



INFLUENCE OF PRINCIPALS' ADMINISTRATIVE ROLES ON TEACHERS' JOB PERFORMANCE IN CATHOLIC SECONDARY SCHOOLS IN NASARAWA STATE OF NIGERIA

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Abstract: *The study assessed influence of principals' administrative role on teachers' job performance in Catholic secondary schools, Nasarawa State. The study was guided by 2 objectives with corresponding research questions and hypotheses. The research design that was used for this study was cross-sectional survey research design. The population of the study consisted of 232 principals and teachers. The sample size of this study was selected using census sampling technique. The sample size consisted of 8 principals and 224 teachers from 8 Catholic secondary schools. The instrument that was used for data collection is called Teachers' Questionnaire on the Influence of Principals' Administrative Role on Teachers' Job Performance in Catholic Secondary Schools (TQIPARTJPCSS) in Nasarawa State. The questionnaire consisted of 18 items constructed based on 5-point Likert's scale. The instrument yielded 0.80 as the logical validity index. The instrument yielded 0.88 as coefficient of internal consistency. Descriptive statistics of mean and standard deviation were used to answer the research questions while t-test statistic was used to test the formulated null hypotheses at 0.05 level of significance. The findings of the study revealed that there is a significant influence of principals' supervisory role on teachers' job performance in Catholic secondary schools in Nasarawa State and, there is a significant influence of principals' communication skills on teachers' job performance in Catholic secondary schools in Nasarawa State. One of the recommendations of the study is the need for principals to develop series of supervisory strategies such as regular classroom visitation, coaching of newly employed teachers, guiding teachers with teaching deficiencies among others to help teachers acquire the necessary skills needed for effective job performance.*

Introduction

Educational institutions including secondary schools are designed to achieve specific goal of preparing individuals as good and responsible citizens. Olajide (2016) asserted that principals are key administrators in secondary schools through whom their competencies would

influence teachers to achieve secondary educational goals. Principals could play their roles effectively towards the attainment of the objectives of secondary schools when they possess the requisite competencies, leadership talents, administrative efficiency, managerial skills, planning skills and the competency to motivate teachers



to pursue such effort which could help in the achievement of stated secondary educational goals.

As an administrator, every principal is expected to provide professional guidance to teachers in order to improve the conditions which affect learning and growth of the students and teachers. In discharging their administrative roles, principals may help teachers to perform their jobs of preparing lesson plans; good use of instructional aids; keeping and maintaining of school records, provision of required instructional materials to teachers among others (Fika, Ibi & Aji, 2015). It is expected that principals' administrative roles are meant to influence teachers' job performance. This desired expectation in secondary education could be achieved through effective discharge of administrative roles by principals since it creates the awareness of sound education philosophies in teachers as the responsibility of achieving effective teaching and learning lies with principals' administrative role by employing various strategies to enhance teachers' job performance. The role of a principal as an administrator is a crucial issue because it is anchored on instructional improvement towards effective teaching and learning in secondary schools.

The major role of principals is to facilitate the implementation of the various educational programmes at secondary educational with the aim of improving teaching and learning situation. Teachers whether newly employed or experienced, require support and guidance in the process of implementing the instructional programmes. Principals as school administrators are expected to support and guide teachers by overseeing their activities in the school system. An effective principal is required to devote himself to supervise, monitor and evaluate the teaching-learning processes in his or her school. A principal as an administrator play the role of overseeing the activities of teachers in the school system to ensure that they conform to the generally accepted principles and

practice of secondary school system (Suleiman, Mustapha & Ibrahim, 2016).

The FGN (2013) stated that to ensure quality control in schools, it is necessary to have good teachers and supervisors. The primary responsibility of principals is to ensure that high standards are maintained and that schools are run in accordance with the laid down policy. National development depends on the educational services available in such country. Quality education is difficult to achieve without teachers' playing a significant role. Principals could encourage effective job performance among teachers by identifying their needs and help them to meet such needs. This encouragement depends on the various principal's administrative roles. Teachers are the most important group of professionals for our nation's future. Without teachers, the educational system might be crippled. The increased importance in teacher's job performance has made it extremely important to identify the factors that influence teacher's job performance. Teacher job performance is defined as duties performed by a teacher at a particular period in the school system that is channeled towards achieving educational goals (Omolayo, 2009). Teachers' job performance could be measured through their job attitudes such as job commitment, positive feelings about job challenges, job meaningfulness and job responsibility. When teachers are satisfied with administrative roles of their principals, their job performance might improve tremendously, because they tend to be more committed and dedicated to their job. Job performance is important to ensure that quality instruction takes place effectively at school. Factors which may determine teachers' job performance are the salary structure, career structure, promotion opportunities, availability of school facilities, school disciplinary policy and principal's administrative behaviour (Thomson, 2010).

The administrative roles of principals discussed in this study include the supervisory and communication skills.



Chandrasekar (2011) observed that supervision is a professional relationship that provides support and improves the practice of both teachers and supervisors. Thus, it is a vehicle that facilitates growth, maintenance of professional standards and quality services. Supervision as one of the roles of principals evolved from the realization that human beings accomplish little task alone and that people do not accomplish much by simply belonging to a group where task is performed together. Effective supervision requires well trained managers with knowledge, interpersonal skills and technical skills that are prepared to provide the necessary and appropriate guidance and support to the teaching staff. These personal attributes are essential for the principals' supervisory roles to ensure direct assistance to teachers as well as their enhancing their job performance. Nakpodia (2011) in his study found out that teachers' performance in secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids.

Furthermore, principals are expected to communicate their ideas and intentions about their school programmes to teachers who are the beneficiaries of such programme. Through effective communication system in school, teachers would be able to express themselves to the principals about their job assignments, working conditions and concerns regarding their professional growth. Umoh (2013) maintained that a two-way communication system is fundamental for both the principals and the teachers in order to enhance teachers' growth and effectiveness. Principals are to ensure effective two-way communication channels which allow feedback to and from the staff. Communication is one of the basic necessities for any supervisory activity as it is the only way for school principals to manage the staff properly towards effective performance of their assigned responsibilities. The ability of the principal to

communicate effectively is one of the powerful strategies to ensure participation of the teachers in supervisory activities. Ngozika, Usen and Emmanuel (2015) conducted a study and found out that supervision, communication skills and compensation significantly influence teachers' job performance. Communication is part of the principal's administrative skills to establish a sound information network that keep teachers informed about the progress and challenges facing a school.

The establishment of secondary schools by Catholic Church is to support its mission of spreading the gospel. The administrative process of Catholic Church schools is not quite different from the administration of conventional secondary schools because the rules and regulations guiding the operation of conventional secondary schools formulated by the Nasarawa State government and National Policy on Education are equally used to regulate the activities of Catholic secondary schools in the state. However, the Catholic secondary schools integrate Catholic Faith and Beliefs into the curriculum of their schools to help students develop into mature Christians with their lives modeled on Christ. In addition to general goals of secondary education, Catholic schools are meant to achieve the following goals in the view of Oyewole (2013):

Involve families, clergies and members of the school community in the formulation and implementation of philosophy, goals as well as the programmes of the schools;

Foster worshipping spirit within the school system;

Implement a defined catechetical programme that is central to permeates all areas of the curriculum; and

Sensitize students to be aware of both human and social needs of the society.

The integration of the above goals into the Catholic schools' curriculum makes the administrative roles of the principals a bit different from the principals of other secondary schools. The principals of Catholic secondary



schools in Nasarawa State receive directives concerning the administration of the schools from the Lafia Diocesan School Board. The administrative pattern of Catholic schools' principals is instructional leadership which involves setting clear goals, managing curriculum, mark teachers' lesson plans, allocating resources and evaluating teachers regularly to promote students' learning and growth.

The integration of Catholic Faith and Beliefs into the schools' curriculum to help students develop into mature Christians with their lives modeled on Christ by Catholic schools somehow makes the administration of Catholic secondary schools different from other conventional schools. The above situations prompted the researcher to embark on this study with the aim of assessing the influence of principals' administrative role on teachers' job performance in Catholic secondary schools in Nasarawa State of Nigeria.

Statement of the Problem

The researcher observed that majority of the principals of Catholic secondary schools are faced with administrative problems due to inadequate professional development opportunities for principals who limit their ability to carry out effective staff supervision, delegation of duties, planning and communication skills that would facilitate job performance among teachers. Such problems occur because most of the Reverend Fathers and Sisters who manage the schools as principals are not trained for the purpose of school administration.

Principals of Catholic secondary schools in Nasarawa State have multiple roles to perform. By virtue of their positions, they perform the role of school administrators, financial officers, instructional supervisors, chief planners, chief security officers, students' counselors, custodians of schools' rules and regulations and so on. Note that the principals perform the above responsibilities in conjunction with their primary job of working as priests and Reverend Sisters in Catholic churches.

Sometimes, principals have limited time to carry out the administrative roles of their schools effectively because of the mission works of Catholic Church which they supposed to perform as well. Principals are sometimes overshadowed with the church mission activities which limit the level of their effectiveness in school administration. The multi-tasks roles which hinder principals in Catholic schools from carrying out their administrative roles successfully may also limit effective job performances among teachers. It is in this regards that this study assessed the influence of principals' administrative role on teachers' job performance in Catholic secondary schools in Nasarawa State.

Purpose of the Study

The main purpose of this study was to find out the influence of principals' administrative roles on teachers' job performance in Catholic secondary schools in Nasarawa State. The specific objectives of the study were to:

examine the influence of principals' supervisory role on teachers' job performance in Catholic secondary schools in Nasarawa State

determine the influence of principals' communication skills on teachers job performance in Catholic secondary schools.

Research Questions

The following research questions were generated for the purpose of this study:

What is influence of principals' supervisory role on teachers' job performance in Catholic secondary schools in Nasarawa State?

To what extent do principals' communication skills influence teachers' job performance in Catholic secondary schools in Nasarawa State?

Statement of Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:



HO₁. There is no significant influence of principals’ supervisory role on teachers’ job performance in Catholic secondary schools in Nasarawa State.

HO₂. There is no significant influence of principals’ communication skills on teachers’ job performance in Catholic secondary schools.

Research Methodology

The study used cross-sectional survey research design. The population of the study consisted of 232 (224 teachers and 8 principals). There are 8 Catholic secondary schools in Nasarawa State. Census sampling technique was employed in this study to select all the 232 principals and teachers that constituted the sample size of the study. 8 principals and 224 teachers from 8 Catholic

secondary schools were therefore selected. The instrument used for data collection was a questionnaire which consisted of 16 items constructed based on 5-point Likert’s scale given as follows: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) and Undecided (U). The instrument was validated and it yielded 0.80 as the logical validity index. The instrument was pilot tested on 20 teachers at St. Augustine’s College Nyanya-Gwandara and it yielded 0.88 as coefficient of internal consistency. Descriptive statistics of mean and standard deviation were used to answer the research questions while t-test statistic was used to test the formulated null hypotheses at 0.05 level of significance.

Presentation and Analysis of Data

Research Question One: What is the influence of principals’ supervisory role on teachers’ job performance in Catholic secondary schools in Nasarawa State?

Table 2: Responses on the Influence of Principal Supervisory Role on Teachers Job Performance

S/N	ITEMS	SA	A	D	SD	U	\bar{X}	Std. σ	Decision
1	Teachers’ lapses are easily identified by principals through regular supervision.	100	80	30	20	2	3.62	0.92	Agreed
2	Principal visits teachers in classrooms to observe their teaching methods.	96	94	20	20	2	3.73	0.78	Agreed
3	Principal is very skillful in assigning teachers classes based on their areas of specializations.	95	85	25	22	5	2.62	0.82	Agreed
4	Teachers are visited by principals in the classrooms during lessons to observe how they deliver and suggest ways of improvement in the areas of their weak points.	100	90	25	15	2	3.22	0.88	Agreed
5	Teachers learn new teaching skills at the end of every supervision.	120	80	20	10	2	2.82	0.72	Agreed
6	Principal guides teachers towards effective job performance through supervision.	100	94	15	13	10	3.42	0.77	Agreed
7	Politeness and coaching role of principal	110	100	12	7	3	3.34	0.89	Agreed



	during supervision would boost teachers' morale during supervision and enhance their job performance.									
8	High job performance among teachers depends on effective discharge of principal's administrative roles.	105	95	20	10	2	3.23	0.96	Agreed	
9	Class lesson attendance register is effectively used by principal to identify teachers who skip their lessons.	150	60	10	9	3	2.76	0.75	Agreed	
Cluster mean							3.19	0.83	Agreed	

Mean cut off point of 2.50

The details of the analysis of research question one showed that the cluster mean score of 3.19 is above the mean cut off point of 2.50, as such, it was considered

acceptable which implies that principals' supervisory role influence teachers' job performance in Catholic Secondary Schools.

Research Question Two: T what extent do principals' communication skills influence teachers' job performance in Catholic secondary schools in Nasarawa State?

Table 2: Responses on the Influence of Principals' Communication Skills on Teachers' Job Performance

S/N	ITEMS	SA	A	D	SD	U	\bar{X}	Std	Decision
10	Instructions on job performance are timely and correctly given to teachers by principal.	110	90	20	8	4	3.78	0.72	Agreed
11	Upward communication is discouraged by principal and this reduce would teachers' morale towards their job performance.	110	100	12	7	3	3.34	0.89	Agreed
12	Principal lack the basic communication skills that are necessary to enhance teachers' job performance.	105	95	20	10	2	3.23	0.96	Agreed
13	Teachers' jobs are well-scheduled based on timetable to enhance efficient job performance.	100	90	25	15	2	3.22	0.88	Agreed
14	Teachers prepare adequately for their jobs as their responsibilities are always given to them in advance by the principal.	120	80	20	10	2	2.82	0.72	Agreed
15	Principal always expect feedback from teachers on every instruction given to them their job performance.	100	94	15	15	8	3.72	0.87	Agreed
16	Principal encourages self-expression, creativity and interaction among staff in the school.	110	100	10	9	3	3.34	0.89	Agreed
17	Principal communicates openly to staff about the school	105	95	20	10	2	3.23	0.96	Agreed



activities.									
18	Principal uses appropriate communication channels to pass information to all staff.	130	80	10	9	3	2.76	0.75	Agreed
Cluster mean							3.27	0.94	Agreed

Mean cut off point of 2.50

The details of the analysis of research question two showed that the cluster mean score of 3.29 is above the mean cut off point of 2.50, as such, it was considered acceptable which implies that principals’ communication skills influence teachers’ job performance in Catholic Secondary Schools.

Testing of Hypotheses

The following hypotheses were tested using independent t-test statistics at 0.05 level of significant.

Hypothesis One: There is no significant influence of principals’ supervisory role on teachers’ job performance in Catholic secondary schools in Nasarawa State.

Table 3: t-test Analysis showing the Influence of Principals’ Supervisory Role on Teachers’ Job Performance

Group	Mean	Std dev	N	Df.	P	t-cal	t-crit
Principals’ Supervisory Role	2.62	0.82	8				
				230	0.05	2.76	1.968
Teachers’ job performance	2.75	0.97	224				

p)0.05, significant

Table 3 shows that principals’ supervisory roles have a mean score of 2.62 and standard deviation of 0.82, while teachers’ job performance has a mean score of 2.75 with a standard deviation of 0.97. Furthermore, the results showed that the t-calculated value is 2.76; using degree of freedom of 230 at 0.05 level of significance, the t-critical value of 1.968 was obtained. Since the t-calculated value of 2.76 is greater than the t-tabulated value of 1.968, the

test statistic is significant. Hence, the null hypothesis was not accepted. The result shows that there is a significant influence of principals’ supervisory role on teachers’ job performance in Catholic secondary schools in Nasarawa State. This implies that there are effective principal supervisory roles that encourage teachers’ job performance in Catholic secondary schools in Nasarawa State.

Hypothesis Two: There is no significant influence of principals’ communication skills on teachers’ job performance in Catholic secondary schools.

Table 4: t-test analysis showing the Influence of Principals’ Communication Skills and Teachers’ Job Performance

Group	Mean	Std dev	N	Df	P	t-cal	t-crit
Principals’ communication skills	2.32	0.82	8				
				230	0.05	2.16	1.968
Teachers’ job performance	2.45	0.87	224				

p)0.05, significant



Table 4 shows that principals' communication skills have a mean score of 2.32 and standard deviation of 0.82, while teachers' job performance has a mean score of 2.45 with a standard deviation of 0.87. Further results also showed that the t-calculated value is 2.16 and degree of freedom of 230 at 0.05 level of significance, the t-critical value of 1.968 was obtained. Since the t-calculated value of 2.76 is greater than the t-tabulated value of 1.968, the test statistic is significant. Hence the null hypothesis was rejected. The result shows that there is a significant mean difference between principals' communication skills and teachers' job performance in Catholic secondary schools in Nasarawa State. This implies that there are effective principal communication skills that encourage teachers' job performance in Catholic Church secondary schools in Nasarawa State.

Summary of Major Findings

The following are the summary of the major findings of the study:

1. Findings based on Table 4 hypothesis one revealed that there is a significant influence of principals' supervisory role on teachers' job performance in Catholic secondary schools in Nasarawa State.
2. Hypothesis two findings on Table 4 indicated that there is a significant influence of principals' communication skills on teachers' job performance in Catholic secondary schools in Nasarawa State.

Discussion of Findings

All the hypotheses were tested using t-test statistic at significant level of 0.05. The findings of the study revealed that there is a significant difference between principals' supervisory role and teachers' job performance in Catholic secondary schools in Nasarawa State. The findings of the study imply that there are effective principal supervisory roles that encourage teachers' job performance in Catholic secondary schools in Nasarawa State. The findings of the study agreed with Nakpodia (2011) who noted that teachers' performance in

secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids. Supervision refers to the activities that are directed towards improving the conditions surrounding the growth of the students and teachers. The role of a principal as a supervisor is to improve, encourage, coordinate and direct teachers towards personal and institutional goal attainment. Supervision of teachers by principals is a prerequisite to enhance professional standard in teaching profession. As such, it is the responsibility of principals to assist teachers through supervision to identify and provide the way forward to challenges that hinder teachers' effective job performance. The evidence of the effectiveness of principals in carrying out supervisory roles is seen on Table 3 (Hypothesis one) where the t-calculated value of 1.46 is less than the t-tabulated value of 1.968, this therefore showed that the test statistic was significant.

Furthermore, the Hypothesis two findings on Table 7 indicated that there is a significant difference between principals' communication skills and teachers' job performance in Catholic secondary schools in Nasarawa State. This implies that there are effective principal communication skills that encourage teachers' job performance in Catholic secondary schools in Nasarawa State. The study confirms the assertion of Ngozika, Usen and Emmanuel (2015) who revealed that supervision, communication skills and compensation significantly influence teachers' job performance. Communication is part of the principal's administrative skill to establish a sound information network that keep teachers informed about the progress and challenges facing a school. Principals demonstrate effective administrative role by communicating their ideas and decisions about the schools' activities to teachers. Through effective communication system in school, teachers will be able to



express themselves to the principals about their job assignments, working conditions and challenges regarding their professional growth. The encouragement of two-way communication system by principals is fundamental for enhancing teachers' job performance. Communication is the basic necessity for effective school administration as it is the only way for school principals to lead the staff to carry out their teaching job successfully. The effective level of principals' communication skill is demonstrated in the findings of hypothesis two (Table 4) where the t-calculated value of 2.76 is greater than the t-tabulated value of 1.968, the test statistic is therefore significant.

Conclusion

The study concluded that principals in Catholic secondary schools in Nasarawa State are effective in carrying out supervision of schools activities which enable teachers to perform their teaching tasks successfully. The study also concluded that Catholic secondary schools' principals in Nasarawa State possessed the required communication skills which help them to carry out their administrative roles timely and correctly by given instructions and use appropriate communication channels to pass information to all staff.

Recommendations

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

1. It is interesting to note that principals in Catholic secondary schools in Nasarawa State are effective in carrying out their supervisory roles, however, the study recommends that to enhance job performance among teachers on continuous basis, principals need to develop series of supervisory strategies such as regular classroom visitation, coaching of newly employed teachers, guiding teachers with teaching deficiencies and so on. Such supervision strategies will make teachers to always remained focus and be committed in carrying their teaching responsibilities effectively.

2. Principals of Catholic secondary schools in Nasarawa State are encouraged to build on their existing communication skills through the encouragement of upward communication to enable free flow of information between them and the teachers. Such free flow of communication will help teachers to obtain instructions that will facilitate their job performance on regular basis from the principals.

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