



PRINCIPALS' ADMINISTRATIVE EFFECTIVENESS AND TEACHERS' TASK ACCOMPLISHMENT IN SECONDARY SCHOOLS IN IKOM LOCAL GOVERNMENT AREA OF CROSS RIVER STATE

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Abstract

This study examined principals' administrative effectiveness and teachers' task accomplishment in Ikom Local Government Area of Cross River State. Correlational survey research design was adopted for the study. A well validated 15-item questionnaire was the instrument used for data collection from a sample of 393 respondents. The data generated were analyzed using Pearson Product Moment Correlation to test the hypotheses at .05 level of significance. The result of the analysis revealed among others; that supervision, involvement in decision making and management of staff welfare are some of the effective administrative practices of principals that would enhance teachers' task accomplishment. Based on the findings, a conclusion was drawn that teachers' task accomplishment to a large extent depends on the nature of administrative practices of the principals in secondary schools. The study recommended among other things that Principals should adopt positive administrative practices that enhance teachers' performance.

Keywords: Principal administrative effectiveness, teachers' task accomplishment, decision making and Management of staff welfare

Introduction

The Principal is the coordinator of the entire secondary school activities, and maintains a harmonious relationship with the teachers as subordinates to ensure the success of school administration. Ekpo & Ategwu (2022) added that principals delegation of duties or administrative function aided the teachers which is aimed at addressing their needs to fulfil their functions effectively by directing the educational development of the student. This will not only benefit the school and the employees but the society at large. All these are administrative machineries through which the principal of the school ensures smooth school administration as well as effective teaching and learning in secondary schools.

Principal could be seen as the administrative leader of secondary schools responsible for the day-to-day administration of the school for the achievement of education set goals and objectives (Ogbonnaya, 2010). Principal as an administrator of secondary school is occupied by an administrative head in charge of tasks planning, controlling and coordinating, which include the management of human, material,

financial and time resources aimed at achieving the school goals and objectives (Hillinger & Heck, 2012). According to Adeyemi (2011), among these roles include providing effective leadership, maintaining the welfare of teachers and managing instructional facilities in secondary schools through which the job performance of teachers and principals can be enhanced. The principal is entrusted with the responsibility of improving the quality of administration and instructional activities through effective use of various practices to influence the teachers in carrying out their respective duties for enhanced productivity and quality output (Nwabueze, Chukwuji & Ugwoezuonu, 2018). Akpakwu, Ategwu & Ochai (2024) added that teachers productivity is not dependent on motivation alone but also the accessibility to educational facilities, sufficient classroom and instructional material which can also propel their performance.

Administrative effectiveness is principals' performance functions and activities mapped out towards motivating the teachers to enhance their performances in secondary schools for improved productivity. Principals' administrative



effectiveness is very vital in ensuring that, teachers carry out their instructional activities for quality instructional delivery in schools (Ukaigwe, Nwabueze & Nwokedi, 2019). Accordingly, Ekpo and Eze (2015) identify teachers' involvement in decision making, proper delegation of duties, teachers' welfare provision, maintaining open communication and adequate provision of instructional facilities in schools as principals' administrative effectiveness in ensuring active job performance and task accomplishment by teachers in secondary schools. Involving teachers in taking decisions in issues that affect their welfare in schools remains not only an important strategy but also a vital leadership style that ensures increased teachers' job performances and productivity. Adeyemi (2011) observes that, a principal who carries teachers along in decision making fosters their active job performance in schools. Adeyemi further stresses that, proper management of teachers' welfare and adequate provision of instructional materials are administrative strategies to be adopted by principals to enhance teachers' task accomplishments and achievements. Ukaigwe and Nwabueze (2015) show that, there is a significant relationship between principals' decision making strategies and teachers' instructional task performance, and significant relationship between teachers' instructional task performance and students' academic performance in secondary schools.

Proper management of staff welfare packages motivates teaching staff to perform their duties as expected. Ukaigwe and Nwabueze (2015) reveal that good service conditions such as: welfare packages, recognition/praise, improved salary structures, work-life balance, regular payment of salaries, regular promotion/job enrichment, effective job security, and adequate payment of allowances/work leave positively increase staff interest to work effectively for improved productivity. Kigenyi (2017) revealed that welfare is positively associated with teachers' performance in public primary schools. This implies that housing, meals, medical care, allowances and the school environment have a statistically significant effect on teachers' performance in public primary schools.

Another important practice that may be employed by the principals to enhance the job performance of teachers is the adequate provision of instructional facilities to improve teachers' job performance in schools. Adeyemi (2011) states that, providing teachers with the required working tools or facilities are one of the surest ways of enhancing their job performance. Cheng and Tui (2012) also observes that, teacher job performance and effectiveness in curriculum implementation is rest on adequate motivation and availability of instructional materials in schools. Bass (2012) equally observes that, when principals provide teachers with adequate teaching facilities, they are not only happy in the performance of their duties, but are made to improve their performance functions for increased productivity in the school system. Ategwu, Kenn-Aklah & Fanan (2023) observed that poor performance of teachers in discharging their duties in secondary schools is alarming because teachers are poorly motivated, therefore, school principals should use motivational package in propelling their job performances. Kenn-Aklah, Ndem, Ategwu & Egbe (2024) concluded that supervisors or principals job motivation pattern plays a pivotal role in the actualization of teachers instructional delivery, if these patterns are taken seriously it propels teachers job performance and they becomes encouraged. Obeten, Uzu, Ategwu & Okon (2024), also suggested that, school resources available for teachers utilization could not only improve their job performance, but also aided principals to tactically improve the quality of educational system.

Akpakwu, Obasiolu, Aniah & Ategwu (2024), conducted a study on principals administrative skills and teachers performance in Ogoja Local government Area of Cross River State. The study adopted descriptive survey research design, the population of the study comprised 245 teachers with 130 teachers drawn as sample of the study, the finding of the study revealed that there is a great extent to which principals used teamwork for teachers performance. The study recommended that government should assist in building a supportive school networks among teachers and school administrator to develop comparative and team spirit between and principals.



Jidefor (2022) School Principals' should often involve school personnel in decision making process with constant communication to increase their commitment and dedication to school goals and objectives. Hence there must be a good communication mechanism among teachers, students and school administrators' within and outside the school for goals achievement at all levels of education. The presence of good information and communication system in school management will help to carry teachers' and students' along with school aims and objectives which would motivate them for improved teaching and learning process. Teachers' and students' can be intrinsically or extrinsically motivated through the provision of incentives which could be tangible or intangible. School leaders should strive to identify the categories of incentives that would yield the best result based on individual differences.

Statement of the Problem

Secondary schools are formal educational institutions that are established to achieve educational set goals through teaching and learning activities that underscore the value placed on this level of education after primary school. In recent times, there is growing fear in the minds of stakeholders in the Nigeria secondary education system, especially in Cross State with regard to the negative signals coming from secondary schools over the poor performance of teachers on instructional delivery. Again, in Cross Rivers State, there appears to observed principals' administrative ineffectiveness in secondary schools that lead to poor teachers' job performance. 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 among teachers in the system. These are also areas of school administration in which principals of schools are to focus their attention in order to ensure that teachers teach effectively and efficiently, as well as enhance their job performance and increase productivity. Also, it has been observed that principals of secondary schools in Cross Rivers State do not involve teachers in decision

making with poor management of staff welfare and poor state of instructional materials in most of the schools.

The above conditions not only affect the quality of teaching and learning in schools but also affect the job performance of teachers in secondary schools in the State, hence, it is against this background that it becomes expedient for this study to be conducted to find out how principals administrative effectiveness affect teachers' task accomplishment in Ikom Local Government Area of Cross River State.

Purpose of the Study

The purpose of this study was to find out the relationship between principal effectiveness and teachers' task accomplishment in Ikom Local Government Area, Cross River State. The study sought to:

1. Find out the relationship between principals' decision making and teachers' task accomplishment in Ikom Local Government Area; and
2. Examine the relationship between principals' management of staff welfare and teachers' task accomplishment in secondary schools in Ikom Local Government Area of Cross River State.

Research Questions

1. What is the relationship between principals' decision making and teachers' task accomplishment in Ikom Local Government Area?
2. To what extent does principals' management of staff welfare relate teachers' task accomplishment in secondary schools in Ikom Local Government Area of Cross River State?

Research Hypothesis

The following null hypotheses were formulated to guide this study;

1. There is no significant relationship between principals decision making and teachers' task accomplishment in secondary schools in Ikom Local Government Area of Cross River State.
2. Principals' management of staff welfare does not significantly relate with teachers' task accomplishment in secondary schools in Ikom Local Government Area of Cross River State.



Methodology

This study adopted a correlational survey design. According to Olujide, Imala and Ezoem (2014), correlational research establishes the extent of relationship or association between two or more variables that can be used to make predictions on existing conditions and the variables are related, dependent or correlated. The design was considered appropriate for this study because it allowed the researcher to make use of a representative sample of the population from where generalization of the study result was made.

The population of the study comprised 485 secondary school teachers in Ikom LGA of Cross River State. Simple random sampling technique was used to sample 393 teachers in the study area. The instrument used for data collection was the questionnaire tagged Principals Administrative Effectiveness and Teachers' Task Accomplishment Questionnaire (PAETTAQ). Section A was titled (PAEQ) which was constructed using four-point likert scale questionnaire of Strongly Agree (SA), Agree (A), Disagree

(D) and Strongly Disagree (SD) and section B was titled (TTAQ) which has the two sub-variables. The instrument was validated by experts in Measurement and Evaluation Department and Educational Management, University of Calabar. To measure the internal consistency of reliability, estimate of the instrument was established by carrying out trial test using Cronbach alpha reliability method. The instrument used for data analysis was Pearson product moment correlation analysis.

Presentation of Results

Hypothesis one

There is no significant relationship between effective administrative practices of principals and teachers' task accomplishment in secondary schools in Ikom Local Government Area of Cross River State.

In testing this hypothesis, Pearson's Product Moment Correlation was used to determine the relationship between effective administrative practices and teachers' task accomplishment in Ikom Local Government Area of Cross River State.

Table 1: Pearson Product Moment Correlation analysis for relationship between Effective Administrative practices and Teachers' task accomplishment (n = 393)

Variables	\bar{X}	SD	r	p-level
Effective administrative practices (X)	30.77	3.56	.706	.000
Teachers' task accomplishment (Y)	15.91	3.16		

*Significant at .05 level; $p < .05$ df=391

The result of the analysis in Table 1 above revealed that principals' effective administrative practices produced a mean score of 30.77 with a standard deviation of 3.56 while teachers' task accomplishment produced a mean score of 15.91 with a standard deviation of 3.16. The result further revealed that the calculated r-ratio of .706 obtained with a p-value of .000 at 391 degrees of freedom met the condition required for significance at .05 level of significance. Based on this, the null hypothesis which stated that there is no significant relationship between effective administrative practices of principals and teachers' task accomplishment in secondary schools in Ikom Local Government Area of Cross River State was rejected, indicating that there is a significant relationship between effective administrative practices of principals and teachers' task accomplishment in secondary schools in Ikom Local Government Area of Cross River State.

Hypothesis Two

There is no significant relationship between principals' management of staff welfare and teachers' task accomplishment in secondary schools in Ikom Local Government Area of Cross River State.



In testing this hypothesis, Pearson's Product Moment Correlation was used to determine the relationship between management of staff welfare and teachers' task accomplishment.

Table 2: Pearson Product Moment Correlation analysis for relationship between Management of staff welfare and Teachers' task accomplishment (N=393)

Variables	\bar{x}	SD	r	p-level
Management of staff welfare (X)	15.48	1.78	.255	.000
Teachers' task accomplishment (Y)	13.27	1.93		
*Significant at .05 level; p<.05 df=391				

The result of the analysis in table 2 above revealed that management of staff welfare produced a mean score of 15.48 with a standard deviation of 1.78 while teachers' task accomplishment produced a mean score of

13.27 with a standard deviation of 1.93. The result further revealed that the calculated r-ratio of .255 obtained with a p-value of .000 at 391 degrees of freedom met the condition required for significance at .05 level of significance. Based on this, the null hypothesis which stated that there is no significant relationship between principals' management of staff welfare and teachers' task accomplishment in secondary schools in Ikom Local Government Area of Cross River State was rejected, indicating that there is a significant impact of principals' management of staff welfare on teachers' task accomplishment.

Discussion of Findings

The findings of this study as revealed by the analysis of data carried out in the study as supported or advocated by earlier findings by other researchers or investigators and writers in similar and related areas of education and educational management in particular.

This finding is supported by Adeniyi (2019) who posited that the administrative strategies mostly applied by principals include: monitoring, evaluation, supervision, inspection, quality control, access and equality. Jidefor (2022) also supports this study as he found out among other things that principals practice supervisory functions and personnel management functions which enhanced teachers' task accomplishment in secondary schools. Mbiti (2017) adds that the principals' administrative skills and management of school resources is bound to affect teachers' task performance and invariably the students' performance. These skills could be in the areas of communication, instructional, supervisory and creativity. The communication skill of a secondary school principal is very essential. It is well known today that effective communication is the main key for the success of any relationship, including principals and teachers in the school environment.

Cheng (2018) opined that the rationale for teachers' participation in school decision making is to facilitate better decisions, because teachers are the closest to the students and they know best how to improve their performance. Decision making begins with identifying a problem, mapping out activities and implementation strategies in needed time. The process involves participatory planning, participatory implementation, evaluation and feedback. Decision making process also involves policies (the definition of objectives), resources (people, money, materials and authority), and means of execution (strategies). Teachers' productivity could be undermined with marginalisation; excess workload and irregular payment of salaries often lead to low morale and dissatisfaction on the job which ultimately results to low achievement for the learners. Hence,

This finding aligns with Jidefor (2022) who posited that for school heads to derive the best out of teachers and school auxiliary workers; they must be competent in motivating, supervising, training and providing sustainable welfare policies to personnel. Welfare policy does not only include money, but other packages such as employer and employee interpersonal relationship, as it is often times geared purposely



towards the enrichment of personnel performance. The Human Relations Theory which serves as the theoretical framework of this study also supports and emphasizes on staff welfare. It states that in addition to finding the best technological strategies to improve output, it is beneficial for management or administration to consider the human elements in the organisation.

Akpakwu, Obasiolu, Aniah & Ategwu (2024), conducted a study on principals administrative skills and teachers performance in Ogoja Local government Area of Cross River State. The study adopted descriptive survey research design, the population of the study comprised 245 teachers with 130 teachers drawn as sample of the study, the finding of the study revealed that there is a great extent to which principals used teamwork for teachers performance. The study recommended that government should assist in building a supportive school networks among teachers and school administrator to develop comparative and team spirit between and principals.

Conclusion

Teachers' task accomplishment to a large extent depends on the nature of the administrative practices of the principals in secondary schools. Principals who are resourceful and regularly apply good administrative practices in schools maintain open relationship with teachers by involving them in school decision making processes and providing adequate welfare packages to staff for improved performance or productivity as well as accomplishing given task joyfully.

Recommendations

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

1. Teachers should be involved in decision making processes in schools.
2. A robust welfare package should be designed for teachers to motivate them more so as to be committed to duties.

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