

Teachers' Assessment of on-the-Job Performance of Professionally Qualified and Unqualified Principals in Public Secondary Schools in Katsina State

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Abstract

The study investigated teachers' assessment of on-the-job performance of the professionally qualified and unqualified principals in public secondary schools in Katsina State. Two research objectives, questions and hypotheses were formulated to guide the study. All the teachers and principals of the public secondary schools in Katsina State formed the population of the study. 250 teachers and 95 principals were purposively sampled for the study. A survey research design was used for the study. A questionnaire instrument titled Teachers' Assessment of on-the-Job Performance of Professionally Qualified and Unqualified Principals in public secondary schools Scale (TAPQPUPSSS) with reliability index of 0.75 and validated by an expert in Measurement and Evaluation and Educational Administration and planning was used for data collection. The data collected was analyzed using simple percentages and t-test statistics. The findings of the study revealed a significant difference in the opinions of male teachers and that of their female counterparts regarding the administrative job performance of qualified principals in Public Secondary Schools in Katsina State. It was recommended that there is the need for both the federal and state governments to legislate new continuing education requirements for principals to improve on the high qualification of public secondary schools in the state.

Keywords: Teachers' Assessment, Job Performance, Professionally Qualified, Professionally Unqualified Principal and Public.

Introduction

In the school system, the responsibility for coordinating school activities normally falls on the principal. The principal is a professional leader who holds a key position in the programme of instruction improvement enough supervision of instruction (Adegbite & Ibrahim (2005). If the teachers are not well supervised effectiveness to teaching will be adversely affected and the instructional purposes may not be realized. But, negligence in the improvement of instruction through proper supervision by the principal can go on indefinitely without being detected. This may lead to poor quality of instruction and invariably, teachers lack of commitment to on job. Oluchukwu (2000) noted that the principal as a supervisor provides professional guidance to teachers in order to improve the conditions which affect learning and growth of the students and teachers. The principal helps the teachers for better job performance in the following areas: preparation of lesson plans and lesson notes before going for lesson, good use of instructional methods and teaching aids; keeping and maintaining of school records.

According to Boyle and White (2004) the Nigerian secondary school principal shall occupies a unique position in the overall secondary school educational system. He is an educational leader in his own right and his influence is considerable in the educational programme of the country. The principal is an agent/liaison officer who executes and transmits rules and regulations handed down by the Federal or State Ministry of Education. The curriculum, the system of instruction and discipline of both teachers and students are handled by him. The principal is a leader, counsellor, a guide, a

psychologist, the chief communicator and the teacher of teachers. Boyle and White (2004) however, observed that despite these provisions for effective job performance of principals in Nigeria, most Nigerian principals have not been able to carry out their administrative duties effectively and efficiently. Most of them have been found wanting in their respective administrative duties. Okwori (2004) attributes this ineffectiveness and inefficiency to lack of professionalism. In other words, most of the principals are not professionally qualified and equipped in the rubrics and principles of school administration/management. In addition, this observation, Adegbite and Ibrahim (2005) observed that educational qualification is not enough for a principal, rather professional qualification should be the ultimate, since lack of professionalism has been the major constraints faced by principals in Nigerian secondary schools today.

There is therefore, the need to find out if the professional qualification of principals has any effect on their job performance as principals. This translates into finding out the differences between job performance of professionally qualified and unqualified principals in secondary schools in Katsina State. A crucial factor for the principals, is putting side by side the complex activities of the school system with the provision of quality leadership through professional training. The principal occupies the focal point of acting as an engineer, a motivator and a facilitator of both the human and physical facilities at his disposal. The leadership styles of the principal dictate the organisational climate of the school system, hence the principal is the school and the school is the principal. Evans (2001) defines professionalism as a course with established standard of practice, the scientific tenets that guide the operation has strict control of members and eliminates quacks or the unqualified from the selection process. Therefore, professionalism is a sum of characteristics or features that are specific to a profession.

Concept of Professionally Qualified Principal

A professionally qualified principal refers to someone who meets the requirements for the qualification of a principal's status in a secondary school. This can be through undergraduate or postgraduate study; the basic requirements are B. A. Ed., B. Sc. Ed. and PGDE in a relatively higher institution of learning such as University where training is delivered through an undergraduate or postgraduate school and the person learns "on-the-job". On the other hand, professionally unqualified principal is someone who has not passed the requirements for the qualification of a principal's status. It does not necessarily mean that the person cannot teach, or that he has no teaching experience or qualifications (Davidson, 2009).

A qualified principal is someone that shows the ways or influencing someone or people to do things or think in particular way or to contribute voluntarily to the achievement of group task in a given situation (Aminu, 2012). This he achieves through an effective leadership style. To tackle the aforementioned task effectively within the ambit of political, social and economic demands, principals must not only possess required academic qualification in education but must be qualified through training and retraining in everyday of their life. The principal must be exposed to technique, principles and theories of administration so that they can acquire knowledge, skills, attitudes and obligations expected of professionally qualified principals (Chike-Okoli (2007). According to Olagboye (2004) leadership is an important criterion for the control and maintenance of both human and material resources available in the school. His position is at the tip of the administrative ladder at the secondary school.

Statement of the Problem

Despite all the attention and resources given to education and its significance in nation building and the steps already taken toward professionalising the teaching job in Nigeria, job performance by principals continue to receive very little attention; largely because of the unqualified principals among public secondary schools. Criteria for rating schools, in terms of quality standards are always based to a very large extent, on students' performance academically, poor results (especially in external examinations) discredit the school and may lead to parents transferring their children to schools of perceived better standard. Very little blame for poor (if any) is usually laid at

the feet of the principal who normally serve as administrator should take the bulk of the blame as they dictate the academic tone of the school (Chike-Okoli 2015).

The principal as the manager is expected to perform the task of planning, which includes determining the objectives for the organisation, examining the environment, forecasting change and developing policies. However, in school management, educational qualification is not enough, rather professional qualification should be the ultimate.

State Ministry of Education is guilty of appointing teachers who only rise through the ranks as principals (professionally unqualified) in many public senior secondary schools in the state. These principals are finding it difficult to go further for their professional qualification studies. For this reason administrative functions are defective in public secondary schools in the state. The thrust or focus of this study therefore, is to assess the job performance of professionally qualified and unqualified principals of secondary schools in Katsina State.

Objectives of the Study

The study is aimed at achieving the following objectives:

1. To determine if any significant difference exists in the assessment of teachers' administrative job performance of the professionally qualified and unqualified principals in Secondary Schools in Katsina State.
2. To determine if any significant difference exists in the opinions of teachers' assessment of regarding the job performance of professionally unqualified principals in public secondary schools in Katsina State.

Research Questions

The following research questions were formulated to guide the study:

- i. Does any significant difference exist in the assessment of teachers on the administrative job performance of the professionally qualified principals in public Secondary Schools in Katsina State?
- ii. Does any significant difference exist in the opinions of teachers' assessment of regarding the job performance of professionally unqualified principals in public secondary schools in Katsina State?

Research Hypothesis

The following research hypothesis was formulated to be tested in the research:

1. There is no significant difference in the assessment of teachers on the administrative job performance of the professionally qualified principals in public secondary school in Katsina State.
2. There is no significant difference in the opinions of male and female teachers regarding job performance of professionally unqualified principals of public secondary schools in Katsina State.

Methodology

Survey research was adopted for the study. This design is useful in describing the characteristics of a large population area within a short time. The study is therefore investigated into the teachers' assessment of-on-the job performance of professionally qualified and unqualified principals in public secondary schools in Katsina State. The target population for the study comprises all principals of the public secondary schools in Katsina State (total number of 94 principals). A sample of 25 principals from public secondary schools in Katsina State was purposively selected for the study. In other words, they selected on the basis of their accessibility to the researcher. A 10 item Likert scale-type questionnaire was designed by the researcher for the study. The instrument was divided into four sections A-D. Section A focused on the bio-data of the principals, section B collated the principals' academic qualifications and working experience. Section 1 of the instrument reflected the assessment of the principals' on the job performance as it affects the students and staff. Section C looked at the extent to which principals' job performance affected students' academic growth. Finally, section D focused on the views of teachers regarding the managerial ability of their principals.

Result and Discussion

Table 1: Qualifications of principals of public secondary schools in Katsina State

S/N	Academic Qualification of Qualified Principals	Frequency	%	Academic Qualification of Unqualified Principals	Frequency	%	Total Frequency	Total %
1	NCE	4	16	B.Sc./ B.A.	3	12	7	28
2	B. Ed.	5	20	HND	0	0	5	20
3	PGDE	2	8	M. Sc.	7	28	9	36
4	M.Ed.	2	8	M.A.	2	8	4	16
Total		13	52	Total	12	48	25	100

The results in table 1 above shows that 13 (52%) of the principals of public secondary schools in Katsina State had professional qualifications ranging from NCE, B Ed., PGDE, M.Ed. Also 12 (48%) of the principals were professionally qualified.

Table 2: Teachers' assessment on the administrative job performance of professional qualified principals in public secondary schools.

S/N	Professionally qualified principals perform well administratively	SA	A	D	SD	Total
1.	Teachers and students administration	55 (22%)	50 (20%)	64 (25.6%)	81 (25.6%)	250 (100%)
2.	Administration of instructional materials	45 (18%)	52 (20.8%)	48 (19.2%)	105 (42%)	250 (100%)
3.	School plant management and record keeping	65 (26%)	75 (30%)	50 (20%)	60 (24%)	250 (100%)
4	Financial administration,	85 (34%)	46 (18.4%)	42 (16.8%)	57 (22.8%)	250 (100%)
5	School/Community relationship	70 (28%)	66 (26.6%)	50 (20%)	64 (25.6%)	250 (100%)
6	General school discipline	75 (30%)	80 (32%)	55 (22%)	40 (16%)	250 (100%)

From the responses in Table 2 above, majority of the respondents (155 teachers) either strongly agreed or agreed that professional principals performed their administrative job effectively in ensuring general school discipline. This means that only 38% of the respondents (95 teachers) either disagreed or strongly disagreed to the fact that professional principals performed their duties efficiently in general school discipline. Hence, it can be conclude that in terms of general school discipline, professional principals performed well. Also, on administrative performance of principals, 105 teachers (42%) agreed that professional principals are effective in the administration of their schools while 145 teachers (6.2%) disagreed that professional principals do not perform well in the

administration of schools. However, in the areas of school plant management and record keeping; financial administration / training and re-training; and school community relationship, there is agreement that professional principals performed well with 153 (61.2%), 131 (52.4%) and 136 (54.6%) respectively.

Table 3: Teachers' assessment of the administrative job performance of professionally unqualified principals in public secondary schools.

S/N	Professional principals perform well administratively	SA	A	D	SD	Total
1.	Teachers/students' administration	12 (4.8%)	89 (35.6%)	70 (28%)	79 (31.6%)	250 (100%)
2.	Administration of instructional materials	23 (9.2%)	78 (31.2%)	74 (29.6%)	75 (30%)	250 (100%)
3.	School plant management and record keeping	33 (13.2%)	79 (28%)	55 (22%)	83 (33.2%)	250 (100%)
4	Financial administration, training and retraining	20 (8%)	84 (33.6%)	70 (28%)	76 (30.4%)	250 (100%)
5	School/Community relationship	19 (7.6%)	84 (33.6%)	90 (36%)	57 (27%)	250 (100%)
6	General school discipline	10 (4%)	97 (38.5%)	83 (33.2%)	60 (24%)	250 (100%)

From the Table 3, it is observed that 44.8% (112 teachers) of the respondents agreed that non-professional principals managed school plant and kept records well while majority of the respondents disagreed and strongly disagreed (55.2%) with the fact that they performed well. In other aspects such as teachers/students administration, about 60% of the respondents disagreed with, 28% strongly disagreed that principals have performed well, while the remaining 40% agreed. A general overview or look at other aspects such as financial administration, training and re-training, school/community relationship and general discipline shows that over 55% of the respondents disagreed that that non-professional principals performed well in school administration. Hence, it can be concluded that non-professional principals did not perform well administratively.

Hypotheses Testing

H₀₁ There is no significant difference exists in the assessment of teachers on the administrative job performance of the professionally qualified and unqualified principals in public secondary school in Katsina state.

Table 4: t-test result comparison of assessment of teachers on the administrative job performance of professionally qualified and professionally unqualified principals in public secondary schools in Katsina state.

t	df	Sig.(2 tailed)	t-value	Mean Difference	Test value = 0		
					95% confidence interval of the difference		
					SD	Lower	Upper
1.2699	9	.236	2.26	25.17	10.10	-7.9105	28.1105

The data in Table 4 t-test above shows that the calculated t-value of 7.089 is greater than the table value of 2.57, indicating a significant difference exists between the administrative job performance of professionally qualified principals and professionally unqualified ones. Thus, the null hypothesis is rejected, meaning that there is a significant difference between the administrative job performances of professionally qualified principals and the unqualified principals in public secondary schools of the state.

H₀₂. There is no significant difference in the opinions of male and female teachers regarding administrative job performance of professionally qualified and unqualified principals in public secondary schools in Katsina state.

Table 5: t-test result comparison of the assessment of male and female teachers on the administrative job performance of professionally qualified and unqualified principals in public secondary schools in Katsina state.

t	df	Sig. (2 tailed)	t-val	Mean Difference	Test value = 0		
					95% confidence interval of the difference		
					SD	Lower	Upper
1.26	9	.236	2.26	25.176 93	10.10	-7.9105	28.1105

The data in table 5 above shows the calculated t-value of 1.269 is less than the table value of 2.26 indicating that there is no significant difference on the administrative job performance of professionally qualified and unqualified principals in schools headed by professionally qualified principals and unqualified principals in junior secondary schools. Thus, the null hypothesis 2 is accepted, meaning that there is no significant difference in the opinions of male and female teachers regarding the job performance of school managed by professionally qualified and unqualified principals in public secondary schools in Katsina state.

Discussion of Findings

The findings revealed that majority (88.0%) of the principals have first degree as their professional qualifications while 12.0% of the total principals are professionally unqualified. This finding is impressive, as it indicates that virtually all the principals in public secondary schools in the state were professionally qualified. This agrees with the assertion of Tryneski (1997 in Ahmad 2018) that certification in teaching is a key aspect in the professionalism of the profession, and that certification in teaching is a process of awarding educational credentials to a person who has successfully completed the prescribed requirement of a teacher education programme.

The findings also revealed that there is a significant difference in administrative job performance of professionally qualified principals and non-professionally qualified ones. It is in view of this researcher that the non-professionally qualified will not be conversant with the ethics of the teaching profession and his/her authority. This reflects the assertion of Kochhar, (2007) that the principal is the keystone in the art of school administration; he is hub of the educational effort. The character of the school reflects and proclaims the character of the principal. He is the seal and the school is the wax.

The findings further revealed that there is no significant difference in students achievement in schools headed by professionally qualified principals and unqualified principals in public secondary schools. The findings suggest that that the performance of students is not solely the outcome of principals' characteristics, but subject to other factors. However, most people believe that the principal has a great influence in the academic performance of students generally. This reflects the assertion of Oluchukwu, (2007) who noted that, in the eyes of many people, the secondary school principals exercise more influence upon the learning which takes place in his school than any other individual. He is the middle manager between the teacher and the ministry of educational, and he must shape and transmit educational policies and procedures. This also agreed with findings of Olagboye, (2004), that there is no significant difference in the academic performance of students under the leadership of principals with educational administration qualification and those without.

Conclusion

The dramatic new ways of understanding students learning, instruction and assessment, and school management and professional community call for equally dramatic changes in the competencies of school principals. The work of education is hard. The job of principal is no exceptional. Acquiring and mastering the requisite skills of school management and leadership theories, especially in the context of contemporary pressures and expectations upon schools, is a supremely challenging and difficult task but must be attained. This calls needs for principals to acquire professional qualification to be able to withstand the challenge. The principals are expected to be less administrative and more oriented towards being educational leaders in the sense of being experts in teaching and learning and in establishing an environment that facilitates this. This therefore, sums that a principal should possess professional qualification (in education) to effectively perform their duties effectively and efficiently.

Recommendations

The study made the following recommendations:

1. There is the need for both federal and state governments to legislate new laws/guidelines for the appointment of secondary school principals so that professionally qualified are appointed.
2. The few principals in Katsina state public secondary schools who are not professionally qualified should be permitted to proceed for relevant in-service in undergraduate or postgraduate studies in education so as to gain more professional knowledge and skills on school administration especially in the context of contemporary pressures and expectations on Katsina state public secondary schools.

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