

Principals' Administrative Competence and Teacher's Job Performance in Federal Government Colleges in North Central Nigeria

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***Abstract:** This study explores the impact of principals' administrative competence on teachers' job performance in Federal Government Colleges in North Central Nigeria. It specifically aims to assess principals' competence in instruction supervision and its influence on job performance, as well as the impact of their personnel administrative competence. The research formulates hypotheses to test the significant influence of these competencies on teachers' job performance. A survey design involved 10 principals and 322 teachers from 24 Federal Government Colleges. A self-structured questionnaire, "Principals' Administrative Competence and Teachers' Job Performance Questionnaire (PACATJPQ)," with 20 items, was used. The instrument's reliability was high (Cronbach Alpha Coefficient of 0.89). Data analysis employed descriptive statistics, mean scores, standard deviation, and Chi-square (χ^2) statistics for hypotheses testing at a 0.05 alpha level. Results indicate that principals' competence in instruction supervision positively and significantly influences teachers' job performance. Additionally, principals' personnel administrative competence significantly affects teachers' job performance. In conclusion, the study highlights the pivotal role of principals' administrative competence in shaping teachers' job performance and emphasizes the importance of effective supervision and personnel management in creating a conducive educational environment in Federal Government Colleges in North Central Nigeria.*

***Key words:** Principals' Administrative Competence, Teachers' Job Performance, Federal Government Colleges, North Central Nigeria.*

Background to the Study

Education is a transformational tool in every society and should be held with high esteem. It is the acquisition of knowledge skills required to sustain individual, group and organizational advancement at all levels of life which embraces not only direct knowledge from schools but also development of character and practice, the ability to read and write and to calculate. However, a national educational system is vital because it produces the personnel that are required to function in various facets of national life and development process. The Federal Government set up federal government colleges in all states of the federation. Such Unity schools, as they are called act as mini Nigeria, as children from all tribes and states of Nigeria are represented in the admission. The secondary school manager who is the principal he is a major determinant of secondary education system as well as students' academic performance (Lipham, 2016).

However, according to the WEAC, a total of 1,222,505 candidates, amounting to 76.36

per cent of the 1,601,047 candidates that successfully sat for the examination, obtained credits in a minimum of five (5) subjects, including English Language and Mathematics. The statistics represent a decrease of more than five per cent in performance when compared with the 81.7 per cent pass rate recorded in 2021. Announcing the results at the headquarters of the examination body in Lagos, the Head of Nigeria Office (HNO), Patrick Areghan, said a total of 597,811 of the candidates, representing 37.34 per cent, were male; while 624,694, representing 39.02 per cent, were female (Premium Times, 2023). However, the principal as a school head plays a pivotal role in the teachers' job performance and a corresponding effect on students' academic performance.

Furthermore, the school principal as the coordinator of the entire school activities maintains a harmonious relationship with the teachers as subordinates to ensure the success of school administration. Nwadani (2018) asserts that, the principal is the fulcrum upon which the success or failure of school administration revolves around noting that, the principal must maintain close ties with his teachers for the achievement of school goals. The principal could be seen as the administrative leader of secondary schools responsible for the day-to-day administration of the school for the achievement of educational set goals and objectives (Ogbonnaya, 2010). The Principal as an administrative head in charge of tasks planning, controlling and coordinating, which include the administration of human, material, financial and time resources aimed at achieving the school goals and objectives.

However, administration is a social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human and material resources within an integrate system designed specifically to achieve predetermined objectives (Teddy, 2014). Administration has to do with getting things done for the accomplishment of defined objectives. The administrative competence of the principal is paramount. The school principal must possess a wide array of administrative competences in order to lead the school effectively, towards the accomplishment of educational goals, (Nkwoh, 2011).

Principal administrative competence refers to the ability of the school principal to plan, organize, direct, coordinate, and harness all the resources at his disposal for the purpose of achieving school goals (Agunwa & Owan, 2019). Administrative competence therefore is related to possession of skills, there are three basic skills identified as necessary for every administrator to possess they are technical, human and conceptual skills (Katz, 2015). These skills seem to be related to the task of the secondary school principals. Administrative competence seems to be the successful performance of a task through the use of knowledge, skills, attitude and judgement. It may be the state of beings functionally adequate in the performance of one's duty. Basic competence seems to be knowledge and skills essential for the performance of a manager's job. They may be related to specific tasks that guaranteed manager's personal efficiency and job performance of staff.

Teachers' job performance may be regarded as the extent to which a teacher completes the duties that are required in order to occupy a given position, which he/she assumes within an organization or institution (Elangovan & Xie, 2019). Job performance could also be an individual output in terms of quality and quantity expected from every employee in a particular job. Abdullahi (2017) sees job performance as the effectiveness or ineffectiveness of teachers as regards discharging their responsibilities in the teaching learning situation. The present study focuses on principals' competence in supervision of instruction, and staff personnel management.

Instructional supervision is the internal mechanism adopted by principals for school self-evaluation geared towards helping teachers and students within and outside the classroom. The purpose may be to monitor the implementation of curricular and ensure desirable increase in

teachers' capabilities and upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers' pedagogical practices and students learning outcomes in the school setting (Adetula, 2015). The principal may identify areas of work that need to be improved upon, like zeal to work, punctuality to school, full knowledge of the subject to teach and getting lesson plan ready before teaching. Supervision of instruction is important for a number of reasons. The supervisee learns during supervision, since the supervisor is more knowledgeable, he corrects and advises the supervisee. This is done through friendly interaction; greater knowledge gained at supervision promotes personal growth of teachers as a result of principal competence.

Furthermore, staff personnel management serves as the function within an organization that focuses on recruitment and providing direction for the people who work in the organization (Heathfield, 2011). Personnel management could be a vital asset to the school which must be venerated. For school heads to derive the best out of teachers', students' and school auxiliary workers, he must be competent in motivating, supervising, training and providing sustainable welfare policies to personnel. Welfare policy may not only include money, but other packages such as employer and employee interpersonal relationship, as it is often times geared purposely towards the enrichment of personnel performance (Akinfolarin, 2017). School Principals may involve school personnel in decision making process with constant communication to increase their commitment and dedication to school goals and objectives. The researchers are thus concerned about the extent of influence of principals' administrative competence on teacher's job performance in Federal Government Colleges in North Central Nigeria

Statement of the Problem

In the educational landscape of Federal Government Colleges in North Central Nigeria, the critical interplay between principals' administrative competence and teachers' job performance stands as an uncharted territory. While the broader significance of effective educational leadership is acknowledged, there exists a noticeable gap in research that specifically delves into the nuanced impact of principals' administrative competencies on the teaching outcomes within this particular context. The current state of educational leadership practices within these institutions raises pressing concerns regarding the quality of administrative skills possessed by principals. These concerns extend to questioning their ability to not only lead but also provide effective support to teachers in their pursuit of optimal job performance. The lack of empirical investigation into this intricate relationship impedes our understanding of the key drivers that shape educational success in Federal Government Colleges in North Central Nigeria. This gap in research is not merely an academic concern; it has practical implications for the quality of education imparted within these institutions. Without a comprehensive understanding of how principals' administrative competence influences teachers' job performance, it becomes challenging to develop targeted and effective strategies to enhance educational outcomes. The potential consequences include suboptimal professional development opportunities for teachers, insufficient instructional guidance, and a lack of a conducive work environment, all of which can collectively contribute to a diminished quality of education. In essence, the identified research gap represents a critical obstacle to the advancement of educational practices in Federal Government Colleges in North Central Nigeria. Bridging this gap is not only an academic imperative but also an essential step towards informed policymaking and the implementation of strategies that can foster a more conducive and effective learning environment for both teachers and students.

Objective of the Study

The objective of this study is to investigate the influence of principals' administrative competence on teachers' job performance in Federal Government Colleges in North Central Nigeria. The study specifically sought to:

1. Ascertain extent of principals' competence in supervision of instruction on teachers' job performance in Federal Government Colleges.
2. Determine extent of principals' personnel administrative competence on teachers job performance.

Research Questions

Based on the specific objective of the study, the following research questions are raised to guide the study.

1. To what extent does principals' competence in supervision of instruction influence teachers' job performance?
2. To what extent does principals' personnel administrative competence influence teachers' job performance?

Statement of Hypotheses

The following Hypotheses are formulated for the study and will be tested at 0.05 level of significance.

1. Principals' supervision of instruction competence has no significant influence on teachers' job performance.
2. Principals' personnel administrative competence has no significant influence on teachers' job performance.

Methodology

Survey research design was used for this study. This design was chosen because it allows the study of a sample of the population from which generalization can be made to the entire population. According to Emaikwu (2015), survey design involves collection of data using questionnaire for interpreting existing conditions/qualities or perceptions about a given population. The study fits into this design since it requires the collection of data from a representative sample of schools and teachers for the purpose of determining the influence of principals' competence on teachers' job performance in Federal Government Colleges in North Central Nigeria

The population of this study consists of 1,980 principals and teachers from the twenty four Federal Government Colleges in North Central Nigeria. There are 24 principals, 1,956 teachers in Federal Government Colleges in North Central, Nigeria (Federal Ministry of Education Statistics Unit, 2021) The sample size for the study is 10 principals and 322 teachers making the total population 332. The sample for the study was determined using Taro Yamen (1967) formula for sample determination. The sampling technique used for this study is a multi-stage sampling technique. Thus, in the first stage; stratified sampling was used to select five states out of the seven states. This sampling was used because the population is heterogeneous. In the second stage, within the five sampled states two schools were purposeful selected from each. This is because these areas are the most affected by principal's administrative competence related issues. In the third stage 332 teachers and principals were selected using random sampling; this is because each person included in the sample has certain pre-assigned chance of inclusion in the sample.

The instrument for data collection is a self-structured questionnaire titled principals' Administrative Competence and Teachers' Job Performance Questionnaire (PACATJPQ). The

questionnaire is divided into 2 clusters containing 20 items designed to elicit information from the principals and teachers on influence of principals' competence on teachers job performance in Federal Government Colleges in North Central Nigeria. Each cluster has 10 items Cluster A elicits information on the principals' supervision of instruction and teachers' job performance. Cluster B seeks information on the principals' personnel management and teachers' job performance. The instrument was structured by the researcher on 4-point rating scale of Very high extent (VHE) 4, high extent (HE) 3, Low Extent (LE) 2 and Very low Extent (VLE) 1 point respectively.

The structured questionnaire developed by the researcher was subjected to scrutiny by three experts in Educational Administration and Planning, and two from Measurement and Evaluation all from College of Agricultural and Science Education, Joseph Sarwuan Tarka University Makurdi. They assisted in vetting the instrument and ascertained its content and face validity by their criticisms, appraisal of the clarity of terms, accuracy and useful suggestions which ensured that the items were relevant to elicit the required information. The validates checked whether the purpose of the study is in line with the research questions, the hypotheses and the questionnaire. The researchers restructured the instrument to suit the study.

In order to ascertain the reliability of the instrument, a trial- test was carried out in Cross River State. The area was chosen because it has similar characteristics with the North-central geo-political zone. Two schools were randomly selected to trial- test the instrument. Copies of the questionnaire were administered to 18 teachers and 2 principals making the total 20. The data were collected and analysed using Cronbach Alpha Coefficient to determine the internal consistency, Cronbach Alpha Coefficient was suitable because the instrument was scored on a continuous response. The results for the reliability coefficient were Cluster A = 0. 88 and Cluster B =0. 87. The overall internal consistency reliability Coefficient of 0.89 was obtained. This indicates that the instrument is reliable for the study. Information that was be obtained using the instrument was therefore considered reliable. The researchers briefed the research assistants in line with the purpose of the study and they jointly administer the instrument. 332 copies of the questionnaire were distributed to the respondents.

Descriptive statistics of Mean scores and Standard Deviation were used to answer the research questions. A cut-off point of 2.50 was used for decision making. Any item with mean rating ranging from 3.5- 4.00 is regarded High Extent (VHE), any mean rating from 2.50 to 3.49 was regarded as High Extent (HE), Any mean from 1.05 to 2.49 was regard as Low Extent (LE) and any mean from 1.00 to 1.49 was regard as Very low Extent (VLE) Chi-square (χ^2) statistics was used in testing the hypotheses at 0.05 alpha level of significance. The decision for the hypotheses was a p-value < α -value (0.05) was considered 'significant'. The Chi-square was used because it determines if there is dependence (association) between the two classification variables and because of the rating scale format used for the questionnaire.

Presentation and Discussion of Results
Analysis of Research Questions
Research Question 1

To what extent does principals’ competence in supervision of instruction influence teachers’ job performance?

Table 1: Mean and Standard Deviation on Principals’ Competence in Supervision of Instruction on Teachers’ Job Performance

Item No	Items Description	VHE	HE	LE	VLE	\bar{X}	Std	Decision
1	Principals ensure use of approved Ministry’s curriculum and syllabus for teaching by teachers	101	108	70	33	2.89	.981	HE
2	Principals ensure that teachers prepare their lesson plans and lesson notes before embarking on teaching	86	127	52	47	2.81	1.006	HE
3	Principal ensure the use of appropriate instructional methods by teachers	96	115	66	35	2.87	.977	HE
4	Principals ensure proper compliance to time-table by teachers	119	114	39	40	3.00	1.011	HE
5	Principals ensure higher levels of academic excellence by providing necessary instructional materials needed for teaching and learning	202	62	23	25	3.41	0.935	HE
6	Principals organize supervision in the school regularly to improve performance.	169	100	19	24	3.33	.898	HE
7	Principals ensure that teachers encourage students to have their textbooks for effective learning.	146	91	44	31	3.13	.997	HE
8	Principals motivate teachers to increase their morale	124	118	34	36	3.06	.984	HE
9	Principals ensure that continuous assessment is properly carried out in school.	126	93	61	29	3.03	.991	HE
10	Principals encourage general extension classes to enable the teachers complete the school syllabus.	115	112	44	41	2.96	1.018	HE Influence
Cluster Mean/Standard Deviation						3.05	0.98	HE

Table one also show the cluster mean of 3.05 with the standard deviation of 0.98 is above the cut-off point of 2.50. This implies that the principals’ competence in supervision of instruction has positive influence on teachers’ job performance to a high extent.

Research Question 2 To what extent does principals’ personnel administrative competence influence teachers’ job performance?

Table 2: Mean Ratings and Standard Deviation of Influence of Principals’ Personnel Administrative Competence on Teachers’ Job Performance

Item No	Items Description	VH E	HE	LE	VLE	\bar{X}	Std	RANK	Decision
11	Principals establish good inter-personal relationship with teacher through effective communication.	172	98	19	23	2.82	1.036	8 TH	HE
12	Principals assign functions to staff based on their area of specialization.	94	118	50	50	2.97	1.082	5 th	HE
13	Principals carry staff along for proper records keeping.	132	86	48	48	2.88	1.046	6 TH	HE
14	Principals delegate duties to subordinates and supervise it	109	99	60	40	3.04	1.045	4 th	HE
15	Principals make information available to staff through the proper channel.	142	77	58	35	3.29	0.904	1 st	HE
16	Principals motivate teachers for professional growth through in-service training.	161	104	23	24	3.06	1.044	3 nd	HE
17	Principals reward teacher’s good behaviours	140	92	40	40	3.06	1.044	3 nd	HE
18	Principals involve staff in the decision making process.	147	81	42	42	3.07	1.069	2 rd	HE
19	Principals motivates teacher’s for excellent teaching performance	95	96	63	58	2.73	1.087	9 nd	HE
20	Principals select staffs based on their qualification.	106	100	56	47	2.85	1.055	7 TH	HE Influence
	Cluster Mean/Standard Deviation					2.98	0.94		HE

Table two shows the cluster mean of 2.98 with the standard deviation of 0.94 which is above the cut-off point of 2.50. This implies that principals’ personnel administrative competence influence teachers’ job performance to a high extent.

Hypothesis 1: Principals’ supervision of instruction competence has no significant influence on teachers’ job performance.

Table 3: Chi-square Test of on the Influence of Principals’ supervision of Instruction Competence on Teachers’ Job Performance.

Response Options	Fo	Fe	a	df	x ^{2-cal}	Asymp. Sig.	Remark
Very high extent	119	78.0.0					
High Extent	141	78.0					
Low Extent	39	78.0	0.05	3	76.179a	0.000	S, Reject H ₀
Very low Extent	40	78.0					
Total (N)	312						

The result presented in Table 3 showed the x² Chi-square calculated value of; 76.179a with 3 as the degree of freedom and at 0.05 level of significance, the Asymptotic Significance value under Chi-square test of goodness- of –fit analysis yielded a P- value of .00. Based on decision rule, it was stated that wherever the p-value is less than a-value of 0.05, the null hypothesis would be rejected whereas whenever the p-value is greater than the a-value of 0.05, the null hypothesis would be accepted. Since P-value of 0.00 is less than the a-value of 0.05, this indicates that the test statistic is significant and hence the null hypothesis is rejected. This therefore implies that principals’ supervision of instruction competence has significant influence on teachers’ job performance.

Hypothesis 2: Principals’ personnel administrative competence has no significant influence on teachers’ job performance.

Table 4: Chi-square Test of on the Influence of Principals’ Personnel Administrative Competence on Teachers’ Job Performance.

Response Options	Fo	Fe	a	df	x ^{2-cal}	Asymp. Sig.	Remark
Very high extent	172	78.0.0					
High Extent	98	78.0					
Low Extent	19	78.0	0.05	3	201.821a	0.000	S, Reject H ₀
Very low Extent	23	78.0					
Total (N)	312						

The result presented in Table 4 showed the χ^2 Chi-square calculated value of 201.821a; with 3 as the degree of freedom and at 0.05 level of significance, the Asymptotic Significance value under Chi-square test of goodness-of-fit analysis yielded a P-value of .00. Based on decision rule, it was stated that wherever the p-value is less than a-value of 0.05, the null hypothesis would be rejected whereas whenever the p-value would be greater than the a-value of 0.05, the null hypothesis would be accepted. Since P-value of 0.00 is less than the a-value of 0.05, this indicates that the test statistic is significant and hence the null hypothesis is rejected. This therefore implies that principals' supervision of instruction competence has significant influence on teachers' job performance.

Discussion of Findings

Findings of the study as shown on Table 1 revealed that a related test of hypothesis as shown on Table 3 revealed a significant influence of principals' supervision of instruction competence on teachers' job performance. This finding corroborates with Mohammed (2018). The findings also agreed with that of Onuma (2016) who found that there is a significant positive influence of principals' supervisory skills and teachers' job performance. From this finding, it can be inferred that principals who play the role of supervisor from time to time by checking the teachers' classroom work helps in improving the teachers' job performance and subsequently academic performance of the students in secondary schools.

Findings of the study as shown on Table 4 revealed that principals' personnel administrative competence has influence on teachers' job performance. This finding is in tandem with that of Udeani (2018) who revealed that personnel management skills for effective staff orientation include: motivation, delegation of duties, staff professional development, human relations and staff security. Also, there was no significant difference in the mean ratings of teachers on principals' applications of personnel management skills for effective staff motivation, human relations and staff professional development. From this finding therefore, it can be submitted that schools where principals' have personnel administrative competence has influence on teachers' job performance and students has a higher level academic performance.

Recommendations

From the findings of the study the following recommendation were made

1. Recognizing the critical role of principals in instructional supervision and personnel management, schools should establish continuous professional development programs. These programs should focus on enhancing principals' skills in instructional supervision techniques, effective feedback delivery, and personnel management strategies. Workshops, seminars, and training sessions can provide opportunities for principals to stay updated on best practices and develop the necessary competencies to lead and support their teaching staff effectively.
2. Encourage a culture of collaboration between principals and teachers within the school environment. Establish regular forums for open communication, idea-sharing, and collaborative decision-making. This approach can empower teachers to contribute their insights, concerns, and suggestions, creating a supportive and inclusive atmosphere. Principals should actively seek input from teachers and involve them in decision-making processes related to instructional strategies and personnel management. By fostering collaborative leadership practices, schools can capitalize on the collective expertise of both principals and teachers, ultimately enhancing overall school performance.

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