



Principal's Administrative Strategies For Effective Teachers Job Performances In Secondary Schools In Awka South Local Government Area

Jideofor, Eucharia Nneka

**Department of Educational Management
Chukwuemeka Odumegwu University, Igabriam Campus, Nigeria**

ABSTRACT

The study analyzed the perceived influence of principals' administrative functions for school improvement in secondary schools in Awka North LGA. Specifically the study seeks to analyze perceived influence of principals' administrative functions for school improvement in secondary schools in Awka North LGA. A total of 2 research questions were formulated to guide the study. The population comprised of all the 1150 teachers in all public secondary schools in Awka South L.G.A of Anambra State. The sample size was 200 respondents. The instrument for data collection was a questionnaire which was validated by 3 experts from Nnamdi Azikiwe University. The reliability coefficient was 0.70 which was determined through test-retest method. The data was analyzed through mean rating and it was found out among other things that principals practice supervisory functions and personnel management functions in secondary schools in Awka South local government area. Based on the findings it was recommended among other things that principals should involve teachers in managing the school and also take proper care of their teachers in their various schools.

Keywords: Principals, supervisory strategies, personnel management strategies, teacher job performances

INTRODUCTION

Education could be seen as an instrument for achieving socioeconomic and technological growth and development of any nation. It is an instrument par-excellence and the means of developing human intellect, technical skills, character and effective citizenship for self-reliance and effective national development (FRN, 2013). A simple way of appreciating education is that it is a tool or a necessary weapon that is needed by every human being in order to effectively navigate this complex world (Aguba, 2009). Secondary school is a post primary level of education for acquisition of knowledge and skill by students. Fafunwa (2008) defines Secondary School education as any education given between the ages of twelve to twenty years (12-20).

Teacher's job performance is the execution of teaching task and rendering of support services by teachers. Kahler (2006) and Vendrous (2010) defined teacher's job performance as the teaching task and rendering of expected teaching services by teachers. It has to do with the ability of a teacher to fulfill his/her duties as a teacher. Such duties according to Ukeje (2010) includes teaching students in the assigned classes and of various grades or years, taking part in the general life of a students, teachers continuous obedience to constituted authority, regularity among others such duty enhance the growth of the school system. The principal as an instructional leader is responsible for matters concerning the implementation of the school curriculum, and sees to the smooth running of the school in order to achieve high productivity from the staff, in terms of effective teaching and learning. The task in the school setting is directed towards producing well-educated boys and girls through the efficient and effective leadership strategies of the principal who coordinates all school activities to ensure productivity and the achievement of tasks. The

principal is expected to provide teachers with sound instructional leadership, supportive staff-personnel services, thorough and supportive instructional supervision, good motivation, effective communication system where teachers are actively involved in decision making, and actively participate in planning and evaluating the instructional programmes.

Ogbonnaya (2013) stressed that administrative process can therefore be regarded as the sum total of the various processes of decision making, organizing, stimulating, coordinating, staffing, budgeting, communication and evaluating, which aid administrators in the utilization of resources in the achievement of organizational goals. Thus in this study the researcher will look into three administrative strategies of principals namely- principals' motivational strategies, communication strategies and personnel management strategies. The principals' motivational strategies will cover their delegation of duties to staff, involving them in decision making furnishing offices and promoting teacher professional growth among others. Communication strategies will involve holding talk with staff, addressing them weekly, using notice board to pass information and listening to teacher's opinions among others. Personnel management strategies will look into the use of advertisement to announce recruitment, using written interviews, short listing, oral interview among others for personnel election. As well as making the work place safe.

The administrative dealings of various secondary schools in Awka South Local Government Area seem to have been hindered by numerous problems. These problems include: poor supervision, conflict among teachers, poor motivation, inadequate funding, communication problems, inadequate facilities, lack of principal-teacher relationship, poor personnel management and poor leadership styles of the principal among others. Some school principals in Awka South Local Government Area seem to lack vision, there appears to be inadequate job analysis and work plan with poor instructional supervision. A principal in urban school may adopt administrative strategies different from that used by another principal in a rural school. This might negatively or positively affect the principal's administrative strategies and teacher's task performance. For example, Warrant (2003) pointed out that making the environment where a school is located look good to motivate the teachers might also determine the impact of the administrative strategies of principals on teachers' job performance.

Thus, principal's administrative strategies and teacher's job performances which can provide basis for determining how productive the school is could be improved to benefit both the teachers and the students in the school. Although principals have been providing leadership in the school system to some extent, but some administrative strategies that could lead to the achievement of school objectives perhaps have not been provided by many school principals. The use of a set of administrative strategies by principals is informed by the fact that principals are to bring all round development into the school, in order to improve teacher job performance. They must be able to adopt some administrative strategies and also evaluate their teachers in order to ascertain the strengths and weakness of the instructional delivery system for better academic performance. However, gaps in the principals' Administrative strategies will no doubt cause set-back in teaching learning process. There is a growing concern of the society about the realization of secondary education objectives perhaps due to the observation that some principals could not have been using some administrative strategies that could facilitate better performance of teachers and students in public schools.

In Awka South Local Government Area., observations have shown that poor principals' administrative strategies have caused a lot of problems like teacher absenteeism, teacher's inability to complete their lesson notes, poor content delivery, poor relationship between principals and the teachers among others which have always led to poor performance of students in the schools. The researcher therefore decided to embark on this study to analyze principal's administrative strategies for effective teachers' job performances in secondary schools in Awka South Local Government Area with the view of making useful recommendations.

Statement of the Problem

The aim of the government in establishing schools is to make sure that individuals in the state could be educated, able to provide for themselves and also contribute for the wellbeing of others to make the state

a better place. But observations have shown that there seems to be poor principals' administrative strategies in school management which have led to poor teacher job performances in secondary schools in Awka South Local Government Area. This can be seen in the areas of autocratic attitude of some principals, dilapidated structures around and within the school premises, heaps of damaged equipments that are no more in use. In some cases inadequate funding, inadequate facilities, poor instructional supervision have been noticed in addition with conflict among teachers and administrators among others. As a result of this some teachers have become unserious in execution of their duties and many seeing their job as a waiting place for a better job. Generally this has affected the outcome of students' results in schools especially in external examinations and if nothing is done may generate into greater problem in the future. This is why the researcher embarked on this study to look into perceived influence of principals administrative strategies for effective teacher job performances in secondary schools in Awka South LGA.

Purpose of the Study

The general purpose of the study is to determine the perceived influence of principals' administrative strategies for effective teacher job performances in secondary schools in Awka South LGA.

1. Principal's supervisory strategies for effective teacher job performances in secondary schools in Awka South LGA
2. Principals' personnel management strategies for effective teacher job performances in secondary schools in Awka South LGA

Significance of the Study

The findings of this study will be practically significant to school principals, teachers, parents, students, Awka South Local Government Area government, and future researchers.

The findings of this study will acquaint school principals on the poor quality educational system in Awka South Local Government Area and also offer them credible strategies to restrain such trend and improve the quality of learning in the state. The findings of this study will unearth some administrative problems ravaging secondary school administration in Awka South Local Government Area and suggest some possible strategies which can be adopted by school principals to abolish such problems.

Teachers will benefit immensely from the findings of this study. This study will unveil some of the teachers' problems which lead to poor teaching and learning in various secondary schools in Awka South Local Government Area. As the school principals adopt and implement some strategies suggested in this study in their bid to solve these problems, teachers will be favored. They will be motivated in other to exhibit high morale in their job as their salaries are likely to be increased.

Parents will benefit from the findings of this study. When adequate care is given to teachers, they will be happy to teach their students with enthusiasm. Consequently, students will receive quality education and also excel academically to the glory of their parents. Their parents will not only be glad and proud of their children, but they will also be elated that the money they are investing in their children's' education is not in vain.

The findings of this study will benefit students colossally. It will help them experience quality sound teaching from motivated and high morale teachers, which will enable them attain academic excellence.

The findings of this study will be very beneficial to Awka South Local Government Area government. It will uncover the academic and administrative problems which is the root of low quality educational and administrative system that has been obliterating various secondary schools in Awka South Local Government Area in the recent time. This study will serve as an eye-opener to the state government and also give her an insight on how to tackle these problems. Having eliminated these problems, the educational system in the state will revive in all ramifications. Mass exodus of teachers (brain drain) from the state will reduce drastically. Awka South Local Government Area will be rated highly as one the best educationally developed state in Nigeria and in Diaspora. The findings of this study will be added to the existing literatures. Researchers in a similar field of study will also find the results of this study very interesting and useful.

Scope of the Study

The study was carried out to investigate perceived influence of principals' administrative functions for school improvement in secondary schools in Awka South LGA and will cover principals' decision making, supervisory functions and personnel management functions for effective teacher job performance. The study covered all the government secondary school teachers in Awka South Local Government Area and it will discuss the principal administrative strategies.

Research Questions

The following research questions were formulated to guide the study

1. What are principal's supervisory strategies for effective teacher job performances in secondary schools in Awka South LGA?
2. What are principals' personnel management strategies for effective teacher job performances in secondary schools in Awka South LGA?

Review of Related Literature

Principalship

A principal is the head administrator of a school, especially a grade school or a secondary school. Encyclopedia of Education (2012) posits that the title of principal is an appropriate designation for the chief administration of a school. Udoh and Akpa (2011) refer to the principal as the executive head of a secondary school. The early school principalship was given to any teacher found to possess some sign of demonstrable administrative ability. A teacher with academic qualifications and the right type of personality could be appointed the administrative head in addition to full time teaching duty. Many of such principals were preoccupied with such takes as scheduling, attendance taking; reporting among others. The idea of a principal serving as a teacher as well as an administrator continues today in small urban communities and most rural areas (Ukeje, 2010). As school became more complex, the principal was relieved at least some part of the teaching duties.

In Nigeria schools the principalship has evolved from the position and performance of teachers. Hence, the title of principal usually refers to the head of a secondary school or a post-primary institution ((Aderounmu & Ehiamentalor, 2012).

Administrative Strategies

In a school setting administrative strategies are strategies adopted for the management of activities or control over what is permitted as an education experience, ensuring that every staff in the institution complies with basic requirements, or is accountable to its stakeholders, including funders and students, or has processes in place to enhance the learning process. Some of the administrative functions mostly applied by principals include: decision making, planning staffing, monitoring, evaluation, supervision, inspection, quality control, access and equality. The decision making function of school principals involves the act of determining a course of action to be followed among competing alternative (Ukeje et al 2008). Aderenoumu and Ehiamentalor (2006) in their own definition conceived a decision making as the process of choosing from two or more available options in response to some situation requiring altered action. From the definition above, it is evident that a choice has to be made from several alternatives by the decision makers in any decision-making situation. Planning function involves bringing good ideas on what should be done and how they should be done and with who and what such ideas should be done. Personnel management function is simply the function of selecting the appropriate personnel through the right processes to fill up all the vacant places in the organization for enhancing efficiency in the organization.

Monitoring: It refers to the process of collecting data at intervals about ongoing projects or programmes within the school system. The aim is to constantly assess the level of performance of the staff with a view of finding out how far set objectives are being met.

Evaluation: This is a formal process carried out within a school setting. It is based on available data which are used to form conclusions. It could be formative or summative. The aim of evaluation as a quality

assurance strategy is to see how the system can be assisted to improve on the present level of performance (formative) (Ijaiya, 2011).

Supervision: Supervision might involve inspection, but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It involves staff as essential part of the process. It is a way of advising, refreshing, encouraging and stimulating staff (Onocha, 2012).

Inspection: Usually involves an assessment of available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed standards, it is more of an assessment rather than an improvement induced exercise.

Quality control: The issue of quality control cannot be over-emphasized. It is one of the strategies for establishing quality assurance in the inferior education system at all levels. Ojedele (2007) views that; quality control should be of concerns to the country in its drive towards technological development. For this to be successfully carried out, there is need to examine the qualification of teachers, teachers by gender, the adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that the finished products are of high standard.

School Improvement

Student's achievement is the top priority for all schools and student's success depends on a sustained effort by an independent team to meet that objective hence the need for school improvement. School improvement is mainly concerned with the process through which schools can raise standards, the changes they can make and the strategies they can use to improve student's outcome (Flippo 2012). At one level school improvement is a way of schools achieving organizational development and growth. Happock 2011 defined school improvement as distinct approach to educational change that aims to enhance student's outcomes as well as strengthening the schools capacity for managing change. Continuous school improvement on the other hand refers to the process of implementing a planned strategy and measuring the effectiveness in student's outcome over an intended period of time. According to Robbin (2015), the ultimate goal of any school improvement is to enhance and facilitate better learning for students, including levels of achievement and wellbeing. For this reason, direct outcomes, the collection and analysis of data are essential to all school improvement efforts. School improvement therefore involves leadership, teachers, cultures, resources, pedagogy and the broader school community all working in ways that lead to better student's outcomes.

Theoretical Framework

In this theoretical framework, the researcher discussed the scientific management theory of W. Taylor.

Scientific Management Theory

The scientific movement or scientific management theory is usually associated with W. Taylor (1856-1915), who got honoured with the title of the term "father of scientific management". This theory was propounded in the 1880s and early 90s based on industrial experiences and it sees man as tool needed in industry and management. The philosophy behind the theory is principle simply the economy of time and effort. That is, if you can find a standard way of doing things you will save a lot of time and energy. Taylor's theory is related to this study in that Taylor in his theory advised that management should plan whatever they do in the organization, train their workers to acquire the basic skills for doing the jobs before assigning them to work according to the plan. The theory is related to the present study as it explained how time and effort can best be utilized for the development of the human resource.

Theoretical Studies

Principals' Personnel Management Strategies in Schools

Personnel management strategies are the strategies employed for the management of the people who operate within the organization for goals achievement. These people are the engine that drives the organization to a higher height. It is 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 does 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. School Principals' should often involve school personnel in decision making process with constant communication to increase their commitment and dedication to school goals and objectives. Hence there must be a good communication mechanism among teachers, students and school administrators' within and outside the school for goals achievement at all levels of education. The presence of good information and communication system in school management will help to carry teachers' and students' along with school aims and objectives which would motivate them for improved teaching and learning process. Teachers' and students' can be intrinsically or extrinsically motivated through the provision of incentives which could be tangible or intangible. School leaders should strive to identify the categories of incentives that would yield the best result based on individual differences. It is pertinent to note that there are two areas of human resource management in the school system; the staff human resource management and the students' human resource management. For effective staff human resource management, school administrators' must develop good competencies in staffing, orientation, communication, training, supervision, conflict management, motivation, discipline and ensuring professional growth of academic and non-academic staff, while for effective students' human resource management, school administrators should acquire competencies in increasing students' enrolment, orientation, students' discipline, welfare services, counseling services and provision of incentives to students'. Also, there must be a favorable teaching and learning environment with adequate instructional and learning materials which should be properly managed for positive academic outcome.

Principal's Supervisory Strategies

The principal as the head of secondary school must play some important roles in moving the school forward and in assuring qualitative learning which is the goal of the school. One of such roles is the supervision of instruction. Adeyemi, (2010) explains that supervision is the process of administration which involves the push to manage everyday activities of individual or group of people working in the school system. The principal is the leader and as Adesina, (2010) observes, the leader in any group is considered as having the best ideas, possessing the greatest understanding of situations and providing the best guidance. In the same line Bernard and Goodyear (2008) visualize supervision as "a counseling intervention that is given by a senior individual from a calling to a lesser part or individuals from that same calling. The relationship is evaluative and stretches out after some time and has the concurrent reason for upgrading the expert working of the lesser part / members. It is expected to monitor the quality of the professional service they give and also serve as a guardian to the individuals who are to enter that profession. From these, it becomes clear that supervision is essential to teachers effectiveness because it offers the professional support and guidance that enables them perform their best. It is a form of instructional leadership and its aim is to ensure qualitative learning in the school. Supervision of learning enables the principal to monitor the performance of his teaching staff with the aim of identifying the merits and demerits and utilizing befitting and genial systems to rectify the blemishes and enhance the benefits. Along these lines, the teachers are increasingly availed of the opportunity to become better. It is a process of stimulating growth and excellence in teaching.

Empirical Studies

Nkwoh (2011) carried out a study on analysis of administrative roles of principals in private secondary schools in Aba education zone of Abia state. The study investigated the administrative roles of private secondary school Principals in Aba education zone of Abia State. It is a survey research and it adopted seven research questions that guided the study. Sample of six hundred and sixteen (616) respondents' was chosen from group of teachers of schools. The six hundred and sixteen respondents were selected by stratified, random proportionate techniques across Aba education zone of Abia State. A 35 – item questionnaire on principal administrative tasks performance evaluation question (PATPEQ) which was based on 4 – point scale of Highly Effective, Effective, Moderately Effective and Not Effective was used

to collect data. The result was analyzed using mean and standard deviation. The result revealed that principals were moderately effective in financial and school business administration, students' personnel administration, staff personnel administration, instruction and curriculum development and in general tasks. The principals were effective in school community relation and they were not effective in school plants. The study investigated the administrative roles of private secondary school Principals in Aba education zone of Abia State. The study is related to the present study in that it studied the administrative roles of principals but it differed from it as it did not relate the principal's strategies with teachers' task performance.

Sadik (2009) investigated the difficulties that primary school principals experience during administrative processes. The aims of this study were to determine the difficulties that primary school principals experience during administrative processes. It is a survey type study that describes the characteristics of the population. The research data were collected by means of the interview method in Ebonyi State in the 2006–2007 academic years. The population of the study was made up of all the primary school principals in Ebonyi State. The participants of the study were school principals with at least five years of experience in school management selected through proportionate sampling technique. Structured interviews were held with school administrators in their schools. The interview questions aimed at collecting information on the problems that they encountered in terms of the dimensions of administration processes; that is, planning, organization, coordination, communication and inspection. The interviews were recorded and then analyzed by coding under the themes of planning, organization, coordination, communication and inspection. The findings indicated that school principals' problems are mainly related to financial sources, educational region system, school types, democratic procedures involvement, teacher motivation, communication and influence and inspection practices in schools. The aims of the study were to determine the difficulties that primary school principals experience during administrative processes. The study is related to the present study in that it focused on the administrative processes of principals but the difference is that it did not address the administrative strategies as they related to teachers' task performances.

Bamire, and Adelabu, (2018) appraises the administrative role and the perception of teachers in selected public secondary schools in Osun State of Nigeria. The study investigates the administrative role performance and the teachers' perception of the same role (instructional, administrative and human relations) in the selected public secondary schools. The survey research design was used for the study. The population consisted of the principals and the teachers in public secondary schools in Osun State, Nigeria. Altogether 210 respondents were sampled comprising 175 teachers and 35 principals randomly selected from the six geo-political zones (Iwo, Ikirun, Ife, Ilesa, Osogbo and Ede) in Osun State. Thirty-five (35) schools were randomly selected from the list of all the secondary schools in the six zones in Osun State. Two sets of questionnaire were used for data collection. These were: Principals' Role Performance Questionnaire and Teachers' Rating of the Principals' Role Performance Questionnaire. The data collected were analyzed using descriptive statistics. The results showed that about 78% of the principals claimed to perform the administrative role very well while 62.5% and 59.4% performed the human relations and the instructional roles respectively. However, the rating of teachers showed that only 37.5% of the principals actually performed the instructional role, 70.9% performed the administrative role while 64.5% performed the human relations role in the schools. The general view of the teachers on the principals' actual performance of their role is that principals perform more of administrative role and human relations role than instructional role in the school. It was concluded that promoting and intensifying the instructional role of the principal is capable of enhancing the students' academic performance in schools. This study related to the present study in that both focused on administrative roles but they differed in that while the present study was carried out at Awka South local government area of Anambra State, the present study was carried out at Osun State.

Uzoigwe, (2013) investigated administrative role of public and private secondary school principals in Enugu Education Zone of Enugu State. Five research questions and hypotheses guided the study. The design used for this study was a descriptive survey. The area of study is Enugu Education Zone of Enugu

State. The population for the study was 2514 teachers, made up of all the teachers in all the public and approved private secondary schools in the zone. The population of the study was 2514 teachers in public secondary schools and 920 teachers in private secondary. The Multi-stage and stratified random sampling techniques were used to obtain the sample for the study. A total of seven schools were first sampled from each of the three Local Government Areas that make up the zone on the basis of equal representation giving a total of 21 schools. The stratified random sampling technique was used to obtain 219 public secondary school teachers and 126 private secondary school teachers giving a total sample of 345 teachers. The instrument used for data collection was a structured questionnaire with a four-point rating scale ranging from Very High Extent to Very Low Extent. The instrument was entitled 'Principals' Administrative Effectiveness Questionnaire' (PAEQ). The questionnaire was made up of two sections. Section A contained five items on Personal Data while Section B had twenty-five items on principals' administrative effectiveness. The instrument was validated by two experts from the Faculty of Education of Enugu State University of Science and Technology while the test-retest method was used to establish the reliability coefficient of 0.78 by means of Pearson r. Thereafter the data collected were analyzed using Mean and Standard Deviation for Research Questions and the t-test statistic at 0.05 level of significance for the null hypothesis. A mean score of 2.50 and above showed that the principals were effective to a high extent for the specific item while the reverse was the case for a mean of 2.49 and below. Similarly, the null hypothesis (H_0) was either rejected or not rejected based on the decision rule as to whether the calculated t-value was greater or less than t-critical value respectively at 0.05 level of significance and 310 degrees of freedom. The study revealed that the private secondary school principals were more effective in the administration of their schools than public secondary school principals. Recommendations based on the findings of the study were made, including radical improvement of funding and maintenance of the schools, adoption of modern management practices, strict enforcement of discipline and continuous training and motivation of principals and teachers. This study related to the present study in that both focused on administrative roles but they differed in that while the present study was carried out at Awka South local government area of Anambra State, the present study was carried out at Enugu educational zone of Enugu State.

Summary of Review of Related Literature

The literature review for this study focused on four main headings: namely- the conceptual framework, theoretical framework, theoretical studies, empirical studies and the summary of the review of the related literatures. Under the conceptual framework, the concepts of principalship, administrative strategies and school improvement were reviewed. The theoretical framework reviewed the scientific management theory.

Empirical studies of literature relevant to the present study were reviewed taking cognizance of the tenets of research. It was found out that though some related studies have been done on the topic none related principals' administrative strategies to teachers job performance in Awka South LGA of Anambra State which has created a gap. It was to fill this gap that made the researcher to embark on this study.

RESEARCH METHODS

Research Design

Research design of this study was descriptive survey. It was aimed at providing the opinions of the respondents on the principal's administrative strategies and teacher's task performance in secondary schools in Awka South Local Government Area. According to Nworgu (2014) descriptive survey research design is the plan of study which aims at collecting data on and describing in a systematic way, the characteristics and features of facts about a given population. The design was considered the most suitable in carrying out this study. This enabled the researcher to identify the characteristics of the population. It also enabled the use of reliable techniques to collect data systematically from the population.

Area of the study

The area of this study is Awka South Local Government Area of Anambra State. It is made up of nine town. Namely; Amawbia, Awka, Ezenata, Isiagu, Mbaukwu, Nibo, Nise, Okpuno and Umuawulu.

Educationally, Awka South LGA is a centre of excellence. Primary and Secondary School enrollment in the local government area is one of the highest. Consequently, they do very well in both WAEC and NECO (the sun online, 2014). This area was chosen for the study because of their involvement in education of students.

Population of the Study

The population of this study was 1150 which comprised all the 18 public secondary school teachers in Awka South Local Government Area of Anambra State. Source: Post Primary School Commission, Awka 2018.

Sample and Sampling Technique

The sample for the study is 200. Two hundred (200) teachers were sampled in this study and the simple random sampling technique was used. The researcher randomly picked 10 schools out of the 18 schools. The sample was selected by writing the names of the schools on pieces of papers which was put in a bag. It was reshuffled and 10 schools were picked by the researcher without replacement. Then 20 teachers were randomly selected out of each of the 10 schools that were picked. This gave a total of 200 respondents sampled in the study.

Instrument for Data Collection

The researcher formulated a questionnaire- principal's administrative functions for school improvement questionnaire (PAFSIQ) which covered various strategies the principals use in order to ensure effective teachers job performances in Awka South Local Government Area. Part A sought for information about the respondents while part B contains 18 items separated into 2 research questions. The questions with the 18 items was structured under a 4 point scale of strongly agreed (SA) 4points, agree (A) 3points, disagree (D) 2points and strongly disagreed (SD) 4points.

Validation of the Instrument

The questionnaire was validated by three experts including- two from Department of Educational Management and Policy and one from the Department of Educational Foundations, all from the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. The experts were requested to examine the content and construct of the instrument in line with the purpose of the study and for appropriate content, construct and face validation of the items, in terms of their content relevance, items clarity, design, and the degree to which the performance of the instrument can estimate or predict performance in other situation. After scrutinizing the instrument, they offered useful suggestions which led to a modification of the questionnaire before the final copy was produced

Reliability of the Instrument

This was determined by a means of test retest method. In this case the same questionnaire was administered twice after a two weeks interval to 10 teachers from Awka South LGA which are not part of the original respondents. When the first and second results were correlated using Pearson product moment correlation, it yielded a coefficient of 0.70, which the researcher considered to be high and reliable. According to Agu and Akuezuilo (2007) correlation coefficient of 0.70 and above is high and should be taken to be reliable.

Method of Data Collection

Questionnaire was used to collect data for the study. The researcher and two research assistants distributed the questionnaires to the 200 respondents. The researcher also waited and collected the completed questionnaires from the respondents when they were through with them. However, the researcher also returned back to collect those of the respondents who were not disposed to fill the questionnaire at the spot.

Method of Data Analysis

The data was obtained from the questionnaire compiled, analyzed and used in answering the research questions based on four point scale. The mean for scaling items was computed by multiplying the frequency of the responses by the value of scaled items and dividing the total with the number of respondents.

Scaled items	values
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Decision Rule

$$\begin{aligned}
 \bar{F} &= \text{frequency} \\
 \bar{X} &= \text{mean} \\
 \bar{X} &= \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5
 \end{aligned}$$

If \bar{X} is below 2.5, it is considered rejected
 If \bar{X} is 2.5 and above, it is considered accepted

PRESENTATION AND ANALYSIS OF DATA

This chapter is concerned with the presentation and statistical analysis of data collected for the study. The results were presented in tabular forms in accordance with the research questions.

Research Question 1

What are principal's supervisory strategies for effective teacher job performances in secondary schools in Awka South LGA?

Table 1: Mean response on principal's supervisory strategies for effective teacher job performances in secondary schools in Awka South LGA

S/N	items	Mean	Decision
1.	Supervises teachers activities to avoid deviation	2.72	Accepted
2.	Engages in routine classroom visitation to improve on teachers delivery of instruction	2.80	Accepted
3.	Uses constructive criticism to correct teacher's lapses on delivery of instruction	2.75	Accepted
4.	Checks teachers lesson notes to make sure they are up to date	3.06	Accepted
5.	Takes regular attendance of teacher's activities in the classroom to ensure teacher commitment	2.97	Accepted
6.	Takes regular supervision of teachers' classroom Activities	1.96	Rejected
7.	Makes sure teachers start their classes at the proper time	2.78	Accepted
8.	Checking teachers' scheme of work	3.06	Accept
	Grand Mean	2.76	Accepted

From Table 1, it could be seen that respondents accepted items 1, 2, 3,4, 5, 7 and 8 with each having a mean that met the acceptance criterion of 2.5 and above. Item 6 however was rejected with a mean of 1.96. The grand mean was 2.76 showing that teachers accepted that communication strategies are adopted by principals for effective teacher job performance in Awka South Local Government Area.

Research Question 2: *What are principals' personnel management strategies for effective teacher job performances in secondary schools in Awka South LGA?*

Table 2: Mean responses on principals' personnel management strategies for effective teacher job performances in secondary schools in Awka South LGA.

S/N	items	Mean	Decision
9.	Using advertisement to announce recruitment of personnel	2.88	Accepted
10.	Using written interview in the selection of personnel	3.04	Accepted
11.	Short listing of the successful candidates	3.27	Accepted
12.	Using interview in the selection process	3.06	Accepted
13.	Making provision in the work place for personnel safety	3.45	Accepted
14.	Caring out induction exercise for the newly recruited staff	2.78	Accepted
15.	Putting proper personnel discipline in place to avoid misconduct	2.15	Rejected
Grand Mean		2.95	Accepted

From the table 3 above, it could be seen that respondents accepted items 9-14 with each having a mean which met the acceptance criterion of 2.5 and above. However item 15 was rejected with mean of 2.15. The grand mean was 2.95 showing that teachers agreed that these are personnel management strategies adopted by principals for effective teacher job performance in Awka South Local Government Area.

Summary of the Major Findings

1. Principals' adopt supervision strategies in secondary schools in Awka South LGA
2. Principals' adopt personnel management strategies in secondary schools in Awka South LGA.

DISCUSSION OF THE FINDINGS

The discussion of the findings on the data collected and analyzed based on the responses to the questions in the questionnaire is organized under the following headings:

1. Principals supervisory strategies
2. Principals personnel management strategies

Principal's Supervisory Strategies

The analyses of the items in research question 1 also indicated that the respondents agreed that principals implement supervisory strategies through supervising teachers activities to avoid deviation, engaging in routine classroom visitation to improve on teacher delivery of instructions, uses constructive criticisms to correct teachers; lapses on delivery of instruction, checks teachers' lesson notes for update, takes regular supervision of teachers' classroom activities to ensure teacher commitment and makes sure that teachers start their classes at the proper time.

The principal as the head of secondary school must play some important roles in moving the school forward and in assuring qualitative learning which is the goal of the school. One of such roles is the supervision of instruction. Adeyemi, (2010) explains that supervision is the process of administration which involves the push to manage everyday activities of individual or group of people working in the school system. The principal is the leader and as Adesina, (2010) observes, the leader in any group is considered as having the best ideas, possessing the greatest understanding of situations and providing the best guidance. In the same line Bernard and Goodyear (2008) visualize supervision as "a counseling intervention that is given by a senior individual from a calling to a lesser part or individuals from that same calling. The relationship is evaluative and stretches out after some time and has the concurrent

reason for upgrading the expert working of the lesser part / members. It is expected to monitor the quality of the professional service they give and also serve as a guardian to the individuals who are to enter that profession. From these, it becomes clear that supervision is essential to teachers effectiveness because it offers the professional support and guidance that enables them perform their best. It is a form of instructional leadership and its aim is to ensure qualitative learning in the school. Supervision of learning enables the principal to monitor the performance of his teaching staff with the aim of identifying the merits and demerits and utilizing befitting and genial systems to rectify the blemishes and enhance the benefits. Along these lines, the teachers are increasingly availed of the opportunity to become better. It is a process of stimulating growth and excellence in teaching.

Principals' Personnel Management Strategies

The analysis of the responses to the items in research question 2 showed that respondents agreed that principals implement personnel management strategies by using advertisement to announce recruitment of personnel, using written interview in the selection of personnel, short listing of the successful candidates, using interview in the selection process, making provision in the work place for personnel safety and caring out induction exercise for the newly recruited staff as a personnel management strategy for enhancing teacher job performance. They however disagreed that principal's practice putting proper personnel discipline in place to avoid misconduct. In agreement to this, Chike-Okoli, (2007) Akomolafe (2012), Abdulrahaman (2014), Omemu (2017) and Pandey (2017) identified the following as principals' administrative strategies necessary for teachers' commitment as adopting varieties of instructional leadership strategies, teacher evaluation, monitoring and supervision strategies, staff-personnel strategies, student-personnel strategies, utilizing various organizing, planning, coordinating and budgeting strategies, among others. Ogunsaju (2012) advised that Nigerian principals should learn to use their position to create an atmosphere where human potentials will be discovered. Educational administration broadly means running of educational institutions, which involves guidance, leadership, and controlling of the efforts of individuals in the achievement of the goals of the institution (Ayanniyi, 2009). Ugochi (2007) stated that principals analyses tasks for evaluation purposes and shares responsibilities to the staff according to specialization and expertise. Austin (2009) is of the view that principals are those who discharge administrative functions very well and are often found to be characterized by strong participation in monitoring and evaluation of activities in the school.

CONCLUSION

Based on the findings of the study, the researcher concluded that the administrative strategies adopted by secondary school principals include supervisory strategies and personnel management strategies among others.

RECOMMENDATION

The researcher made the following recommendation

- i. Principals should adopt a friendly attitude in their approaches in managing teachers in their school.
- ii. Principals should intensify efforts to look into and monitor the activities of teachers in the school on a regular bases.
- iii. Principals should employ approved personnel management strategies to make sure staff are adequately managed and maintained in the school.

REFERENCES

Abdulrahaman M. (2014). Principals' administrative process strategies for the achievement of quality assurance in secondary schools in Kogi State. Unpublished master's thesis. Submitted to the Department of Educational Foundations, University of Nigeria, Nsukka. Retrieved from, <http://www.unn.edu.ng/>.

- Aderonmu, F. and Ehiamentor, B. (2006). Role of head teacher in academic achievement in secondary schools in Vihiga District, Kenya. *Journal of social sciences*, 1(3), 84-92.
- Adesina S. A (2010). *Planning and education development in Nigeria*. Lagos: Education Industries Nigeria Limited.
- Adeyemi, T. O. (2010). The influence of class size on the quality of the output in secondary schools in Ekiti State, Nigeria. *American-Eurasian Journal of Scientific Research*, 3(1), 7-14.
- Afolabi, G. O. (2001). *Research methodology in the management and social sciences*, Benin City: Uniben Press.
- Aguba, C. R. (2006). *Philosophy of education: A functional approach*. Enugu: Computer Edge Publishers.
- Akomolafe C. O. (2012) A comparative study of principals' administrative effectiveness in public and private secondary schools in Ekiti State, Nigeria. *Journal of Education and Practice*. 3(13):39-45.
- Austin, G. (2009). Exemplary schools and the search for effectiveness. *Journal of Educational Leadership*.2 (1), 10 – 14.
- Ayanniyi, D. (2009). The effects of transformational leadership on
- Chike-Okoli A. (2007). *Issues in school administration*. Minna: Asodoc Publishing House..
Chuka Educational Publishers
- Ehinder, S. (2001). The pitfalls of UPE and the need to enhance quality in the implementation of universal basic education. Paper presented at the National workshop on Universal Basic Education (UBE) organized by the faculty of Education, University of Ilorin.
- Enaohwo, B. & Eferkeya, M. (2009) "Effectiveness of supervision and inspection in selected secondary schools in Kiambu District". *Unpublished M.Ed.Thesis, Kenyatta University*.
- Encyclopedia of Education (2012). *Teacher leadership: Principles and practices*. A paper for The National College for School Leadership, Nottingham, England.
- Fafunwa A. B. (2008) *History of education in Nigeria*. London: Judge Allen Publishers.
- Fafunwa T. C. (2008) Small classes in the early grades, academic achievement, and graduating from high school. *Journal of Educational Psychology*, 97(2), 214-223.
- Federal Republic of Nigeria (2013). *National Policy on Education*. Lagos: NERDC Press.
- Federal Republic of Nigeria (FRN). (2013). *National policy on education*, sixth edition.
- Flippo, E. B. (2012). *Personnel management*. New York: McGraw Hill Inc.
- Fundamentals in educational administration and planning*. Nsukka:
- Happock, (2011). *Educational organization and administration: concepts, practice, and issues*. (3rd Edition). London: Jason high Publishers.
- Ijaiya Y (2011). *From quality control to quality assurance: A panacea for quality education in Nigeria schools*. Paper presented at the third annual conference of the national association of educational Management and planning held at University of Benin.
Journal of Educational Administration. 38(2), 112-129.
- Kahler, F. (2006). *Proclamation of administrative theory*. Roycee Mathanda Publishers, Ankerdonezz, Cuba.
- Nkwoh (2011) Analysis of management roles of principals in private secondary schools in Aba education zone of Abia state. *Journal of Educational Management* 2(1), 33-41.
- Nworgu, B.G. (2015). *Educational research basic issues & methodology*. Nsukka: University Trust Publishers.
- Ogbonnaya, N.O, Oboegbulem, A.I., Onwura, C.U, & Enyi, D. (2013). *Fundamentals in educational Management and planning*. Nsukka: Chuka Educational Publishers
- Ojede, P.K. (2007). Vocational and technical education in Nigeria: Issues and challenges. Paper presented at the international conference of the Nigerian association for educational management and planning (NAEP) held at University of Lagos (24-27 Sept.).

- Omemu F. (2017). Relationship Between Principals Administrative Strategies and Student Disciplinary Problems in Secondary School, Bayelsa State. *Journal of Education and Practice*; 3(13):100-104. Retrieved from <https://files.eric.ed.gov/>.
- Onocha, C.O. (1985). *Patterns of Relationship between Home and School Factors and Pupils Learning Outcomes in Bendel Primary Science Project*. A Ph.D Thesis in the International Centre for Educational
- Onocha, C.O. (2002). Quality assurance in teacher education. A discussion paper presented at the NTI's 25th anniversary celebration, Kaduna.
- Pandey P. (2017). The need for administrative effectiveness of the principals at secondary level. *International Journal of Advanced Education and Research* 2(3):68-70. Retrieved from www.alleducationjournal.com.
- Robbin, F. H. (2015). The effect of staff development on staff productivity. Unpublished M.SC Dissertation Nnamdi Azikiwe University, Awka.
- Sadik (2009) investigated the difficulties that primary school principals experience during administrative processes in Ebonyi State Unpublished M.Ed Thesis, University of Nigeria, Nsukka.
- Sadik, M. (2009) Investigating the difficulties experienced by primary school principals during management processes. *A multidisciplinary journal*, 4(5), 16-21.
- Simon. M. (2008). Aspects of quality in the research papers of undergraduates: A case study. *The Ethiopian Journal of Higher Education*, 2(1): 1_22.
- Teddy, S. (2014). Major functions of school supervision in Kenya schools. A paper presented in Education Forum, Kenyatta University.
- Udoh, S.U. & Akpa, G.O.(2011). *Educational Management in Nigeria, theory and practice*. Ichejum publications Nigeria.
- Ukeje, B.O. (2010). *Educational Management Enugu*: Fourth Dimension Publisher ltd.