

# Relationship Between Senior Secondary School Principals' Administrative Skills and Teachers' Job Performance in Adamawa State, Nigeria

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## Abstract

This study investigated the relationship between senior secondary school principals' administrative skills and teachers' job performance in Adamawa State, Nigeria. Four research questions and three null hypotheses guided the study using 298 school principals and 6,589 teachers as population. A sample of 124 principals and 371 teachers was drawn from three education zones using a multi-stage sampling technique. A correlation research design was adopted for the study. Principals' administrative skills and teachers' job performance questionnaire (PASTJPQ) were used for data collection. The reliability coefficient of the instrument was .986 using Cronbach alpha. Mean scores, standard deviations, and Pearson Product Moment Correlation Coefficient were used to answer the research questions and hypotheses, respectively. The study found the relationship between senior secondary school principals' administrative skills and teachers' job performance significant (on the level of personnel administrative skill, financial, administrative skills, and principals' pedagogical skills efficiency) in Adamawa State. The study concluded that senior secondary school principal's administrative skills were significantly related to teachers' job performance in Adamawa State. Based on these findings, the study recommended, among others, that principals should employ more robust supervisory strategies and skills in their supervision of the teaching and learning process to improve the performance of teachers and also set up a functional school base management committee (SBMC) to foster the community-school efforts in the interest of enhancing school effectiveness and improving teachers' job performance.

**Keywords:** personnel management skill, financial management skill, principal pedagogic efficiency skill, school base management committee

## Introduction

Education is the process that helps to develop the whole man physically, mentally, socially, economically, and technologically to enable him to function effectively in any environment in which they find themselves (FRN, 2014). Generally, how people relate with each other in any field of life influences the performance, standard, and quality of their endeavors. In the education sector, therefore, the working relationship between principals influences teachers' performances in one way or another. Teachers are the pillar of educational activity. That determines the success and failure of education that are highly depends on their performance. Therefore, the performance of teachers is emphatic for the improvement of education.

Ukozor and Edet (2024) opined that principals' administrative skills enable them principals to be in charge of a group of teachers and are responsible for ensuring that they do their work properly. The principal, as an administrative leader, needs to possess certain administrative skills to effectively perform his duty (Elizabeth et al., 2023). According to Nwabueze, et al. (2017), leadership is the ability to successfully integrate and maximize available resources within the internal and external environments for the attainment of institutional or national goals. Thus, educational leaders are those charged with the task of

handling administrative and academic matters in schools for productivity and institutional development.

The realization of the goals and objectives of an enterprise cannot be entirely suspended from its administrative skills and competence. Accordingly, Okoroma (2016) inferred that principals are the chief executive officers of secondary schools who influence the results that are obtainable with available educational resources. The secondary school administration is a continuous and dynamic process of resource coordination and integration (Akpan, 2016). It is continuous since it involves daily operations (Wakarindi, 2017). School administrators perform administrative duties, which include planning, inducting, training, developing, ensuring safety and smoothening career paths for the school community (Kazi & Megat, 2015). Oleforo et al. (2017) stated principals' administrative skills and management of school resources are bound to affect teacher performance and invariably the students' performance. Additionally, Muraina (2014) outlined principals' managerial skills to include communication, decision-making, disciplinary and organizing skills. For efficient and effective performance, therefore, the principal needs to possess and demonstrate certain administrative skills which include personnel management skills, financial management skills and principal pedagogic skills efficiency (Amanchukwu et al., 2015; Ogundelet al., 2015).

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Personnel in any organization refers to the human resources or human beings with their energies, talents, abilities, knowledge and skills that determine the success or failure of the organization (Oluwakemi, 2011). The most vital and useful resource in every organization, personnel are involved in the day-to-day running of an organization. The absence of personnel in any organization makes the rest of other resources, such as finance and material resources, useless. The management of school personnel, which requires specialized skills, techniques, and procedures, is one of the major responsibilities of the principals. Personnel management, otherwise referred to as human resource management, is concerned with the people dimension in management. Hence, personnel management is perceived as an important management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives (Aja-Okorie, 2016). Personnel management is the function of all enterprises which provides for the effective utilization of human resources to achieve both the objective of the enterprise and the satisfaction and development of the employees (Uko, 2015).

Personnel management is concerned with the recruitment, training, development, effective mobilization and utilization of an organization's human resources to achieve organizational and employee goals. Aja-Okorie (2016) summarizes personnel management functions as selection, training, development, assimilation and remuneration of teachers. Managing teachers is part of the school management function. In performing his management functions, the principal should serve as a chief source of inspiration and assistance to beginning teachers through his advice, stimulation, instruction, and guidance.

The financial skill of principals is defined as the determination, acquisition, allocation, and utilization of assets or financial resources, usually with an overall goal in mind. It deals with the functions of investing and financing and school asset management. It involves analyzing financial situations, making financial decisions, setting financial objectives, formulating financial plans to attain those objectives, and providing effective systems of financial control to ensure progress toward the set objectives of secondary education (Phumsawatkamjorn, 2023). The financial skill of principals is important in the running of school activities. No formal organization has ever succeeded without financial resources. Therefore, it becomes imperative for institutions, firms, organizations and business entities to consider financial management to enhance good performance and mitigate against financial risks. Growth and development of the educational sector particularly secondary education in Nigeria, is dependent on how well finances are managed (Burak & Özüdoğru, 2023). Principal financial management skills are the effective prioritization of financial allocations according to needs, ensuring that budgets reflect agreed goals and objectives, delegating the mechanism of financial matters to capable staff, keeping a close check on financial matters delegated to staff, working within the constraints of the school budget, planning and sourcing for funds for school development (Ekundayo, 2010). Such financial management skills are needed by the school principals to make them effective in planning, sourcing and utilization of school funds. Principals' administrative skills could be displayed through prudent and effective management of school funds by ensuring that money for a particular vote is not spent on another vote. Moreover, Yambo et al. (2014) pointed out the implication is that the management of school finances involves the tasks of planning (budgeting), organization (coordinating), leading (communicating and motivating), as well as controlling (auditing).

Furthermore, Aliyu (2018) posits that school principals need specific skills in financial management, which are as follows: revenue generation, assessment of the school needs, planning and programming, prioritizing areas of pressing needs, cost benefits analysis, stock taking, market survey, budgeting strategies, and delegation of staff for financial matters, auditing and accountability. Application of these financial managerial skills by the school principal is imperative because it enables the school to achieve effective education (Otieno et al. 2016). The relationship between a principal's financial management skills and teachers'

job performance was examined under the following areas: principal's mobilization of financial resources for school improvement; preparation of school budget; collection, processing and interpretation of financial information of the school; auditing allocation of school financial resources according to needs; evaluation of the school budget to determine is success and failure.

Pedagogy is an encompassing term concerned with what a teacher does to influence learning in others. It is commonly referred to as teachers' technical skill that distinguishes professional teachers from non-professionals (Murphy & Nimmagadda, 2015). Pedagogic is an understanding of students, the planning and implementation of learning activities, evaluation of learning outcomes, and student self-development to actualize the various potentials they have (Hakim, 2015). Principals' pedagogical skills efficiency enable school principals to define the objectives and goals for the schools and coordinate and supervise teaching and learning activities in the classrooms for effective teaching and learning to take place therefore, Yusuf and Amali (2013) aptly observed that this 21 century, teaching has gone beyond the art and science of conserving and transmitting knowledge, concepts, and skills to succeeding generation, to influencing observable and measurable student's outcomes. Principals' pedagogical efficiency skills enable classroom teachers to have a good and thorough understanding of the subject they teach and appreciate how the knowledge gained over time in their subject areas can be created, organized, and linked to other areas of knowledge.

According to Kolawole (2018), one of the characteristics of a good principal is that he possesses a substantial amount of specialized knowledge and efficiency skills, generally referred to as pedagogical skills, that is, the ability to transform the content matter knowledge into meaningful learning outcomes for students. The school principals need to possess personnel management skills to properly manage the school. Personnel management skills are those skills required of the schools' administrators for the effective management of human resources available for the achievement of educational objectives.

### **Statement of the Problem**

Because of the falling standard of education in Nigeria, particularly in Adamawa State, the general outcry on the continued falling standard of education is not based on the quantity (number) of teachers in the system but on the quality of teachers who are less experienced to deliver progressive education to the 21st-century learners for improved academic performance of the several factors that have been found to account for this ugly state of affairs. Many of the School principals fail in communicating ideas and delegating duties and responsibilities to their teachers. Also, the school Principals are not competent in budget preparation, resource mobilization, and auditing of school plant management as one of the task areas of school administration (Yusuf & Fashiku, 2016). Hence, some of them seem to find it difficult to provision and maintain infrastructural facilities like conducive classrooms, comfortable staff rooms, laboratories, and workshops. It, therefore, implies that the school principal may have failed in performing their administrative tasks. This may have been the cause of teacher apathy in our schools, manifesting in late coming, absenteeism, and loitering, gossiping, lack of commitment to teaching.

This situation is aggravated by the low esteem rating of teachers by the society and government, as well as the poor disposition or negative attitude of many teachers to their jobs. Consequently, the state of educational institutions in Adamawa state today is becoming unbearable as a result of failure in leadership functions and tasks in accomplishing set goals (Duze, 2012). If this trend continues, the problem is that Adamawa State will remain among the educationally backward states. Therefore, this study investigated the relationship between principals' administrative skills and senior secondary school teachers' job performance in Adamawa state.

## Theoretical Framework

This study is based on Bertalanffy's Systems Theory. The theory looks at an organization as a social system that is made up of subsystems that work together toward the maintenance of the life of the social system as a whole. The theory believes that every system (organization) is characterized by integration, interaction, the interdependence of elements, organizational structure, purposefulness, interrelationship, identifiable attributes of each part and the relationship among them. Okwori and Ede (2012) stated that the emphasis of the system theory is on the interdependence and the interrelatedness of all administrative units within an organization. The systems theory is related to this study because a school is a system that is made up of subsystems and the concept of interaction and interdependence of parts within the school system have properties similar to all other social systems. Schools are essentially living systems and without them (principals, staff, students, and parents), they are nothing but concrete and paper.

### Research Questions

The following research questions guided the study:

1. What is the level of senior secondary school principals' personnel administrative skills in Adamawa State?
2. What is the level of senior secondary school principals' financial administrative skills in Adamawa State?
3. What is the level of senior secondary school principals' pedagogical skill efficiency in Adamawa State?
4. What is the level of senior secondary school teachers' job performance in Adamawa State?

### Hypotheses

All the null hypotheses were formulated and tested at a .05 level

1. There is no significant relationship between senior secondary school principals' personnel administrative skills and teachers' job performance in Adamawa State.
2. There is no significant relationship between senior secondary school principals' financial administrative skills and teachers' job performance in Adamawa State.
3. No significant relationship exists between senior secondary school principals' pedagogical skill efficiency and teachers' job performance in Adamawa State.

**Table 1**

*Mean and Standard Deviation of the Level of Principals' Personnel Administrative Skills in Adamawa State*

Particulars	<i>M</i>	<i>SD</i>	Remark
Involvement of teachers in the school decision-making process	3.36	.74	High
Welcoming new ideas from teachers	3.25	.76	High
Delegation of responsibility to teachers	3.31	.78	High
Motivation of teachers by ensuring their general welfare	2.56	1.03	High
Average mean	3.12	.83	High

Research question 2: What are the levels of senior secondary school principals' financial administrative skills and teachers' job performance in Adamawa State? Table 2 shows the mean and standard deviation responses on the assessment of senior

secondary school principals' financial administrative skills in Adamawa State. The study revealed ( $M = 2.88$ ;  $SD = .98$ ), indicating that school principals' financial administrative skills were high in Adamawa State.

**Table 2**

*Mean and Standard Deviation of the Level of Senior Secondary School Principals' Financial Administrative Skill in Adamawa State*

Particulars	<i>M</i>	<i>SD</i>	Remark
Evaluation of the school budget to determine its success and/or failure	3.15	.87	High
Allocations of school finance according to the needs	2.72	.99	High
Preparation of school budget jointly with other management staff	2.80	1.04	High
Supervision of financial matters delegate to teachers	2.83	1.00	High
Average mean	2.88	.98	High

Research question 3: What is the level of senior secondary school principals' pedagogical skill efficiency in Adamawa State? Table 3 shows the mean score and standard deviation responses on the respondents' opinion on senior secondary school

principals' pedagogical skills efficiency in Adamawa state. The study revealed a ( $M = 3.11$ ;  $SD = .93$ ), indicating that senior secondary school principals' pedagogical skills and efficiency skills were at a high level in Adamawa State.

## Methodology

A correlational research design was adopted using multi-stage sampling techniques within selected three Education Zones in Adamawa State, Nigeria. The target population for this study was 6,887 (298 senior secondary school principals and 6,589 teachers) from all five education zones in Adamawa State. The sample size for the study was 495 (124 school principals and 371 teachers) who were randomly selected from three education zones in Adamawa State. Principals' administrative skills and teachers' job performance questionnaire (PASTJPQ) were used for data collection. The instrument was structured on a four-point modified Likert response scale with a reliability coefficient of .986 using Cronbach alpha analysis.

Descriptive statistics of mean and standard deviation were used to answer research questions and Pearson Product Moment Correlation Coefficient ( $r$ ) was used for testing the null hypotheses. The decision rule for the research questions was that the level of principals' personnel administrative skills, financial, administrative skills, pedagogical skills efficiency, and teachers' job performance were high if the grand mean score is  $\geq 2.50$  and low if the grand mean score is  $\leq 2.49$ . The grand mean was therefore used to test the null hypotheses at a .05 significance level. The decision rule for hypotheses was that the null hypothesis would be accepted if  $p > .05$ . It was rejected when  $p < .05$ , with the result indicating a significant relationship between the independent and dependent variables.

### Results

The results are displayed in the table below based on the study's research questions and hypotheses and presented in Tables 1 – 7 below. Research question 1: What is the level of senior secondary school principals' personnel administrative skills in Adamawa State?

The result of the analyses in Table 1 shows the  $M$  and  $SD$  of opinions of the respondents on each item on the level of senior secondary school principals' personnel administrative skills in Adamawa State is high with a ( $M = 3.12$ ;  $SD = .83$ ) indicating that school principals' personnel administrative skills were at a high level in Adamawa State.

**Table 3***Mean and Standard Deviation of Senior Secondary Schools Principals' Level of Pedagogical Skills Efficiency in Adamawa State*

Particulars	M	SD	Remark
Monitoring and evaluation of student work and academic progress	3.18	.92	High
Supervision of lesson plan	3.25	.85	High
Checking of school records kept by teachers	3.07	.93	High
Provision of instructional materials for teachers used	2.93	1.02	High
Average mean	3.11	.93	High

Research question 4: What is the level of senior secondary school teachers' job performance in Adamawa State? Table 4 presents the mean and standard deviations of teachers' and administrators' opinions regarding senior secondary school

teachers' job performance in Adamawa State. The senior secondary school teacher's job performance is high, as indicated by the average ( $M = 2.97$ ;  $SD = .90$ ).

**Table 4***Mean and Standard Deviation of Level of Teachers' Job Performance in Senior Secondary Schools in Adamawa State*

Particulars	M	SD	Remark
Handling of financial duties in school	3.00	.99	High
Acceptance of responsibility	3.01	.94	High
Subject content mastery	2.94	.96	High
Maintenance of school records such as registers, dossiers, scheme of work, lesson notes, and record of work	3.22	.74	High
Organizing field trips for students to study the natural environment	2.54	1.00	High
Advancement of professional competencies by attending in-service training	2.85	.87	High
Cooperation with Parent Teachers Association teachers employed by the school	3.01	.88	High
Classroom attendance	3.25	.76	High
Making information available for the preparation of school financial report	3.05	.89	High
Maintenance of school plant	2.75	.99	High
Communication skills	3.02	.94	High
Teachers' participation in defining objectives for each department in school	3.05	.88	High
Participation in the mobilization of financial resources for improvement	2.85	.94	High
Maintenance of the beauty of school compound with flowers and hedges	2.88	.98	High
Participation in school decision-making process	3.07	.86	High
Offering new ideas to the principal	2.97	.86	High
Participant in co-curricular activities	2.90	.77	High
Use of instructional materials	2.92	.96	High
Offering new ideas to the principal	2.94	.89	High
Punctuality in school	3.12	.91	High
Average mean	2.97	.90	High

Note.  $N = 495$ .

The null hypothesis 3 were examined at a significance level of .05 utilizing the Pearson Product Moment Correlation coefficient. Research hypothesis 1: There is no significant relationship between senior secondary school principals' personal administrative skills and teachers' job performance in Adamawa state. With the degree of freedom of 493 at a .05 level of

significance in hypothesis 1 in Table 5, the computed  $r$ -value = 1.00 is greater than the computed  $p$ -value = .85, and the null hypothesis of no significant relationship is rejected. Therefore, the result indicates that there was a significant relationship between the level of senior secondary school principals' personnel administrative skills and teacher job.

**Table 5***Pearson Product Moment Correlation Coefficient between Principals' Personnel Administrative Skill and Teachers' Job Performance in Adamawa State*

Variable	n	M	SD	SE	r	df	p (2-tailed)
Principals' personnel administrative skill	124	3.36	.74	.02	1.00	493	.85**
Teachers' job performance	371	2.56	1.03	.08	.85**	493	1.00

Note.  $N = 495$ \*\*. Correlation is significant at the level of .05.

Research hypothesis 2: No significant relationship exists between senior secondary school principals' financial, administrative skills and teachers' job performance in Adamawa State. With the degree of freedom of 493 at a .05 level of significance in hypothesis 2 in Table 6, the computed  $r$ -value = 1.00

is greater than the computed  $p$ -value = .79, and the null hypothesis of no significant relationship is rejected. Therefore, the result indicates that there was a significant relationship between the level of senior secondary school principals' financial administrative skills and teacher job performance in Adamawa State.

**Table 6***Pearson Product Moment Correlation Coefficient between Principals' Financial Administrative Skill and Teachers' Job Performance in Adamawa State*

Variable	n	M	SD	SE	r	df	p (2-tailed)
Principals' financial management skill	124	3.15	.87	.08	1.00	493	.79**
Teachers' job performance	371	2.72	.99	.10	.79**	493	1.00

Note.  $N = 495$ \*\*. Correlation is significant at the level of .05.

Research hypothesis 3: No significant relationship exists between senior secondary schools' principals' pedagogical skills efficiency and teachers' job performance in Adamawa State. With the degree of freedom of 493 at a .05 significance level in hypothesis 3 in Table 7, the computed  $r$ -value = 1.00 is greater

than the computed  $p$ -value = .94, and the null hypothesis of no significant relationship is rejected. Therefore, the result indicates that there was a significant relationship between the level of senior secondary school principals' pedagogical skills efficiency and teacher job performance in Adamawa State.

**Table 7**

*Pearson Product Moment Correlation Coefficient between Principals' Pedagogical Skill Efficiency and Teachers' Job Performance in Adamawa State*

Variable	$n$	$M$	$SD$	$SE$	$r$	$df$	$p$ (2- tailed)
Principals' pedagogical skill efficiency	124	3.30	.99	493	.06	1.00	.94**
Teachers' job performance	371	3.21	.92	493	.09	.94**	1.00

Note.  $N = 495^{**}$ . Correlation is significant at the level of .05.

### Discussion

The finding of research question 1 in Table 1 indicates that most of the respondents agreed there is a high-level relationship between senior secondary school principals' personnel administrative skills and teachers' job performance in Adamawa State, with an average mean of 3.12. The finding is corroborated by that of Abdurahaman (2014), who reported that the principals' planning, organizing, staff personnel, coordinating, and budgeting strategies could promote quality assurance in secondary school administration. Using the degree of freedom 493 at a .05 level of significance. In Table 5, the computed  $r$ -value (1.00) is greater than the computed  $p$ -value (.85), and the null hypothesis was rejected the no significant relationship. The result revealed that there is a significant relationship between senior secondary schools' principals' personnel administrative skills and teachers' job performance in Adamawa state. The researchers found that the personnel management skills of principal, significantly relate to teachers' job performance in senior secondary school in Adamawa state. The finding is in agreement with that of Ogundele et al. (2015), who found that principals' personnel management skill is related to teachers' job performance. Oleforo et al. (2015) reported similar findings on the personnel management skills of principals and teachers' job performance in senior secondary schools in Adamawa State.

The finding of research question 2 in Table 2 shows that most respondents agreed there is a moderate level relationship between senior secondary schools' principals' financial administrative skills and teachers' job performance in Adamawa State, with an average mean (2.88). The finding is in line with that of Joseph (2014), who found out that principals' administrative effectiveness was significantly positive in terms of interpersonal relationships, managing school finances, and staff motivation but significantly negative in managing human and material resources. In addition, Using the degree of freedom 493 at a .05 level of significance in Table 6, the computed  $r$ -value (1.00) is greater than the computed  $p$ -value (.79). The null hypothesis was rejected with no significant relationship; there is a significant relationship. Therefore, the result shows there is a significant relationship between senior secondary schools' principals' financial administrative skills and teachers' job performance in Adamawa state. The researchers found that financial administrative skills of principals significantly relate to senior secondary schools' teachers' job performance in Adamawa state.

The finding of research question 3 in Table 3 shows that most of the respondents agreed there is a high-level relationship between senior secondary schools' principals' pedagogical skills efficiency and teachers' job performance in Adamawa State, with an average mean of 3.11. This finding agrees with that of Olawale (2009), who found a relationship between teachers' job performance and head teachers' supervision of instruction. A similar result was obtained by Aja-Okorie (2016), who reported to have found that determinant variables which significantly predict teachers' personnel management and management strategies. In addition, using the degree of freedom 493 at the .05 level significant in Table 7, the computed  $r$ -value (1.00) is greater than the computed  $p$ -value (.94), the null hypothesis 3 rejected, the no significant relationship. Therefore, the result revealed a

significant relationship between senior secondary schools' principals' pedagogical skills efficiency and teachers' job performance in Adamawa state. The researchers found a significant relationship between senior secondary schools' principals' pedagogical skills efficiency and teachers' job performance in Adamawa state.

### Conclusion

Based on the study's findings, the study conclusions were that there was a strong correlation between principals' administrative abilities (personnel, financial, and pedagogical skills) and teachers' job performance in senior secondary schools in Adamawa State. Furthermore, it can be said that personnel management skills, financial management skills, and pedagogical knowledge are significantly positively and strongly related to teachers' job performance in the study area.

### Recommendations

The following recommendations were made, based on the findings of the study:

1. Principal should ensure that financial records are updated and school finances are well managed and utilized.
2. Principals should employ more robust pedagogical skills in their supervision of the teaching and learning process in the school so as to enhance the job performance of teachers.
3. Principals should use their personnel management skills to encourage teaching staff to improve on the quality of classroom instruction so as to improve student academic performance.

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