



# **Administrative Task Performance Of Principals' And Teachers Productivity In Public Senior Secondary Schools In Rivers State**

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## **ABSTRACT**

This study investigated the relationship between administrative task performance of principals' and teachers' productivity. Two research questions and two hypotheses guided the study. The correlation research design was used. The population for the study was the 247 public senior secondary schools in Rivers State with 247 principals' administration as respondents. A sample of 150 principal administrations was used as respondents for the study. Stratified random sampling was used to draw the sample size. Two researcher designed questionnaires titled: "Administrative Task Performance of Principals' Questionnaire" (ATPPQ) and "Teachers Productivity Questionnaire" (TPQ) were used to collect data from the respondents. The instruments were validated by three experts. The TPQ had a reliability coefficient of 0.89 while the ATPPQ had 0.84 derived using the Cronbach alpha reliability technique. Pearson Product Moment Correlation was used to answer the research questions and test the hypotheses. Findings revealed that there is a positive relationship between principals' administrative task performance on instructional programme management, welfare provision, and teachers' productivity. It was therefore recommended that principals' improve their efforts in providing instructional programmes through up-to-date trainings and supervision that contributes to teachers' productivity, and that the Rivers State Ministry of education in conjunction with principals come up with welfare provisions that will increase teachers job productivity.

**Key words:** Task performance, productivity, instructional programme etc.

## **INTRODUCTION**

Productivity is the relationship between output of goods and services and inputs of resources, human and non human, used in the production process. Based on this, productivity in the educational system refers to the ratio between the total educational outputs and the resource inputs utilized in the production process. A major resource input to the education system is the teaching manpower made up of teachers and principals'. Principals' are school heads in secondary schools. Secondary school education is an education given to a child after the primary education and before tertiary stage. The role of secondary education is to teach basic subject that will enable the student to acquire further skill and knowledge in the tertiary stage (FRN, 2014). These objectives create great demand on both the principals' and the teachers whose responsibilities are to implement policies and guideline geared toward the improvement of standard and quality of education. The actual all round development that education is determined to inculcate into the student are acceptable learning, knowledge, skills, values, beliefs and habits, and this is mostly done by teachers.

School principal is an administrator who has been a teacher for a good number of years and therefore should be well experienced in various areas of human development and growth. He or she is known as the

overall head of any school whose task or responsibility covers not only the academic but administrative functions. The school principal is the one responsible for making the major administrative decisions and supervising all the student and teachers. As chief executive officer, all the activities that go on in the school system must be directed by them. According to Akpan (2011) the principal is a leader who is expected to possess certain qualities that will enable him/her to administer the school effectively and efficiently for the attainment of the school goals and objectives. School principal should be someone who is capable of dealing with the affairs of the school with the singular aim of actualizing set goals and objective. The administrative task of a school principal is probably the most important aspect of school leadership. He/she performs many administrative tasks for the proper operation of the school. The extent to which the school principal can effectively perform these tasks depends on his leadership qualities.

To this end, Akpagwu (2012) outlines some of these administrative tasks of principals to include; staff and students' personnel administration, school-community relations, school finance management and physical facilities administration. Other administrative tasks of the school principal are motivation of staff, communication, decision-making, co-curricular activities, conflict management, record and examination management. Another important administrative task of a school principal is curriculum development and instruction. In the day to day running of the school in his administrative tasks; the principal is expected to maintain good communication, good inter-relationship with the community, student and the teachers, and staff welfare. Alugbuo as cited in Iremeka (2017) summarized the task perform by principal as planning and policy making, organizing and maintenance of funds and facilities, instructional programme, management of student and personnel and good community relationship. This provides a framework for coordinating, directing, controlling and managing the school as well. Ames and Flynn as cited in Akpan (2016) categorized these qualities into intelligence, assertiveness, charisma, and conscientiousness.

It is therefore obvious that the school principal is the driver of the school productivity. Okoroma (2016) explained the theory of effective leadership by way of activities and behavior that consist of arbitrating, suggesting, inspiring and provision of securing the school. His possession of conceptual skills gives him/her the ability to coordinate the school activities properly. And by virtue of their position as the managers, the quality of managerial functions determined to a large extent the success or failure of the system (Odumodu, 2011). This characteristic gives him/her the ability to perform roles effectively as well as direct, influence and guide his followers toward the achievement of group goals. Nigeria education has seen enormous step in its educational system all in the search to improve the educational system for better and as well impart what is worthwhile to the students under the auspices of the teachers. To this end, the principal has a very important role to play in achieving both societal and educational expectation and goal respectively. For the statement above to be true, there must be a cordial working relationship between the teachers and their various principals. Therefore, the researcher wants to find out the relationship between the administrative task performance of principals and teachers productivity in public secondary school in Rivers state.

## **Conceptual Framework**

### **Instructional Programme Management and Teachers Productivity**

Management of instructional programme is an essential administrative task area of principals. Instructional programme management entails proper planning and organization of instruction, promotion of instructions and assessment of instruction. Nwaogu as cited in Oyewole and Alonge (2013, p. 296) defined instructional management as a "process or an activity by which an individual or a group or team of individuals, by means of advising and stimulating interest in teachers, pupils, help to improve teaching and learning situations in educational institutions". Similarly Rettig (2000) conceptualized instructional supervision as an organised behaviour system, which has the function of interacting with the teaching behaviour system for the purpose of improving the learning situation of children. For increased teachers productivity, school principal should therefore, assist teachers in determining the right methods, instructional facilities, physical layout, classroom design that are most likely to promote effective learning

in schools. Principals should not see their major roles more as administrative with less emphasis on instructional supervision and management.

### **Welfare Provision and Teachers Productivity**

The concept of welfare in the workplace involves the total wellbeing of staff of an establishment both at work and at home. Dale as cited in Naluwemba, Sekiwu and Okwenje (2016) conceptualized school welfare as teachers' health status and happiness, as well as their safety. The provision of welfare to teachers is a source of earning and satisfaction which is likely to increase their productivity because they are motivated and happy (Jepkemoi 2014). It has been observed that some principals do not place much emphasis on staff welfare. They conclude that it is not their primary responsibility to provide welfare schemes. However Hafeez and Wazir (2012) opined that the ability of a supervisor to promote appropriate staff welfare, to gain mutual respect and understanding are among the important qualities of a true supervisor. Good welfare provision encourages team spirit and cooperation between principals and teachers and this enhances productivity.

### **Review of Related Empirical Studies**

A number of related works has been done on principals' administrative task performance. Iremeka (2017) look at the extent principals instructional programme management contributes to teachers' productivity. The study was carried out in Enugu state, Nigeria. It adopted the correlation research design. Findings revealed that principals' provision of instructional programme management contributes only 4.3% of teachers' productivity in Enugu state. Fadeyi, Sofoluwe and Gbadeyan (2015) investigated the influence of teachers' welfare scheme on job performance in selected Kwara state secondary schools. The study is a correlation study however the study adopted the descriptive research design. Findings showed there is a relationship between teachers' promotion and academic performance. Also Olaleye (2016) in a similar study on principals' performance of administrative tasks as a correlation of teachers' job effectiveness in Osun state secondary schools, Nigeria, revealed that proper monitoring of teachers instructional activities was the most prevalent administrative task of principals. The research design was ex-post facto. An overview of the reviewed of related empirical studies shows that the right research design and statistics is not adopted for most of the studies. Administrative task performance and teachers productivity is a relationship study but most many empirical works use the descriptive or ex- post facto research design instead of correlation research design. It became necessary therefore to fill the missing link or gap by studying the relationship between principals' administrative task performance and teachers' productivity with the appropriate research design, instrument, data collection and analysis.

### **Statement of the Problem**

The Nigerian secondary school prepares student for self improvement and achievement of excellence. It is the responsibility of the school principals to drive the achievement of these goals through their various managerial techniques, instructional supervision and motivation. Inefficiency in administration by the principals results in teachers' disloyalty, discouragement, truancy, redundancy, absenteeism and lack of commitment in the workplace. In spite of the awareness of the education goals by the school principals in Rivers state, it is surprising to observe many incidences of teachers' unprofessional behavior, absenteeism, lateness to work, teachers doing private business at official time, loitering of teachers and mismanagement of teaching time. Also literature abounds of lack of effective communication between teachers and school principals, poor maintenance of school facilities and instructional activities not effectively supervised. This results in low teacher's productivity in the classroom and subsequent poor academic performance of students. These have been attributed to deficiencies in administration; however it appears that secondary school principals in Rivers state do not fully understand the relationship between their administrative task performance and teachers' productivity. Therefore the problem of this study was to ascertain the relationship between administrative task performance of principals and teachers productivity in public senior secondary schools in Rivers State.

### **Purpose of the Study**

The purpose of this study was to investigate the relationship between administrative task performance of principals' and teachers productivity in public senior secondary school in Rivers State. The study set out to:

1. Determine the relationship between principals' task performance of instructional programme management and teachers productivity in public senior secondary schools in Rivers State.
2. Investigate the relationship between principals' task performance of welfare provision and teachers productivity in public senior secondary schools in Rivers State

### **Research Questions**

The following research questions were answered in this study:

1. What is the relationship between principals' task performance of instructional programme management and teachers productivity in public senior secondary schools in Rivers State?
2. What is the relationship between principals' task performance of welfare provision and teachers productivity in public senior secondary schools in Rivers State?

### **Hypotheses**

The following hypotheses were tested in this study:

- H0<sub>1</sub>**. There is no significant relationship between principals' task performance of instructional programme management and teacher productivity in public senior secondary schools in River State.
- H0<sub>2</sub>**. There is no significant relationship between principals' task performance of welfare provision and teacher productivity in public senior secondary schools in River State.

### **METHODS**

The research design used for this study was the correlation research design. The population for the study was the 247 public senior secondary schools in Rivers State. The respondents were the 247 principals' administration in these schools. The sample for the study was 150 principals' administration which made up 61% of the population. Stratified random sampling was used to draw the sample for the study. Two researchers designed questionnaires titled: "Administrative Task Performance of Principals' Questionnaire" (ATPPQ) and "Teacher Productivity Questionnaire" were used to elicit responses from the respondents. The questionnaires had two sections. Section A, contained demographic data of the respondents while section B contained the questionnaire variables on the task performance of principals and teacher productivity. The ATPPQ has 16 items while the TPQ has 8 Items respectively. The response pattern was structured on a four (4) point Likert type scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SA) with values 4, 3, 2 and 1 respectively. Cronbach Alpha reliability technique was used. TPQ had a reliability coefficient of 0.89. The following reliability coefficient were obtained for the two parts of the ATPPQ; Instructional Programme Management: 0.91, Welfare Provision: 0.90 and the entire instrument: 0.84. Pearson Product Moment Correlation statistics was used to answer the research questions and test the hypotheses at 0.05 alpha level.

**RESULTS**

**Research Question 1:** *What is the relationship between principals task performance of instructional programme management and teachers productivity in public senior secondary schools in Rivers State?*

**Table 1: Respondents Opinion on the Relationship between Principals Task Performance of Instructional Programme Management and Teachers Productivity in Public Senior Secondary Schools in Rivers State.**

Variables (X and Y)	N	$\sum X^2$	$\sum Y^2$	$\sum XY$	r-value
Instructional Programme Management (X) Vs Teachers Productivity (Y)	150	833615	880172	815490	0.95

Table 1 shows a correlation coefficient (r-value) of 0.95. This revealed that there is a positive relationship between principals task performance of instructional programme management and teachers productivity.

**Research Question 2:** *What is the relationship between principals task performance of welfare provision and teachers productivity in public senior secondary schools in Rivers State?*

**Table 2: Respondents Opinion on the Relationship between Principals Task Performance of Welfare Provision and Teachers Productivity in Public Senior Secondary Schools in Rivers State.**

Variables (X and Y)	N	$\sum X^2$	$\sum Y^2$	$\sum XY$	r-value
Welfare Provision (X) Vs Teachers Productivity (Y)	150	878618	880172	831106	0.94

Table 2 shows a correlation coefficient (r-value) of 0.94. This revealed that there is a very high positive relationship between principals task performance of welfare provision and teachers productivity.

**Hypotheses**

**H<sub>01</sub>:** There is no significant relationship between principals task performance of instructional programme management and teachers productivity in public senior secondary schools in Rivers State.

**Table 3: Relationship between Principals Task Performance of Instructional Programme Management and Teachers Productivity in Public Senior Secondary Schools in Rivers State.**

Variables (X and Y)	N	$\sum X^2$	$\sum Y^2$	$\sum XY$	df	r	Zrcal	Zcrit	Decision
Instructional Programme Management (X) Vs Teachers Productivity (Y)	150	833615	880172	815490	148	0.95	0.08	1.96	H <sub>01</sub> was accepted

Table 3 shows a correlation coefficient (r-value) of 0.9 and Zrcal of 0.08. The Zrcal is less than the Zcritical (1.96) at 148 degree of freedom and at 0.05 level of significance, thus the null hypothesis was accepted. Therefore there is no significant relationship between principals task performance of instructional programme management and teachers productivity in public senior secondary schools in Rivers State

**H<sub>02</sub>:** There is no significant relationship between principals task performance of welfare provision and teachers productivity in public senior secondary schools in Rivers State.

**Table 4: Relationship between Principals Task Performance of Welfare Provision and Teachers Productivity in Public Senior Secondary Schools in Rivers State.**

Variables (X and Y)	N	$\sum X^2$	$\sum Y^2$	$\sum XY$	df	r	Zr-cal	Zcrit	Decision
Welfare Provision (X) Vs Teachers Productivity (Y)	150	878618	880172	831106	148	0.94	0.08	1.96	H <sub>0</sub> was accepted

Table 4 shows a correlation coefficient (r-value) of 0.94 and a Zrcal of 0.08. The Zrcal was less than the Z critical of 1.96 at 148 degree of freedom and at 0.05 levels of significance. Hence the null hypothesis was accepted. Therefore there is no significant relationship between principals task performance of welfare provision and teachers productivity in public senior secondary school in Rivers State.

### Summary of Findings

1. There is a positive relationship between principals task performance of instructional programme management and teachers productivity in public senior secondary schools in Rivers state.
2. There is a positive relationship between principals task performance of welfare provision and teachers productivity in public senior secondary schools in Rivers state.
3. There is no significant relationship between principals task performance of instructional programme management and teachers productivity in public senior secondary schools in Rivers State
4. There is no significant relationship between principals task performance of welfare provision and teachers productivity in public senior secondary school in Rivers State.

### DISCUSSION

Results from the findings shows that there is a positive relationship between principals task performance of instructional programme management and teachers productivity in public senior secondary schools in Rivers state. This means that as scores on principals task performance of instructional programme management increases, scores on teachers' productivity correspondingly increases. The finding also revealed that the positive relationship was not statistically significant. This is in agreement with Ajayi and Afolabi (2012) who posited that positive relationship between principals' instructional management and teachers will lead to high productivity. This finding also synchronizes with the findings of Kotride, Yanos and Annai (2014) who stated that school principals' should provide constant and adequate feedback to the teachers' on their instructional task performance to ensure periodic review and improvement of teaching and learning process. The coefficient of alienation ( $\sqrt{1-r^2}$ ) was 0.22. This represents the degree of lack of relationship. Thus while the degree of relationship was 0.95, the degree of lack of relationship was found to be 0.22. Hence instructional programme management by principals enhances teachers' productivity.

Another aspect of the study was the relationship between principals performance task of staff welfare provision and teachers productivity. The result revealed that there is a positive relationship between principals task performance of welfare provision and teachers productivity in public senior secondary schools in Rivers state. Also the relationship is not statistically significant at 0.05 level of probability. This is in agreement with Fadeyi, Sofoluwe and Gbadeyan (2015) study on the influence of welfare scheme on job performance. Findings from the study indicated that there is a significant relationship between teachers' salary, promotion and job performance. This finding is also in agreement with Olaleye (2016) work on administrative task performance and job effectiveness. The study showed that there was a significant relationship between principals staff welfare functions and teachers job performance. Staff welfare is highly important to teachers' productivity. The coefficient of alienation ( $\sqrt{1-r^2}$ ) was 0.34. This represents the degree of lack of relationship. Hence while the degree of relationship was 0.94, the degree of lack of relationship was found to be 0.34. Thus school administrators who develop appropriate teachers welfare provisions and benefits for their teachers promote high productivity and job effectiveness in the school system.

## CONCLUSION

From the results of the findings of this study, it was concluded that principals task performance of instructional programme management and welfare provision have a positive relationship on teachers' productivity. Therefore optimal performance of principals is needed in order for the goal of secondary education to be achieved.

## RECOMMENDATIONS

1. Principals should improve their efforts in providing instructional programmes through up-to-date trainings and supervision that contributes to teachers' productivity
2. The Rivers State Ministry of education in conjunction with Principals should be creative in coming out with welfare provision that will increase teachers productivity.

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