2 which sought to provide answers to the research questions. The questionnaires were developed on a four (4) point rating scale provided for the respondents to choose from, they are: Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, Strongly Disagree (SD) 1.

Validation of the Instrument

The instruments were face validated by three experts, from Educational Foundations, from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. The experts were requested to study the suitability and relevance of the instrument in line with the purpose of the study and the research questions as well as the appropriateness of the rating scale. Both the items and rating scale were studied by these experts. Corrections were made by the researcher in line with their observations. The instrument was considered suitable by the experts for the study after the corrections.

Reliability of the Instrument

To ascertain the reliability of the instrument, the questionnaires were administered to 20 teachers for trial-testing in public secondary schools in Awka South LGA of Anambra State that were not the original respondents used for the study. A reliability estimate was computed using Cronbach Alpha reliability coefficient which gave the value of 0.75 and 0.71 respectively. These values indicated that the instruments were reliable.

Method of Data Collection

The questionnaire were administered to the respondents directly. The respondents included selected teachers from the local government area. Three trained research assistants helped the researcher for quick delivery and retrieval to ensure a 100% success in the exercise.

Method of Data Analysis

The responses for each item of the research questions were tallied and weighted using four (4) point rating scale. The total weighted frequencies were used to determine the mean scores for each item. Mean scores from 2.50 was considered accepted while any mean scores below 2.50 was considered rejected. Mean rating was used to answer the two research questions posed for the study.

PRESENTATION AND ANALYSIS OF DATA

Research Question 1:What are the ways management techniques used by principals influence teacher job performances in public secondary schools in Enugu East LGA?

Table 1: Mean response on the ways management techniques used by principals influence teacher job performances in public secondary schools in Enugu East LGA

S/N	Items	PQ	Mean	Decision
1.	Monitoring	200	3.24	Accepted
2.	Evaluation	200	281	Accepted
3.	Supervision	200	3.27	Accepted
4.	Inspection	200	3.22	Accepted
5.	Quality control	200	3.09	Accepted
	Grand Mean		3.34	Accepted

From the Table 1, it could be seen that respondents accepted items 1-5 with each having a mean which met the acceptance criterion of 2.50 and above. The grand mean of 3.24 showed that teachers accepted that the listed management techniques applied by principals influence teachers' job performance in public secondary schools.

Research Question 2: What are the ways evaluation techniques used by principals influence teacher job performances in public secondary schools in Enugu East LGA?

Table 2: Mean responses on the ways evaluation techniques used by principals influence teacher job performances in public secondary schools in Enugu East LGA

S/N	Items	PQ	Mean	Decision
1.	Good record keeping	200	2.72	Accepted
2.	End of term assessment of students learning outcome	200	2.80	Accepted
3.	Use of continuous assessment	200	275	Accepted
4.	Regular class assignments	200	3.06	Accepted
5.	Periodic classroom tests	200	297	Accepted
	Grand Mean		3.34	Accepted

From the Table 2 above, it could be seen that respondents accepted items 6-10 above with each having a score which met the acceptance criterion of 2.50 and above. The grand mean of 3.34 showed that respondents agreed that the listed evaluation techniques as applied by the principal influence teacher job performances in public secondary schools.

Summary of the Major Findings

From the analyses of the data it was observed that principals use management, and evaluation techniques as administrative techniques in working with teachers in their school.

Discussion of the Findings

Management techniques applied by principals

The result of the analysis of the items in question 1 showed that respondents agreed that the management techniques used by principals include monitoring, evaluation, supervision, inspection, and quality control. According to Osuala (2014), management is the process of achieving an organization's goal through the coordinated performance of five specific functions namely: Planning, organizing, staffing, directing and controlling. This showed that

this techniques when carefully implemented by principals will go a long way in enhancing teaching and learning for improved performances for the students. Onuka, 2019 supported this by saying that management is everyday phenomenon where nobody can be left out since all persons get involved in one collective responsibility of any organization. Ogbonnaya (2019) observed that the importance of management to any organization cannot be overemphasized. It is obvious then that management, including that of human resource is very important for any organization to plan, control, direct, coordinate and execute its activities aimed at actualizing its objective.

Evaluation techniques applied by principals

The analysis of the responses to the items in table 2 showed that the evaluation techniques used by principals include good record keeping, assessment of students, learning outcome, proper planning of lesson notes, regular curriculum implementation and proper classroom arrangement. Enyi in Ogbonnaya (2013) stressed that administrative process can therefore be regarded as the sum total of the various processes of planning, organizing, stimulating, coordinating, staffing, budgeting, communication and evaluating, which aid administrators in the utilization of resources in the achievement of organizational goals. This showed that for school principals to effectively use their administrative techniques for improved performance in their schools, adequate attention must be given to the way and manner in which evaluation of activities in the school are carried out. In support to this, Ijaiya (2001) said that the aim of evaluation as a quality assurance strategy is to see how the system can be assisted to improve on the present level of performance, ayeni (2010) confirmed that teachers' role is crucial to effective and efficient learning and is expected to provide essential inputs like evaluation of students' performance.

Conclusion

Based on the findings of the study, the researcher concluded that the administrative techniques adopted by principals in public secondary schools in Enugu East LGA include management techniques and evaluation techniques.

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