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PRINCIPALS' ADMINISTRATIVE SKILLS AS CORRELATE OF TEACHERS' TASK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

This study examined principals' administrative skills as correlate of teachers' task performance in secondary schools in Anambra State. The study adopted correlational research design. The population of this study comprised 5,396 (263 principals and 5,133 teachers) from the two hundred and sixty-three (263) public secondary schools in the six education zones of Anambra State. The sample size for the study comprised 645 (132 principals and 513 teachers) drawn from the population of the study. The sample size comprised 50% of principals and 10% population of teachers. Multi-stage sampling procedure was used in drawing the sample. The instruments used for the data collection were Administrative Skills Questionnaire (PASQ) and Teachers' Task Performance Questionnaire (TTPQ). Direct method of data collection was used to collect data from the respondents. Pearson Product Moment Correlation Coefficient and simple linear regression analysis were used for the study. Pearson Product Moment Correlation was used to answer objectives of the study while simple linear regression analysis was used to test hypothesis at 0.05 level of significance. The study found that Principals' time management for administrative tasks ensure supporting teaching staff reported higher levels of teacher task performance. Principals' experience in time management, including scheduling meetings, allocating resources, and organizing academic activities, positively influenced the overall efficiency and productivity of teachers. More so, mentoring skills and teachers' task performance in public secondary schools in Anambra State. a clear relationship between principals proficient in mentoring and improved teacher task performance. Principals who actively engage in mentoring by providing guidance, support, and fostering professional development create an environment conducive to enhanced instructional practices and increased motivation among teachers.

Keywords: Administrative Skills, Task Performance, Performance Supervisory

Introduction

A welcoming and supportive school environment plays a crucial role in influencing students' academic performance, largely due to the direct impact of teachers' effectiveness in their roles. When students feel welcomed, respected, and valued within their school environment, they are more likely to actively participate in their learning journey. Effective teachers contribute significantly to this positive atmosphere by delivering engaging lessons, providing constructive feedback, and offering support whenever necessary. It's for these reasons that the importance of teachers' task

performance cannot be understated in the academic realm.

Task performance refers to the execution, behavior, adherence, or alignment with established guidelines or directives given by a superior or required by a job (Mduma & Mkulu, 2021). This emphasizes that job performance should align with the prescribed standards for carrying out tasks. Teachers' task performance is primarily influenced by specific attributes such as their knowledge, sense of duty, and curiosity. Improved task performance can manifest through increased productivity, better adaptation to new technologies, and higher employee motivation (Mduma & Mkulu, 2021). The efficacy of an educational system heavily relies on teachers' performance, as they are seen as the cornerstone of the system.

Teachers' task performance extends beyond the confines of the classroom or school; it encompasses all environments where students are present. Certain teacher traits, including their knowledge base, sense of responsibility, and curiosity, significantly influence their performance. Abari and Mohammed (2018) highlighted that principals' passion for meeting teachers' needs positively impacts teachers' performance. To enhance the competitiveness of Nigeria's education system globally, principals, as the primary administrators of their schools, are entrusted with diverse responsibilities to achieve school objectives. Thus, it is essential for principals to possess a range of administrative skills to effectively fulfill their roles and duties within their respective schools.

Principals play a crucial role as educational leaders, overseeing the day-to-day operations of schools. Their responsibilities encompass a broad spectrum, including managing staff, establishing and enforcing school policies, fostering a positive learning environment, and ensuring adherence to educational standards. According to Ng and Szeto (2016), principals are seen as the school's accounting officer, chief executive, and instructional leader, serving as a vital link between educational policymakers, staff, and students. As school administrators, principals provide guidance, oversight, and leadership that align with the goals and objectives outlined in the National Policy on Education (FRN, 2014) for secondary education.

The execution of their duties as school leaders falls under the umbrella of administration, where administrative skills are paramount. Administrative skills encompass a range of abilities and competencies that enable individuals to effectively manage tasks, projects, and responsibilities within an organization or workplace. Within the school context, these skills are particularly critical for principals, who bear the overall responsibility for the leadership and management of schools. The role of the principal as an administrator is a pivotal element of the social system, necessitating a skill set focused on managing people effectively. As noted by Mohammed et al. (2020), principal administrative skills involve employing various methods and techniques to inspire people to work willingly and enthusiastically toward achieving shared goals. Abari, Lawal, Akinyemi and Orunbon (2018) emphasized that principals must utilize administrative skills to facilitate comprehensive school development and enhance productivity. They

further argued that principals should leverage these skills to assess the strengths and weaknesses of the instructional delivery system, ultimately improving academic performance.

Principals' administrative skills encompass a range of abilities used by school leaders in managing material resources and evaluating educational initiatives. According to Elizabeth et al. (2023), these skills involve guidance, planning, leadership, and coordination of efforts to achieve institutional goals. Essential administrative skills for effective school management, as outlined by Abiodun-Oyebanji, et al. (2020) and Yossef and Rakha (2017), include time management, instructional leadership, mentoring, financial management, supervision, instructional oversight, and communication.

In this study, the researcher focused specifically on time management and mentoring skills. Time management skill refers to the capacity to efficiently plan, organize, and prioritize tasks within a specified timeframe. Ugochukwu, Amajuoyi, and Chukwuemeka (2021) emphasized that effective time management involves making wise decisions about how to allocate time to various tasks, setting goals, and utilizing strategies to enhance productivity. Within the school context, principals must carefully allocate time to important activities, devise strategies to execute tasks efficiently, and achieve desired outcomes.

Additionally, mentoring skill plays a vital role in guiding individuals to master effective time management strategies. Ayeni (2020) highlighted that principals are expected to possess strong time management skills due to their multiple responsibilities, such as overseeing academic programs, managing staff, addressing administrative tasks, engaging with students and parents, and resolving daily issues. Effective time management entails prioritizing tasks, delegating responsibilities, setting clear objectives, and organizing schedules to ensure essential duties are fulfilled. Mentoring skill serves as a guiding force, empowering individuals to learn and implement these critical strategies effectively. Nevertheless, it is because of the importance of teachers' task performance it becomes necessary to review principals' administrative skills in Nigeria especially in Anambra State. It is on this note this study sought to examine principals' administrative skills as correlate of teachers' task performance in secondary schools in Anambra State.

Statement of the Problem

The decrease in teachers' task performance represents a significant danger to a country's education system. This decline can result in various issues within the educational framework. When teachers' task performance diminishes, it directly impacts the quality of education provided to students. Lessons may lose their appeal, assessments may become less precise, and feedback may lose its effectiveness, all of which can affect students' learning outcomes negatively. Furthermore, teachers' task performance has a direct influence on student motivation. If teachers are not engaging, supportive, or effective in their roles, students may lose interest in learning, leading to a decrease in motivation and enthusiasm for academic endeavors. Hence, there is a pressing need to reassess the administrative roles of principals in order to tackle these challenges effectively. This is

because principals play a critical role in supervising and bolstering teachers' performance, and their leadership can significantly impact the overall educational environment. It is for some of these reasons, this study was borne to examine principals' administrative skills as correlate of teachers' task performance in secondary schools in Anambra State.

Objectives of the Study

1. examine the relationship between principals' time management skill and teachers' task performance in public secondary schools in Anambra State.
2. ascertain the relationship between principals' mentoring skill and teachers' task performance in public secondary schools in Anambra State.

Hypotheses

1. There is no significant relationship between principals' time management skill and teachers' task performance in public secondary schools in Anambra State.
2. There is no significant relationship between principals' mentoring skill and teachers' task performance in public secondary schools in Anambra State.

Research Method

The study adopted correlational research design. The population of this study comprised 5,396 (263 principals and 5,133 teachers) from the two hundred and sixty-three (263) public secondary schools in the six education zones of Anambra State. The sample size for the study comprised 645 (132 principals and 513 teachers) drawn from the population of the study. The sample size comprised 50% of principals and 10% population of teachers. Multi-stage sampling procedure was used in drawing the sample. The instruments used for the data collection were Administrative Skills Questionnaire (PASQ) and Teachers' Task Performance Questionnaire (TTPQ). The Administrative Skills Questionnaire had a total of 40-item statements. The Teachers' Task Performance Questionnaire (TTPQ)' was also structured by the researcher. Teachers' Task Performance Questionnaire had 18-item statements that elicits information on teachers' task performance. Both questionnaires were structured on a four-point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 point) and Strongly Disagree (SD) (1 points). The reliability was determined by administering copies of the questionnaire to 20 teachers and principals randomly selected from public secondary schools in Enugu State. Cronbach Alpha coefficient score was used to determine the reliability of the questionnaires. Administrative skills questionnaire yielded an average Cronbach Alpha score of 0.86 while teacher's task performance yielded a Cronbach Alpha score of 0.90. These results indicated that the instruments were reliable and have high internal consistency. Direct method of data collection was used to collect data from the respondents. At the end, 488 (95%) of teachers and 129(97%) of principals sampled were used for the study. Pearson Product Moment Correlation Coefficient and simple linear regression analysis were used for the study. Pearson Product Moment Correlation was used to answer objectives of the study while simple linear regression analysis was used to test hypothesis at 0.05 level of significance.

Presentation of Results

Research Question One: The relationship between principals' time management skill and teachers' task performance in public secondary schools in Anambra State

Table 1: Summary of Pearson Product Moment Correlation on the Relationship between Principals' Time Management Skill and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variables	N	Teachers' Task Performance	Principals' Time Management Skill	Remarks
Teachers' Task Performance	129	1.00	.885**	
Principals' Time Management Skill	488	.885**	1.00	Positive Correlation

The summary result of Pearson product-moment correlation coefficient on table 1 showed the relationship between principals' time management skill and teachers' task performance in public secondary schools in Anambra State. The results indicated that the R-value was .885 and revealed that there is a positive relationship between principals' time management skill and teachers' task performance in public secondary schools in Anambra State.

Research Question Two: What is the relationship between principals' mentoring skill and teachers' task performance in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the Relationship between Principals' Mentoring Skill and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variables	N	Teachers' Task Performance	Principals' Mentoring Skill	Remarks
Teachers' Task Performance	129	1.00	.881**	
Principals' Mentoring Skill	488	.881**	1.00	Positive Relationship

The summary result of Pearson product-moment correlation coefficient on table 2 showed the relationship between principals' mentoring skill and teachers' task performance in public secondary schools in Anambra State. The results indicated that the R-value was .881 and revealed that there is a positive relationship between principals' mentoring skill and teachers' task performance in public secondary schools in Anambra State.

Test of Hypotheses

H_{01}: There is no significant relationship between principals' time management skill and teachers' task performance in public secondary schools in Anambra State.

Table 3: Regression Summary Analysis of the Relationship between Principals' Time Management Skill and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Principals' Time Management Skill	.885[a]	.783	.783	5.34872	1757.419	.001[b]	Significant

a. Dependent Variable: Teachers' Task Performance
b. Predictors: (Constant), Principals' Time Management Skill

The analysis of the test of hypothesis one in table 8 showed that the p-value (.000) is less than .05. However, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is positive significant relationship between principals' time management skill and teachers' task performance in public secondary schools in Anambra State with strong R-value of .885. More so, the R-square value was .783, which also indicates that there is 78.3% positive significant relationship between principals' time management skill and teachers' task performance in public secondary schools in Anambra State.

$H_0$2: There is no significant relationship between principals' time management skill and teachers' task performance in public secondary schools in Anambra State.

Table 4: Regression Summary Analysis of the Relationship between Principals' Mentoring Skills and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Principals' Mentoring Skills	.881[a]	.776	.776	5.43412	1687.463	.000[b]	Significant

a. Dependent Variable: Teachers' Task Performance
b. Predictors: (Constant), Principals' Mentoring Skill

The analysis of the test of hypothesis two in table 9 reveals a p-value of .000, below the threshold of .05. Consequently, the null hypothesis was rejected, while the alternative hypothesis was supported. This indicates a strong positive and significant relationship between principals' mentoring skills and teachers' task performance in Anambra State's public secondary schools, supported by a robust R-value of .881. Additionally, the R-square value of .776 further confirms a substantial 77.6% positive relationship between principals' mentoring skills and teachers' task performance in these schools in Anambra State.

Discussion of the Findings

The study's findings revealed a strong, positive, and significant correlation between principals' time management skills and teachers' task performance in public secondary schools in Anambra State. This relationship is substantiated by empirical evidence and holds considerable importance. Obuakor, Elodi and Anyaneche (2021) also found a positive link between effective time management strategies implemented by

school principals and improved task performance among teaching staff. Olivo (2021) longitudinal study further supports this, emphasizing that principals who prioritize and demonstrate efficient time management practices positively impact teachers' task completion and instructional quality. Moreover, Akpan (2016) findings demonstrated that schools with principals' adept at time management for administrative tasks while supporting teaching staff reported higher levels of teacher task performance. This survey highlighted how principals' experience in time management, including scheduling meetings, allocating resources, and organizing academic activities, positively influenced the overall efficiency and productivity of teachers.

The study also uncovered a strong, positive, and significant correlation between principals' mentoring skills and teachers' task performance in public secondary schools in Anambra State. Fox (2018) research supports this, indicating a clear relationship between principals proficient in mentoring and improved teacher task performance. Principals who actively engage in mentoring by providing guidance, support, and fostering professional development create an environment conducive to enhanced instructional practices and increased motivation among teachers. Additionally, qualitative analyses by Ugwu and Ikechukwu (2015) underscore that principals demonstrating robust mentoring skills cultivate a positive school culture. Their ability to mentor teachers, offer tailored guidance, and provide constructive feedback positively impacts teacher morale, skill enhancement, and job satisfaction. These findings align with Robert House's (1971) Path-goal leadership theory, which emphasizes leaders' influence on subordinates' motivation and fulfillment. Kartini, Kristiawan, Fitria, Negeri and Sugihan (2020) similarly emphasize the influential role of mentoring in leadership, particularly in professional growth.

Conclusion

Principals' time management for administrative tasks ensure supporting teaching staff reported higher levels of teacher task performance. Principals' experience in time management, including scheduling meetings, allocating resources, and organizing academic activities, positively influenced the overall efficiency and productivity of teachers. More so, mentoring skills and teachers' task performance in public secondary schools in Anambra State. a clear relationship between principals proficient in mentoring and improved teacher task performance. Principals who actively engage in mentoring by providing guidance, support, and fostering professional development create an environment conducive to enhanced instructional practices and increased motivation among teachers.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Post Primary School Service Commission ought to provide training and assign qualified principals to secondary schools, aiming to enhance teacher task performance and bolster academic endeavors within Anambra State's public secondary schools.
2. School administrators should focus on developing structured mentorship programmes designed to specifically

target areas identified as crucial in enhancing teachers' task performance. The emphasis should be on creating a supportive and collaborative mentoring environment that encourages ongoing professional development.

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