

Administrative Competence of Principals and Secondary School Teachers' Job Performance in Calabar South Local Government Area of Cross River State, Nigeria

¹Helen Andong Akpama, Ph.D
helenachiever2b@gmail.com

¹Ubana Michael Ubana
ubanamichael4real@gmail.com

¹Glory Emmanuel Edoho, Ph.D
gloryedoho80@gmail.com

¹Emmanuel Agim Adigeb
adigebemmy2017@gmail.com

¹Department of Continuing Education and Development Studies
Faculty of Arts and Social Science Education
University of Calabar

Abstract

This study investigated administrative competence of principals and secondary school teachers' job performance in Calabar South Local Government Area of Cross River State, Nigeria. Two research questions were formulated to achieve the purpose of the study. The research design adopted for the study was correlational research design. The population of the study was 790 teachers in the 13 public secondary schools in Calabar South Local Government Area of Cross River State. Stratified random sampling technique was adopted for the study. The instruments used for data collection were Administrative Competence of Principals Questionnaire (ACPQ) and Teachers' Job Performance Questionnaire (TJPQ). Data collected was analyzed using Pearson Product Moment Correlation Analysis. The results revealed that decision-making competence and supervisory competence significantly relate to teachers' job performance. This implies that effective performance of supervisory role by school administrators may be one of the pragmatic models for quality education in secondary schools. Based on the results, it was recommended, among others, that principals should carry out an adequate instructional supervision of teachers so as to enhance their teaching effectiveness; and that supervisors should allow clinical supervision and human relations to come into play when interacting with teachers during supervision.

Keyword: administrative, competence, teachers, job, performance

Introduction

The society places much emphasis on education because it has been identified as a tool that can transform any nation and foster rapid socio-economic development. There is a

popular saying that no nation can rise above the quality of its teachers. This indicates that teachers play a pivotal role in any educational system without which educational goals cannot be successfully attained. It must be noted that for any curriculum to be effectively implemented, the teachers' input must be considered. This further emphasizes the need for them to be effective and utterly efficient in their day-to-day discharge of pedagogical duties. According to Akanya (2014), in today's job-related situation, especially in an organizational system, much of human behaviours are instrumental in effecting change. In other words, the behaviour of teachers is often instrumental in bringing about a desired outcome in the learners. If an outcome is reached, especially if it is a positive one, it is likely that the behaviour of the participants is enhanced richly.

Teachers' job performance refers to the degree at which teachers discharge their primary duty of teaching and learning, as well as their general attitude towards the teaching profession and their activities. Teachers in Nigeria generally have been found by Al-Omari (2008) to be ineffective in their job performance of instructional duties which has gone further to affect students' academic performance. The poor performance of students in standardized and norm referenced examinations is an indicator that teachers' job performance may have contributed to this ill situation (Al-Omari, 2008).

In Calabar South Local Government Area of Cross River State, it is observed that many teachers, especially those in public secondary schools, do not report to duty as expected. They display unfavourable attitude to punctuality and in teaching learners. Many headteachers complain of staff not writing notes, ignoring the approved scheme of work, being unable to carryout supervision of students' class work and engaging in unnecessary discussions in the staffroom, demonstrating a high degree of absenteeism, manufacturing scores for assessment, aiding examination malpractice, abandoning their paid job for other businesses during school hours and poor relationship with fellow staff and students, indiscipline behaviour within the school among others. Teachers are seen working in their gardens, peeling melon in the staffroom, hawking, fiddling with phones during school hours, among others. These poor attitudes to job are indicators of poor job performance by teachers. In trying to address this ineffectiveness in the job performance of teachers, Ubana and Ndem (2022) identified poor motivation, non-involvement of teachers in decision-making, poor leadership styles of school leaders, poor school climate, uneven distribution of task, and poor staff welfare as some variables that impede on the job performance of teachers. Ubana et al. (2023) opined that skills, knowledge and attitude learned through education and training processes assist the individual in carrying out their social and economic responsibilities.

However, improvements have been made in terms of staff motivation through consistent payment of secondary school teachers' salaries; many secondary school

principals have also increased the involvement of teachers in making schools decisions, and other such improvements have been made that were supposed to trigger a change in the job performance of secondary school teachers. Sadly, the same negative issue bordering on teachers' job performance still persists. On this note, the researchers seek to know if administrative competence of principals has any relationship with teachers' job performance, since the principals superintend over the teachers. Administrative competence of principals refers to the ability of the school principal to plan, organize, direct, coordinate, and harness all the necessary resources at his disposal for the purpose of achieving school goals. A school principal display competence in several ways; however, the focus of this work is on competence in terms of decision-making of principals and supervisory competence (Butum, 2017).

Decision-making, according to Okeke (2011), is a judgement, a process of formulating and implementing of decisions, a conscious selection among competing alternatives, a system of problem solving, and synonym of managing a school. The author further maintained that decision-making is the first administrative skill every school principal must possess. Clyne (2016) posited that decision-making is one of the core functional values that every organization adopts and implements to ensure optimum growth and drivability in terms of product and services offered. The author maintained that decision-making is a continuous and dynamic activity that pervades all other activities pertaining to the organization. Igwe (2011) regarded decision-making as check and balance system that keeps the organization growing both in vertical and linear directions. He noted that decision-making process seeks a goal. The goals are pre-set organization's objectives, company's vision and its mission. To achieve these goals, one faces a lot of obstacles and challenges in administrative, marketing and operation domains. According to Igwe (2011), such problems are sorted out through comprehensive decision-making.

Supervision is concerned with the provision of professional guidance and assistance to teachers and administrators geared towards the achievement of effective teaching and learning in the school. Asor et al. (2022) stressed that supervision has its origin from the Latin word "Super Video" meaning "to oversee". They further explained that supervision is the way of advising, guiding, refreshing, stimulating, improving and overseeing certain groups with the hope of persuading people to desist from applying wrong procedures in carrying out their jobs and at the same time try to emphasize the importance of human relations in an organization. Nhundu (2018) suggested that school heads need to effectively supervise teachers by ensuring that teachers are observed regularly, lessons are planned on time, lessons are structured with an interesting beginning, revision of previous knowledge and teachers' use of voice variation and summary of major points at the end, teachers use backups or teaching aids properly, as well as follow the curriculum strictly.

Arikpo (2018) also observed supervision as a constant process of improving teaching by providing needed services to teachers. Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system. Nnebedum and Akinfolarin (2007) revealed, among others, that there is a high and positive correlation between classroom observation techniques and teachers' role performance in secondary schools in Ebonyi State.

Statement of the problem

Secondary schools were established for the society as a means of producing quality manpower who can be self-reliant, and who can serve good seeds to the tertiary education level. It was expected that everybody within the secondary schools including the principals, teachers, non-teaching staff and even students, play active roles in modifying the behaviour of secondary school students through teaching, learning and guidance. Sadly, many secondary school teachers in Calabar South Local Government Area of Cross River State have been observed to be ineffective in their job performance as manifested in their poor record keeping attitudes, absenteeism from school, lateness to school, leaving school before time, poor attendance to classes, lack of self-discipline, nonchalant attitude towards writing notes of lesson and marking attendance register, utilization of school hours for unnecessary gist among colleagues, poor relationship with fellow staff and students, different engagements in conflict in school and several other unacceptable behaviours which cannot contribute to attainment of secondary education goals.

Government and other relevant stakeholders have made efforts to improve the quality of teachers' job performance in terms of training exercise by organizing workshops and seminars at different occasions, increased teachers' salaries and providing laptops to improve performance of teachers. The school principals have introduced prizes for best behaved, punctual teachers and teachers whose students perform well in school, to encourage them, and other motivational incentives from parent teachers association. Despite these, the ugly trend still persists. These have further contributed to the poor academic performance of secondary school students recorded in internal and external examinations; indicating that the efforts made have yielded no results. It is on the premise of these issues that the study is embarked upon to examine the relationship between administrative competence of principals and secondary school teachers' job performance in terms of instructional delivery, attendance to classes, notes writing, and record keeping in Calabar South Local Government Area of Cross River State.

Purpose of the study

The main purpose of this study was to examine the relationship between administrative competence of principals and secondary school teachers' job performance in Calabar

South Local Government Area of Cross River State, Nigeria. Specifically, this study investigated the:

1. Relationship between decision-making competence of principals and teachers' job performance.
2. Relationship between supervisory competence of principals and teachers' job performance.

Research questions

The following research questions were raised to guide the study, thus:

1. To what extent does decision-making competence of principals relate with teachers' job performance?
2. To what extent does supervisory competence of principals relate with teachers' job performance?

Hypotheses

Ho1: There is no significant relationship between decision-making competence of principals and teachers' job performance in public secondary schools in Calabar South Local Government Area of Cross River State.

Ho2: There is no significant relationship between supervisory competence of principals and teachers' job performance in public secondary schools in Calabar South Local Government Area of Cross River State.

Methodology

This study adopted correlational design. This design is found appropriate because the research seeks to determine the relationship that occurs between the independent variables and the dependent variable. The independent variable is administrative competence of principals, while the dependent variable is teachers' job performance. According to Asim et al. (2017), correlational design is a research approach that attempts to find out the nature of relationship between a set of variables. The research area for this study was Calabar South Local Government Area of Cross River State, Nigeria.

The population of the study comprised 790 teachers in the 13 public secondary schools in Calabar South Local Government Area of Cross River State. This population was chosen to enable the teachers assess their principals on the subject of interest, while 10,540 students were used to assess teachers' job performance. The sampling technique adopted for this study was the stratified random sampling technique. Stratified sampling is applied where the population is made of heterogeneous groups and provides a means where the entire population of the study is grouped into homogenous sub-groups from which simple random sampling can be used to select representative sample for a study (Ekuri, 2022). Schools were stratified based on the thirteen public secondary schools in Calabar South Local Government Area. Out of the total number of 790 teachers, sixteen (16) teachers were selected from each school, making 208 teachers which is 26.4% of

the total population of teachers. Out of 10,540 students, two (2) percent was used to arrive at 210 students to assess teachers from the thirteen (13) secondary schools. The sample of the study therefore comprised 208 teachers from 13 public secondary schools in Calabar South Local Government Area in Cross River State.

Two instruments were used in the study for data collection. There are Administrative Competence of Principals Questionnaire (ACPQ) and Teachers' Job Performance Questionnaire (TJPQ). The ACPQ has twenty four items designed to measure administrative competence based on the two sub-independent variables (decision-making competence and supervisory competence). The second instrument was administered to the students with a total of 10 items designed to measure teachers' job performance. Respondents in both categories were asked to express their opinion based on a modified four point Likert scale with Strongly Agree (SA) scored 4 points, Agree (A) with 3 points, Disagree (D) has 2 points and Strongly Disagree (SD) with 1point. The research instruments were validated by experts in Measurement and Evaluation. This was to ensure that the items measure exactly what they are meant to measure in the study. To determine the reliability of the instruments, a trial testing for teachers and students were done using twenty (20) respondents selected from private secondary schools within the Calabar Municipality of Cross River State. Cronbach Alpha method was used to determine the reliability of the instruments. The scores obtained ranged from 0.71 to .81, which revealed that the instruments were reliable. Data collected was analyzed using Pearson Product Moment Correlation Analysis.

Presentation of results

Ho1: There is no significant relationship between decision-making competence of principals and teachers' job performance in public secondary schools in Calabar South Local Government Area of Cross River State.

The independent variable in this hypothesis is decision-making while the dependent variable is teachers' job performance. The variables were measured continuously. To test this hypothesis, Pearson product moment correlation was used and the result is presented in table 1.

Table 1: Pearson product moment correlation analysis of the relationship between decision-making competence of principals and teachers' job performance (N=208)

Variables	N	\bar{x}	S.D	df	r-cal	p-val
Decision-making (X)	208	19.99	2.25			
Teachers' job performance (Y)	208	34.85	2.07	206	.866	.000

The result showed that for decision-making and teachers' job performance, $r = .866$, and $p < .05$. A cursory look at the p-value shows that $p (.000)$ is less than $.05$. This implies that there is a significant relationship between principals' decision-making competence and teachers' job performance in public secondary schools in Calabar South Local Government Area. Hence, the null hypothesis is rejected.

Ho2: There is no significant relationship between supervisory competence of principals and teachers' job performance in public secondary schools in Calabar South Local Government Area of Cross River State.

The independent variable in this hypothesis is supervisory competence of principals while the dependent variable is teachers' job performance. The variables were measured continuously. To test this hypothesis, Pearson product moment correlation was used and the result is presented in table 2.

Table 2: Pearson product moment correlation analysis of the relationship between supervisory competence of principals and teachers' job performance (N=208)

Variables	N	\bar{x}	S.D	df	r-cal	p-val
Supervisory competence (X)	208	21.05	1.89			
Teachers' job performance (Y)	208	34.85	2.07	206	.368	.000

The result showed that for supervisory competence and teachers' job performance, $r = .368$, and $p < .05$. A cursory look at the p-value shows that $p (.000)$ is less than $.05$ for teachers' job performance. This implies that there is a significant relationship between principals' supervisory competence and teachers' job performance in public secondary schools in Calabar South Local Government Area. Hence, the null hypothesis is rejected.

Discussion of findings

The finding from hypothesis one revealed that decision-making competence of principals significantly relates to teachers' job performance. This finding is in line with Okeke (2011) who viewed decision-making as a judgement, a process of formulating and implementing of decisions, a conscious selection among competing alternatives, a system of problem solving, and strategy of managing schools. The author further maintained that decision-making is the first administrative skill every school principal must possess.

The finding of this study is in consonant with that of Clyne (2016) who posited that decision-making is one of the core functional values that every organization adopts and implements to ensure optimum growth and drivability in terms of product and services offered. The author maintained that decision-making is a continuous and dynamic activity that pervades all other activities pertaining to the organization. Clyne (2016)

added that decision-making process is a consultative affair done by a comity of professionals to achieve better functioning of any organization. The author explained further that since it involves intellectuals, it requires solid scientific knowledge coupled with skills and experience, in addition to mental maturity.

The finding of this study is also in agreement with that of Igwe (2011) who regarded decision-making as check and balance system that keeps the organization growing both in vertical and linear directions. Igwe (2011) noted that decision-making process seeks a goal. The goals are pre-set organization's objectives, company's vision and its mission. To achieve these goals, one faces a lot of obstacles and challenges in administrative, marketing and operation domains. According to Igwe (2011), such problems are sorted out through comprehensive decision-making.

The finding from hypothesis two revealed that supervisory competence of principals significantly relates to teachers' job performance. The finding of this hypothesis is in agreement with the view of Nhundu (2018), who suggested that school heads need to effectively supervise teachers by ensuring that teachers are observed regularly, lessons are planned on time, lessons are structured with an interesting beginning, revision of previous knowledge and teachers' use of voice variation and summary of major points at the end, teachers use backups or teaching aids properly, as well as follow the curriculum strictly. Supervision is concerned with the provision of professional guidance and assistance to teachers and administrators geared towards the achievement of effective teaching and learning in the school. Asor et al. (2022) stressed that supervision has its origin from the Latin word "Super Video" meaning "to oversee". They further explained that supervision is the way of advising, guiding, refreshing, stimulating, improving and overseeing certain groups with the hope of persuading people to desist from applying wrong procedures in carrying out their jobs and at the same time try to emphasize the importance of human relations in an organization.

Arikpo (2018) also observed supervision as a constant process of improving teaching by providing needed services to teachers. Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system. Administrators, through their roles, ensure quality teaching and learning by improving teachers' effectiveness in school, as well as administrators' performance.

Nnebedum and Akinfolarin (2007) also revealed among others that there is a high and positive correlation between classroom observation techniques and teachers' role performance in secondary schools in Ebonyi State. Bassey (2014) also established that there was significant relationship between supervision of instructional practices at $p =$

$0.000 < 0.05$. Therefore, it was concluded that supervision of instructional practices significantly influenced teaching and learning in secondary schools in Bungoma County. From the results, it was concluded that academic performance could be improved if instructional supervision is enhanced.

Conclusion

Based on the findings of the study, it was concluded that administrative competence of principals have significant relationship with secondary school teachers' job performance in terms of instructional delivery, attendance to classes, notes writing and record keeping in Calabar South Local Government Area of Cross River State, Nigeria.

Recommendations

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

1. The principals should carry out an adequate instructional supervision of teachers so as to enhance their teaching effectiveness.
2. Supervisors should allow clinical supervision and human relations to come into play when interacting with teachers during supervision. It implies that effective performance of supervisory role by school administrators may be one of the pragmatic models for quality education in secondary schools.
3. Government through the Ministry of Education should organize training programmes for principals as well as teachers on the need for effective instructional supervision.
4. There should be constant sponsored workshops and seminars for both the supervisors and teachers separately to enable them become knowledgeable on the expectations of the supervision of instruction in secondary schools.
5. Supervision should be conducted by those who are professionals and have a wide vision to improve the instructional practice of teachers and also be an agent of change.

References

- Akanya, S. A. (2014). A study of indices of Leadership efficiency among secondary school principals in Cross River State [Unpublished Ph.D thesis]. University of Calabar.
- Al-Omari, M. N. (2008). Predicting organizational effectiveness with a four factor theory of leadership. *Journal of Administrative Science Quarterly*, 11(2), 118-129.
- Arikpo, W. O. (2018). Principals administrative competence and teachers job effectiveness in public secondary schools in Cross River State, Nigeria [Unpublished Ph.D thesis]. University of Nigeria, Nsukka.
- Asim, A. E., Idaka, E. I., Eni, I. E. (2017). *Research in Education: Concepts and Techniques*. University of Calabar Press.

Administrative Competence of Principals and Secondary School Teachers' Job Performance in Calabar South Local Government Area of Cross River State, Nigeria
Helen A. Akpama, Ph.D; Ubana M. Ubana; Glory E. Edoho, Ph.D & Emmanuel A. Adigeb

- Asor, L. J., Ubana, U. M., & Abuokwen, A. A. (2022). Community Engagement in Internal Security. *Journal of Environmental and Tourism Education (JETE)*, 5(2), 30-47.
- Bassey, B. E. (2014). Principal administrative effectiveness and school goals attainment in Calabar education zone [Unpublished M.Ed thesis]. University of Calabar.
- Butum, O. I. (2017). Teachers' appraisal techniques and school goals achievement in secondary schools in Cross River State [Unpublished Ph.D Thesis]. Abia State University.
- Clyne, W. O. (2016). What is decision making? Retrieved on 1/11/19 from www.managementguide.com.
- Ekuri, E. E. (2022). Trouble in the research sphere: Smoothing bumpy paths and building bridges. 106th Inaugural Lecture of the University of Calabar, Calabar. Nigeria, 12th January.
- Igwe, S. O. (2011). Decision making in educational administration an arm of staff and students involvement and participation. *Awka Journal of Educational Studies*, 1(1), 36-54.
- Nnebedum, E. & Akinfolarin, D. (2007). Principals supervisory techniques as correlates of teachers' role performance in secondary schools in Ebonyi State. *Journal of Research in Education and Society*, 2(1), 263-274.
- Nhundu, T. J. (2018). Assessing teacher performance: A comparison of self-and supervisor ratings on leniency, halo, and restriction of range errors. *Zambezia*, 26(1), 35 – 55.
- Okeke, B. S. (2011). *Politics of Education: The Nigeria Experience*. Awka: Doone Printing and Publishers.
- Ubana, U. M. & Ndem, B. E. (2022). Fighting corruption in tertiary Institutions through supervisory strategies. In J. A. Undie, J. B. Babalola, B. A. Bello & I. N. Nwankwo (Eds.), *Management of Higher Education Systems* (pp 445-456). Calabar: University of Calabar Press.
- Ubana, M. U., Joseph, L. A., Joseph, O. A., Aboukwen, A. A. & Deku C. B. (2023). Adult Educational Literacy in Nigeria: Dilemmas and developmental technicalities. *Nmec International Journal of Mass and Adult Literacy Education (NIJMALE)*, 1, 1-10.