



ASSESSMENT OF PRINCIPALS ADMINISTRATIVE LEADERSHIP SKILLS INFLUENCE ON TEACHERS JOB EFFECTIVENESS SENIOR SECONDARY SCHOOLS IN NORTH CENTRAL NIGERIA

ABSTRACT

This study investigated assessment of principals' administrative leadership skills influence on teachers Job effectiveness senior secondary schools in North Central, Nigeria. Two research questions with its corresponding hypotheses guided the study. The study employed descriptive survey design, the population of the study consist all 14,111 principals and teachers from public senior secondary schools in the North Central State in Nigeria and 720 principals and teachers were used as a sample size of the study through lottery method of simple random sampling techniques.

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Introduction

Assessment it is the practical application of measurement and just as all testing could be subsumed under assessment, so could all assessment be subsumed under measurement Anikweze as cited in (Galle, Agahu, & Paul, 2020). It involves collecting data with a view to making value judgment about the quality of a person, object, group or event (Galle, Sakks, & Aminu, 2018). Assessment practices provide the ways to measure individual and institutional success, and so can have a profound driving influence on systems they were designed to serve in administrative leadership.

Administrative leadership is of particular importance in educational management because of the far-reaching effects on the accomplishment of school programmes, objectives and the attainment of educational goals. Tannenbaum and Schmidt (2013) express a situational theme in their leadership model when they made the point that the most effective leaders or administrators are not authoritative or democratic, but flexible leaders who are able to select a style that is not only comfortable to them but also appropriate for the situation they are handling. The school



The instrument for data collection entitled “Principals’ Administrative Leadership Skills on Teachers Job Effectiveness Questionnaire (PALSTJEQ) was used for data collection. PALSTJEQ was validated which gave 0.82 validity index and 0.80 reliability index. PALSTJEQ was administered by the researchers and data collected were analyzed, using descriptive statistics of mean and standard deviation to answer research question while pair t-test was used to test hypotheses at 0.05 level of significant. The finding revealed that, there is a significant influence assessment of principals’ administrative leadership skills on teachers Job effectiveness and there is no significant influence assessment of principals’ administrative leadership skills on male and female teachers Job effectiveness in North Central State of Nigeria. Based on the findings of this study, the following are recommended: To ensure that principals apply good administrative leadership skills in their daily routine, school management should design and apply some instrument for periodical appraisal of teachers’ job effectiveness among others.

Keywords: Principals, administrative, leadership skills, teachers, Job effectiveness

administrator therefore, must take cognizance of the various situational forces. These include the school climate, the nature of the subordinate’s work task, members’ attitudes toward constituted authority, group effectiveness, pressure of time and the nature of the problem in educational leaders.

A skilled and competent principal is one who facilitates the use of the inputs to the school, in order to ensure the achievement of desired goals. She/he is the one who oversees all the processes involved in the running of the school for overall effectiveness. Skill, according to Gregory (2015), is used to denote expertise developed in the course of training and experience. The common factor for the different types of skills according to Gregory (2015) is that the leader has to match the demands of a particular task to the appropriate skill necessary for the effective achievement of the job.

Leadership skills are “the learned ability to bring about pre-determined results with maximum certainty often with minimum use of time..., energy or both” (Knapp, 2017). The principals’ administrative skills and management of school resources is bound to affect teachers’ task effectiveness and invariably the students’ effectiveness. These skills could be in the areas of communication, Instructional supervisory and creativity. The communication skill of a secondary school principal is very essential. It is well known today that effective communication is the main key for the success of any relationship. It is a complex word to define as much as it's an important thing to do throughout our life time. It is the basic way of consolidating human relationships and increasing mutual understanding between people. Communication is a powerful tool in the operations of any organisation. It is also important to note that the way information is translated to a receiver could also play a significant role in determining the effectiveness of such information. Principals’ communication skill is the ability of the school principals to communicate effectively with teachers, students and other members of the school community.



This involves passing of information to them, listening to them, directing, instructing and motivating them for goal realization. It is the means by which principals could effectively carry out administrative functions in schools to check examination malpractice (Davis, 2012). Talking on principals' communication skills and administrative effectiveness, Mbiti (2000) remarked that communication is the life blood of any organization. No institution can meet the need of its people without proper communication. The importance of communication skills in administrative effectiveness of the principals cannot be over emphasized perhaps, that is why Morgan (2012) lamented that; possibly the most vital and fundamental element in the management process is based on working with people, which is done through some forms of communication. He stated further that the success of managerial actions depends to a large extent on the effective use of communication process.

According to Nwankwo and Luisggel (2016) also stated that keeping everyone informed is a positive way of ensuring effective leadership, co-operation, co-ordination, support and commitment. Strong communication is one of the top foundational elements to being a successful principal (Ramon, 2019). Instructional supervisory skill is a vital skill necessary for a principal to possess for sustainable development in the educational sector. It is glaring to say here that behind every great staff of teachers in any school, there's an equally great school principal supervising, coordinating and managing the activities of both students and staff members. The success of secondary school level in achieving its goals requires a principal who is responsible for his educational roles. Kinza (2020) identified the following 15 important leadership skills thus: **Open communication, Empathy, Strategic thinking, Creativity, Positivity, Flexibility, Conflict resolution, Time management, Reliability, Mentorship, Recognizing potential, Responsibility, Organization, Delegation and Feedback** were discussed in chapter two of this work where teachers job effectiveness cannot hold without the important leadership skills by the administrator or principal in any given school sector.

Statement of the Problem

Principals' administrative leadership skills determine teachers job effectiveness where there is good leadership exhibited in the school whereas, contrary to that generated serious problem leading to poor teachers job/teaching effectiveness as well the learning effectiveness by the students in secondary education in northern Nigeria becomes problem too. Most principals' administrative leadership skills today seem to be evident in low teachers job productivity in the classroom and subsequent poor academic effectiveness of students. Assignments are often left undone, and even when done, the teachers often do not have enough time to mark them. Also, during instructional delivery, most teachers find it difficult to give detailed explanation of lessons, because the allotted time of 40 minutes are usually not enough; thus leading to students' unimpressive effectiveness in external examinations like WAEC. Some studies have attributed this problem to poor leadership by school administrators, indiscipline among teachers, poor remuneration, and gender-related issues; little or no research have attributed this problem to teachers applying time management skills in the management of their classrooms.

Research Questions

The following research questions raise guided the study:

1. What is the influence of principals' communication skills on teachers' job effectiveness in public senior secondary schools?
2. What is the influence of principals' creativity skills on teachers' job effectiveness in public senior secondary schools?



Hypotheses

The following null hypotheses raise were tested at 0.05 level of significant:

1. **Ho1:** There is no significant influence of principals' communication skills on teachers' job effectiveness in public senior secondary schools
2. **Ho2:** There is no significant influence of principals' creativity skills on teachers' job effectiveness in public senior secondary schools

LITERATURE REVIEW

Ogoch, (2014), study revealed that majority of secondary school teachers in Transmara west district were male (62.5%) and that most had professional qualifications of either a Degree or Diploma in Education. The study further revealed that the level of job satisfaction among the respondents was very low. On teacher job effectiveness, results have shown that the degree of teacher effectiveness is good. This is because majority of the respondents said they effectively did their duties. A notable policy implication of these findings is that there is need to tackle gender parity, implement policies, improve teachers' salaries and other fringe benefits in line with the economic trends and inflations and encourage school principals to increase Morale of teachers by recognizing them and showing appreciation whenever they excel. Finally, teachers' motivation could be enhanced if they are given some considerable autonomy and trust by their superordinates. Mumford, Campion and Morgeson (2017), identified four general categories: cognitive, interpersonal, business and strategic skills. Hoppey and Mcleskey (2013), discovered that the Principal who had interpersonal skill; viewed his primary role as that of providing support for his teachers so they could put in their best to teaching, achieved school effectiveness.

MATERIAL AND METHODS.

Research Design

This study was employ a descriptive survey design. This is because it describes in a systematic way, the characteristics and features of facts about a given population. Descriptive survey identifies the characteristics of an observed phenomenon or explores possible correlation among two or more phenomena; it does not involve changing or modifying the situation under investigation Leedy (2015). It was considered because the design fitting in carrying out this research, the collection of data systematically from the population; since the aim is to investigates school principals' administrative leadership skills on teachers' job effectiveness in public senior secondary schools in North Central, Nigeria.

Population and Sampling

The population of the study consist all 14,111 principals and teachers from public senior secondary schools in the North Central State, Nigeria and 720 principals and teachers were used as a sample size of the study through lottery method of simple random sampling techniques. 20 principals and 700 teachers. Therefore, the sample size for the study is 720 teachers.

Instrument for Data Collection

The instrument for data collection entitled "Principals' Administrative Leadership Skills on Teachers Job Effectiveness Questionnaire (PALSTJPQ) was used for data collection. PALSTJPQ was validated which gave 0.82 validity index and 0.80 reliability index. PALSTJPQ was administered



by the researchers and data collected were analyzed, using descriptive statistics of mean and standard deviation to answered research question while Chi square was used in testing the null hypothesis at the 0.05 level of significance. The mean of 2.50 served as scale mean.

RESULTS

Answering of Research Questions

RQ1: What is the influence of principals' communication skills on teachers' job effectiveness in public senior secondary schools?

Table 1: Mean and Standard Deviation on Influence of Principals' Communication Skills on Teachers' Job Performance

SN	Description of Items	Mean	Std-Dev
1	Principal demonstrates effective presentation skills, e.g., opening and closing comments, to influence teachers' job effectiveness	2.80	1.67
2	Principal tailors messages to meet the needs of each unique audience to influence teachers' job effectiveness	3.20	1.78
3	Principal clearly presents thoughts and ideas in oneon-one conversation on teachers' job	3.15	1.77
4	The school Principal clearly presents thoughts and ideas in communication with small groups of teachers.	3.08	1.75
Pooled Mean		3.05	1.74

Table 1 shows mean and standard deviation on the influence of principals' communication skills on teachers' job effectiveness. Items ranging from 1-4 yielded pooled mean of 3.05 and 1.74 standard deviation.

RQ2: What is the influence of principals' creativity skills on teachers' job effectiveness in public senior secondary schools?

Table 2: Mean and Standard Deviation on Influence of Principals' Creativity Skills on Teachers' Job Effectiveness

SN	Description of Items	Mean	Std-Dev
5	Principal creates good plans and communicate school mission effectively to teachers and members of the school community	3.15	1.77
6	Principal creates and discuss the school's academic goals with teacher during meetings	3.08	1.75
7	Principal creates and refer to the school's academic goals when making curricular decisions with teachers	3.22	1.79
8	Principal creates and ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards) to influence teachers job effectiveness	3.61	1.90
Pooled Mean		3.26	1.80

Table 2 shows mean and standard deviation on the influence of principals' creativity skills on teachers' job effectiveness, that item ranging from 5-8 yielded the pooled mean of 3.26 and 1.80 standard deviation In the same manner, influence of principals 'leadership skills on teachers' job



effectiveness in the were highly effective in decision-making, human relations, direction, management, competency, motivational, commitment, observation and equality skills yielded a pooled mean 3.20 respectively.

Testing of Hypotheses

Ho1: There is no significant influence of principals’ communication skills on teachers’ job effectiveness in public senior secondary schools

Table 3: Chi-Square Tests for Significant Influence of Principals’ Communication Skills on Teachers’ Job Effectiveness

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.637 ^a	9	.301
Likelihood Ratio	11.694	9	.231
Linear-by-Linear Association	.264	1	.408
N of Valid Cases	720		
a. 7 cells (43.8%) have expected count less than 5. The minimum expected count is .04.			

Table 3 shows Chi-square tests for significant influence of principals’ communication skills on teachers’ job effectiveness, indicated that 11.69, df=9,1 p-value=0.408 at 0.05 level of significance. That is $P > 0.05$ at Asymp. Sig. (2-sided). Hence the Ho1 was not retained, therefore there is significant influence of principals’ communication skills on teachers’ job effectiveness in public senior secondary schools. The bar chart fig 1 below is an indicator of strong influence of principals’ communication skills on teachers’ job effectiveness.

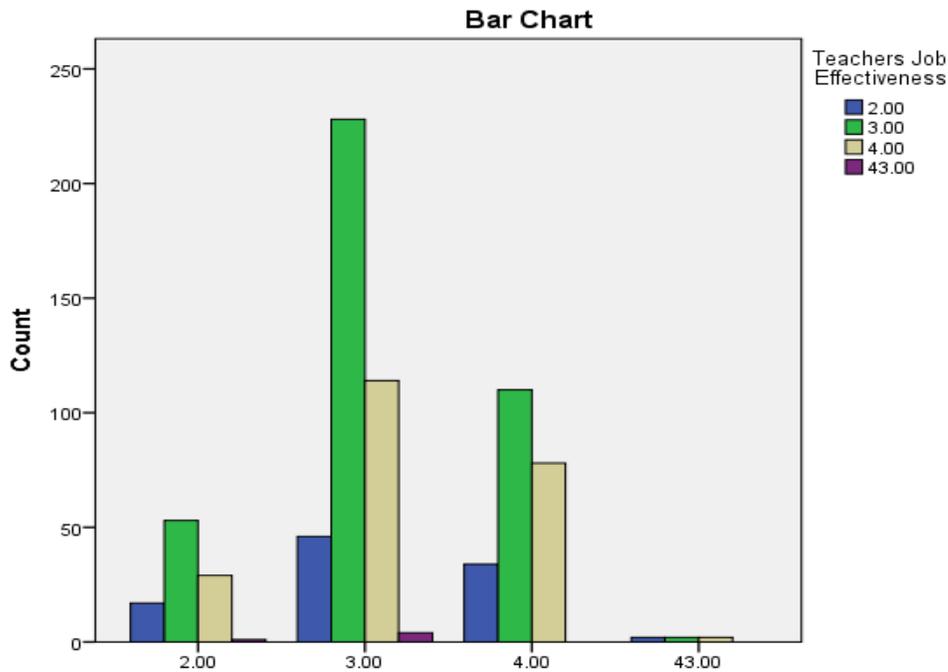


Fig 1: Principal Administrative Leadership Skills



Ho2: There is no significant is the influence of principals’ creativity skills on teachers’ job effectiveness in public senior secondary schools

Table 4: Chi-Square Tests for Significant Influence of Principals’ Instructional Supervisory Skills on Teachers’ Job Effectiveness

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.637 ^a	9	.311
Likelihood Ratio	11.624	9	.231
Linear-by-Linear Association	.264	1	.401
N of Valid Cases	720		
a. 7 cells (43.8%) have expected count less than 5. The minimum expected count is .04.			

Table 4 shows Chi-square tests for significant influence of principals’ creativity skills on teachers’ job effectiveness, indicated that 11.62, df=9,1 p-value=0.401 at 0.05 level of significance. That is $P > 0.05$ at Asymp. Sig. (2-sided). Hence the Ho3 was not retained, therefore there is significant influence of principals’ creativity skills on teachers’ job effectiveness in public senior secondary schools. The bar chart fig 2 below is an indicator of strong influence principals’ creativity skills on teachers’ job effectiveness.

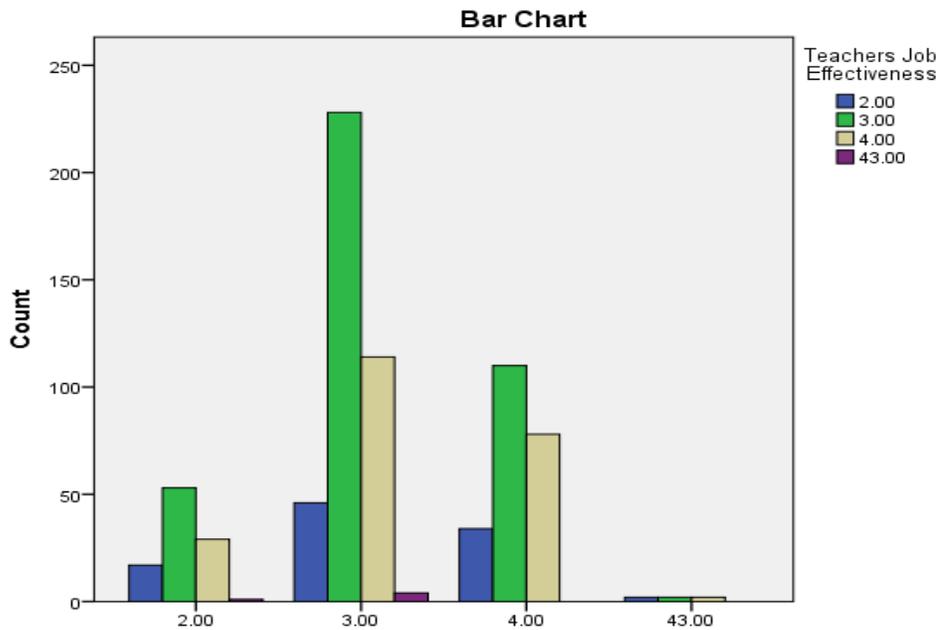


Fig 3: Principal Administrative Leadership Skills

Discussion of Findings

The finding in Table 1 shows mean and standard deviation on the influence of principals’ communication skills on teachers’ job effectiveness. Items ranging from 1-4 yielded pooled mean



of 3.05 and 1.74 standard deviation. Drawing inferences from Ho1 in Table 3 shows Chi-square tests for significant influence of principals' communication skills on teachers' job effectiveness, indicated that 11.69, $df=9,1$ $p\text{-value}=0.408$ at 0.05 level of significance. That is $P>0.05$ at Asymp. Sig. (2-sided). Hence the Ho1 was not retained, therefore there is significant influence of principals' communication skills on teachers' job effectiveness in public senior secondary schools. These findings are in agreement with that of Kochamba and Murray (2008), found technical, human relations, conceptual and transformative leadership skills critical for the achievement of school effectiveness, Kong, Pang and Pisapia (2012), found a link between strategic thinking skills (a component of conceptual skill) and effectiveness of schools. Richter, Lewis and Hagar (2012), found transformational, managerial and behaviour management skills to be essential ingredients Principals need for the achievement of effective schools. In a related study on effective schools in developing countries, Hoppey and Mcleskey (2013), discovered that the Principal who had interpersonal skill; viewed his primary role as that of providing support for his teachers so they could put in their best to teaching, achieved school effectiveness.

Lastly, finding in Table 2 shows mean and standard deviation on the influence of principals' creativity skills on teachers' job effectiveness, that item ranging from 5-8 yielded the pooled mean of 3.26 and 1.80 standard deviation. Drawing inferences from Ho2 in Table 4 shows Chi-square tests for significant influence of principals' creativity skills on teachers' job effectiveness, indicated that 11.62, $df=9,1$ $p\text{-value}=0.401$ at 0.05 level of significance. That is $P>0.05$ at Asymp. Sig. (2-sided). Hence the Ho2 was not retained, therefore there is significant influence of principals' creativity skills on teachers' job effectiveness in public senior secondary schools. This finding corroborated with that of Guzman and Guy (2018) the study found that engaged time is a very significant predictor of the students' academic achievement. The study also found that ability of teachers to effectively direct and control students' learning activities is a result of effective time management.

Conclusion

The study concluded that, there is a significant influence of principals' communication skills on teachers' job effectiveness, there is a significant influence of principals' instructional supervisory skills on teachers' job effectiveness, here is a significant is the influence of principals' creativity skills on teachers' job effectiveness and there is a significant influence of principals' management skills on teachers' job effectiveness in public senior secondary schools in North central, Nigeria.

Recommendations

Based on the findings of this study, the following are recommended:

1. That principals' should use good communication skills that would improve teachers' job effectiveness in public senior secondary schools.
2. That principals' should use good creativity skills would help teachers' job effectiveness in public senior secondary schools.

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