

## PRINCIPALS' ADMINISTRATIVE AND SUPERVISORY ROLES FOR TEACHERS' JOB EFFECTIVENESS IN SECONDARY SCHOOLS IN RIVERS STATE

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**ABSTRACT:** *The study investigated principals' administrative and supervisory roles for teachers' job effectiveness in secondary schools in Rivers State. Two research questions and two hypotheses guided the study. Descriptive survey was adopted while the population of the study was 8452 teachers of secondary schools in the state. The sample size of 265 teachers which represent 3.1% of the entire population was drawn through cluster sampling technique. A questionnaire titled principal's administrative and supervisory roles for teachers' job effectiveness Questionnaire (PASTJEQ) was developed and used for data collection. The research questions were answered using mean ( $\bar{X}$ ), mean set ( $\bar{X} \bar{X}$ ), standard deviation (Sd) and rank order statistics to answer the research questions, while the null hypotheses were tested at 0.05 level of significance using the z-test statistics. The findings among others are as follows: principals engage in staff personnel administration and providing assistance on instructional activities to teachers in Rivers State. It was recommended among others that Principals should adopt modern supervisory techniques that are more human and government should initiate a periodic training for principals on administrative roles performance.*

**KEYWORDS:** Principals' Administrative, Supervisory Roles, Teachers' Job Effectiveness, Secondary Schools

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### INTRODUCTION

The achievement of principal relies on his administrative capacities and ability to make reasonable decision for effective secondary administration. Biasness of some teachers and poor academic performance of students in secondary schools could be attributed partly to poor administrative skills of school principals. This is because the principal is the pioneer of his school and should be expected to perform certain expert and authoritative functions, bearing in mind that the end goal will be determined by effective teaching and learning. Be it big or small, public or private, it is the leader who usually provides direction towards goals attainment. Unfortunately, Principals' abilities and powers as the authoritative, specialized and pedagogical leader of the school have turned into matter of worry as there are public cry on how principal direct school activities. To accomplish school goals, a proficient and viable executive must head the school. In schools, be it public or private the administrator is mostly viewed as the principal.

In Nigeria principal heads the secondary education, such head should have demonstrated quality and the information to accomplish his managerial goals. The principals are the custodian and bookkeeping officers of their various institutions. Mbipom (2006) states that they assume all routine jobs to accomplish all administrative tasks as leaders for achieving school objectives for posterity. Principals are the uncompromising leaders of their schools as well as administrators in whose hands lie the future of these institutions. In the school system,

the duty of administration falls upon the principal. He co-ordinates and organizes the entire organ towards the achievement of goals. Being top on the hierarchy, his activities directly or indirectly affect every other factor in the system, the teachers, students and other non-teaching personnel. Principals role performance to a great extent determine the effectiveness of the teachers in the performance of their job. In fact, his dealings transcend the boundary of school to government agencies like the school board, education commission as well as the host community. Each of these bodies has a role expectation of the principal and he must successfully pilot the boat of the school to fulfillment of goals.

A leader, therefore, does not only set goal; he influences people to work willingly towards the achievement of these goals. In other words, it is the willingness of the people to follow him/her that makes a person a leader. In the school system, the leadership roles of the principal are demonstrated in his activities such as planning, coordination, supervision, decision-making and motivation of staff and these are what distinguish him as the head. It is very clear that where there is good educational planning, cogent school programs, adequate staffing and facilities, what is most needed is good leadership role performance to co-ordinate all these for success. If the leadership fails, every other resource fails. Teachers' effectiveness are key components in any school system and successful teaching is one of the propellers for school change. Teachers' adequacy is referred to as far as emphasis on students' results, teaching and learning in the classroom are concern which advance better students' academic performance. A teacher is successful in the event that he/she can perform the set objectives and selected activities as per school goals.

### **Aim and Objectives of the Study**

The aim of this study was to examine the principal's administrative and supervisory roles for teachers' job effectiveness in secondary schools in Rivers State. Specifically the study sought to:

1. examine the principals' administrative roles for teachers' job effectiveness in secondary schools.
2. examine the principals' supervisory roles for teachers' job effectiveness in secondary schools.

### **Research Questions**

The following research questions guided the study.

1. What are the principals' administrative roles for teachers' job effectiveness in secondary schools?
2. What are the principals' supervisory roles for teachers' job effectiveness in secondary schools?

### **Hypotheses**

The following null hypothesis tested at 0.05 level of significance guided the study.

- I. There is no significant difference between the mean scores of male and female principals on principals' administrative roles for teachers' job effectiveness in secondary schools in River State.

2. There is no significant difference between the mean scores of rural and urban principals on principals' supervisory roles for teachers' job effectiveness in secondary schools in Rivers State.

### **Theoretical Framework**

The theory for this study will be system theory. The system theory is therefore considered most relevant to this study. The system theory was propounded in 1920 by Bertalanffy. The system was seen as a series of interrelated and interdependent parts in such a way that the interaction of any part of the system affects the whole system. That is, one part of the system must interact and depend on the other parts around it to function effectively. The system theory is relevant to education system because the concept of interaction and interdependence of parts with the education system like all other social systems has identical properties with the other system.

### **Principal's Administrative Roles**

The principal as the chief executive of schools has multifarious tasks to accomplish for successful administration of the school system. Several authors describe the functions and roles of the school principal. Amadeker (2005) describes the functions and roles of the school principal as 'head teacher, principal, leader of the school, school father adviser, chief administrative executive, public relation officer, curriculum director, innovator, policy maker, organizer, communicator, school authority educator, perfectionist and philosopher. In the same vein, Ezeocha (2000) sees the functions of the principal as supervision of instructions, curriculum development, aid evaluation, school community relations, and management of school finance, staff and student personnel administration.

Bernard and Goodyear (2000) posit that the principal is a standard setter, one who leads in the development of an aspiration and expectation on the part of both teachers and pupils to do good work. He assists the teachers with their problems of improving methods, materials and evaluation and thus provides a good measure of quality control. Principals can help teachers improve their testing techniques and develop their ability to analyze and interpret data. The principal as an administrator needs to possess certain administrative skills to effectively perform his duty. Several studies have discussed the administrative roles of principals. (Bennel, 2004) states that within the secondary school system, the principal stands out as the chief executive of the school, he is also the school administrator, the instructional leader, the personnel manager for both the pupils (students) and staff personnel.

The principal is also the finance and physical facility manager. The principal is expected to maintain a good relationship with the immediate community and also ensure a continuous contact with the ministry of education in the area in which the school is situated. There are several categories of administrative task areas in school system. These are pupil personnel, staff personnel, instruction and educational modules improvement, school account and business administration, school plant and other general tasks. (Ogbonna, 2005). Several other people made their contributions which are outlined below: Lipham and Hoeh (1990) outline five functions of school organization; in this manner.

- Staff faculty organization.
- Student faculty organization.
- Finance and physical assets and.
- School group relationship administration

Ehiometalor (2005) explains that educational administrators concern themselves with four issues and functions which include: The procurement, training, maintenance, development evaluation and remuneration of personnel. The determination and implementation of the instructional programme is their primary responsibility. The operation of educational business in its entire ramification (Resources, Finance etc), with the establishment and maintenance of good public relations are products that will enhance better teaching and learning environment. Ezeocha (2000) views the roles of principals as supervision of instruction, curriculum development and evaluation, school community relationship, staff personnel administration, student personnel administration, management of school finance and school physical facilities.

### **Professional training and principal's administrative roles.**

Instructive directors who oversee secondary schools are called principals. Ezeocha (2000) considers principal to be the principal resident of the organization, the head of school family, the caretaker of the school culture, the mirror of the school aphorism, the draftsman of the school mind, and the first among equivalents in the instructional exercise group. Principals handle relationship with folks, imminent and current students, employers and the community. Some studies have been carried out on the professional training and the principal' administrative roles.

### **Job experience and principal's administrative roles**

Most principals typically have held instructional positions before moving into administration while some become assistant principals, central office administrators, and some have gained experience in other managerial employments before they became principals. Those new-to-posts according to Austin, (2009) are often face with the challenges of decision making and this shows their administrative ability in the management of schools. Notwithstanding, the likelihoods of principals' experiences in administration of secondary schools is important for positive school management.

### **Principal's supervisory roles**

The principal as the head of secondary school must play some important roles in moving the school forward and in assuring qualitative learning which is the goal of the school. One of such roles is the supervision of instruction. Adeyemi, (2010) explains that supervision is the process of administration which involves the push to manage everyday activities of individual or group of people working in the school system. The principal is the leader and as Adesina, (2010) observes, the leader in any group is considered as having the best ideas, possessing the greatest understanding of situations and providing the best guidance.

In the same line Bernard and Goodyear (2008) visualize supervision as "a counseling intervention that is given by a senior individual from a calling to a lesser part or individuals from that same calling. The relationship is evaluative and stretches out after some time and has the concurrent reason for upgrading the expert working of the lesser part / members. It is expected to monitor the quality of the professional service they give and also serve as a guardian to the individuals who are to enter that profession.

From these, it becomes clear that supervision is essential to teachers effectiveness because it offers the professional support and guidance that enables them perform their best. It is a form of instructional leadership and its aim is to ensure qualitative learning in the school. Supervision of learning enables the principal to monitor the performance of his teaching staff

with the aim of identifying the merits and demerits and utilizing befitting and genial systems to rectify the blemishes and enhance the benefits. Along these lines, the teachers are increasingly availed of the opportunity to become better. It is a process of stimulating growth and excellence in teaching.

The process of supervision is continuous and it ensures that teachers carry out their daily routine functions both academic and extra-curricular according to rules and regulations as stipulated in the educational goals and principles of the state. Educationists generally agree that school principals should devote most of their time to improving and supporting instruction. This is because both parents and government are now more concerned than ever with a result-oriented education and the principal has the professional obligation to offer nothing less. History indicates that supervision of education had existed in the past as inspection. The concept and implementation of inspection had however, varied from supervision in a number of ways. First, it was more authoritarian and fault finding in nature and did not provide the kind of atmosphere of relaxation and trust needed for teachers to gain from the experience. By the beginning of the last century, the practice of inspection took a more democratic and interactive shape, and the aim was no longer victimization but friendly and supportive guidance.

Leigha (2010) explains that the modern day supervisor is a friend to the teacher, a counselor, an energizer, an inspector, a colleague, partner in progress and helper. Project Concern International (2007) lists the following among other attributes of the supervisor: “thoughtful and quiet, empathetic and able to put himself in another’s shoe, unbiased and non- judgmental. Kaegon (1998) indicates that supervision could be both external and internal. Externally, supervision is carried out by a board from ministry of Education and school board of the particular state. In Rivers State, the board visits schools periodically, monitoring such activities as curriculum compliance, teaching methodology of teachers as well as other pastoral aspects of school life.

Internal supervision on the other hand is implemented by the principals, his Vice principals or head of subjects. It describes a situation whereby these set of people, especially the principal acts as academic mentor to the school. Okorie (2009) lists the following duties among others for the principal as an internal supervisor.

- Assisting teachers to formulate relevant and acceptable goals and instructional objectives
- Helping teachers in planning learning opportunities and experiences that will facilitate the achievement of the educational goals and objectives.
- Development a highly motivated staff by stimulating the teacher’s interest in teaching
- Helping teachers develop skill and attitude formation.
- Helping teachers develop professionally
- Coordinating the varieties of teaching units in the school.

All these point to the fact that where teachers are adequately coordinated and monitored in the above listed ways, their performances improve to the benefit of the students. However, it has been observed that principals often times do not devote adequate time to important aspect of their school management assignments (Eze, 2006). Rather, they concentrate more effort to

administrative duties to the negligence of instructional supervision. This in turn reflects on the falling standard of education in schools and the educational system as a whole. Supervisory activities aimed at correcting observed lapses of teachers. Therefore, lack of adequate supervision would constitute an obstacle in teachers' job effectiveness. Supervision also offers the principal the opportunity for demonstration teaching. Demonstration teaching involves instructing and learning exercises exhibited by head of departments who is talented and experienced with the goal of delineating instructive statutes, strategy or methodologies for the instructors to adopt. In this sense it is expected that a principal should be competent in some of the various subjects areas taught in the school.

It could be advised that while it is the obligation of the principal to arrange and supervise the procedure of teaching in all areas, he should have mastery of at least two of the subjects taught in the school and the current methodology employed in teaching them. Mbipom (2006) insists that teaching is helpful in enhancing teachers' competency when it involves advancement, for example, the utilization of new approach, reading, curriculum or another orthography. In the same vein, Lashway (2009) opines that Principals today should likewise serve as pioneers for students' learning. They should know the programme content and pedagogical procedure. They should know, collect and analyze data in a way that fuels excellence.

The instructional supervisory roles of the principal are further illustrated in commentaries of new Leaders, New School Organization, in a study carried out among schools and principals to decide another meaning of principals viability, it was noticed that about 60% of schools impact on students' accomplishment depends on principals and teachers with principal having 25% and teachers 33%. They observed that principals who have another ideas to manage schools have improved themselves with the practice that drives both students' accomplishment and teachers' performance. Principal's supervisory roles as the following.

- Building and ensuring that staff adjusted to the school vision of achievement
- Developing an accomplishment and conviction based vast society
- Instituting operations and frameworks to bolster learning.
- Molding individual initiative that sets the tone for all understudy and grown-up relationship in the school.

What this means is that effective principals supervisory roles must ensure that college instructional standards are aligned to standards and current instructional strategies and innovations. Also the principals ensure regular teaching and learning which will make teachers proficient, skillful improve development through job assignment. Motivate staff by rewarding the top performers and counseling others who do not meet expectations. Apart from that such principals assemble a sort of work grease get savvy demeanor in the whole school group. They additionally execute clear predictable codes of students and grown-up behaviours concentrated on positive learning practices and regard for self and others.

## **METHODOLOGY**

The design for this study was descriptive survey. This approach was adopted because the researcher intends to identity the principals' administrative role and teachers' job effectiveness

in public secondary schools. The population for this study consisted of all the 247 public senior secondary schools in the 23 local government areas of Rivers State with 8452 principals and teachers of these schools. The sample size of 265 teachers which represent 3.1% of the entire population was drawn through cluster sampling technique. The 247 schools which represent 100% of government owned secondary schools in Rivers State was used. The instrument was administered directly to the respondents by the researcher and with the help of 2 research assistants. The researcher explained the purpose of the study with instructions guiding the filling of the instrument and the copies of the questionnaire were collected on the spot and on agreed date. The research questions were answered using mean ( $\bar{X}$ ), mean set ( $\bar{X} \bar{X}$ ), standard deviation (Sd) and rank order statistics to answer the research questions, while the null hypotheses were tested at 0.05 level of significance using the z-test statistics. Tables were constructed in respect of the demands of the respective research questions, hypotheses and a criterion mean of 2.50 was used.

## RESULTS

### Presentation and analysis of data to answer research questions

**Research Question 1:** What are the principals' administrative roles for teachers' job effectiveness in secondary schools in Rivers State?

**Table 1: Mean ( $\bar{X}$ ), Mean set ( $\bar{X} \bar{X}$ ) Standard deviation (Sd) and rank order (Rnk) scores of perceptions of male and female principals on principals' administrative roles for teachers' job effectiveness in secondary schools in Rivers State.**

S/N	ITEMS	Male $\bar{X}$	Female $\bar{X}$	$\bar{X} \bar{X}$	Sd	Rank	Dec
1	Principal engages in staff personnel administration	2.53	2.80	2.67	0.19	5 <sup>th</sup>	Agree
2	Principal engages in student personnel administration	2.68	2.90	2.79	0.16	3 <sup>rd</sup>	Agree
3	Principal ensures the maintenance of infrastructures	2.84	2.77	2.81	0.05	1 <sup>st</sup>	Agree
4	Principal engages in school community relations management	2.60	2.76	2.68	0.11	4 <sup>th</sup>	Agree
5	Principal ensures proper utilization of resources to achieve set goals	2.80	2.81	2.81	0.01	1 <sup>st</sup>	Agree

Table 1 results showed that the average mean scores of male principals range between 2.53 and 2.84, while those of female principals range between 2.76 and 2.90. The mean set average for both categories of principals' range between 2.67 and 2.81. Judging by the results, table 1 revealed that all the items had mean above the criterion mean of 2.5. Thus, they were accepted as the perceptions

of male and female principals on principals' administrative roles for teachers' job effectiveness in secondary schools in Rivers State

**Research Question 2:** What are the principals' supervisory roles for teachers' job effectiveness in secondary schools in Rivers State?

**Table 2: Mean ( $\bar{X}$ ), Mean set ( $\bar{X}$   $\bar{X}$ ) Standard deviation (Sd) and rank order (Rnk) scores of perceptions of rural and urban principals on principals' supervisory roles for teachers' job effectiveness in secondary schools in Rivers State.**

S/N	ITEMS	Rural $\bar{X}$	Urban $\bar{X}$	$\bar{X}$ $\bar{X}$	Sd	Rank	Dec
1	Providing assistance to instructional activities of the teachers	2.80	2.94	2.87	0.10	1 <sup>st</sup>	Agree
2	Discussing new trends in the school with teachers	2.65	2.55	2.60	0.07	5 <sup>th</sup>	Agree
3	Ensuring that teachers have functional instructional materials	2.55	3.01	2.78	0.33	3 <sup>rd</sup>	Agree
4	Assisting teachers to develop curriculum according to the age ability of children.	2.76	2.65	2.71	0.08	4 <sup>th</sup>	Agree
5	Encouraging teachers in the use of continuous assessment	2.75	2.91	2.83	0.11	2 <sup>nd</sup>	Agree

Table 2 results showed that the average mean scores of rural principals range between 2.55 and 2.80, while those of urban principals range between 2.55 and 3.01. The mean set average for both categories of principals range between 2.60 and 2.87. Judging by the results, table 2 revealed that all the items had mean above the criterion mean of 2.5. Thus, they were accepted as the perceptions of rural and urban principals on principals' supervisory roles for teachers' job effectiveness in secondary schools in Rivers State.

### Presentation and Analysis of Data to Test Hypotheses

**Hypotheses I:** There is no significant difference between the mean scores of male and female principals on principals' administrative roles for teachers' job effectiveness in secondary schools in Rivers State.

**Table 3: Summary of z test on difference in the mean scores of male and female principals on principals' administrative roles for teachers' job effectiveness in secondary schools in Rivers State.**

Categories	N	$\bar{X}$	SD	DF	z- cal	z- cri	Level of Decision significance
Male	103	2.69	1.15				Ho was Rejected
Female	162	2.78	1.04	263	0.64	1.96	

Table 3 above showed that the z calculated value of 0.64 is less than the z critical value of 1.96 at 0.05 level of significance with the degree of freedom of 263. The null hypothesis was accepted. This means that there is no significant difference between the mean scores of male and female principals on principals' administrative roles for teachers' job effectiveness in secondary schools in Rivers State.

**Hypotheses 2:** There is no significant difference between the mean scores of rural and urban principals on principals' supervisory roles for teachers' job effectiveness in secondary schools in Rivers State.

**Table 4: Summary of z test on difference in the mean scores of male and female principals on principals' supervisory roles for teachers' job effectiveness in secondary schools in Rivers State.**

Categories	N	$\bar{X}$	SD	DF	z- cal	z- cri	Level of significance	of Decision
Rural	169	2.70	1.10				0.05	Ho was Rejected
Urban	96	2.81	1.13	263	0.76	1.96		

Table 4 above showed that the z calculated value of 0.76 is less than the z critical value of 1.96 at 0.05 level of significance with the degree of freedom of 263. The null hypothesis was accepted. This means that there is no significant difference between the mean scores of rural and urban principals on principals' supervisory roles for teachers' job effectiveness in secondary schools in Rivers State.

### Summary of Findings

The findings of the study were summarized as follows:

1. The principals' administrative roles for teachers' job effectiveness in secondary schools in Rivers State are principal engages in staff personnel administration, principal engages in student personnel administration, principal ensures the maintenance of infrastructures, principal engages in school community relations management and principal ensures proper utilization of resources to achieve set goals in secondary schools in Rivers State.
2. The principals' supervisory roles for teachers' job effectiveness in secondary schools in Rivers State are providing assistance to instructional activities of the teachers, discussing new trends in the school with teachers, ensuring that teachers have functional instructional materials, assisting teachers to develop curriculum according to the age ability of children and encouraging teachers in the use of continuous assessment in secondary schools in Rivers State.
3. There is no significant difference between the mean scores of male and female principals on principals' administrative roles for teachers' job effectiveness in secondary schools in River State.
4. There is no significant difference between the mean scores of rural and urban principals on principals' supervisory roles for teachers' job effectiveness in secondary schools in Rivers State.

## **DISCUSSION OF FINDINGS**

Discussions of findings are based on the following sub-headings:

1. Principal's administrative roles for teachers' job effectiveness
2. Principal's supervisory roles for teachers' job effectiveness

### **Principal's administrative roles for teachers' job effectiveness**

The study revealed that all the items were accepted as principals' administrative roles for teachers' job effectiveness in Secondary Schools in Rivers State. The findings are that Principals engage in staff personnel administration, principals engage in student personnel administration, principals ensure the maintenance of infrastructures, principals engage in school community relations management and principals ensure proper utilization of resources to achieve set goals. The study is in agreement with the work of Amadeker (2005) who describes the functions and roles of the school principal as leader of the school, school father adviser, chief administrative executive, public relation officer, curriculum director, innovator, policy maker, organizer, communicator, school authority educator, perfectionist and philosopher.

In the same vein, Ezeocha (2000) sees the functions of the principal as supervision of instructions, curriculum development, aid evaluation, school community relations, and management of school finance, staff and student personnel administration. Bernard and Goodyear (2000) posit that the principal is standard setter, one who leads in the development of an aspiration and expectation on the part of both teachers and pupils to do good work. He assists the teachers with their problems of improving methods, materials and evaluation thus provides good measure of quality control. Principals can help teachers improve their testing techniques and develop their ability to analyze and interpret data.

The principal as an administrator needs to possess certain administrative skills to effectively perform his duty. Several studies have shown the administrative roles of principals that principal engages in staff personnel and student administration, principal ensures the maintenance of infrastructures, principal engages in school community relations management and ensures proper utilization of resources to achieve set goals.

### **Principal's supervisory roles and teachers' job effectiveness**

The study revealed that all the items were accepted as principal's supervisory roles for teachers' job effectiveness in secondary schools in River State. The findings are that principals provide assistance to instructional activities of the teachers, discussing new trends in the school with teachers, ensuring that teachers have functional instructional materials, assisting teachers to develop curriculum according to the age ability of children and encouraging teachers in the use of continuous assessment. From these, it becomes clear that supervision is essential to teachers effectiveness because it offers the professional support and guidance that enables them perform their best. It is a form of instructional leadership and its aim is to ensure qualitative learning in the school. Supervision of learning enables the principal to monitor the performance of his teaching staff with the aim of identifying the merits and demerits and using befitting and amicable techniques to correct the flaws and improve on the merits. In this way, the teachers are increasingly availed of the opportunity to become better. It is a process of stimulating growth and excellence in teaching.

The process of supervision is continuous and it ensures that teachers carry out their daily routine functions both academic and extra-curricular according to rules and regulations as stipulated in educational system. Educationists generally agree that school principals should devote most of their time to improving and supporting instruction. This is because both parents and government are now more concerned than ever with result-oriented education and the principal has the professional obligation to offer nothing less. Principal provides assistance to instructional activities of the teachers, discussing new trends in the school with teachers, ensuring that teachers have functional instructional materials, assisting teachers to develop curriculum according to the age ability of children and encouraging teachers in the use of continuous assessment.

## CONCLUSION

Based on the research finding, principals administrative for supervisory roles enhance teachers' job effectiveness in secondary schools in Rivers State. Secondary schools exist to achieve some set educational goals. The principal is designated official who is saddled with the responsibility of steering the wheels of secondary schools success. This work has examined the administrative tasks of the principals as head of secondary schools.

## RECOMMENDATIONS

Some recommendations were also proffered as follow:

1. Government should initiate a periodic training for principals on administrative roles performance.
2. Principals should ensure that teachers have functional instructional materials that will impact on students' academic performance.

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