



Principals' Administrative Behaviour and Teachers' Job Performance in Public Senior Secondary Schools in Edo South Senatorial District of Edo State, Nigeria

E. J. OBANO, H. O. ALONGE
University of Benin, Benin City, Nigeria.

Abstract. This study investigated the relationship between principals' administrative behaviour and teachers' job performance in public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria. The study adopted correlational design. The population of the study comprises 132 principals and 1,090 teachers in 7 public schools in Edo South senatorial district. Three research questions were raised and one hypothesis tested at 0.05 level of significance. The sample size of the study was 66 principals constituting 50% of the population. Three teachers per school constituting 198 teachers were purposively selected to provide data for the study. The multi stage sampling technique was adopted to select the sample for the study. "Principals' Administrative Behaviour Questionnaire (PABQ)" and Teachers' Job performance Assessment Scale (TJPAS)" were used to collect data for the study. The instruments were tested for reliability using Croubach alpha statistics which yielded 0.85 and 0.73 respectively. The data collected were analyzed using mean, standard deviation and Pearson product moment coefficient. The findings revealed a positive level of principals' administrative behavior, while teachers' job performance was high and there was a significant relationship between principals' administrative behaviour and teachers' job performance. It was therefore recommended among others that serving principals should always be encouraged to sustain positive administrative behavior in the performance of their duties as an impetus for high teachers' job performance in Edo state south senatorial district public schools.

Keywords: Principals' Administrative Behaviour, Teachers' Job Performance, Secondary Schools.

1. Introduction

School principals and teachers appear to be an indispensable human resource in secondary schools. The principal is saddled with numerous responsibilities as a school manager and leader to school personnel, ensures the judicious management and utilization of the available resources in the school in such a way that the

aims of secondary education are achieved. Since the principal holds a key position in school administration, he is expected to motivate school personnel by giving positive advice and guidance. The role of the principal in Nigerian secondary school system is to translate educational policies into programs and actions in the school, which is enshrined in the National Policy on Education (Federal Republic of Nigeria, FRN, 2019), that the school principal is expected to carry out several administrative functions which include supervision of institutions on a daily basis. The principal is indispensable personnel in a school as every activity in a school revolves around him and therefore, the success or failure of the school seems to rely mostly on principals' administrative behaviour.

Principals' administrative behaviour is the manner and action in which the principals' conduct his acts towards his teachers. The capability of school principals to coordinate and maximize school inputs to produce optimum educational services, in addition the extent to which principals maximally coordinate resources in school so as to enhance competencies acclimatize to innovativeness and expanding staff awareness to attain excellence towards achieving the objectives of education (Arikewuyo and Onanuga, 2015 and Evers et. al, 2018). Sergiovanni (2016) emphasized that ideally, principal administrative behaviour manifest in the ability of a principal to be obsessive knowledge and have unblemished idea for enhancing students' academic performance and teachers job performance. The behaviour of school principal is referred as principals' administrative behaviour in the process through which a school administration influences a teacher or group of teachers to meet the challenges; innovate a sense of loyalty, motivate them towards their goals, managing people, data and processes to foster school improvement and influence teacher in all attainment of educational goals (Agu and Oputa, 2021). Certain elements of principals' administrative behaviour include: support, integrity, time consciousness or management, self-confidence and appraisal techniques which could be positive or negative.

Principals in schools should be able to support teachers to grow academically by encouraging teachers through shared experiences, advice, provide opportunities for professional development through workshops, conferences and coaching. They should also offer emotional support, provide technical assistance and training for digital communication to others staff members. Principals who encourage teachers to further studies and acquire more skills and also render financial assistance to teachers that need money in form of loans or grants are likely to be supportive and positive in their administrative behaviour. Nwite (2016) posited that principals administrative behaviour creates and enabling work environment for teachers to enhance their job performance. Integrity as regards principals' administrative behaviour reflect when teachers see and feel how truthful, honest, trustworthy, accountable, transparent and confident principals are, teachers tend to boost their job performance. Salleh (2007), Melky et al (2018) and Shahid (2013) asserted that school principals who exhibit administrative behaviour that are dependable, reliable, accommodating, compassionate, candid, ethical and moral in a school attract teachers to such principals. Consequently, a harmonious and productive positive work relationship is achieved.

Another element of principals' administrative behaviour is time consciousness or management. Time is an essential input in education resource. Every school activity is guided by time. For example, in a school there are scheduled times for morning activities, classes, break period, afternoon activities, prep, social, dining, labour and extracurricular activities. Effective time management would assist the principal to plan, organized, control, hold meetings, communicate among others in a school. A principal that is time conscious and managed his time very well, would institutionalize time management culture that will be useful to both staff and students (Maduagwu & Nwogu, 2006). Self-confidence of a principal is critical to goals attainment. It is the ability or capacity to succeed. It is a personal trust and positive mind to achieve result. Teachers who have confidence in their principal tend to be committed to their job which create room for job performance. By implication, when teachers have confidence that their interest will be protected by their school principals, such teachers put in more effort in boosting their job performance. Some principals who lack self-confidence seem to set to fail because they expect to fail even before they start any activity in the school.

Appraisal technique is one of the major indices in administrative behaviour of the principal; it is an act of judging or estimating the nature or value of someone in an organisation like a school. School principals used the best possible and suited technique to appraise teachers, though principals' appraising or teachers appraising teachers themselves as this method will motivate teachers to feel that they are being carried along in the administrative processes and this single action to an extent bring out a better service delivery and enhance

their job performance in a school. Buckingham and Goodall (2015) established that performance appraisal creates an avenue for clarity of role of employees for the responsibilities and expectations in a work place. The importance of performance appraisal is to aid school management towards the implementation of control in the school and strengthening the communication and work relationship among teachers and management. Appraisal technique act as feedback mechanism for future goals setting for improvement and enhanced teachers' job performance. This implies that, principals' administrative behavior is a key component of teachers' job performance in secondary schools. Okoro (2022) study found that good (positive) leadership behavior is indispensable in the achievement of student academic performance and teachers' job performance in the public senior secondary schools. His study established that positive leadership behaviour were exhibited by principals in Rivers State. This was possible, as a result of principals being decisive, prompt and positively direct and monitors teachers teaching skills to ensure teachers cover the scheme of work and also creating opportunities to support teachers and students to engage in train and retraining programmes. Example of negative administrative behavior of the principals are behaving egoistically, giving directives and expecting unquestioning compliance, being discriminatory, with-hurting, bullying among others. Aung and Than (2021) established that principals' administrative behavior was positive and high due to principals well planned school activities in advance, delegated school tasks, instructional tasks to teachers, shared important information, collaboration and support to all staffs in the school.

Oguejiofor (2023) described teachers' job performance as all activities carried out by teachers in the school system in order to enhance quality output from the system. In other words, the act of accomplishing or executing a given task by teachers through the use of ideas and skills to achieve the educational goals and objectives. In the same vein, Richard (2014) indicated that teachers job performance is the ability of teachers to combine relevant inputs for the enhancement for teaching and learning processes. Teachers job performance is how well teachers do their job including having a correct attitude, being devoted to their position as educators and working consciously to achieve the state goals and objectives of such level of education according to Obano and Ogonor (2019) teachers' job performance are how the teachers prepare and present lessons, mastery of the subject matter, use of curriculum information, use of teaching aids/material, motivation of students to learn, classroom management, teacher-student interaction, assessment or evaluation of lesson and extra-curricular activities.

Secondary school goals would be achieved, when school principals display administrative behaviour that energize and arouse the interest of teachers toward effective service delivery in the school that thus enhance

their job. Hence principals should not exhibit negative administrative behaviour that does not create room for open communication, rather principals should create and maintain an environment filled with and encouraged accountability and transparency as well as influencing high teachers job performance in educational system. Shittu, Beyloku and Erunedo (2024) carried out a study in principals' administrative behavior and teachers' job productivity in public senior secondary school's education district V of Lagos state, Nigeria revealed that principals' administrative behavior has a significant relationship with teachers' job performance. It is therefore, imperative to replicate the study in Edo state to determine the veracity or otherwise of other educational researchers.

1.1 Statement of the Problem

Principals possess great controlling authority and as such their actions are greatly felt in schools and their administrative behavior may have effect on the achievement of the educational goals and objectives. There is a growing public concern and outcry about the administrative behavior of some school principals in Edo state public secondary schools. It was alleged that some principals in Edo South Senatorial District are not fair, trustworthy and honest. Some are believed to lack motivational drive and non-supportive of teachers. A few principals have been confronted with allegation of favouritism, tribalism subjectivity in some issues between staff. This condition may not only affect the quality of learning among students in their academic achievement but also affect the quality of teaching among teachers and their job performance in secondary schools. In the same vein, there are observed poor quality of teaching by teachers, irregular attendance to classes by teachers among others. This may lead to poor job performance. It is against this background that this study examined whether there is a relationship between principals' administrative behavior and teachers' job performance in public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria.

1.2 Purpose of the Study

The study investigated the relationship between principals' administrative behavior and teachers' job performance in public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria. Specifically, the study:

- examined the administrative behaviour of principals in public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria.
- investigated the level of teachers' job performance in public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria.
- ascertained if there a significant relationship between principals' administrative behavior in

public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria.

1.3 Research Questions

The following research questions guided the study:

- What is the level of administrative behaviour of principals in public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria.
- What is the level of teachers' job performance in public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria.
- Is there a significant relationship between principals' administrative behaviour in public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria.

1.4 Hypothesis

There is no significant relationship between principals' administrative behavior between teachers' job performance in public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria.

2. Methodology

This study is a descriptive research design that adopted correlational research design. The population of the study consisted of all the 132 principals and 1,090 teachers in 7 public senior secondary schools in Edo South Senatorial District (Edo State Ministry of Education, 2025). The sample size of the study was 66 principals constituting 50% of the population. The multi-stage sampling technique was adopted to select the sample of the study. Three teachers per school, constituting 198 teachers were randomly selected to provide data for the study. Firstly, schools in local government areas in Edo South Senatorial District were stratified. This was followed by using 50% of selected schools and principals in each local government area using the simple random sampling technique and three teachers in each of the sample schools at 3 teachers per school were selected randomly as respondents to the instruments on principals' administrative behaviour and teachers' job performance. Two instruments were used in the study named "Principals' Administrative Behaviour Questionnaire (PABQ)" and "Teachers' Job Performance Assessment Scale (IJPAS)" for data collection. Three experts from the department of Educational Management, Faculty of Education, University of Benin, Edo State, Nigeria guided the content validity of the instruments and the reliability consistency of the instruments were established at 0.85 and 0.73 respectively using Cronbach's Alpha. Mean was used to analyze research questions 1 and 2, the decision was based on criterion mean of 2.50. Hence, any calculated mean (x) equal or greater than 2.50 was regarded as positive for principals' job administrative behaviour and high for teachers' job performance while

any calculated mean (\bar{x}) lesser than 2.50 was considered negative for PAB and high for TJP. Pearson Product Moment Coefficient was used to test for the hypothesis at 0.05 alpha level of significance.

The PABQ was divided into 2 sections. Section A elicited background information from the sampled public secondary schools on the local government area. While section B consisted of items on the elements of Principals' Administrative Behaviour: support, integrity, time consciousness or management, self-confidence and appraisal techniques. It was administered to teachers each statement was measured on a four-point modifier Likent-type rating scale namely "Strongly Agree (AS) on four points", "Agree (A) on three points", "Strongly Disagree (SD) on two points" and Disagree (D) on 1 point". While TJPAS was administered to principals and

it was made up of 2 sections. Section A sought background information from the sampled public secondary schools on the local government area while Section B contained information on teachers' job performance indicators. The items from PABQ and TJPAS were modified from 4 Likent point scales to 2 point scales of positive or negative for principals' administrative behaviour and high or low for teachers' job performance.

3. Results

Research question one: what is the level of administrative behavior of principals in public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria.

Table 1: Level of Administrative Behaviour of Principals in Edo South Senatorial District

S/N	Elements of Principals' Administrative Behaviour	Mean	Std. Dev.	Decision
1	Support	3.09	0.824	Positive
2	Integrity	3.10	0.877	Positive
3	Time Consciousness/ Management	2.25	0.962	Negative
4	Self Confidence	3.27	0.548	Positive
5	Appraisal Techniques	3.45	0.622	Positive
Cluster Mean		3.03	0.77	Positive

The data in Table 1 showed the administrative behaviour of principals based on five key elements. Support has a mean score of 3.09 with a standard deviation of 0.824, integrity showed a mean score of 3.10 with a standard deviation of 0.877, the result for time consciousness/management accounted for a mean score of 2.25 with a standard deviation of 0.962, while self-confidence had a mean score of 3.27 with a standard deviation of 0.622. Based on the cluster mean of 3.03 which is greater than the normative mean of 2.50, it can be inferred that principals' administrative behavior is high in Edo South Senatorial District of Edo State, Nigeria.

Research Question 2: What is the level of teachers' job performance in public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria?

Table 2: Level of Teachers' Job Performance in Edo South Senatorial District.

S/N	Indicators of Teachers' Job Performance	Mean	STD. Dev.	Decision
1	Preparation and presentation of lesson	3.08	0.832	High
2	Mastery of the Subject Matter	3.27	0.548	High
3	Use of Current Information	3.18	0.628	High
4	Use of Teaching Aids	2.27	0.949	Low
5	Classroom Management	3.16	0.873	High
6	Motivation of Students	3.53	0.596	High
7	Assessment /Evaluation of Lesson	2.43	0.871	Low
8	Extra-Curricular Activities	2.50	0.948	High
7	Teacher-Student Interaction	2.52	0.683	High
Cluster Mean		2.88	0.77	High

Table 2 indicates the level of teachers' job performance based on nine key elements. Preparation and presentation of lesson had a mean score of 3.08 with a standard deviation of 0.83, mastery of subject matter accounted for a mean score of 3.27 with a standard deviation of 0.548, use of current information showed a mean score of 3.18 with a standard deviation of 0.628, motivation of students had 3.53 with standard deviation of 0.596, assessment/ evaluation of lesson Classroom Management had a mean score of 3.16 with a standard deviation of 0.873 had 2.43 with a standard deviation of 0.871, Motivation of Students had a mean score of 3.53 with a standard deviation of 0.596, Extra-Curricular Activities had a mean score of 2.50 with a standard deviation of 0.948, Teacher-Student Interaction had a mean score of 2.52 with a standard deviation of 0.683. Therefore, level of teachers' job performance in public senior secondary schools in Edo South Senatorial district, Edo State, Nigeria is high.

Hypothesis 1: There is no significant relationship between principals' administrative behavior and teachers' job performance in public senior secondary schools in Edo South Senatorial District of Edo State, Nigeria.

Table 3: Correlation Analysis of Principals’ Administrative Behaviour and Teachers’ Job Performance.

Variable	N	Pearson r	Sig Value (two tailed)	Decision
Principals’ Administrative Behaviour Teachers’ Job Performance	264	-.414	.000	Rejected

Table 3 revealed a correlation value (r) =-.414 and p-value of .000 testing at an alpha level of 0.05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected, meaning there is a significant relationship between principals’ administrative behavior and teachers’ job performance in public senior secondary schools in Edo South Senatorial district of Edo State, Nigeria.

4. Discussion of findings

The findings of the study reveal that principals’ administrative behaviour in public senior secondary schools in Edo south senatorial district of Edo state is positive. This was possible, as a result of principals being decisive, prompt, positively direction and monitor teachers teaching skills to ensure teachers cover the scheme of work, a principals well planned school activities in advance, delegated school tasks, instructional tasks to teachers, shared important information, collaboration and support to all staffs in the school and also creating opportunities to support teachers and students to engage in train and retraining programmes. This finding is line with that of Okoro (2022) who revealed that principals’ leadership behaviours are positive. In the same vein, Aung and Than (2021) study revealed a positive level of administrative behaviour of principals in basic education high schools in Mogaung township of Kachin state, Myanmar, .

From the findings in this study, it was revealed that level of teachers’ job performance in Edo South Senatorial District of Edo State is high. This high level of teachers’ job performance justifies the positive principals’ administrative behaviour found to be operational in public secondary schools in Edo state. The findings however do not align with Wakkala et. al. (2022) findings that revealed a moderate level of teachers’ job performance. The study of Shittu et. al (2024) established a high level of teachers’ job performance in Lagos Public Senior Secondary Schools was as a result of positive principals’ administrate behaviour exhibited in aspects of communication, appreciation, recommendation and recognition of teachers in the school.

Furthermore, the study also revealed that there is a significant relationship between principals’ administrative behaviour and teachers’ job performance. Giving that the principals articulate clear communication, vision and goals of secondary education, motivation of teachers for professional growth and development, reward system, supportive of teachers’ emotional wellbeing, shared leadership, involvement of teachers in decision making process and creating an enabling climate in a school. This finding

support Shittu, et al. (2024) who argued that principals’ administrative behaviour is a crucial variable on teacher’s productivity in public secondary schools in Education district V Lagos State, Nigeria. This seems logical because teachers’ perception of principals’ administrative behaviour has a significant correlation with teachers’ job performance.

5. Conclusion

It is concluded that principals’ administrative behaviour level is positive in Edo South public Senior Secondary Schools while the level of teachers’ job performance is high. Principals’ positive administrative behaviour has a significant impact in stimulating high job performance from teachers in public secondary schools in Edo south senatorial district.

6. Recommendations

Since principals’ administrative behaviour is a valuable tool in school management, especially as it has a relationship with teachers’ job performance, the emotional intelligence of principals should be tested during interview for appointment into principal-ship cadre in Edo state Ministry of Education.

Serving principals should always be encouraged to sustain a positive administrative behaviour in the performance of their duties as an impetus for high performance of teachers in Edo state south senatorial district public schools.

Ministry of Education with the support of the appropriate agencies should create leadership programmes to educate principals on the essence of positive principals’ administrative behaviour.

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