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Influence Of Principals' Administrative Strategies On Teacher Job Performances In Secondary Schools In Idemmili North L.G.A

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ABSTRACT
The study was carried out on influence of principals' administrative strategies on teacher job performances in secondary schools in Idemmili North L.G.A. The study seeks to analyze Principal's administrative strategies and teacher job performances in secondary schools in Idemmili North L.G.A. Two research questions guided the study. The population comprised all the 520 school teachers in Idemmili North L.G.A. of Anambra State. The sample size for the study was 225. The instrument for data collection was a questionnaire. It was validated by 3 experts, two from Educational Management and Policy and one from Measurement and Evaluation in Educational Foundations Department from Nnamdi Azikiwe University Awka. The reliability of the instrument was done through test retest and the reliability coefficient was 0.74. 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 Idemmili North LGA. 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 performances. And also that those 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 teacher.

Keywords: Principals Instructional Supervision Strategies, Staff Personnel Management Strategies, Teacher Job Performances

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. The Federal Republic of Nigeria (FRN, 2013, p. 9 – 10) 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. 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. The principals may be described as an executive head of the school (Achimugu, 2010) because of the way he makes decisions and implement its policies and programmes. 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.

Administrative strategies are mechanism for ensuring an appropriate learning process; be it a degree of control over what is permitted as an education experience, ensuring that the institution complies with basic requirements, or is accountable to its stakeholders, including funders and students, or has processes in place to enhance the learning process. The administrative strategies mostly applied by principals include: monitoring, evaluation, supervision, inspection, quality control, access and equality. Monitoring refers to the process of collecting data at intervals about ongoing projects or programmes within the school system. The aim is to constantly assess the level of performance with a view of finding out how far a set objectives are being met (Ehindero, 2001). Evaluation 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 (formative) (Ijaiya, 2001).

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 (Onocha, 2012). The issue of quality control cannot be over-emphasized. It is one of the strategies for establishing quality assurance in the inferior education system at all levels. Ojebele (2007) views that; quality control should be of concerns to the country in its drive towards technological development. For this to be successfully carried out, there is need to examine the qualification of teachers, teachers by gender, the adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that the finished products are of high standard. On the qualification of teacher EFA (2002) findings show that about 16.7% of teachers in technical colleges for instances in the country have B.Sc in addition to their professional qualification in education while 22.5 and 6.5% have NCE and HND in education to professional qualification in education, respectively. The overall study reveals that 76.7% of the teachers in the sampled schools are professionally qualified.

For the purpose of this study the researcher focused on principal's instructional supervision and staff-personnel strategies as administrative strategies. The instructional supervision covers whether teacher's activities are carefully monitored, there is a constant classroom visitation, constructive criticism is used to correct teachers, lesson notes are supervised regularly and different supervisory techniques are employed by the principals among others. Staff personnel strategies on the other hand covers relationship among the staff, if there is always an orientation programme for newly recruited personnel, available networks for teacher collaborations, encouragement of teachers to engage in in-service training and so on.

Job performance is those duties or tasks accomplished or executed by the teaching staff at a particular period in the school system. Achmad (2017) defined teachers' job performance as the result achieved in carrying out the tasks assigned to them, based on their skills, experience, sincerity, and the time available. The teachers' job performance is determined by various activities or tasks executed by teaching staff. Uzoechina and Oguegbu (2015) noted that the level of teachers' job performance is determined in the under-listed teachers' activities; regular and punctual report to school and classes, ability to cooperate with the principal to achieve school set objectives, readiness to accept extra responsibilities the principal endorses, keen interest in supervising students classroom works, respects

school guidelines and patterns of performing tasks, teaches in assigned classrooms, plans and prepares lessons, attends school meetings whenever they are convened as well as Parents' Teachers Association (PTA) meetings, supervises students' extra-curricular activities, keeps accurate records of the learners' level of progress, sets, marks, and assesses written works among others.

The falling standard of education over the years may therefore not be unconnected with the lapses in the administration of schools which also have negatively been affecting students' academic performance which is the parameters to measure principals' administrative effectiveness. This situation seem to have led to poor academic achievement among the secondary school students in Idemmili North, high drop-out rate, and high rate of examination malpractice, poor reading and writing cultures among others. This made the researcher to embark on this study to investigate the influence of Principal's administrative strategies and teacher job performances in secondary schools in Idemmili North L.G.A.

Purpose of the Study

The general purpose of the study is to analyze the influence of Principal's administrative strategies on teacher job performances in secondary schools in Idemmili North L.G.A.

Specifically the study will seek to find out:

1. Instructional supervision strategies of Principals in secondary schools in Idemmili North L.G.A.
2. Staff-personnel management strategies of Principals in secondary schools in Idemmili North L.G.A.

Research Questions

The following research questions guided the study:

1. What are instructional supervision strategies of principals in secondary schools in Idemmili North L.G.A.
2. What are the staff-personnel management strategies of principals in secondary schools in Idemmili North L.G.A.

METHODS

The research design used for the study was descriptive survey. Idemmili North is one of the local government areas in the state. The towns that make up the local government area includes Abacha, Abatete, Eziowelle, Ideani, Nkpor, Obosi, Ogidi, Oraukwu Uke and Umuoji. The local government was chosen for this study because of their love and interest in education of their people. The target population is all the 520 secondary school teachers in the 17 public secondary schools in Idemmili North L.G.A of Anambra State. Sources: Resources and Statistics P.P.S.S.C. Awka 2022. The sample for the study is 255. Then the proportionate stratified sampling technique was applied to the population of the teachers in Idemmili North L.G.A. and fourty nine percent (49%) of the population of the teachers was taken which gave us the 255**.** The researcher formulated a questionnaire-Principal's administrative strategies and teacher job performances questionnaire (PASTJPQ) for data collection. The instrument was subjected to face and content validation using three experts, two from Educational Management and Policy department and one from Educational Foundations. Validation of instrument was determined by a means of test retest method. Questionnaire was used to collect data for the study. Mean rating was used to analyze the questionnaire items.

DATA PRESENTATION AND ANALYSIS

Research Question 1: *What are the instructional supervision strategies of Principals in secondary schools in Idemmili North L.G.A.?*

Table 1: Mean rating of the instructional supervision strategies of principals in secondary schools in Idemmili North L.G.A

SN	Items	$\bar{x}$	Decision
1.	Supervises teachers activities to avoid Deviation	3.15	Agreed
2.	Engages in routine classroom visitation to improve on teachers delivery of instruction	3.21	Agree
3.	Uses constructive criticism to correct teacher's lapses on delivery of instruction	2.15	Disagreed
4.	Checks teachers lesson notes to make sure they are up to date	2.98	Agreed
5.	Takes regular attendance of teacher's activities in the classroom to ensure teacher commitment	3.18	Agreed
	GRAND MEAN	**2.93**	**Agreed**

From 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 2.93 is above the cut off mean. This indicated that teachers agreed that these items constitute principal's instructional supervision strategies in secondary schools in Idemmili North LGA.

Research Question 2: *What are the staff-personnel strategies of Principals in secondary schools in Idemmili North L.G.A.?*

Table 2: Mean rating of the respondents on staff-personnel strategies of principals in secondary schools in Idemmili North L.G.A.

SN	Items	$\bar{x}$	Decision
6.	Ensures good relationship is established among teacher and other staff	3.24	Agreed
7.	Orientation exercise is always organized for the newly recruited staff	2.82	Agreed
8.	Encourages teachers to engage in-service training for their personal improvement	3.12	Agreed
9.	Assign duties to teachers based on their area of specialization	3.18	Agreed
10.	Use on the job trainings to promote teachers professional growth	1.92	Disagreed
	GRAND MEAN	**2.86**	**Agreed**

From the result on Table 2; mean scores for items 6, 7, 8 and 9 from the teacher's responses all fall above 2.5. Item 10 fell under disagreed level of below 2.50. The grand mean 2.86 is above the cut off mean. This indicated that teachers agreed that that these items constitute principal's staff-personnel strategies in secondary schools in Idemmili North LGA.

Summary of the Major Findings

Principals use instructional supervision strategies in secondary schools in Idemmili North LGA

Principals use staff personnel strategies in secondary schools in Idemmili North LGA

DISCUSSION OF FINDINGS

The findings from the analysis of the items in research question 1 showed that that 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 they disagreed that principals use constructive criticism to correct teacher's lapses on delivery of instruction. Ezekwesili (2005). Ezekwesili noted that there has not been thorough supervision in schools in recent past 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 (Onocha, 2012). Onocha 2012, however agreed that supervision might involve inspection, but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. To him, 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 teacher 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

1. Principals use instructional supervision strategies in secondary schools in Idemmili North LGA
2. Principals use staff personnel strategies in secondary schools in Idemmili North LGA

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