



# **Principals' Administrative Performance and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis**

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## **ABSTRACT**

This study investigated the principals' administrative performance and teachers' productivity in public senior secondary schools in Port Harcourt Metropolis. Four research question and four hypotheses in line with four objectives guided this study. The study adopted a correlation research design. The population of the study comprised of eight hundred and twenty five (825) Teachers and Vice Principals in Port Harcourt metropolis. The sample size of the study is two sixty nine (269) respondents which is 32.60% of the eight hundred and twenty five (825) respondents in thirty five (35) public senior secondary schools in port Harcourt metropolis was proportionately sampled for this study. the sample size was drawn scientifically by the use of Taro Yamane formula. A Questionnaire titled "Assessment of Principals Administrative performance and Teachers' productivity" is the main instrument for data collection. The questionnaire was divided into two sections, A and B, which are the items for assessment of the extent Principals administrative performance contributes to teachers productivity in public senior Secondary Schools in Rivers State. The method to use in analyzing data was Pearson's product correlation coefficient for testing the hypotheses at 0.05 level of significance, while mean standard deviation will be used to answer the research question. The findings of the study revealed that the respondents accepted that adequate school facilities enables the teacher to do his/her work very well, good school plant facilitates the transfer of information from the teacher to the learner; servicing of machines like computers can promote teachers productivity, adequate laboratories facilities improves the teacher productive capacity, adequate libraries facilities enhances teacher productive capacity, adequate classrooms can contribute to teachers productivity, servicing of machines like vehicles/generators can promote teachers productivity and Maintaining the facilities regularly to ensure their longevity enables the teacher to do his/her work are the extent principals' School Plant Facilities Management contributes to teachers' productivity in Public Senior Secondary school in Port Harcourt.

## **INTRODUCTION**

Secondary school principals are in charge of administrative and academic activities in the school. It is the duty of the principal to oversee the day-day operations in the school; every school activity must be directed by him because he is the chief executive officer in the school. The school principal is seen as the overall school head whose responsibilities cuts across the academic and administrative activities in the school, so he must have experience in all areas of human development and growth.

Sokuna (2015) defined a school principal as someone who is the leader of an entire community within a school; he further explained that the principal is responsible for managing the major administrative tasks, supervision of students and teachers. Some of the administrative task highlighted by Sokuna (2015) include; communicating with parents when necessary, planning academic calendars for the school, Handling of student recruitment and admission in the school, disciplining students when needed, making both daily and long-term decisions in the school.

Ogbonnaya (2004) stated that the principals implement the educational programmes in public secondary schools; they keep statutory records as well as create an amazing atmosphere for teaching and learning in the school. In the academic aspects of the principal's roles in the school, he tries to manage the school instructional processes and programmes in order to bring about quality teaching and learning. Alugbuo(2008) summarized administrative duties of principals as: academic motivational practices, excellent supervisory skills, instructional programme leadership, staff/student personnel services, and good school/community relationship. These duties are spelt out for principals of secondary schools to accomplish in their day to day running of the school; the tasks provide framework for coordinating, directing, controlling, and managing the school system.

### **Statement of the Problem**

There is urgent need for the Ministry of Education to evaluate principals' administrative performance. Some related research finding suggests that poor teachers' performance in public secondary school is as a result of poor performance of principals. Principals' administrative duties tends to help teachers develop their professional skills and techniques, in order to help students learn better and perform well.

Poor administrative performance in public secondary school has raised concern as to whether, principals administrative skills are effective in public secondary schools. Principals are expected to provide adequate measure like internal supervision; motivation, stimulation and consultation to enable teachers improve their skills and abilities.

Public secondary school principals' spend less time on improving their administrative skills and abilities, Research has reported that principals use less than 20% of their time for visiting classes, curriculum related task and staff development.

It has been observed that principals' have been trained to handle academic and administrative duties in the school, but it is perceived that their inability to handle these task efficiently has led to wrongful practices e.g. staff absenting themselves from school, staff not being punctual to work, teachers exhibiting poor classroom management and staff lacking the will to perform their duties enthusiastically. Maybe these teachers showcase these attitudes because the principals are not skilled enough to implement motivational practices, or maybe they lack adequate supervisory skills to checkmate teacher's productivity and improve instructional programme leadership which will aid teachers to be productive in the school.

Principals' are employed to perform administrative tasks that will checkmate the teachers, assist them to be committed to their duties and increase their productivity. So the problem this study was set out to investigate is how principal's administrative performance can effectively improve teacher's productivity in public senior secondary schools in Port Harcourt metropolis.

### **Purpose of the Study**

The purpose of this study is to find out the extent principals' performance contributes to teachers' productivity in public senior secondary schools in Port Harcourt metropolis. The specific objectives of this study are to:

1. Determine the extent principals' School Plant Facilities Management contributes to teachers' productivity in Public Senior Secondary schools in Port Harcourt Metropolis.
2. Identify the extent principals' supervisory skills contribute to teachers' productivity in Public Senior Secondary school in Port Harcourt Metropolis.
3. Determine the extent principals' instructional programme leadership contribute to teachers' productivity in Public Senior Secondary school in Port Harcourt Metropolis.
4. Identify the extent principals' staff/students' personnel services contribute to teachers' productivity in Public Senior Secondary schools in Port Harcourt Metropolis.

### **Research Questions**

The following research questions were posed to guild this study:

1. What is the relationship between principals' School Plant Facilities Management and teachers' productivity in Public Senior Secondary schools in Port Harcourt Metropolis?
2. What is the relationship between principals' supervisory skills and teachers' productivity in Public Senior Secondary schools in Port Harcourt Metropolis?

3. What is the relationship between principals' instructional programme leadership and teachers' productivity in Public Senior Secondary schools in Port Harcourt Metropolis?
4. What is the relationship between principals' staff/students' personnel services and teachers' productivity in Public Senior Secondary schools in Port Harcourt Metropolis?

### **Hypotheses**

The following null hypotheses will be tested at 0.05 alpha levels:

1. There is no significant relationship between principal's School Plant Facilities Management and teacher's productivity in Public Senior Secondary schools in Port Harcourt Metropolis.
2. There is no significant relationship between principals' supervisory skills and teachers' productivity in Public Senior Secondary schools in Port Harcourt Metropolis.
3. There is no significant relationship between principals' instructional programme leadership and teachers' productivity in Public Senior Secondary schools in Port Harcourt Metropolis.
4. There is no significant relationship between principals' staff/students' personnel services and teachers' productivity in Public Senior Secondary schools in Port Harcourt Metropolis.

### **1.6 Significance of the Study**

This study will be beneficial to school principals. Since the principal is the chief executive officer in the school, it will enable him to know the areas he can improve in order to increase teachers' productivity in the school. It will also help him in the process of planning, organizing and coordinating, motivating, handling of instructional programme, handling of staff/student personnel, implementing his supervising skills, creating a good school/community relationship and managing school plant facilities effectively.

This study will benefit teachers as it will address those areas that are hindering them from performing effectively in the school. When teachers are guided and motivated they will perform their duties as expected. This study will also help the teacher in managing students behaviour in the classroom and on social premises, and applying appropriate and effective measures in cases of misbehavior, preparing and delivering lessons to a range of classes of different ages and abilities, giving appropriate feedback and maintaining records of pupils progress and development, participating in developmental meetings, parents meetings and whole school training events, liaising with other professionals, such as learning mentors, career advisers, educational psychologists and educational welfare officers, researching new topic areas, maintaining up-to-date subject knowledge, and devising and writing new curriculum materials, selecting and using a range of different learning resources and equipment, including podcast and interactive white board and preparing students for qualifications and external examinations.

This study will also benefit students as it will improve their physical, emotional, cognitive, and social wellbeing through the teacher's productive performance. It will also make them to be relevant contributors in the society.

## **REVIEW OF RELATED LITERATURE**

### **Concept of School Plant Facilities Management**

School facilities can be defined as those things that enable the teacher to do his/her work very well; it helps the learners to learn effectively. The chalkboard for example, facilitates the transfer of information from the teacher to the learner. School facilities include school building e.g. classrooms, assembly halls, laboratories, workshops, libraries etc. They also include teaching aids, chairs, tables, devices such as modern educational hardware and software in the form of magnetic tapes, films, and transparent stripes. School facilities are all the things that are needed for effective teaching – learning process to take place. They are designed to enhance the process of teaching. The absence of school facilities implies the non-existence of any set up that may be referred to as school.

Castaldi in Peretemode (2010) concludes that "educational facilities are those educational related things which enable a skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided". The successful implementation of any educational programme depends mostly on the quality of available school facilities that are to be provided for such programme. This is supported by the view of Adaralegbe in Abraham (2013) who stressed that "the type of atmosphere required for effective learning is that consisting of better school buildings and better teaching

facilities". Adesina in Abraham (2013) also stressed that "the quality of education of students bears direct relevance to the availability or the lack of physical facilities and overall atmosphere where the learning takes place. Castaldi (2010) also asserted that "Excellent school facilities and dedicated teachers are basic ingredients of good educational programme". The desire for education attainment is on the high side, the consumers of education therefore expect the attainment of standard and quality education that will give them a sense of belonging, fulfillment and satisfaction.

Adesina in Abraham (2013) opined that types of school plant facilities are as: Instructional Facilities that are specifically meant for direct teaching and learning. It includes classrooms, seats, laboratories, libraries, experimental equipment, chalkboard, audio-visual learning equipment, zoological gardens and experimental agricultural farms. These facilities bear directly on the teaching – learning process and are therefore considered of prime priority among other school facilities. Recreational Facilities like spaces, lawns, fields, pitches and equipment for sports, games and general recreation are also part of school plant facilities. Games and Sports apart from developing specific skills also develop a good learning socio-psychological as well as mental environment through relaxation. The importance and level of resources committed to the development and provision of recreational facilities must not exceed their values in facilitating the overall goal of the educational institution. Residential Facilities like hostels and hostel facilities, refectory and refectory facilities, staff quarters and other associated facilities meant to provide residential convenience for staff and students are also part of school plant facilities.

General Purpose Facilities are facilities that can easily be converted and used for other important purpose, such facilities in most cases are spacious facilities. There are basically two types of open space facilities namely: The developed and the undeveloped spaces. Developed Open Space are spaces used as sporting pitches, fields, lawn, school farms, access roads, parking lots and so on. Their uses can easily be modified as occasion demands. The Undeveloped Open Spaces are all the land area within the legal authority of the institution which is yet to be developed into specific uses.

Castaldi in Peredomode (2010) stressed that school plant facility management is a systematic process of rationalizing the use and maintenance of these facilities within an educational institution to ensure their optimal utilization and achievement of educational objectives both in the immediate and in the future given the available resources. In other words, it is a process that involves:

- i. Determining which facilities are required to achieve school goals;
- ii. Making sure such facilities are provided by the government;
- iii. Monitoring to ensure optimal use of educational facilities so provided;
- iv. Maintaining the facilities regularly to ensure their longevity;
- v. Reviewing the provision of these facilities to ensure that it continues to meet both the changing educational needs in the advantageous manner.

According to Adesina in Abraham (2013) there are three types of maintenance services include: Regular Maintenance given to special equipment in the school on a periodic basis. For example, servicing of machines like typewriters, vehicles, generators and computers etc. These routine services are aimed at keeping the equipment working and to minimize cases of total breakdown of the equipment. Emergency Maintenance is the type of maintenance that is more common in the system. It simply means that service men are called in when the equipments are out of use or broken down e.g. the wall of a dormitory may crack, and this crack requires urgent repairs to avoid total breakdown of the building. Prevention and Periodic Maintenance is a programme for servicing machines, systems and structures device to prevent a breakdown of the system or one of its components. This allows an equipment or building to remain in the original useful life. Maintenance is carried out before there is malfunction of the equipment. Manufacturers usually indicate parts of equipment to be replaced at intervals to avoid breakdown and give the equipment maximum useful life. Periodic maintenance on the other hand represents a deliberate effort to schedule maintenance of equipment on periodic basis. Some equipment require quarterly maintenance, while office equipment require periodic maintenance. School facilities are to be maintained regularly because the best plant that is not maintained soon becomes defaced and loses its aesthetic value and worth.

Supervision according to Igwe (2016) is the process of directing, overseeing, guiding or making sure that expected standards are met. Supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for the purpose of implementation and achievement of educational goals are effectively carried out. Supervision involves the use of expert knowledge and experience to oversee, evaluate and coordinate the processes of improving teaching and learning activities in the school. Supervision could also be seen as an interaction involving an established relationship between and among people. Such interactions are greatly influenced by a predetermined programme of instruction.

According to Netzer and Kerey (2010) the interaction of those responsible for operating within the structure of administration is called supervision. For the principal to increase teachers' productivity he is expected to initiate several activities that will lead to the actualization of the school goals and objectives. Instructional supervision is an internal mechanism adopted for the school self-evaluation, geared towards helping teachers and students to improve on their teaching and learning activities for the purpose of achieving educational objectives. The principal must ensure that there is effective supervision by interacting academically and socially at a regular basis with teachers within and outside the school. The primary aim is to monitor the implementation of curricular and ensure desirable increase in the teacher's capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance (Wiles in Adepoju 2014).

Osakwe (2010), opined that supervision is concerned with the provision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school. The principal as a supervisor provides professional guidance to teachers in order to improve their competence for effective teaching process, to ensure the learning and growth of the learner. The school principal assist the teacher to perform effectively in the areas of preparation of lesson note and lesson plan before lesson delivery, use of instructional methods and teaching aids, keeping and monitoring of school record and classroom management. Through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in the classroom.

Instructional supervision is a vehicle and structure that allows schools, departments and teachers to respond effectively to curriculum and instruction, in order to achieve the stated educational objectives. Instructional supervision has the potential to strengthen the principals' capabilities for effective human and material resources if handled properly. The principal who is the driving force behind the school programme needs to proactively mobilize all members of staff, parents and the school community towards identifying the school strength and weaknesses, and take appropriate decision to improve teacher's inputs and students' learning outcomes in the school.

The appraisal of teachers is necessary in order to safeguard quality standards in school. In order to accomplish this task, the principal must have an initial knowledge of the psychology of human learning, have a command on the various theories of instructions, be acquainted with the sources and uses of instructional materials, be familiar with evaluation techniques, be skilled with individual and group counseling, and have a good knowledge of Nigeria education system (Lucio, 2009).

Obilade (2013) opined that instructional supervision is a helping relationship whereby the supervisor (principal) guides and assist the supervisee (teacher) to meet the set targets. This definition described instructional supervision from the point of establishing the relationship with stakeholders in the school system, for the purpose of achieving goals. Olaniyan (2011) described instructional supervision as a means to help, guide, stimulate and lead teachers through criticism, appraisal and practices in their education and procedures. This definition focuses much on teacher's attitudes over other vital element that is presented during the teaching and learning process.

Instructional supervision is a service activity that exists to help teachers do their job better (Glickman, Gordon, Ross-Gordons, 2011). Supervision is a circle of activities between a principal and a teacher with the aim of improving classroom performance (Patrick & Dawson, 2015). Nwankwo (2008), in Ajani (2013) noted that instructional supervision is a set of activities which are carried out with the purpose of making the teaching and learning process better for the learners. It has been observed that instructional supervision is an essential activity for the effective operation of a good school system.

Instructional supervision is a behaviour that is officially designed to directly improve teachers behaviour, through the effective supervision of instruction, supervisors can reinforce and enhance teaching practices that will contribute to improved students learning.

Instructional supervision in secondary school is basically concerned with supporting and assisting teachers to improve instruction through their changing behaviour. Igwe (2010) noted that supervision involves evaluation, monitoring and quality control for the purpose of curriculum and infrastructural development. In order to achieve this, some specific task have been identified by Igwe as:

- a. Helping teachers for professional growth and development
- b. Acquiring cooperating spirit for team work
- c. Helping teachers make better use of teaching materials
- d. Helping teachers improve teaching methods
- e. Improving teachers' appraisal standard.

The common objectives of supervision as outlined above is to help teachers become more productive in terms of maximum utilization of textbooks, other basic materials and curriculum aids. It also evaluates teacher's performance. Effective supervision is based on identifying certain areas that if well supervised, will help improve the quality of secondary school education in Nigeria. According to Afolabi&Loto (2008) the areas supervisors (principals') pay attention to are:

Lesson plan because is a reflection of how the teacher is prepared, as well as the effort the teacher has made in gathering information for the lesson. So a poorly written lesson plan not only indicates the quality of the teacher, but also the level of commitment to his primary task of teaching. The principal must critically examine the following items of the lesson plan:

- a. The learner behavioural objectives
- b. The relevance and adequacy of the lesson note
- c. Selection of appropriate teaching aids
- d. Selection of appropriate aids to determine the extent of realizing the objectives effectively.

Teaching is productive if the desired objectives are achieved. So the school principal should pay attention to the introduction of the lesson note and the teachers ability to maintain students attention throughout the duration of the lesson, the teacher's should also ensure that his voice quality, speech, clarity of expression, intelligence and appropriate use of language is enhanced for effective use when teaching, teacher's knowledge on the subject matter in terms of structure and sequence is very important, his use of classroom management techniques which will encourage students' participation in class activities.

The use of appropriate lesson materials such as textbook, scheme of work and syllabus cannot be overlooked. The principal should look into the duration of the topic, the relevance and logic of material used, the sequence of presentation of the content, use of current materials. A good interpersonal relationship between teachers and students could engender learning. In this regard, the principal must seek for genuine love and concern, positive and acceptable disposition between and among the teachers and students. He should be able to accommodate and lend a helping a helping hand through guidance and counseling service. The principal and other appointed school personnel must be conversant with the ability to discipline and control students, reward skills to reinforce good performance and conduct, identify cases and causes of student's misbehavior, creation of conducive classroom climate, sitting arrangement of students, classroom physical condition.

Obi (2004) outlined many supervisory skills for supervisors in order to help teachers improve on the job, and also to facilitate instruction in the school. Some of the skills include micro teaching, classroom visitation, clinical supervision, workshop, inter-school visitation.

The micro-teaching is a teaching skill situation which is scaled down in terms of time, class size and teaching complexity to allow the teacher to focus on a selected teaching strategy. It is designed to develop new skill and refine old ones. The lessons consist of two elements, namely, content (usually a segment of a topic in a subject area) and the skill which is a chosen specific teaching skill. Depending on the availability of facilities, the micro lesson should be video recorded. This process allows the teacher together with the supervisor (principal) to view the replay of the video tape of the lesson, evaluate the teacher and discuss aspect of the lesson. The supervisor points out the strength and weaknesses and

skillfully changes those weaknesses into strength, through constructive dialogue with the supervisee (teacher). Based on the knowledge of the immediate feedback and suggestion for improvement, the teacher re-teaches the lesson to the same group or a different group of students. Micro teaching can be applied at all various stages in the professional development of teachers, including both the pre-service and in-service stages.

According to Egwunyenga (2009) micro teaching provides an opportunity for supervisors (principals) and teachers to identify, define, describe, and analyze certain teaching skills without the risk of an actual teaching situation. It is the latest technological approach to school supervision. It is expensive because of the equipment involved, but it is very productive. In micro teaching the supervisor follows the following steps:

- i. There should be a pre-conference between a supervisor and the teacher
- ii. There should be a collection of audio and visual materials such as tape recorders and television.
- iii. There should be a teaching exercise
- iv. There should be teaching observation
- v. There should be a post conference

During pre-conference, agreement should be reached between the supervisor and the teacher on what should be taught. The next step is the collection of necessary materials which should be tape recorders and television. The tape will record the voice of the teacher during teaching exercise while the television will record the physical movement of the teacher in action. The gadgets for recording should be positioned in such a way that the action will not be distorted. The actual teaching exercise should then follow and should be recorded. After the teaching process the supervisor (principal) should have a post conference with the teacher and point out the strength and weaknesses observed in his teaching. Finally, the supervisor should suggest to the teacher ways of improving his teaching skills.

The above technique appears to be very useful because it gives the supervisor and the teacher the opportunity of reviewing the programme again to identify the strength and weaknesses involved in the teaching exercise. It also gives the teacher the opportunity to see himself in action and to be able to evaluate the performance of his exercise with the supervisor. It also prevents the supervisor of wrongful accusation or being partial or unfair in his evaluation.

A principal classroom visitation skill refers to the process whereby, the principal as a supervisor visit the classroom to observe the teacher in action. According to Igwe (2001) classroom visitation is a process whereby the educational leader who possesses wisdom can be of great help in aiding the teacher to improve both his instructional skills and learning processes of the students. According to the definition, the main purpose of classroom visitation is for the improvement of the teaching and learning process. In order to carry out a successful classroom visitation, the visit has to be planned. Igwe (2001) noted that teachers are always scared of supervision and as such do not take it in good faith. Since supervision is inevitable, it is the responsibility of the supervisor to plan his visitation together with the teacher to remove fear or anxiety.

To carry out a successful and harmonious visitation Ezeacha (1995:65) advocated for the following strategies:

- i. Existence of good rapport between teachers and supervisors (principals).
- ii. The supervisor should carefully prepare the visit and should enter the classroom quietly.
- iii. The supervisor should concentrate on the total learning situation.
- iv. Visitation should be at the approval of the teacher
- v. The supervisor should attempt to discover strong points in the learning situation and discuss the past lesson during post conference meeting and give credit where it is due.

Peretomode (2001) emphasized a mutual teacher-supervisor relationship during classroom observation. The relationship between teachers and students is another area the supervisor should pay attention to during classroom visitation to enable the supervisor improve the teachers' job productivity in the classroom. Principals should also consider instructional improvement as a top priority in statutory roles.

Clinical supervision skills are commonly used by principals; according to hammer (2009) clinical supervision involves the five stage process:

- i. A pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed.
- ii. Classroom observation.
- iii. A supervisor analysis of notes from the observation conference between supervisor and teacher.
- iv. A post observation conference between supervisor and teacher.
- v. A supervisor analysis of the post-observation conference

During observation, the principal takes note of the teacher's knowledge of subject being taught, evidence of adequate planning and preparation of lesson note, lesson presentation, teacher's personality and the extent of students' interaction with the teacher. These form the basis of providing constructive advice on how to improve the quality of classroom instruction. The visit may be repeated until the required improvement is achieved. Despite the various advantages of clinical supervision in its various forms, it has been criticized by researchers such as German and Hunter (2013) because it is time consuming and labor intensive, rendering it impossible to use on a regular basis, given the large number of teachers that supervisors are expected to supervise in addition to their administrative responsibilities. He further advocated the use of research approach to stimulate effective teaching outcome.

Workshop according to Riltig (2007) is one which the individual working group brings their lifestyle, their culture and their values together. Workshop as a supervisory skill has been found to be useful, resourceful and rewarding. It's a skill adopted by principals in which teachers' are brought together in an organized way, to enable the principal communicate with them on matters related to the school, classroom management and most especially on the improvement of instruction. It provides opportunity for exchange of ideas on teaching methods and other areas of teaching interest to enhance teachers' job productivity. Workshop is a supervisory skill where people share their opinions in groups towards achieving their common goals.

Akinunmi (2002) asserted that workshop comprises of a group of people working together towards a common goal and trying to find a solution to a given problem through group discussion and conference under the supervision of a resource person. Schon (2014) concluded that common results expected from workshop are on the accumulation of materials and knowledge. Slaven (2010) contended that for workshop to be effective there must be group goals and individual accountability. For this to be done, principals must ensure that every teacher has learnt something because this could form a basis on his job productivity. It will be interesting for every participant to spend time, not only in answering questions on areas that seemed unclear to him, but also to explain to his group what he had understood.

This is another good supervisory technique because of its valuable result. It gives opportunity to various categories of teachers to visit other teachers in the classroom. Thus, helping the beginner teacher to learn to learn how to organize and manage students in the classroom and to plan effectively. The weak teacher can also be helped through observation of classroom management, good method and effective utilization of resource in the field. Some benefits the programme will generate are:

- i. It helps teachers to learn new methods and be aware of the importance and use of new materials.
- ii. It gives opportunity to a beginner teacher to see a supervisor or experienced teacher in action.
- iii. It enlighten the teacher on how to use new teaching aids effectively in the classroom
- iv. It gives the beginner teacher an insight into proper classroom management
- v. It helps the weak teacher to improve his teaching skills
- vi. It gives the experienced teacher the opportunity to share with less experienced teachers and thus enriching their teaching experience.

### **Principals' Instructional Programme Leadership**

Mgbodile (2004) also noted that instructional programme leadership involve planning and organizing of instructional programme, promotion of instructional programme, supervision of instructional programme and evaluation of instructional programme. It is evidently clear that instructional programme leadership revolves around effective planning and organization of instructional programme, enhancement of instructional programme, assessment of the instructional programme, and value judgment of the extent the instructional programme has yielded its objectives. The principal should see how instructional strategies could be modified to initiate and sustain students' interest and excitement. He should select



instructional materials that are not too difficult or easy so that students do not feel frustrated or bored. He should be able to know how to determine students' personal interest and goals so they can be properly aligned with school goals. Amaeze and Nnaemego (2016) summarized some benefits attached to instructional programme improvement as High Achievement; when instruction is improved in the classroom it results to high performance of the teacher in teaching and high performance of the students' internal and external examination. This implies that improvement in instruction through the provision of relevant related teaching materials has an attendant increase in the output of the teacher, students' and the school reputation. Increased Enrolment Rate; when there is high learning performance, success in internal and external examination teachers' proficiency and competence in teaching strategies, it attracts people to the school which leads to increase in enrolment. Motivation; when teacher and student are provided with suitable teaching aid and appealing classroom teachers, productivity will be high. The way a teacher plans, organize and delivers his lesson could be a motivator if it's done properly. Effective communication is as a result of communication made easy between the teacher and the students are achieved when teaching aids are available to enable the teacher match talking in the classroom with concrete evidence and practicality.

Ajayi and Afolabi (2012) stated that productivity in schools requires a measure of both efficiency and effectiveness. They further stated that some parents are worried about the quality of education received by their children as expressed by the inability of many students to pass in excellent grades. Ajayi and Afolabi (2012) also found out that there is a decline in students' performance in Senior Secondary Certificate Examination. They also reported that there have been complaints from almost all regions of Nigeria that the quality of education is being questioned. Obasi (2003) reported that educational administrator (principals') is the instructional expert who plans the educational programmes of instruction at the micro level.

#### **Principals' Staff and Students' Personnel Services**

The school principal as the head of affairs is saddled with interwoven and overwhelming responsibilities. One of such responsibilities is in the area of personnel administration. The personnel administration is the various works or efforts put in place by the school principal to bring about the best personnel's for the organizations growth and development. Okafor (2004) reported that, staff personnel administration is the utilization of human potentials in order to realize educational objectives, as well as meeting the needs of the staff. The author specifically reported that quality staff personnel administration is necessary to enable the organization achieve predetermined goals and objectives. Kontz in Haruna (2008) reported that personnel administration is an act of planning, directing and coordinating the activities of the organization.

Obi (2004) submitted that personnel administration is putting human energy into productivity to achieve a desired goal in an organization. Iyede in Olagboye (2000) views it as harnessing people skills, energies, talent capacities, social characteristics and believes to achieve educational objectives. All the attribute and quality are put together in the process of administration. The principal as a leader tries to commit every one by a means of giving out responsibility according to functional ability. Thompson (2007) mentioned that personnel administration encompasses those managerial actions concerned with the acquisition and utilization of labour services by any organization. There must be utilization of labour in personnel administration, because in the course of showing and training the workers, new skills are acquired. It is also a process of teaching them how effective those skills can be meaningfully put to use. Ponder (2004) elaborated that the purpose of personnel administration is to attract, retain, motivate and develop personnel to achieve organizational goals, because education is a labour intensive enterprise. Effective personnel administration in education is essentially important. It is of the essence to note that one of the reasons for employing administrators is to bring out the best from every staff. Gregg (2007) has it that educational administration aims at using both human and material resources within the educational system for the realization of educational objectives. Personnel administration cannot be outside the goals and objectives of education, because personnel's are attracted, guided and managed based on the implementation of the organization. Haruna (2008) mentioned that students' personnel administration in secondary school involves all the activities and services that are rendered to the students for the

achievement of educational objectives which are not the normal classroom instructions. The author is of the view that students' personnel administration is not all about the normal classroom but other services that are brought in to achieve educational goals and specific objectives in the school.

Mgbodile (2004) further explained that the role of principals' in students' personnel administration lies in helping to secure discipline among students, monitoring their attitude to their studies and commitment to hard work and learning. Oboegbulem (2004) in her wisdom has developed importance of students' personnel administration which is summarized below:

- i. To make students think effectively;
- ii. To help them communicate their thoughts clearly;
- iii. To help students develop the skills of making relevant judgments;
- iv. To help them play their parts as useful members of their homes and families;
- v. To make the students understand and appreciate their roles as citizens of Nigeria;
- vi. To make the students understand basic facts about health and sanitation;
- vii. To help the students develop good moral principles;
- viii. To help the students understand and appreciate their cultural heritage; and
- ix. To make them recognize the dignity of labor.

The responsibilities of administration as mentioned by the author is not one dimensional, but act across the entire life of the student in the school apart from the normal instruction in the classroom. Ukeje in Obi (2004) also highlighted students' personnel function of the administrator in an organization as follows;

- i. Development of feelings of goodwill, friendliness and fellowship between students and departments;
- ii. Education concerning the necessity of supervision and pressure by staff thus relieving them from more professional duties;
- iii. Increasing happiness of school for students;
- iv. Improvement in the discipline and moral tone of the school;
- v. Opportunity and means for students to solve their own problems;
- vi. Development of ideas of right conduct, self control, cooperative efficiency and fairness; and
- vii. Provision of training in leadership among others.

The role of administrator cannot be overemphasized because it is the hallmark of the success of the school system. Quality cannot be controlled and assured where there are administrative bottleneck. Therefore, administrator should live up to the responsibilities in training and directing workers under them. Sheth (2006) reported that the sole responsibility of a good administrator is to manage available resources through optimal means to achieve desired results. Nwangwu (2006) asserted that experience assists in developing the required social and intellectual skills, in learning how to work closely with other people and in finding out about individual interest and differences.

School as an institution must exist within the society and it will require the cooperation of the host community. The host community has different categories of personalities ranging from laborers to civil servants. Thompson (2007) reported that information about the composition of the community such as the income, educational level and occupations of the majority of the residents is useful in formulating new programmes or adapting existing ones to meet students' particular needs. Paul (2008) stressed that good school community relationship is one of the important duties of a school administrator. The school administrator must maintain a cordial relationship with the host community because there are unlimited human and physical resources in every community that can be organized and utilized.

In some communities, the level of education of some members of the community has tremendously increased, so principals' can no longer claim monopoly of knowledge in those communities. The principal can even rely on the huge pool of experience of the members of the community that are not part of his teaching staff. The principal needs to be creative and develop public relations skills that can make him to win the trust of the members of his community. The principal is expected to interact personally with all the levels of the community out of which they will be in position to gain sympathy for their school problems. Informal channels of communication being more patent than formal ones, can then be created

through participation in matters outside school. The school administrator should acquire the requisite skills that will enable him perform the function of keeping the school and community in perfect harmony. Obiekwe (2006) asserted that the support and help rendered by the community to the school is dependent on the relationship between the school head and the community. A proper community relation is a product of experience of the school head and the host community. In some communities where the villagers are violent, it requires the principal to come up with a benefiting plan to ward off some of the crises from the school either by fencing, communal meetings or through police or vigilantes. The parent teachers association can be an excellent medium for developing an atmosphere of mutual understanding between the school and the community (Paul, 2008). Mgbodile (2004) said that maintaining cordial relationship with the members of the community is important so as to attract community support and assistance in various ways. He further outlined some of the activities carried out in school community relationship as:

- i. Coordinating P.T.A meetings and activities
- ii. Meetings with individual parents
- iii. Correspondence
- iv. Meeting with men, either groups or individual
- v. Arranging for community use of school facilities
- vi. Meetings with superiors such as superintendents on administrative matters
- vii. Discussion with ex-students about their needs and welfare e.g. Giving testimonials or recommendation notes
- viii. Arranges old boys/ school forum meetings
- ix. Meeting with community leaders to communicate to them the progress, problems and programmes of the school
- x. Meeting with other social agencies of the community e.g. religious men, labor organizations, news media men for improvement of the community and the school.
- xi. Participating in a community forum as a speaker, consultant or civic worker.

Agabi & Oluwuo (2004) opined that the community can tap the wealth resource available in its school to support its development programme and reshape its value towards sustainable development. He further identified ten objectives of community relations which are:

- i. To quicken the sense of responsibility in all citizens for thoughtful participation in school affairs.
- ii. To keep the school informed concerning the purposes, accomplishments, conditions and the needs of the school.
- iii. To show the public that they are really getting full value for their money.
- iv. To provide an agency whereby the public may identify and support the value issues of education.
- v. To develop an understanding of what is possible in education.
- vi. To build public confidence in the school system.
- vii. To develop and coordinate school activities with community activities in order to bring the school, the home and the community closer together.
- viii. To develop the educational process in a democratic school organization.
- ix. To establish confidence in the functioning institution.
- x. To improve the partnership concept through parental participation.

Agabi & Oluwuo (2004) opined that the local people, particularly parents will be encouraged to participate in school management. The school administrator is left with the responsibility of setting the community as collaborator in the running of the school.

Okeke in Agabi and Oluwuo (2004) corroborated the objectives and in line with the American association of school administrators identified some principles of school-community relations as follows:

- i. School community relations must be honest in extent and execution
- ii. It must be intrinsic, meaning that the substance should be its educational programme, and not external matters.
- iii. It must be continuous and not intermittent.

- iv. All the factors affecting the school and community should be promotion of good public relations between the school and the community.
- v. It should be sensitive to its public (the intent should not be hidden).

The existence between school and community must be handled with subtle intelligence for good relationship. Achunine (2008) saw school community relationship as a catchment area of the school.

Achunine (2008) suggested that principals should make available the school as centre of activities for adults and youths in the community. He also suggested that the community should be a centre of activities for the school. The reason for the school to make known its intent to the community is that the community only accepts ownership of the school if it understands the school and what it stands for (Nwaboin Achunine, 2008).

Discipline is the process of bringing out the life of the student, teacher, value of the school and the community at large. Abraham and Madumere (2003) saw discipline in a school setting as being to the extent to which members of the school are self-controlled and are willing to obey the rules and regulations of the school. Okorie (2003) saw discipline as behavioural control achieved by self-restraint or imposed by authorities. She further stated that discipline is necessary for coordination, reliable and supportive behaviour. The school head has it as part of his responsibility to carry out disciplinary actions in the school for the reputability of his school. Abraham and Madumere (2003) stressed that the staff should provide moral, disciplinary and supervision in the school in order to ensure that teaching and learning take place in a condition that appreciate social order, thereby enhancing the tone of the school. Otomori, Enaohwo and Okeke (eds.) (2000) submitted that lack of commitment of teachers to the teaching profession is a problem in school administration. If the teachers are not committed to teaching or do not have intrinsic satisfaction, they may be a source of indiscipline in the school. There are cases of rape, examination malpractice, bullying, insubordination, theft, fighting, gossip and disobedience, rejection of transfer and abuse of school properties. Abraham and Madumere (2003) summarized the cause of indiscipline among staff as; lack of good working condition, sudden change of educational policy, administrators' leadership style, principal staff relationship, lack of supervision by the administrator's and inspectors from the ministry. Abraham and Madumere (2003) noted that disciplinary agencies are schools management board (primary and secondary). Teacher's registration council (TRC), the school and the society at large. Abraham and Madumere (2003) has it that discipline is a system of arranging conditions for healthy leaving and learning conforming to establish positive societal norms. Abraham and Madumere (2003) listed some symptoms of indiscipline as follows:

- i. General unrest
- ii. Loitering
- iii. Deliberate breaching of school rules and regulations
- iv. Bullying
- v. Demonstration (violent or peaceful)
- vi. Lateness to school
- vii. Absenteeism from school
- viii. Drunkenness
- ix. Use of hard and illicit drugs/substances
- x. Mass disobedience
- xi. Laxity
- xii. Stealing
- xiii. Willful destruction of school properties
- xiv. Cheating at examination.

## **METHODOLOGY**

The study adopted correlation design. The study was conducted in Public Senior Secondary Schools in Port Harcourt Metropolis in the South-South region of Nigeria. The study included all the Public Senior Secondary school Teachers and Vice principals in Port Harcourt Metropolis. The population of this study comprised eight hundred and twenty five (825) respondents in thirty five (35) public Senior Secondary Schools in Port Harcourt Metropolis. A sample of two sixty nine (269) respondents which is 32.60% of the 825 respondents in 35 Public Senior Secondary Schools in Port Harcourt Metropolis was proportionately sampled for this study. The sample size for this study was drawn scientifically by the use of Taro Yamane formula. A Questionnaire titled "Assessment of Principals Administrative performance and Teachers' productivity" (APAPTP) is the main instrument for data collection. The questionnaire was divided into two sections, A and B, which are the items for assessment of the extent Principals administrative performance contributes to teachers productivity in public senior Secondary Schools in Rivers State. The instrument was structured on a four point rating scale with options: strongly Agree (SA- 4points), Agree (A – 3points), Disagree (D – 2points), and strongly Disagree (SDA – 1point). Respondents were instructed to tick in the columns provided to show their responses. Validity of the instrument (content) was censured by the Dissertation supervisor and two other experts in the area of educational management to ascertain whether the instruments measured what they were designed to measure. They critically looked at the item structure, nature of items, length of items and the appropriateness of the Item. Their corrections, suggestions and recommendations are included in the final draft of the research instrument. The reliability of the research instrument was ascertained by the use of the split-half method. This was achieved by administering the instrument on thirty (30) randomly selected respondents from Public Senior Secondary Schools in Ikwerre local government area. The Spearman rank order correlation co-efficient was used to determine the linear relationship between the two halves (odd and even items). The reliability co-efficient was therefore computed using the Spearman's rank correlation coefficient which yielded the co-efficient of 0.75. Within two weeks, a total of 825 copies of the instruments were administered to vice principals and teachers that form the sample size in Public Senior Secondary Schools in Port Harcourt Metropolis. This was made easy by the help of two research assistants who were properly briefed on the modus operandi of the administration of the instrument to the respondents. The assistant were also briefed on the manner of approach to the various respondents and the retrieval method, at the end of the exercise we were able to retrieve 279 copies. The research question was answered using Mean and Standard Deviation, while the hypotheses were tested at a significance level of 0.05 using the Pearson Product Movement Correlation Coefficient.

**RESULTS**

**Research Question 1:** *What is the Relationship between Principals’ School Plant Facilities Management and Teachers’ Productivity in Public Senior Secondary School in Port Harcourt Metropolis?*

**Table 4.1: Analysis of Respondents on the Relationship Between Principals’ School Plant Facilities Management and Teachers’ Productivity.**

s/n	Items	$N = 269$ $\bar{x}$	$SD$	Decision
1	If Principal’s ensure that there is Regular servicing of machines and equipment teacher’s productivity will increase.	3.16	0.92	Agreed
2	Adequate laboratories facilities put in place by the principal will improve the teacher productive capacity.	2.72	0.87	Agreed
3	Adequate libraries facilities made available by the principal will enhance teacher productive capacity.	2.91	0.87	Agreed
4	conducive classrooms made available by the principal can contribute to teachers productivity	3.09	0.95	Agreed
5	If the principal ensure that regular servicing of machines like vehicles/generators is done teachers productivity will increase.	2.86	0.86	Agreed
6	Maintaining the facilities regularly by the principal to ensure their longevity, will increase the teacher effectiveness.	3.23	0.83	Agreed
7	If Principal’s ensure that there is Regular servicing of machines and equipment teacher’s productivity will increase.	3.10	0.83	Agreed
8	Adequate laboratories facilities put in place by the principal will improve the teacher productive capacity.	3.16	0.94	Agreed
<b>Grand Mean</b>		<b>3.02</b>	<b>0.85</b>	

Source: Field survey, 2019

Data on table 4.1 indicates that the respondents stand on the same position on items 1-8. The items in these areas were accepted since their mean value was above the criterion mean of 2.50. In summary, from the ground mean of 3.02, it is evident that the respondents accepted that adequate school facilities enables the teacher to do his/her work very well, good classroom facilities enables the transfer of information from the teacher to the learner, servicing of machines like computers can promote teachers productivity, adequate laboratories facilities improves the teacher productive capacity, adequate libraries facilities enhances teacher productive capacity, adequate classrooms contributes to teachers productivity, servicing

of machines like vehicles/generators promotes promote teachers productivity and Maintaining the facilities regularly to ensure their longevity enables the teacher to do his/her work are the extent principals' School Plant Facilities Management contributes to teachers' productivity in Public Senior Secondary school in Port Harcourt Metropolis.

**Research Question 2:** *What is the relationship between principals' supervisory skills and teachers' productivity in Public Senior Secondary school in Port Harcourt Metropolis?*

**Table 4.2: Analysis of Respondents on the Relationship between Principals' Supervisory Skills and Teachers' Productivity**

s/n	Items	$N = 269$ $\bar{x}$	<i>SD</i>	Decision
9	Principal's school plant facilities supervision enables the teacher to do his work effectively.	2.79	0.93	Agreed
10	Principal's classroom maintenance enables the transfer of information from the teacher to the learner.	2.83	0.92	Agreed
11	If Principal's ensure that there is Regular servicing of machines and equipment teacher's productivity will increase.	2.61	0.83	Agreed
12	Adequate laboratories facilities put in place by the principal will improve the teacher productive capacity.	2.90	0.86	Agreed
13	Adequate libraries facilities made available by the principal will enhance teacher productive capacity.	2.70	0.96	Agreed
14	Conducive classrooms made available by the principal can contribute to teacher's productivity.	2.82	0.88	Agreed
15	If the principal ensure that regular servicing of machines like vehicles/generators is done teachers productivity will increase.	2.69	0.92	Agreed
16	Maintaining the facilities regularly by the principal to ensure their longevity, will increase the teacher effectiveness	2.58	0.95	Agreed
	<b>Grand Mean</b>	<b>2.74</b>	<b>0.83</b>	

Source: Field survey, 2019.

Data on table 4.2 indicates that the respondents stand on the same position on items 9-16. The items in these areas were accepted since their mean value was above the criterion mean of 2.50.

In summary, from the ground mean of 2.74, it is evident that the respondents accepted that use of expert knowledge by the school principal improves teaching and learning activities in the school, use of experience to oversee/coordinate by the school principal enhances teaching and learning activities in the school, initiating several activities by the school principal increase teachers' productivity, principal effective supervision by interacting academically and socially at a regular basis with teachers increases productivity, principal as a supervisor provides professional guidance to teachers in order to improve their competence for effective teaching process, school principal assist the teacher to perform effectively in the areas of preparation of lesson note and lesson plan before lesson delivery, The school principal assist the

teacher to perform effectively in the use of instructional methods and teaching aids and the school principal assist the teacher to perform effectively in keeping and monitoring of school record and classroom management are the extent principals' supervisory skills contribute to teachers' productivity in Public Senior Secondary school in Port Harcourt Metropolis.

**Research Question 3:** *What is the relationship between principals' instructional programme leadership and teachers' productivity in Public Senior Secondary school in Port Harcourt metropolis?*

**Table 4.3: Analysis of Respondents on the Relationship Between Principals' Instructional Programme Leadership and Teachers' Productivity.**

s/n	Items	$N = 269$ $\bar{X}$	$SD$	Decision
17	The principal instructional strategies initiate and sustain teachers' interest and excitement which leads to Teachers productivity.	2.75	0.95	Agreed
18	Improvement in instruction through the provision of relevant related teaching materials has an attendant increase in the output of the teacher, which leads to productivity.	2.66	0.15	Agreed
19	Principal Instructional Programme Supervision In The Classroom Results To High Performance Of The Teacher In Teaching.	2.55	0.85	Agreed
20	When principals provide teachers with adequate teaching aid productivity will be high.	2.58	0.74	Agreed
21	When principals ensure that teaching aids are available it enables the teacher match talking in the classroom with concrete evidence and practicality.	2.99	0.85	Agreed
<b>Grand Mean</b>		<b>2.70</b>	<b>0.82</b>	

Source: Field survey, 2019.

Data on table 4.3 indicates that the respondents stand on the same position on items 17-21. The items in these areas were accepted since their mean value was above the criterion mean of 2.50.

In summary, from the ground mean of 2.70, it is evident that the respondents accepted that the principal instructional strategies initiate and sustain students' and teachers' interest and excitement, improvement in instruction through the provision of relevant related teaching materials has an attendant increase in the output of the teacher/ students' and the school reputation, Principal instruction in the classroom results to high performance of the teacher in teaching, when teachers are provided with suitable teaching aid productivity will be high and when teaching aids are available it enable the teacher match talking in the classroom with concrete evidence and practicality are the extent principals' instructional programme leadership contributes to teachers' productivity in Public Senior Secondary school in Port Harcourt Metropolis.



**Research Question 4:** *What is the Relationship between principals’ staff/students’ Personnel Services and Teachers’ Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis?*

**Table 4.4: Analysis of Respondents on the Relationship Between Principals’ Staff/Students’ Personnel Services and Teachers’ Productivity.**

s/n	Items	$N = 269$ $\bar{X}$	$SD$	Decision
22	The principal giving out responsibility according to functional ability has an increase in the output of the teachers/ students’.	3.30	0.91	Agreed
23	Principals’ personnel services make the students/staff understand and appreciate their roles as citizens of Nigeria.	2.72	0.95	Agreed
24	The principal assigning responsibility help the students/staff develop good moral principles.	2.92	0.90	Agreed
25	The principal giving out responsibility make students/staff recognize the dignity of labour.	2.98	0.96	Agreed
26	The principal giving out responsibility help students/staff communicate their thoughts clearly.	2.86	0.86	Agreed
<b>Grand Mean</b>		<b>2.95</b>	<b>0.88</b>	

Source: Field survey, 2019.

Data on table 4.4 indicates that the respondents stand on the same position on items 22-26. The items in these areas were accepted since their mean value was above the criterion mean of 2.50.

In summary, from the ground mean of 2.95, it is evident that the respondents accepted that the principal giving out responsibility according to functional ability has an increase in the output of the teachers/ students’, principals’ personnel services make the students/staff understand and appreciate their roles as citizens of Nigeria, The principal assigning responsibility help the students/staff develop good moral principles, The principal giving out responsibility make students/staff recognize the dignity of labour and the principal giving out responsibility help students/staff communicate their thoughts clearly are the extent principals’ staff/students’ personnel services contributes to teachers’ productivity in Public Senior Secondary school in Port Harcourt Metropolis.

**Data Analysis/ Bivariate Analysis**

Having analyzed the reliability of all items of each study variable and the demography of the study, this section will determine the relationship that exists between the variables of this study. Dunn (2001, p.222) stated that beyond indicating the sign and strength of a correlation, it is also important to express the degree of the association between the correlating variables; x and y as the independent and dependent variables respectively. In determining the extent of the relationship, the categorization adopted by Dunn (2001) is used in this study.

**Table 4.5: Range of Relationship and Descriptive Level of Association of Relationship**

<i>Range of r values</i>	<i>Degree of association of r</i>
± 0.80 to 1.00	Very strong
± 0.60 to 0.79	Strong
± 0.40 to 0.59	Moderate
± 0.20 to 0.39	Weak
± 0.00 to 0.19	Very weak

Source: Adopted from Dunn (2001) degree of relationship categorization

The plus sign on the table connote positive relationship while the minus sign means negative relation. The r sign clarify the direction of the relationship that exists between the variables.

**Test of Hypotheses**

**Decision Rule**

When the Significant/Probability Value (PV) < 0.05 (Level of Significance) = Reject the null and conclude significant relationship.

When the Significant Probability value (PV) > 0.05 (Level of Significance) = Accept the null and conclude insignificant relationship.

**Table 4.6: Correlation Analysis (Principals ‘School Plant Facilities Management and Teacher’s productivity**

<b>Correlations</b>				
Spearman's rho	<b>Principals Facilities Management</b>	Correlation	1.000	.712**
		Coefficient		
		Sig. (2-tailed)	.	.000
	N	259	259	
	<b>Teacher’s productivity</b>	Correlation	.712**	1.000
		Coefficient		
		Sig. (2-tailed)	.000	.
	N	259	259	

Source: (SPSS Output 2019)

Table 4.6 above shows that the Spearman’s correlation coefficient (r) = 0.712\*\*, this value is high, implying that a strong relationship exists Principals’ School Plant Facilities Management and Teacher’s productivity. The positive sign of the correlation coefficient means that positive relationships exist between them. That is to say that an increased in Teacher’s productivity is associated with Principals’ School Plant Facilities Management in the studied Public Senior Secondary school in Port Harcourt metropolis.

**Test of Hypothesis 1**

HO<sub>1</sub>; There is no significant relationship between principal’s School Plant Facilities Management and teacher’s productivity in Public Senior Secondary schools in Port Harcourt Metropolis.

Table 4.6 showed that the probability/significant value is 0.000, this value is less than 0.05 level of significance, hence the researcher rejects the null hypothesis and concludes that a significant relationship between principal’s School Plant Facilities Management and teacher’s productivity in Public Senior Secondary schools in Port Harcourt Metropolis.

**Table 4.7: Correlation Analysis (Principals’ Supervisory skills and Teacher’s Productivity)**

<b>Correlations</b>				
Pearson Correlation	<b>Principals’ Supervisory skills</b>	Correlation	1.000	.681**
		Coefficient		
		Sig. (2-tailed)	.	.000
		N	259	259
	<b>Teacher’s Productivity</b>	Correlation	.681**	1.000
		Coefficient		
		Sig. (2-tailed)	.000	.
		N	259	259

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: (SPSS Output 2019)

The above Table 4.7 explains that the Spearman’s correlation coefficient ( $r = 0.681^{**}$ ), this value is high, implying that a strong relationship exists principals’ supervisory skills and Teacher’s productivity. The positive sign of the correlation coefficient means that positive relationships exist between them. That is to say that an increased in Teacher’s productivity is associated with principals’ supervisory skills in the studied Public Senior Secondary school in Port Harcourt metropolis.

**Test of Hypothesis 2**

HO<sub>2</sub>; There is no significant relationship between principals’ supervisory skills and teachers’ productivity in Public Senior Secondary schools in Port Harcourt Metropolis.

Table 4.7 showed that the probability/significant value is 0.000, this value is less than 0.05 level of significance, hence the researcher rejects the null hypothesis and concludes that a significant relationship between principals’ supervisory skills and teachers’ productivity in Public Senior Secondary schools in Port Harcourt Metropolis.

**Table 4.8: Correlation Analysis (Principals’ Instructional programme Leadership and Teacher’s Productivity)**

<b>Correlations</b>				
Pearson Correlation	<b>Principals’ Instructional programme Leadership</b>	Correlation	1.000	.667**
		Coefficient		
		Sig. (2-tailed)	.	.000
		N	259	259
	<b>Teacher’s productivity</b>	Correlation	.667**	1.000
		Coefficient		
		Sig. (2-tailed)	.000	.
		N	259	259

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: (SPSS Output 2019)

The above Table 4.8 explains that the Spearman’s correlation coefficient ( $r = 0.667^{**}$ ), this value is high, implying that a strong relationship exists principals’ instructional programme leadership and Teacher’s productivity. The positive sign of the correlation coefficient means that positive relationships exist between them. That is to say that an increased in Teacher’s productivity is associated with principals’ instructional programme leadership in the studied Public Senior Secondary schools in Port Harcourt Metropolis.

**Test of Hypothesis 3**

HO<sub>3</sub> There is no significant relationship between principals’ instructional programme leadership and teachers’ productivity in Public Senior Secondary schools in Port Harcourt Metropolis.

Table 4.8 showed that the probability/significant value is 0.000, this value is less than 0.05 level of significance, hence the researcher rejects the null hypothesis and concludes that a significant relationship between principals’ instructional programme leadership and teachers’ productivity in Public Senior Secondary schools in Port Harcourt Metropolis.

**Table 4.9: Correlation Analysis (Principals’ Staff/Students’ Personnel Services and Teacher’s productivity)**

<b>Correlations</b>				
Pearson Correlation	<b>Principals’ Staff/Students’ Personnel Services</b>	Correlation	1.000	.656**
		Coefficient	.	.000
		Sig. (2-tailed)	259	259
	<b>Teacher’s productivity</b>	Correlation	.656**	1.000
		Coefficient	.000	.
		Sig. (2-tailed)	259	259

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: (SPSS Output 2019)

Table 4.9 above shows that the Spearman’s correlation coefficient (r) = 0.656\*\*, this value is high, implying that a strong relationship exists Principals’ Staff/Students’ Personnel Services and Teacher’s productivity. The positive sign of the correlation coefficient means that positive relationships exist between them. That is to say that an increased in Teacher’s productivity is associated with the Public Senior Secondary schools in Port Harcourt Metropolis.

**Test of Hypothesis 4**

HO<sub>4</sub> There is no significant relationship between principals’ staff/students’ personnel services and teachers’ productivity in Public Senior Secondary schools in Port Harcourt Metropolis.

Table 4.9 showed that the probability/significant value is 0.000, this value is less than 0.05 level of significance, hence the researcher rejects the null hypothesis and concludes that a significant relationship between principals’ staff/students’ personnel services and teachers’ productivity in Public Senior Secondary schools in Port Harcourt Metropolis.

**Table 4.9.1: Summary of Regression Analysis on the Effect of Principals’ Administrative Performance (PAP) on Teachers Productivity.**

Variables	Coef.	t-cal	t-tab		R	R <sup>2</sup>	F-cal	F-tab	
			(0.05,303)	sig. t				(0.05,1,302)	sig f
Constant	-0.088	-0.414	1.968	0.679	0.741	0.549	366.315	3.87	0.000
PAP	0.996	19.139		0.000					

Dependent Variable; Teacher’s productivity (TP)

Source: (SPSS Output 2019)

$$TP = \alpha_0 + \alpha_1 PAP + U_1 \dots \dots \dots 1b$$

$$TP = -0.088 + 0.996 PAP$$

t- values in bracket (-0.414)(19.139)

Table 4.9.1 shows that the Pearson’s correlation coefficient is (0.741). This correlation coefficient is high indicating that a strong relationship exists between principals’ administrative performance (PAP) and teachers’ productivity. The Coefficient of Determination (R<sup>2</sup>) = (0.549). This implies that a (54.9%) variation in teachers’ productivity is explained by variations in principals’ administrative performance. The remaining 45.1% is explained by other variables not included in the model. The F-calculated of 366.315 had a corresponding significant F-value of (0.000); the researcher therefore concludes a good and useful model utility. Conventionally F-cal = (366.315) > F-tab (0.05, 1,249) = (3.87) hence the above conclusion on the model utility above is upheld.

The test of significance conducted as shown in the same table indicates that; principals' administrative performance had a calculated t-value of 19.139 and a corresponding significant/probability Value (PV) of  $(0.000) < (0.05)$  level of significance, therefore the researcher concludes that principals' administrative performance significantly affects teachers' productivity.

## **DISCUSSION OF FINDINGS**

### **Principals' School Plant Facilities Management contributes to Teachers' Productivity**

The findings of the study revealed that the respondents accepted that adequate school facilities enables the teacher to do his/her work very well, good school plant facilitates the transfer of information from the teacher to the learner, servicing of machines like computers can promote teachers productivity, adequate laboratories facilities improves the teacher productive capacity, adequate libraries facilities enhances teacher productive capacity, adequate classrooms can contribute to teachers productivity, servicing of machines like vehicles/generators can promote teachers productivity and Maintaining the facilities regularly to ensure their longevity enables the teacher to do his/her work are the extent principals' School Plant Facilities Management contributes to teachers' productivity in Public Senior Secondary school in Port Harcourt metropolis. This finding agrees with the view of Adesina in Abraham (2013) which stressed that "the quality of education of students bears direct relevance to the availability or the lack of physical facilities and overall atmosphere where the learning takes place. And Castaldi (2010) asserted that "Excellent school facilities and dedicated teachers are basic ingredients of good educational programme". A corresponding research question from hypothesis tested, find a significant relationship between principal's School Plant Facilities Management and teacher's productivity in Public Senior Secondary school in Port Harcourt metropolis. This may be as a result of rigors testing. However, the findings imply that the variables identified are needed to enhance teacher's productivity in Public Senior Secondary school in Port Harcourt metropolis.

### **Principals' Supervisory Skills Contribute to Teachers' Productivity**

The findings of the study revealed that the respondents accepted that use of expert knowledge by the school principal improves teaching and learning activities in the school, use of experience to oversee/coordinate by the school principal enhances teaching and learning activities in the school, initiating several activities by the school principal increase teachers' productivity, principal effective supervision by interacting academically and socially at a regular basis with teachers increases productivity, principal as a supervisor provides professional guidance to teachers in order to improve their competence for effective teaching process, school principal assist the teacher to perform effectively in the areas of preparation of lesson note and lesson plan before lesson delivery, The school principal assist the teacher to perform effectively in the use of instructional methods and teaching aids and the school principal assist the teacher to perform effectively in keeping and monitoring of school record and classroom management are the extent principals' supervisory skills contribute to teachers' productivity in Public Senior Secondary school in Port Harcourt metropolis. This finding agrees with the view of Wiles in Adepoju (2014) which acknowledged that the primary aim of supervision is to monitor the implementation of curricular and ensure desirable increase in the teachers' capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance. And Obilade (2013) which opined that instructional supervision is a helping relationship whereby the supervisor (principal) guides and assist the supervisee (teacher) to meet the set targets. A corresponding research question from hypothesis tested; find a significant relationship between principals' supervisory skills and teachers' productivity in Public Senior Secondary school in Port Harcourt metropolis. This may be as a result of rigors testing. However, the findings imply that the variables identified are needed to enhance teacher's productivity in Public Senior Secondary school in Port Harcourt metropolis.

### **Principals' Instructional Programme Leadership Contributes to Teachers' Productivity**

The findings of the study revealed that the respondents accepted that the principal instructional strategies initiate and sustain students' and teachers' interest and excitement, improvement in instruction through the provision of relevant related teaching materials has an attendant increase in the output of the teacher/

students' and the school reputation, Principal instruction in the classroom results to high performance of the teacher in teaching, when teachers are provided with suitable teaching aid productivity will be high and when teaching aids are available it enable the teacher match talking in the classroom with concrete evidence and practicality are the extent principals' instructional programme leadership contributes to teachers' productivity in Public Senior Secondary school in Port Harcourt metropolis. This finding agrees with the view of Mgbodile (2004) which noted that instructional programme leadership involve planning and organizing of instructional programme, promotion of instructional programme, supervision of instructional programme and evaluation of instructional programme. And also with the view of Obasi (2003) which reported that educational administrator (principals') is the instructional expert who plans the educational programmes of instruction at the micro level. A corresponding research question from hypotheses tested; find a significant relationship between principals' instructional programme leadership and teachers' productivity in Public Senior Secondary school in Port Harcourt metropolis. This may be as a result of rigors testing. However, the findings imply that the variables identified are needed to enhance teacher's productivity in Public Senior Secondary school in Port Harcourt metropolis.

#### **Principals' Staff/Students' Personnel Services Contributes to Teachers' Productivity**

The findings of the study revealed that the respondents accepted that the principal giving out responsibility according to functional ability has an increase in the output of the teachers/ students', principals' personnel services make the students/staff understand and appreciate their roles as citizens of Nigeria, The principal assigning responsibility help the students/staff develop good moral principles, The principal giving out responsibility make students/staff recognize the dignity of labour and the principal giving out responsibility help students/staff communicate their thoughts clearly are the extent principals' staff/students' personnel services contributes to teachers' productivity in Public Senior Secondary school in Port Harcourt metropolis. This finding agrees with the view of Okafor (2004) which acknowledged that, staff personnel administration is the utilization of human potentials in order to realize educational objectives, as well as meeting the needs of the staff. The author specifically reported that quality staff personnel administration is necessary to enable the organization achieve predetermined goals and objectives. And also with view of Ponder (2004) which elaborated that the purpose of personnel administration is to attract, retain, motivate and develop personnel to achieve organizational goals, because education is a labour intensive enterprise. A corresponding research question from hypothesis tested, find a significant relationship between principals' staff/students' personnel services and teachers' productivity in Public Senior Secondary school in Port Harcourt metropolis. This may be as a result of rigors testing. However, the findings imply that the variables identified are needed to enhance teacher's productivity in Public Senior Secondary school in Port Harcourt Metropolis.

#### **CONCLUSION**

The role of principals performance in public senior secondary schools in recent times as a portent tool for educational development especially in improving teachers productivity is no longer in doubt. However, these schools presently have not reached the highest level of capacity needed to fully and effectively improve in teaching and learning. However, the findings revealed that the use of expert knowledge by the school principal improves teaching and learning activities in the school, and that principal effective supervision by interacting academically and socially at a regular basis with teachers' increases productivity.

This is a clear indication that serious effort needs to be made by principals to improve teaching and learning activities in public secondary school. If not taking serious the secondary school ability to enjoy benefits that comes with the quality education in this modern era may be lost.

#### **RECOMMENDATIONS**

Based on the findings of the study, the following recommendations are made:

1. Provision of basic education facilities should be made available to schools by Government at various levels. This is because adequate facilities promote quality teaching and learning process.

2. School heads, teachers, non-teaching staff, students and all workers in the school system should be properly exposed and trained on the use of educational facilities. This is as a result that proper maintenance of the facility will lead to effective and efficient utilization of facilities.
3. Teachers should be adequately and constantly being supervised while teaching to enhance effective instructional delivery system. This is because content learning will widen the learners knowledge and mastering of the necessary application
4. The principal should ensure that school facilities are managed and maintained efficiently.

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