

Principal Administrative Style and Teachers' Job Performance in Public Secondary Schools in Osun-West Education District.

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Abstract

The study investigated the relationship between Principal administrative style and teachers' job performance in public secondary schools in Osun-west education district. The descriptive survey research design was adopted for the study. Population of the study area consisted of all teachers in 155 public secondary schools in Osun-west education district. The sample was made up of 200 teachers from 20 public secondary schools using multistage sampling procedure. The instrument used for collection of data designed by the researcher was tagged: "Principal Administrative Style and Teachers' Job Performance Questionnaire" (PASATJPQ). Experts extensively assessed the tool to ascertain its face and content authenticity. The reliability of the instrument was confirmed by retesting it in ten public secondary schools which were not included in the sample. The test was administered twice over the course of two weeks to five teachers each of the ten schools. To statistically compute the responses, the Pearson Product Moment Correlation was applied and a reliability coefficient of 0.82 was derived which was high enough to make the instrument reliable. The data were gathered and analyzed using descriptive and inferential statistics. All the hypotheses were tested at 0.05 level of significant. Based on the findings of discussion. There was a significant positive relationship between principal administrative style and teachers' job performance in public secondary schools in Osun-west education district, Osun state, Nigeria. This implies that the level of instructional goal attainment by secondary school teachers could be aptly related to the contributory extent of the principals' engagement in administrative style. Also, findings revealed that there was a significant positive relationship between staff inadequate and teachers' job performance in public secondary schools in Osun-west education district, Osun state, Nigeria. Based on the findings of the study, the following recommendations were made: Government should ensure that teachers are replaced whenever they retired in other lessen unnecessary workload which affect teachers' job performance. Mores, Principal should embark on termly reinforcement and motivation to stirp up and geared teachers towards job performance.

Keywords: - Education, secondary education, principal, staff inadequate, workload and motivation.

Introduction

Since education directs the mind from the present to the building of the desired future, it is crucial for the eradication of poverty and ignorance in any nation (Asiyai, 2013). For the benefit of its people as well as the development and survival of the nation as a whole, a nation should invest in it. Therefore, the government needs to invest a lot of money in this area. Nigeria has made large investments in education across the board, but given their vulnerability, public secondary schools face serious challenges. Nigeria, the largest nation in Africa, failed to establish itself as a global leader in education matters both at home and abroad.

The World Economic (Okolie, et al. 2019) assessed 140 nations' educational systems—38 of which were in Africa—based on skill development and the quantity and quality of education offered in each country to identify which had the best systems. Based on the data, Ghana placed 12th in Africa and 104th globally in the education system, ahead of Zimbabwe, and Nigeria ranked 124th in the globe and 25th in Africa, behind Rwanda. This proved that the country's educational system was on the wrong track and attested to the apparent downturn in Nigeria's educational system at practically all levels, especially secondary education.

Primary, secondary, and postsecondary are the three separate educational levels in Nigeria. Secondary education in Nigeria has a unique, important, and prominent place in the educational hierarchy. Children can get this level of education between the ages of 11 and 18 after finishing primary school (Abdulrahman Umar et al, 2017). According to the National Policy on Education (2014), secondary education serves the dual purposes of preparing students for postsecondary education and for contributing members of society. To ensure that all Nigerians have equitable access to education for the goal of developing skills and spreading information, public secondary schools must be available to all students, reasonably priced, and easily accessible (Evans-Obinna, Ndieze, and Romanus, 2017).

The National Policy on Education (2014) made reference to the idea that a system of education cannot be better than the quality of its teachers. Rethinking strategies to improve teacher effectiveness in Nigeria's public secondary schools is crucial because of this. The

integration of a person's physical, intellectual, emotional, and ethical makeup as a social tool for the creation of human capital and the development of human resources is the fundamental aim of education. According to (Johansson, and Johansson 2021). this claim was supported. To achieve this, instructors' efficacy is consequently necessary.

Administrators and leaders continue to come mostly from principals, who act as the guardians of the secondary school system. to guarantee the effective management, functioning, and efficacy of the educational system. In addition to showcasing the staff, students, and facilities, the principal must also highlight the system's distinctive management and their function as a go-between for the relevant educational stakeholders and the schools. The administrative tasks of school principals should be valued since they are essential in ensuring staff productivity through committed staffing, planning, coordination, effective leadership, and economical use of resources. The efficiency of the educational system is determined on the principals' administrative skills. The efficacy of the educational system is dependent on the administrative skills of the principal, which include staff and student personnel services, financial and physical resource management, instructional programs, and school community interactions, as demonstrated by, (Obehi, et al. 2023). Teachers and school administrators are the active agents of production who employ the other resources and abilities in a way that can provide the intended results, therefore the quality of the educational output is the result of their effective performance. The National Policy on Education (2004), published by the Federal Government, effectively captured the mindset of school administrators about their teaching staff when it said, “The success of any system of education is hinged on proper planning and efficient administration. Administration is a function of organization and structure, proprietorship and control, inspection and supervision”. For teachers, the policy also states that ‘teachers are the main determinants of the quality of education’

Based on past experiences, it has been observed that certain public secondary schools' principal management style hinders teachers' ability to perform to their full potential. According to Voon (2011), a leader's approach to leadership appears to be a social influence process whereby the leader actively solicits the voluntary participation of subordinates in order to achieve organizational objectives. Nigerian public secondary schools exist because they have objectives to meet. When secondary school human resources are efficiently managed for their beneficial effects on teachers' work performance, these objectives can be

achieved with effectiveness. The primary administrative leadership style is used here. A leader's job is to make the system less problematic so that productivity can increase.

It has been noted that the brutality and despotism of certain secondary school administrators have been blamed for the majority of staff conflicts in public secondary schools. When disagreements arise, the principal ought to look for ways to work things out with the staff rather than resorting to employing force (Wanjala, 2014). Violence is likely to make things worse overall and could cause divisiveness, concourse, and other issues that could impair instructors' ability to do their jobs. It appears that there is a teacher shortage in Osun State's public secondary schools generally, which has led to unreasonable expectations for teachers' performance. The stated goals would probably not be accomplished in understaffed public secondary schools. Job performance is likely to be impacted by staff strength.

For example, poor teaching staffing lowers the quality of services provided to pupils. Based on past experiences, employees who are overworked are more likely to make mistakes, suffer from bad health, and feel a lot of stress. As a result, they may offend coworkers or bosses and look for other jobs. Comparably, a teacher who is overworked is likely to be unmotivated, which can result in a reduction in the quality of their work and be harmful to secondary schools overall (Vikas and Ravi 2011). Teachers who work longer hours probably do better on the job in the short term, but the costs accumulate over time. It has been noted that instructors have an excessive amount of work, which can lead to stress, errors, and ill health. and this may invariably lead to decline in their job performance (Togunloju, 2015).

Experience has revealed that due to workload, teachers frequently lament that they do not have enough time for marking and recording test scripts. This might not allow for a thorough work, which could lead to pupils losing their scripts as they scramble to compile them in time to meet the deadline set by the school administration. It appears that staff development opportunities aid educators in growing their knowledge, skills, and abilities as well as in applying such capabilities to novel circumstances. In addition to the in-service training they get, teachers' job performance is also influenced by their pre-service training. The professional development experience includes formal meetings and workshops for professionals.

In addition to providing teachers with opportunities for advancement and pay increases, this can improve their performance on the job, which can benefit secondary schools by increasing their efficacy, raising teacher standards, and assisting them in luring

and keeping top talent. The majority of public secondary school principals have been seen to lightly seize staff development program possibilities, which could have a negative impact on teachers' ability to do their jobs. Based on past experiences, it appears that the majority of public secondary schools have not been accountable for improving teachers' work performance through the growth of their knowledge, abilities, and job performance, which could have a negative impact on their performance.

Experience has demonstrated that optimizing one's abilities, talents, and work completion as well as improving one's job satisfaction are the ultimate goals of self-development. Increased knowledge, skills, and a positive attitude toward work, as well as increased productivity both personally and organizationally, are all attributed to teacher training and development. Additionally, high-quality services frequently boost staff morale, foster a sense of community, lower absenteeism and attrition rates among lecturers, and—most importantly—improve the coordination of both human and material resources within public secondary schools.

The goal of teacher development programs in public secondary schools should be to help educators develop the skills necessary to carry out a range of responsibilities, duties, and activities connected to their current and future roles (Shurbagi, 2014). The readiness to put forth great effort in support of organizational objectives, contingent on the effort's capacity to meet specific needs for each employee, is referred to as staff motivation. Jepkemoi (2014) asserts that ensuring teachers' well-being is a means of generating income and gratification, both of which are likely to boost their output since it will keep them motivated and content. The right motivational techniques, such as enjoyable working circumstances, security, advancement, comfortable living, and recognition, could be used to foster and sustain employee commitment and dedication to their work.

Based on past experiences, the majority of public secondary school principals fail to provide their workers with appropriate reinforcement and incentives when it's due. The work performance of instructors may be impacted by this lack of motivation. The outcome could be disobedience, needless competition, and a disruption of the organization's objectives. Ibrahim (2014) defines motivation as the process of influencing or motivating someone to do something in order to accomplish a goal. Oviawe (2016) defines motivation as the process and methods used to encourage and motivate a worker to put out their best effort. The necessity is what spurs workers into action.

One way to promote the kind of behavior that will lead to teachers' dedication to their work and to effective teaching is to make sure they are happy. Teachers are unquestionably significant stakeholders because they make sure that the aims and objectives of the school are realized, which affects the effectiveness of the organization. There is an inexplicable role for any school organization to play in giving educators with both financial and non-financial motivation. For any business to grow, content teachers are a prerequisite, and organizational efficiency has traditionally depended on the concept of teacher motivation. For employers to ensure employee engagement, they need to provide a variety of incentives.

As a result, businesses with highly motivated workers stand a better chance of having workers who are exceptionally effective at their tasks, while businesses with demotivated workers will likely witness a fall in productivity. In agreement, Nkwoh (2011) stated that companies had to understand the value of having a motivated and well-groomed team. The study did discover that there doesn't seem to be much consideration given to the motivation of instructors. Because of this, it was common to find lecturers employed by unauthorized businesses and pupils left alone in classes.

It is against this background that this study investigated principal administrative style and teachers' job performance in public secondary schools in Ilesa-west local government area of Osun state.

Purpose of the Study

The purpose of this study was to examine the relationship between principal administrative style and teachers' job performance in public secondary schools in Ilesa-west local government area of Osun State, Nigeria. Specifically, the study:

- i. Examined staff inadequate and teachers' job performance.
- ii. Investigate increase in workload and teachers' job performance.
- iii. Determined staff motivation and teachers' job performance.

Research Hypotheses

The following hypotheses were formulated for this study.

1. There is no significant relationship between principal administrative style and teachers' job performance.
2. There is no significant relationship between staff inadequate and teachers' job performance.
3. There is no significant relationship between workload and teachers' job performance.

4. There is no significant relationship between staff motivation and teachers' job performance.

Methodology

The descriptive survey research design was adopted for the study. Population of the study area consisted of all teachers in 155 public secondary schools in Osun-west education district. The sample was made up of 200 teachers from 20 public secondary schools using multistage sampling procedure. The instrument used for collection of data designed by the researcher was tagged: Principal Administrative Style and Teachers' Job Performance Questionnaire" (PASATJPQ). Experts extensively assessed the tool to ascertain its face and content authenticity. The reliability of the instrument was confirmed by retesting it in ten public secondary schools which were not included in the sample. The test was administered twice over the course of two weeks to five teachers each of the ten schools. To statistically compute the responses, the Pearson Product Moment Correlation was applied and a reliability coefficient of 0.82 was derived which was high enough to make the instrument reliable. The data were gathered and analyzed using descriptive and inferential statistics. All the hypotheses were tested at 0.05 level of significant. Based on the findings of discussion.

Results

Hypothesis 1: There is no significant relationship between principal administrative style and teachers' job performance.

Table 1: Principal administrative style and teachers job performance

Variable	N	Mean	SD	r	P-value
Principal administrative Style	200	97.43	11.88	0.719*	0.000
Teachers job Performance	200	58.17	8.33		

* P < 0.05

Table 1 showed there was a significant positive relationship between principal administrative style and teachers' job performance in public secondary schools in Osun-west education district, Osun state, Nigeria ($r=0.719$, $p< 0.05$). The positive relationship implies that effective and efficient principal administrative style will yield positive improvement in teachers' job performance Therefore, the null hypothesis was rejected.

Hypothesis 2: There is no significant relationship between staff inadequate and teachers' job performance.

Table 2: Staff inadequate and teachers' job performance

Variable	N	Mean	SD	R	p-value
Staff Inadequate	200	15.18	1.63	0.424*	0.020
Teachers' Job Performance	200	58.17	8.33		

* P < 0.05

Table 2 revealed there was a significant positive relationship between staff inadequate and teachers' job performance in public secondary schools in Osun-west education district, Osun state, Nigeria. ($r = 0.424$; $p < 0.05$). The positive relationship implies that adequate teaching staff will not only aid teacher's effectiveness and efficiency but will also reduce teachers' absenteeism from work, sabotage among others which would enhance teachers job performance. Thus, the null hypothesis was rejected.

Hypothesis 3: There is no significant relationship between teacher's workload and teachers' job performance.

Table 3: Teachers' Workload and Teachers' Job Performance

Variable	N	Mean	SD	R	p-value
Teachers Workload	200	13.52	1.82	0.399*	.000
Teachers Job Performance	200	58.17	8.33		

* P < 0.05

Table 3 showed there was a significant positive relationship between teachers' workload and teachers job performance in public secondary schools in Osun-west education district, Osun state, Nigeria. ($r = 0.399$; $p > 0.05$). The positive relationship implies that increased workload of teachers improves short-term job performance, but in the long run, it increases long-term costs. Therefore, the null hypothesis was rejected.

Table 4: Staff Motivation and Teachers' Job Performance

Variable	N	Mean	SD	R	p-value
Staff Motivation	200	11.65	1.90	0.282*	.002
Teachers' Job Performance	200	58.17	8.33		

* P < 0.05

Table 4 revealed there was a significant positive relationship between staff motivation and teachers' job performance in public secondary schools in Osun-west education district of Osun state, Nigeria. ($r = 0.282$; $p < 0.05$). The positive relationship implies that staff commitment and dedication to job could be created and maintained through appropriate motivational strategies. Thus, consistency increase in staff motivation will result in better teachers' job performance which invariably will enhance efficiency. Therefore, the null hypothesis was rejected.

Discussions of Major Findings

The first findings from this study revealed that there was a significant positive relationship between principal administrative style and teachers' job performance in public secondary schools in Osun-west education district, Osun state, Nigeria. This implies that the level of instructional goal attainment by secondary school teachers could be aptly related to the contributory extent of the principals' engagement in administrative practices. This finding aligned with Mustapha et al. (2023) confirmed that the administrative abilities of the principal, including financial and physical resource management, student and staff personnel services, instructional programs, and school community relations, are critical to the effectiveness of the educational system.

Hypothesis two also revealed there was a significant positive relationship between staff inadequate and teachers' job performance in public secondary schools in Osun-west education district, Osun state, Nigeria. The findings also showed there was a significant positive relationship between teachers' workload and teachers job performance in public secondary schools in Osun-west education district, Osun state, Nigeria. The positive relationship implies that increased workload of teachers improves short-term job performance, but in the long run, it increases long-term costs.

The findings also revealed a significant positive relationship between staff motivation and teachers' job performance in public secondary schools in Osun-west education district of Osun state, Nigeria. According to Jepkemoi (2014), the provision of well-being to teachers is a source of earning and satisfaction which is likely to increase their productivity because they are motivated and happy. The issues of staff commitment and dedication to job could be created and maintained through the appropriate motivational strategies such as pleasant working conditions, security, promotion, comfortable living, recognition and adequate provision of facilities.

Recommendations

The following are recommended for the study

- i. Government at all levels should ensure a routine seminar, workshops be organize for principals of secondary schools to broaden the horizon of their knowledge and make them more effective in administration.
- ii. The State Ministry of Education and Teaching Service Commission (TESCOM) and other supervisory agencies should ensure that the activities of principals are monitored as at when due.
- iii. Government should ensure that teachers are replaced whenever they retired in other lessen unnecessary workload which affect teachers' job performance.
- iv. Principal should embark on termly reinforcement and motivation to stirp up and geared teachers towards job performance.

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