

Influence of School Administrators on Teachers Performance in Public Senior Secondary Schools in Gombe Local Government Area, Gombe State

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Abstract

The purpose of this study was to determine the influence of school administrators on teacher's performance in Public Senior Secondary Schools in Gombe Local Government Area (GLA), Gombe State. Three research objectives were formulated to guide the study which aimed at determining the extent to which school administrators influence teachers' performance. The study employed descriptive survey research design. The whole population was used as sample which comprised of 54 administrators. Questionnaire named ISAOTP with 4 points scale was used to collect the required information from the school administrators after it was validated by two experts in the area of educational administration and planning and one expert in measurement and evaluation with reliability index of 0.86. Mean and standard deviation were used to analyze the data. The study revealed that proper assigning of duties by school administrators to teachers in public school's influence teacher's performance in Gombe local Government, Gombe state with grand average mean of 3.35 and the standard deviation of 0.55. Moreover, the study revealed that supervision of lesson plan by school administrators influence teacher's performance with grand average of 3.22 and the standard deviation of 0.59. Equally, the study revealed that giving punishment/reward by administrators influence teacher's performance with grand average mean of 3.15 and the standard deviation of 0.68. The study therefore recommends among others that the ministry of education should train school administrators on how to assign duties to individual teachers based on their qualification and competence.

Keywords: Influence, Public Senior Secondary Schools. School Administrators, Teachers Performance,

Introduction

The term 'administrator' has been described in different ways by different organizations. However, there can be no simple statement as to who an administrator is, the idea of an administrator depends to some extent on the perception of him, and especially on the way he

carries out his task or tackles the problems before him (Carol, 2021). In the educational setting, the purpose of school administration is to enable members of staff of a school and students to work together with the head-teacher of the school as a team in order to achieve the desired goals and objectives of the school.

School Administration is the coordination of all human and material resources within the school for the achievement of the predetermined objectives of Education (Jaiyeoba, 2006). school administration as the main governing body of the school that plays a major part in making decisions related to teachers and the school overall status. School administration is perceived as the effective way of managing a school system as observed by other scholars. For effective school administration there is need to be knowledgeable in the theories, techniques and principles of school administration as a guide for action when necessary Amadi, (2008).

From the above definitions one could easily deduce that school administration which is carried out by school administrators are the nucleus of the school system. The success and otherwise of a school depend so much on the school administration and school administrators which invariably affects teacher's performance. Some of the major duties of school administrators that have direct bearing on teacher's performance include the following.

- i. Assigning of duties to individual teachers
- ii. Supervision of lesson plans
- iii. Punishment for defaulting teachers and reward for merit performance.

The necessity and relevance of school administration cannot be over emphasized. A successful school much more than teaching lasts while good teaching and learning is crucial to the administration that undermines it as key to providing a well-rounded education that encompasses the whole child (Vincent, 2019).

There are reasons why school administration is important as outlined by Paget, (2019)

1. It allows teachers to focus on teaching. Having robust systems, policies and procedures in places to ensure that teaching and learning flows as smoothly as possible is crucial. Lesson observation informs tailored teaching strategies for school administrators to ensure that teachers are effective and up to date. This allows teachers to focus on their lessons and prioritize student achievement instead of getting tied up with the administrative load required to access such important information.
2. It promotes accountability. Teachers are generally committed to their duties and effective in lesson presentation whenever they are supervised by the school head, such commitment and dedication makes the school to record huge success because of the performance of teachers.
3. It informs decisions making. This is critical in school setting decision on punishment for defaulting teachers and reward or commendation for merit performance has a positive effect on teacher's performance.

School administrators are those who carry out school administrative duties in the school system. They oversee administrative tasks in schools, colleges or other educational institutions; they ensure that the organization (school) runs smoothly. Similarly, they manage school facilities and staff. Precise school administration consists of principals for secondary schools, headmasters or head teachers for primary and nursery schools.

An administrator is a person whose job involves helping to organize and supervise the way that an organization or institution functions (Collins, 2021). While school administrators make public education work, they serve as administrators for federal government or the state government as superintendents working for local school boards and as principals of individual schools. From the above definitions, a school administrator has three major roles:

Assigning of duties to teachers based on their area of specialization and competence, supervision of teachers' lesson plans and finally punishment for defaulting teachers while rewarding merit performance.

Statement of the Problem

There is a universal cry for a fallen standard in education in many states in Nigeria. To be precise, in 2019, Gombe State recorded mass failure in Senior School Certificate Examination (Exams and Record Office, Ministry of Education Gombe, Gombe State) which made the executive Governor of the state declare a state of emergency in the education sector (Radio Broadcast, Gombe Media Cooperation, 2019) which raised a serious concern for education stakeholders that resulted in conducting trainings and workshops for both school administrators and teachers in order to find a lasting solution to the challenge.

According to the researcher's observations, many instructors exhibit laxity in their professional performance in schools, which may contribute to this failure, and school administrators' actions and inactions have a critical role in affecting teachers' performance. The principal's involvement in teacher evaluation is crucial; they are accountable for advising teachers on how to improve their performance through practical feedback (Tuytens & Devos, 2014). Tobin (2014) also stated that principals use their leadership skills to push personnel to provide a good reaction to their work. The extent to which schools can attain the established goals is determined by the ability of teachers to provide effective service in the classroom. The necessity to determine whether or not school administrators are effective in influencing teacher performance has become critical.

Purpose of the Study

The purpose of the study was to examine and determine the extent of influence of school administrators on teachers' performance in Public Senior Secondary Schools in Gombe Local Government Area.

The study was guided by the following objectives: -

- i. To determine the influence of assigning duties on teachers' performance.

- ii. To determine the influence of lesson supervision on teacher’s performance.
- iii. To determine the influence of punishment/reward on teacher’s performance.

Research Questions

The study is seeking to answer the following questions: -

- i. To what extent does assigning of duties influence teacher’s performance by school administrators in Public Senior Secondary Schools in Gombe LGA of Gombe State
- ii. To what extent does supervision of lesson plans influence teacher performance in Public Senior Secondary Schools in Gombe LGA of Gombe State
- iii. To what extent does punishment/reward influences teacher’s performance Public Senior Secondary Schools in Gombe LGA of Gombe State

Literature Review

Conceptual Framework

This research work attempts to determine the influence of school administrators on teacher’s performance. The concept of the work is diagrammatically shown below.

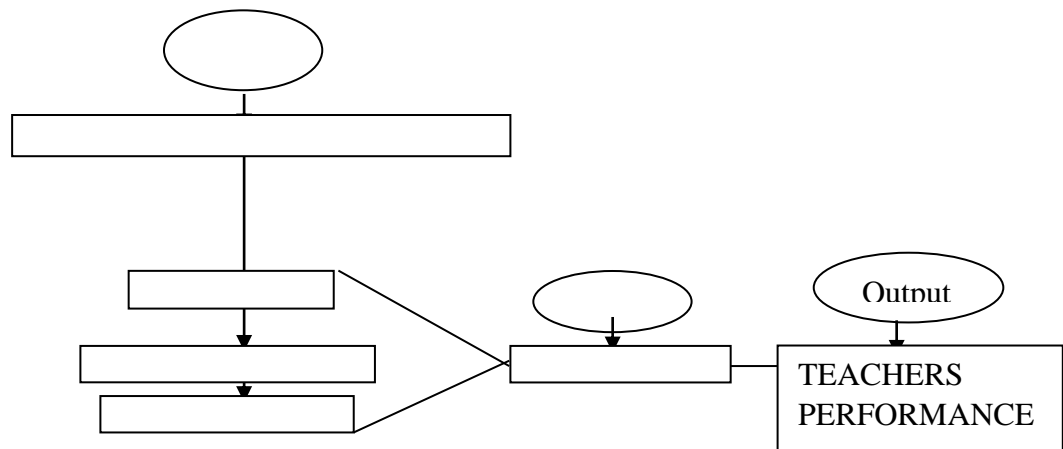


Figure 1: Organogram of school administrators and the categories of personnel
 (Source) Bappah & Shehu 2022

The school administrators consist of the principals, vice principal and supervisors or inspectors of education. These categories of personnel have direct influence on teachers in schools because of the roles they perform in their administrative work. The major roles of these school administrators can be itemized as follows:

- i. Assigning of duties to teachers
- ii. Supervisors of lesson plans
- iii. Punishment for defaulting teachers

These and other functions performed by school administrators serve as the input or effort being exerted on the teachers which eventually results into the process that influence the performance of teachers while teacher's performance is now the output.

School administration and school management are always used interchangeably. School management is one factor that determines the quality of the education (Lessa, Spier & Felipe, 2018). School Management could also mean the process concerned with using methods, principles, and practices to establish, develop and execute the goods policies of education. school administration involves the management of all school operations for creating a safe learning environment in managing the school budget.

The term "school administrator" refers to a person who manages a school. In order to realize the goods of teaching and learning, they supervise the activities of both instructors and students in the school. School administrators, according to Christine (2003), are responsible for a variety of administrative activities that keep a school functioning efficiently. School administrators refer to the principle, vice principals, and school supervisors, as well as Ministry of Education Inspectors, at Senior Secondary Schools, which are the focus of this study. Assistant or vice principal, instructional coordinator, athletic directors, and supportive personnel may also be present depending on the school. Superintendents who help to oversee many schools in a region are also part of the school administration.

The functions performed by the administrators or principals of the business or school characterize school administration or management. Such responsibilities may have a direct impact on teacher performance in the classroom. According to Guilick and Urwick, (2004). The functions of administrators are encapsulated in the acronym POSDCORB, with each letter indicating a different facet of administration or management.

- P- Planning
- O- Organising
- S- Staffing
- D-Directing
- CO- Coordinating
- R- Reporting
- B. Budgeting

School administrators are not without some challenge and problem that usually affect the school system as a whole especially that which affects teacher's performance

Teachers Performance

Generally, it is an accepted fact that inability of school administrators to perform their roles results into low performance by teachers. supervision in education as that phrase of a school administrator which focuses primarily on the achievement of educational aims and objectives he further highlighted that supervision is an activity which involves guiding, refreshing, encouraging, improving, and overseeing the teaching and learning process this evidently describes the functions of school administrators which includes supervision and how it influences teachers performance. School Administrators are saddled with some basic responsibilities in the school system that requires prudence and commitment in discharging them in order to enhance teacher's performance.

Methodology

The study used descriptive survey design within the context of this study. Information is collected on the entire study population at a single point in time. Descriptive survey was considered appropriate for this study because this type of study may provide an overall snap short of the characteristics, frequency or occurrence of the targeted data point, at any given time within the population or group being studied (Thompson & Panacek, 2007). The Population for this study comprised of school administrators in public senior secondary schools in Gombe Local Government Area of Gombe State. There are eighteen public Senior Secondary Schools in Gombe Local Area, consisting of three school administration each ie. Principal, Vice Principal admin and vice principal academic, making a total of 54 school administrators. (Moe, Gombe north area inspectorate office 2021. Total population sampling was used for the study since the whole population was used as sample. Where the population is small, the total population can be used as the sample size for a study, this can eliminate any potential bias occurring through the sampling technique (Damico 2016). Questionnaire was used for data collection. The instrument consisted of two parts; the first part composes of bio data of the respondents while second part targets the three objectives of this study. The first two (2) objectives contained six (6) items that determinates the influence of assigning duties and supervision of lesson plan on teacher performance, while the third contained five (5) research questions making a total of seventeen (17) items. The (4) options are very high extent (4) high extent (3) low extent (2) very low extent (1).

The instrument for this study was validated by two experts in the area of educational administration and planning and one expert in measurement and evaluation from Federal College of Education (Technical) Gombe and Gombe State University respectively. Corrections were made and were included in the final version of the questionnaire. The questionnaires were administered to the respondents with the aid of (7) research assistants which were trained. The retrieved questionnaire was checked for voids and correct filling. The data generated from the questionnaire was analyzed using mean and standard deviation. The scores obtained were scored (very high extent = 4, high extent = 3, low extent= 2 very low extent, = 1) the decision rule considered was the mean rating of 2.5 and above as high extent and a mean rating that is below 2.5 was considered as low extent.

Result

Research Question 1: To what extent does assigning of duties influence teacher's performance by school administrators in Public Senior Secondary Schools in Gombe LGA of Gombe State

Table 1: mean ratings and standard deviations of response on extent of assigning duties by school administrators on teacher's performance

S/N	Items	Respondent (53)		Decision
		\bar{x}	σ	
1.	Grouping of tasks by the school administrators based on related responsibilities influence teacher's performance	3.28	0.52	High Extent
2.	Timely assigning of duties by school administrators influence teacher's performance	3.36	0.51	High Extent
3.	Allocation of teaching and learning recourses by school administrators at the right time influence teacher's performance	3.55	0.54	High Extent
4.	Assigning of duties by administrators based on teacher's capacity influence teacher's performance.	3.28	0.62	High Extent
5.	Arrangement of duties that encourage team work by administrators improve teacher's performance	3.30	0.50	High Extent
6.	Provision of clear schedule of duties for Teachers by school administrators improve teacher performance	3.30	0.61	High Extent
	Grand average	3.35	0.55	High Extent

\bar{x} = Mean

σ = Standard Deviation

Data presented on Table 1 above shows a mean rating of 3.35 of the influence of assigning duties by school administrators on teacher's performance in Gombe local government area of Gombe state. Based on the decision rule the average mean of 3.35 and standard deviation of 0.55 indicated an agreement to a high extent the influence of assigning duties in improving teacher's performance.

Research Question 2: To what extent does supervision of lesson plans influences teacher performance in Public Senior Secondary Schools in Gombe LGA of Gombe State

Table 2: Mean rating and standard deviation of response on supervision of lesson plan by school administrators

S/N	Items	Respondents (53)		Decision
		\bar{x}	σ	
1.	Regular checking of lesson plan by school administrators influence teachers performance	3.51	0.50	High Extent
2.	Supervision of lesson plan implementation during lesson presentation enhances teachers performance	3.43	0.57	High Extent
3.	Endorsing signatures on lesson plan by school administrators influences regularity of writing lesson plan by teachers	3.23	0.61	High Extent
4.	Provision of writing materials by school administrators encourages teachers performance	3.28	0.66	High Extent
5.	Recording and scoring of teachers during lesson presentation enables teachers to do better in lesson presentation	3.09	0.60	High Extent
6.	Provision of clear format for lesson plan guides teachers in writing lesson plan	3.36	0.62	High Extent
	Grand average	3.32	0.59	High

\bar{x} = Mean

σ = Standard Deviation

Data presented on Table 2 above shows a mean rating on the influence of supervision on lesson plan by school administrators influence teacher's performance in Gombe local government area. Gombe state. Based on the decision rule the average mean of 3.32 and standard deviation of 0.59 indicated an agreement to a high extent the influence of supervision of lesson plan by school administrators in influences teacher's performance.

Research Question 3: To what extent does punishment/reward influences teacher's performance Public Senior Secondary Schools in Gombe LGA of Gombe State

Table 3: Means ratings and standard deviation of responses on punishment/Reward by school administration

S/N	Items	Respondents (52)		Decision
		\bar{x}	σ	
1.	The idea of setting up punishment for defaulting teacher influences teachers' performance	2.96	0.62	High Extent
2.	Punishing defaulting teachers by school administrators for failure to perform their duties influences teacher's performance	2.90	0.75	High Extent
3.	Commendation or reward given to deserving teachers by school administrators on weekly basics influence teacher's performance	3.52	0.85	High Extent
4.	Open punishment of defaulting teachers by school administrators influences teacher's performance	2.69	0.70	High Extent
5.	Giving special prize to best performance teachers at the end of the academic year influences teachers performance	3.69	0.47	High Extent
Grand average		3.15	0.68	High Extent

\bar{x} = Mean

σ = Standard Deviation

Data presented on Table 3 above showed a mean rating on the influence of punishment of teachers by school administrators on teacher's performance in Gombe local government area of Gombe state. Based on the decision rule the average mean of 3.15 and standard deviation of 0.68 indicated an agreement to a high extent that punishing teachers influences teacher's performance.

Summary of Findings

1. The study revealed that assigning of duties by school administrators to teachers in schools influence teachers' performance in Public Senior Secondary Schools in Gombe Local Government, Gombe State with grand average mean of 3.35 and the standard deviation of 0.55.
2. So, also the findings revealed that supervision of lesson plan by school administrators influence teacher's performance with average mean of 3.22 and the standard deviation of 0.59

- Equally, the study indicated that punishment/reward by school administrator's influence on teacher's performance in Public Senior Secondary School of Gombe Local Government area. With average mean of 3.15 and the standard deviation of 0.68

Discussion of Findings

Influence of assigning duties by the school administrators on teacher's performance

The study revealed that respondents agreed to a large extent that assigning of duties by school administrators influence teacher's performance in Public senior Secondary Schools in Gombe Local Government Area, Gombe State with average mean of 3.35 and the standard deviation of 0.55. The findings are similar to Fakeye, (2007) who asserted that the level and quality of teachers' tasks performance can be directly or indirectly related or impacted by the configuration of tasks assignment. That is, how teachers perform in a given task may be coloured or shaped by the influence or interaction of other tasks assigned to them at that particular time also Derrick (2019) in which he observed that the major component of a school leaders job is to improve teacher's quality. He further stated that an effective school leader (School Administrator) has the ability to help any teacher take to the next level (in performance) which could be achieved by assigning duties to teachers in schools.

Influence of lesson supervision on teacher's performance

The study also revealed that supervision of lesson plan by school administrators influence teachers performance with average mean of 3.22 and the standard deviation of 0.59 This corresponds with Teseme, (2014) who conclude that supervision leads to improvement of teachers performance and students' learning through improvement in instructional practice, promotional changes that results in a better developmental life-styles for teachers and students in the learning environment. It, thus, becomes a strategy which helps to implement and improve teaching learning process for the advantages of the teachers and students respectively.

Influence of punishment/reward on teacher's performance

Lastly, the study indicated that punishment/reward by school administrator's influence on teacher's performance in Public Senior Secondary School of Gombe Local Government area. With average mean of 3.15 and the standard deviation of 0.68. This study agrees with many educationists. A good example is that of Mafabi (1993), who agreed that punishments are expected to suppress unwanted response during the time students are under teachers' observation. This opinion is also shared by (Cotton, 2000), who said that Punishments in a school system are expected to teach students the relationship between their behaviours and the outcome or accountability for their mistakes. Cowley (2001), also argued that with a well-behaved class, teaching could be among the most wonderful jobs in the world.

Conclusion

Based on this research conducted in Public Senior Secondary School in Gombe Local Government Area, Gombe State assigning of duties to teachers has high extent of influence on their performance in teaching and learning school administrators should also consider supervision of lesson plan as a daily routine because it has influence on teacher performance. While punishment by school administrators curbs defaulting teachers reward in form of commendation prized, gifts etc should be considered for well deserving teachers in school.

Recommendations

The study recommends the following:

1. Ministry of Education should train school administrators on how to assign duties to individuals teachers based on their qualification and competence
2. Ministry of Education and SUBEB should consider making supervision of lesson plans compulsory for all school administrators on weekly basis to enhance teacher's regularity on writing it.
3. Principals should punish defaulting teachers accordingly by school administrators. While performing teacher should be motivated to do more by rewarding them.

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