

PRINCIPAL ADMINISTRATIVE SKILLS AND TEACHERS PERFORMANCE IN OGOJA LOCAL GOVERNMENT AREA OF CROSS RIVER STATE

By

Akpakwu Florence O. (Ph.D)
Department of Educational Foundations (BSU)

Sophia Ogbonda Obasiolu
sophiaobasiolu@gmail.com
Ignatius Ajuru University of Education
Department of Educational Management

Aniah, Solomon agwanyang
Sogwaniah70@gmail.com
08034679298

&

Ategwu Patrick Ogar (Ph.D)
patrickategwu@gmail.com
08166421247
Department of Educational Management (Unical)

ABSTRACT

The purpose of this study is to investigate the influence of principals_ administrative skills and teachers performance in Ogoja Local Government Area of Cross River State, one research question and one hypotheses guided the study, descriptive survey research design was adopted for the study. The population of the study comprised of 245 teachers, 130 teachers were randomly selected as the sample of the study. The instrument used for data collection was the questionnaire tagged "Principals_ Administrative Skills and Teachers Performance" (PASTP), validated by experts in measurement and evaluation and educational management University of Calabar using face and content validity. The reliability co-efficient of the instrument was calculated using cronbach Alpha method ranging from 0.70 - 0.82, means and standard deviation were used to answer the research questions while independent T-test was used to test the hypotheses at 0.05 level of significance, the finding of the study show that there is a great extent to which principals used teamwork for teachers performance. Based on the findings, it was recommended that government should assist in the building of a supportive school networks among teachers and school administrators to develop cooperative and team spirit between teachers and their principals.

Keywords: Principals, Administrative Skill, Teachers Performance, Teamwork.

Introduction

The ineffective performance of teachers in discharging their duties in secondary schools in Ogoja Local Government Area seems to be alarming as such students who enrolled for public examination in the study area tended to be on a worrisome mode Ategwu (2018). This is attributed to the inability of the school principal to carry out instructional supervision effectively, (Ategwu, Kenn-Aklah & Fanan, 2023).

Teachers failures in carrying out their instructional delivery such as, preparation of lesson plan, classroom evaluation had contributed beyond reasonable doubt across board, this is exacerbated by the incompetence of the supervisors in the school. The declining situation that relate to teacher ineffective performance can be said to be lack of dedication, energy and enthusiasm to engage themselves and to undertake extra tasks beyond work hours. Obeten, Izu & Ategwu (2023). It is quite disappointing that the goal of our secondary school education are not maximally achieved as expected, the teachers job primarily include classroom management, lesson preparation, lesson presentation and students evaluation. Some secondary school teachers in Ogoja local government area are truant, absent from duty and neglect their duties, Ategwu (2018). In recent times, Nigerian educational system in general and public secondary school in particularly has experienced a number of setbacks in area of principals job performance due to poor principal skills, Ekwe, Ene and Owoh (2023). Ekwe et al opined that school principal encounter job predicament which is leading to loss of weight, become tensed up, slumping, occasionally sleeping on duties and lose of concentration.

Sabina (2014) states that the role of principal is enhanced with many challenges and responsibilities, it is only natural that principals_ roles should be considered as a difficult position. Larchick and Chae (2017) asserted that the role of the principal include leadership functions, administrative roles, management skills, task dimensions, human resources activities as well as profiles of both effective and ineffective principals, other responsibilities of the principals include staff appraisal, bargaining need to support their schools and staff through changing work in which they must maintain a clear focus on the schools strategy for improvement while at the same time responding to external research, government requirements, advice, guidance and requirements relating to local or national priorities for improvement. The success of any secondary school principals rests on a good administration, Akpakwu, Ategwu & Egbe (2023). And this propel better and rationale productivity by the teachers.

Principal administrative skills are various skills or technique used by the principal in running of educational institutions, which involves guidance, planning, leadership and controlling of efforts of individual in achievement of goals of the institutions (Akinbagbe, 2012). Principal administrative skills are also used by the principal in the management of raw material resources and evaluation of educational efforts, Fanan and Ategwu (2023).

Adulahji (2015) emphasizes that principals are directly involved in influencing the activities of the students towards setting goal attainment. The dwindling performance of teachers in secondary schools in the study area become a major concern for parents, educational guidance and stakeholders. It has been revealed that inability of the principal to effectively communicate,

properly manage their time and adopt modern supervision skills are the major reasons behind teachers inability to perform, since supervision is an administration of the principals. It aid at assisting teachers to fulfil their function effectively directly the educational development of the students, Ekpo and Ategwu (2022).

The study adopted theory X and Y. this theory was propounded by Douglas McGregor in 1960. The theory was developed based on the human side of enterprise where he concluded two different styles of management are guided by their perceptions of team member motivations, managers who assume employees are apathetic or dislike their work use theory X, which is authoritarian. Theory Y is used by managers who believes employees (teachers) are responsible, committed and self-motivated. This is a participative management style (teamwork) that give rise to a more collarative work environment, whereas theory X leads to micromanagement. He concluded that large organizations like schools may rely on theory X to keep everyone focused on meeting irrigational goals, were employees (teachers) are part of the decision-making process and were creativity is encouraged.

The relevant of this theory to this study is that principals should create an environment in which workers (teachers) needs and interests can be best achieved through commitment to institutional goals and objectives via the instrumentality of team works, participative and democratic decision making.

Agu & Okoli (2021) carried out a study on principal administrative strategies and teachers job performance in secondary schools in Onitsha North LGA. The study adopted two research questions and two hypotheses. The population of the study comprised 520 school teachers which randomly sampled 130 teachers. The study found among others things that principals_ use instructional leadership strategies, instructional supervision as principals administrative strategies in the study area. Dorah and Romina conducted a research on managerial skills and teachers job performance. Evidence from public secondary schools in Delta State. Correlation survey was employed. Two research questions and two hypotheses were adopted, the population the study comprised all the secondary schools in Delta State. A sample of 10 principals and seventy eight teachers were randomly selected. The finding of the study revealed that the managerial skills possessed by public secondary school principals for influencing teacher's job performance are communication, human relations and technical. The level of teacher's job performance is mindsets.

In the same vain, Nwankwo, Ezeanolue and Mbon (2021) carried out a research on principals_ administrative style and teacher's job performance. Predictor for secondary school effectiveness in Ehino Mbanu LGA of Imo State, survey design was adopted for the study, the population 245 teachers and principals in the study area. Two research questions and two hypotheses were adopted for the study. The research finding draw conclusion that principals should adopt good communication pattern, involve teaching and staff in decision making, become less autocratic and bureaucratic and imbibe demibatic leadership style. The effectiveness of the school will be achieved.

Purpose of the study

The main purpose of the study is to investigate the influence of principals_ administrative skills and teacher's performance in Ogoja Local Government Area. Specifically, the study tend to find out:

The influence of principals - teamwork on teachers performance

Research question

One research question was raised in the study.

- (i) To what extend does principals - team works influence teachers performance

Research hypothesis

One research hypothesis was raised.

- (i) There is no significant influence of principals_ administrative skills in terms of teamwork and teachers performance.

Research methodology

Descriptive survey design was adopted for this study. According to Ali (2006) it is a study which a group of people or items are studied by collecting and analyzing data from four people or items considered to be representative of the entire group. The population of the study comprised teachers in public secondary schools in Ogoja local government area, (Ministry of Education, 2013) the sample of 130 teachers were randomly selected. The instrument used for data collection was the questionnaire tagged: Principals_ Administrative Skills and Teachers performance (PASTP). The instrument was divided into two sections, section A with the demography data while section B has the items of principals_ administrative skills and teachers performance. The instrument was validated by experts in measurement and evaluation and Educational Management, University of Calabar. Cronbach Alpha method of 0.72-0.83, indicating high reliability of the entire instrument were used, means and standard deviation were used to answer the research questions while independent t-test statistics were used to test the hypothesis at 0.05 level of significant.

Results of data analysis

Research question one: To what extend does principals_ teamwork influence teachers performance in Ogoja Local Government Area of Cross River State.

Table 1: Means score of principals’ teamwork and teachers effective performance

S/N	Items	\bar{X}	SD	Decision
1	During staff meetings, principals give room for active Participation	2.58	0.82	Agreed
2	There is teamworks among the principal and the teachers	3.16	0.68	Agreed
3	Principal delegate responsibilities to other staff Accordingly	3.01	0.70	Agreed
4	Principals always share ideas together with his staff	3.67	0.65	Agreed
5	Principals give room for teachers participation in decision making	3.06	0.73	Agreed
6	Principals create room for welfare of teachers	3.11	0.69	Agreed
7	Allow teachers to participate in school curriculum planning	3.10	0.74	Agreed
8	Demonstrate new methods of delivery of instrument to the teachers	3.24	0.66	Agreed

The analysis on Table 1 above shows the mean ratings of principals on teamwork. The cluster mean score 3.10 these cluster mean scores shown that the respondents agreed to a great extent that the statements in the items are ways principals_ uses to influence teachers performance in Ogoja Local Government Area of Cross River State.

Hypothesis one

Principals_ teamwork does not significantly influence teachers performance, in respect of this hypothesis, it was tested using independent t-test analysis. This is because principals_ teamwork was measured categorically, the hypothesis was tested at 0.05 level of significant. The summary of the result is presented in Table 2.

Table 2: Independent t-test analysis of influence of supervisors teamwork and teachers effective performance N = 130

Influence of teamwork	N	(x)	SD	t-value
Favourable	70	5.4	1.41	405
Unfavourable	60	4.6	1.34	

Significant at 0.05 level, D/f=128; critical t-value of 1.980

The summary of results presented in Table 2 shows that the calculated t-value of 4.05 is greater than the tabulated t-value of 1.980 at 0.05 level of significant with 2 and 128 degrees of freedom, on this note, the null hypothesis was rejected while the alternate hypothesis was upheld. This means that, principals_ of administrative skills on teamwork influence teacher_s performance in Ogoja Local Government Area.

Discussion of findings

Agu and Okili (2021) who carried out study on principals_ administrative strategies and teacher_s job performance in secondary schools in Onitsha north LGA. The study concluded that principal uses instructional leadership strategies, instructional supervision to propel teachers job performance. In another research by Nwankwo, Ezeanoke and Mbonu (2021), the study was on principals_ administrative style and teachers job performance predictor for secondary school effectiveness in Elume mbano LGA of Imo State. In their study they concluded that principal adopt good communication pattern, innovative teaching and staff decision making, which becomes less autocratic and bureaucratic and imbibe democratic leadership styles to propel teaching effectiveness.

Conclusion

The findings of this indicate that there is a great extent to which principals_ adopts teamwork as a strategy for administrative skills and teachers performance in Ogoja Local Government Area of Cross River State.

Recommendations

Based on the findings, the following recommendations were made:

- (1) Government should assist in building supportive school teamwork among teachers and principals.
- (2) Government to promote cooperation and team spirit to enhance teachers performance as well as boost students learning.

References

- Agu, J. C. and Okot, E. J. (2021). Principals administrative strategies and teachers job performances in secondary schools in Onitsha North LGA. *International Journal of innovative Psychology & Social Development*, 9(1), 52-63.
- Akpakwu, F. O., Ategwu, P. O. & Egbe, J. N. (2023). Rethinking education for sustainable development: A paradigm, Decima and solution. *International Journal of Studies in Education (IJOSE)*, 19(2) ISSN: 2636-6339.
- Anyann, D., Ezenaji, N., Okenjon, P. & Enyi, E. (2015). Occupational stress and management strategies of secondary schools principals in Cross River State. *International Journal of Education*.
- Ategwu, P. O. (2018). *Supervision of implementation of upper basic curriculum and teacher's job effectiveness in Ogoja Education Zone, Cross River State*. [Unpublished M.Ed thesis], University of Calabar.
- Ategwu, P. O., Kenn-Akleh, F. U. & Fanan, A. G. (2023). Principal_s direct supervision and teacher_s effectiveness in public secondary school in Ikom Education Zone, Cross River State. *African Journal of Studies in Education (Ajose)*, 18(1),.

- Dorah, A. A., Romia, I. A. (2023). Principals managerial skills and teachers job performance: evidence from public secondary schools in Delta State. *European Journal of Educational Pedagogy*, 25(1) , 2736-4534.
- Ekpo, A. M. and Ategwu, P. O. (2022). School variables and administrative performance of supervisors in public secondary schools in Otukpo Local Government Area of Benue State. *NJEM* , 6(2), 978-35468-9-9.
- Fanan, A. G. and Ategwu, P. O. (2023). Managing non-teaching staff for institutional best practices and goal achievement in public secondary schools in Benue State, Nigeria. *Global Journal of Educational Research*, 22(1), 1-113
- Health and safety executive (2017). *Work-related stress and how to tackle it*. <https://www.hsc.uk>.
- Nwankwo, B. C., Ezeanolne, A. and Mbon, V. C. (2021). Principals administrative style and teacher_s job performance predictor for secondary school effectiveness in Ehire, Mbano Local Government Area of Imo State. *International Journal of Engineering Technology Research and Management*, 5(8), 2456-9348.
- Obeten, O. O., Izu, F. N. & Ategwu, P. O. (2023). School resources utilization and teacher_s job commitment in Calabar Education Zone of Cross River State. *AJOSIE* 18(2), ISSN: 0189-24IX
- Perry, T. M. (2018). *Stress and coping strategies among Minnesota secondary school pupils*. [Unpublished Dissertation]of the Department of Educational Leadership and Higher Education. St. Cloud State University.
- Queen, J. A. & Queen, P. S. (2015). *The frazzled principles well plan*. Thousand Oakess. Sage publications.
- Sabina, L. L. (2014). *Factors influencing elements of stress and autonomy and control among school administrators*. [unpublished Ph.D Dissertation], Department of Administrative and Policy Studies, Faculty of Education, University of Pittsburg.
- Trakers, C. & Coopers, C. (2011). Psychological responses to teacher stress. *European Review of Applied Psychology*, 4(4), 137-148.
- Yambo, J. M. O., Kindiki, J. N. & Tuitoek, J. K. F. (2012). Investigating high school principals stress about their job experience in schools in southern Nigeria region. *International Journal of Academic Research in Progressive Education and Development*, 1(4), 44-64.
- Zarchick, R. & Chance, E. (2017). Teacher performance and personal life stresser: Implications for urban life school administrators. *National Journal*. <http://www.eprints.bornemonth.ac.uk>.