



SCHOOL PLANT AND TEACHERS' COMPETENCIES AS PREDICTORS OF PRINCIPALS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study examined school plant and teachers' competencies as predictors of principals' job performance in public secondary schools in Anambra State. The aim of the study was to examine the role of school plant and teachers' competences as they predict principals' job performance in public secondary schools, and determine the strategies school plant and teachers' competences could be used to achieve principals' job performance in secondary schools in Anambra state. Three research questions and 3 null hypotheses guided the study. To achieve this, the study adopted simple regression analysis research design. The population of the study comprised 266 principals' public secondary schools in six education zones in Anambra state. The sample for the study was 266 public secondary school principals' in the six Education Zones of Anambra State. Structured questionnaire (School Plant Questionnaire (SPQ), Teachers' Competence Questionnaire (TCQ) and Principals' job performance (PJPQ) was used for data collection. The instrument was validated by three experts, two experts from educational management and one expert from measurement and evaluation all in the department of educational foundations, faculty of education Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The reliability were trial-tested on a single administration using Cronbach Alpha reliability coefficient and average coefficient value of 0.72 for SLQ, 0.86 for PFQ, 0.79 for TKSQ and 0.72 for PJPQ were considered highly reliable and suitable for the study. The research questions were answered using simple regression, whereas the hypotheses were tested at .05 level of significance using multiple regression analyses. The findings of the study showed that school plant and teachers' competences were significant predictors of principals' job performance in public secondary schools in Anambra state. The study concluded that school plant and teachers' competences predicted principals' job performance in public secondary schools. Based on the findings, the study recommended that teachers should be given a better school plant and schools location in the state more conducive for good work environment for principals' job performance.

INTRODUCTION

Education has been universally acknowledged as a potent and dynamic instrument for national development and societal transformation. It is an important instrument for the development of the individual and the society as it is a weapon against poverty, illiteracy and disease due to teachers are the human resource that direct, instruct and impart skills, knowledge, value and morals to learners. Teachers are arguably the most important group of professionals for a nation's future. In Nigeria, the importance of education in the development of the individual and the nation is highly recognized by the Federal Government. Education according to United Nations Children's Education Fund (UNICEF, 2011), is a fundamental human right and a key factor to promoting sustainable development. Education as seen by Okechukwu (2020) is the key that unlocks the door of development, modernization, civilization and industrialization of any nation. Through education, the nation can harness her numerous resources, develop her manpower and improve the quality of life of her citizens.

The broad goals and objectives of secondary education according to FRN (2013) include: the provision of specific sets of competencies and skills that will improve individuals' lives and enable them to participate actively in the development of the economy. In essence, secondary school education in Nigeria is recognized as a prerequisite for quality human life and labour skills, as well as a sine qua non for sustainable economic development of the country. Admittedly, attainment of the primary objectives of secondary school education as specified in the policy demands that teachers have crucial role to play in the school system.

Teachers are the human resource that direct, instruct and impart skills, knowledge, value and morals to learners. There is no doubt that the role of teachers in curriculum implementation is enormous. Teachers are the engine that drives education of any nation. Ofoegbu (2017) opined

that teachers' interactions, views, duties and behaviour play vital role in ensuring the achievement in educational institutions. This vital role teacher's play makes their job performance essential. Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching of their teachers. As professionals, teachers need to be appropriate role models and exhibit to their students a commitment of their scholarly values and to life long-learning (Raza, 2018). Teachers are the machine that propels knowledge, information, ideas and skills transfer to learners. Offorma and Chukwuma-Nosike (2016) observed that teachers are the people that coordinate all the factors in teaching and learning process to promote the attainment of educational objectives. However, the success of any educational institution depends to a great extent on the competences of the teachers.

Job performance referred to an act of accomplishing or executing a given task (Griffin, 2018). In this respect, job performance relates to how individuals perform in their job duties. Hussin (2019) defined job performance as putting knowledge and skills into practice so that work can be done effectively and efficiently. In addition to training and natural ability (like dexterity or an inherent skill with numbers), job performance is impacted by workplace environmental factors including physically demanding tasks employees' morale, stress levels, and working extended hours. Teachers' job performance is defined as duties performed by teachers at a particular period in the school system in achieving organizational goals (Selamat et al, 2020). Principals' job performance could be measured through teachers' job satisfaction and job attitudes such as job commitment, feeling of job challenge, job meaningfulness and job responsibility (Cheng, 2020). When individuals are satisfied, their job performance might increase. They tend to be more committed to other works. Griffin (2019) averred that principals' job performance is the act

of teachers accomplishing or executing a given task in the school. Principals' job performances are the duties performed by principals in the school which aimed at achieving both education and school objectives. In order to increase principals' job performance for optimal educational result, Ugwuanyi (2019) suggested that the school management should make available school facilities and supply, that is, school plant.

School plant includes the material conditions such as the school building, furniture, playgrounds, hostels, classrooms, school libraries, apparatus and equipment's (Asiabaka, 2019). These are the components of the school plant which are helpful in realizing the aims and objectives of education. Proper functioning of the school plant depends upon the quality and adequacy of the components of the school. The school comprises the location, buildings, play grounds, health clinics and all forms of school equipment and all other facilities (Asiabaka, 2018). Edo et al (2019) averred that school plant is the material provisions of the school such as the premises, buildings, playgrounds, libraries, laboratories, classrooms, hostels, common rooms and canteen. These are components of the school plant which are helpful in realizing the aims and objectives of education. In the context of this study, school plant will be delimited to school location and physical facilities.

School location is one aspect of the school plant planning that is very important and should be taken seriously by the educational administrators. The school location should be such that is accessible for students and teachers for effective teaching and learning. The school location is an essential part of the school plant planning as well as educational planning because of its significant influence on effective and efficient teaching and learning process. The adequacy of school location is established by determining the accessibility of the site or location to students and teachers. The location of the school affects the students' and teachers' performances. Schools

that are located in urban areas perform better than their counterparts in the rural areas (Adesina, 2020). In Anambra State, the amount of resource available seems not to consider the students' capacity in many of the schools. This could have been affected by the teacher factor through their job performance. Adetula (2018), Ekpo and Eze (2019), Kyara (2020) revealed that if teachers are not efficient, it brings about low job performance. Similarly, provision of physical facilities is another motivator of principals' job performance. Physical facilities have a profound significance as part of the school plant in secondary schools. They provide a frame for all other aspects of the school plant. Many research findings had shown that the success of any educational endeavour rests on the availability of physical facilities especially the school building. Writing on its importance, Adegbija, and Onasanya (2017) unanimously opined that the availability of school buildings and other plants contribute to good academic performance as they enhance effective teaching-learning activities. Ayeni and Adelabu (2020), writing on the provision of learning infrastructure posited that the provisions of adequate and appropriate school physical facilities are indispensable in the educational process, where the school is located therefore, determines to a large extent the academic standard of a school. The school should be located where it is accessible and far from disturbances of markets, highways, airports and industries and free from filth and pollution. The environment of the school should stimulate, motivate and reinforce students' attendance in school. Zaki (2018) suggested the following physical facilities in a school: building, classrooms, gymnasiums, library, laboratory, arts room. The number of rooms depends on the physical facilities provided in the school. Normally each section of the class should have a separate room. Secondary schools' physical facilities can be designed in a variety of ways, sizes, configurations and layouts depending on the school district and programme. Many

research findings had shown that the success of any educational endeavour rests on the availability of physical facilities especially the school building (Nwankwo, 2017). In the context of this study, skills and knowledge of teachers are prioritized in schools so as to enhance student's academic performances.

Teachers' competencies are the skills and knowledge that helps teachers to be successful in teaching. To enhance students' learning, teachers must have expertise in a wide range of teaching competencies so that they are able to deal with every student having different learning styles. Teaching competencies include skills like communication and interpersonal skills, under which come competencies like acting as a role model to their students, having clear verbal communication skills, and assuming responsibility, etc. Teaching competencies, comes organisation and planning, classroom management, facilitation and engagement, and assessment and coaching (Onyilo & Shamo, 2017). As often witnessed by school administrators who abandon old projects in pursuance of new projects to boost their achievements, this situation does not augur well for the school system. Although, the speculations are widespread, their validity has to be established using the appropriate and systematic research procedures. It is against the forgoing background that the researcher investigated school plant and teacher competences as it predicts principals' job performance in public secondary schools in Anambra State.

Statement of the Problem

The deteriorating state of students' academic achievement in West African Examination Council (WAEC), National Examination Council (NECO) examinations and other internal and external examinations between 1999 and 2006 was alarming. These unwholesome results, have questioned teachers' capacity to perform effectively. Principals' job performance in secondary schools had been put under observations while, it had been established that

teachers' low performance were premised on their lack of teaching skills and students' reading habit. Whereas, the management of school plant and teachers' competences which are fundamental to teachers' effectiveness were left in disuse.

Despite tremendous investment by government, it appears that most public secondary schools have leaking roofs, gaping holes for windows, and unreadable black boards instead of whiteboards in the 21st century, no visual teaching aids or wall posters, no libraries or teaching facilities. In recent times, a lot had been said about lack of equipment and other facilities in schools. These inadequacies might have hindered competencies of teachers and consequently affected teachers' job performances..

The development level of secondary schools in Anambra State had shown that there are evidences of lapses in majority of the principals' job performances and work. Lapses in principals' job performance and work are mostly expressed through their negative behaviour and attitude towards work and poor commitments. This seemed to have negative consequences on students' performances in both internal and external examinations. The problem of resource utilization as regards to the school physical plant facilities, printed and non-printed facilities in connection with principals' job performance in secondary schools in the State had become a new matter of discourse for researchers and likewise questionable. With this devastating state, where teachers find it difficult to perform their task and functions constitute a challenge which has consequences on effective realization of educational goals in Anambra State. Anambra State government had made a lot of efforts to support schools with educational resources in order to improve principals' job performance.

With the observations above, it appeared that management of public secondary schools in Anambra State cannot be fully adjudged to have performed better in improving principals' job performance. The study of school plant and

teachers' job performance had been carried out by scholars but limited in the variables but this present study school plant and teachers' job performance as it predicts principals' job performance in Anambra State was done to bridge the gap. This dearth of research had created the need for this study. This research therefore assessed the sorry state of school plant and poor teachers' competences in most public secondary schools in Anambra State. The problem concerning educational school plant and teacher competence affect principals' job performance. This had necessitated the present study, therefore, stands as the gap which must be filled.

Purpose of the Study

The general purpose of this study was to examine school plant and teachers' competencies as predictors of principals' job performance in public secondary schools in Anambra State. Specially, the study sought to:

1. ascertain school location as a predictor of principals' job performance in public secondary schools in Anambra State.
2. determine physical facilities as a predictor of principals' job performance in public secondary schools in Anambra State.
3. ascertain teachers' knowledge of the subject matter as a predictor principals' job performance in public secondary schools in Anambra State.

Research Questions

This study was guided by the following research questions:

1. What is the predictive value of school location on principals' job performance in public secondary schools in Anambra State?
2. What is the predictive value of physical facilities on principals' job performance in public secondary schools in Anambra State?

3. What is the predictive value of teachers' knowledge of subject matter on principals' job performance in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses tested at .05 level of significance guided the study.

- 1 School location do not significantly predict principals' job performance in public secondary schools in Anambra State.
- 2 Physical facilities do not significantly predict principals' job performance in public secondary schools in Anambra State.
- 3 Teachers' knowledge of subject matter do not significantly predict principals' job performance in public secondary schools in Anambra State.

METHODOLOGY

The study adopted simple regression analysis research design. The population of the study comprised 263 principals' public secondary schools in six education zones in Anambra state. The sample for the study was 266 public secondary school principals' in the six education zones of Anambra state. The three instruments were used for data collection viz; School Plant Questionnaire (SPQ) Teachers' Competence Questionnaire (TCQ) and Principals' job performance (PJPQ). The items were placed on 4 - point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) with values of 4, 3, 2 and 1 respectively. Extent (HE); Low Extent (LE); and Very Low Extent (VLE) with values of 4, 3, 2 and 1 respectively. The test re-test reliability method was used to obtain a reliability index coefficient of 0.70. The research questions were answered using simple regression analysis whereas the hypotheses were tested at .05 level of significance using multiple regression analysis.

RESULTS

Hypothesis One: School location does not significantly predict principals' job performance in public secondary schools in Anambra State.

Test of Significance of Simple Regression Analysis with School Location as Predictor of Principals' Job Performance In Public Secondary Schools In Anambra State

		<i>B</i>	SE <i>B</i>	β	<i>P-value</i>
Urban	Constant	4.124	.153		.00
	School Location	-.491	.058	-.522	.00
	R	.522			
	R ²	.273			
	Adj.R ²	.269			
	<i>F</i>	72.069			.00
	Constant	4.069	.129		.00
	School Location	-.474	.051	-.536	.00
	R	.593			
	R ²	.352			
Rural	Adj.R ²	.348			
	<i>F</i>	97.735			.00

As displayed in table 7, the simple regression coefficient (*R*) for principals' job performance in public secondary schools in Anambra State is .522 and .593 while the *R*² is .273 and .352. The *F*-ratio associated with these is 72.069 for principals' job performance and 97.735 for their counterpart in the rural area. The *P-value* = .000 for both the students in urban and those in the rural area. Since the *P-values* are less than the stipulated .05 level of significance, it was decided that school location significantly predict principals' job performance in public secondary schools in Anambra State.

Hypothesis Two: Physical facilities does not significantly predict principals' job performance in public secondary schools in Anambra State.

Test of Significance of Simple Regression Analysis with Physical Facilities as Predictor of Principals' Job Performance

		<i>B</i>	SE <i>B</i>	β	<i>P-value</i>
	Constant	4.284	.109		0.00
	Physical Facilities	-.541	.042	-.558	0.00
	R	.558			
	R ²	.311			
	Adj.R ²	.309			
	<i>F</i>	168.840			0.00

As shown in table 8 above, the simple regression coefficient (*R*) is .558 while the *R*² is .311. The *F*-ratio associated with these is 168.840 and the *P-value* = .000, since *P-value* is less than the stipulated .05 level

of significance, it was decided that physical facilities significantly predict principals' job performance in public secondary schools in Anambra State.

Hypothesis Three: Teachers' knowledge of subject matter does not significantly predict principals' job performance in public secondary schools in Anambra State.

Table 11: Test of Significance of Simple Regression Analysis with Teachers' knowledge of subject matter as Predictor of Principals' Job Performance in Public Secondary Schools in Anambra State

	<i>B</i>	<i>SE B</i>	β	<i>P-value</i>
Constant	4.124	.153		.00
Teachers' knowledge of subject matter	-.491	.058	-.522	.00
<i>R</i>	.522			
<i>R</i> ²	.273			
Adj. <i>R</i> ²	.269			
<i>F</i>	72.069			.00

As displayed in table 11, the simple regression coefficient (*R*) for principals' job performance in public secondary schools in Anambra State is .522 while the *R*² is .273. The *F*-ratio associated with these is 72.069 for principals' job performance in public secondary schools in Anambra State. The *P-value* = .000 for both the principals' job performance in public secondary schools in Anambra State. Since the *P-values* are less than the stipulated .05 level of significance, it was decided that teachers' knowledge of subject matter significantly predicts principals' job performance in public secondary schools in Anambra State.

Discussion of Findings

The findings are discussed in line with the research questions and hypotheses raised in the study.

The findings of hypothesis one shows that school location significantly predicts principals' job performance in public secondary schools in Anambra State. The outcome of the study in respect of research question one and hypothesis one show that school location modestly predict principals' job performance in urban area and moderately predict principals' job performance in rural area. This finding agrees with the studies of Mohan and Balaiah (2011). They found that school location influences principals' job performance in both rural and urban locations. The findings of the hypothesis indicated that school location significantly predicts principals' job performance of urban and rural based

students in public secondary schools Anambra state.

The findings of this study based on research question two and hypothesis two indicated that physical facilities moderately predicts principals' job performance in public secondary schools in Anambra State. The results of this study agree with the findings of researchers such as Mlykado (2013) and Rector and Johnson (2015). These researchers are of the view that physical facilities directly or indirectly affects principals' job performance in public secondary schools in Anambra State. They argued that when energy and interest are invested in physical facilities, the drive principals' job performance in public secondary schools in Anambra State is likely to diminish. According to Schvaneveldt (2021), school facilities correlates with poor principals' job performance

The result of the study based on research question three and the corresponding hypothesis revealed that teachers' knowledge of subject matter significantly predicts principals' job performance in public secondary schools in Anambra State. However, the predictive value of teachers' knowledge of subject matter for principals' job performance in public secondary schools in Anambra state was high. The result of the null hypothesis showed that teachers' knowledge of subject matter is a significant predictor of principals' job performance. The present study is in line with Coelho, Sousa, & Marchante (2015) who found the numbers of teachers' knowledge of subject matter increases with the number of years spent task performance in school. In other words principals' job performance is a major determinant of their teachers' knowledge of subject matter.

Conclusion

The findings of this study showed that school location has a high positive predictive value on principals' job performance in public secondary schools. School location is a significant predictor of principals' job performance in public secondary schools. Physical facilities have a high extent predictive value on principals' job performance. Physical facilities are a significant predictor of principals' job performance.

Teachers' knowledge of subject matter has a high positive predictive value on principals' job performance in public secondary schools. Teachers' knowledge of subject matter is a significant predictor of principals' job performance in public secondary schools. Teachers' pedagogical skills has very high extent positive predictive value on principals' job performance in public secondary schools. Teachers' pedagogical skills are a significant predictor of principals' job performance in public secondary schools. In conclusion, the study shows that school plant and teachers' competence

predicts principals' job performance in public secondary schools.

Recommendations

Based on the findings of the study, the following recommendations are made:

- The study recommends that teachers should be given a better school plant and schools location in the state more conducive for good work environment for principals' job performance.
- Communities should make secondary physical facilities better in other to increase principals' job performance.
- This study has provided accurate and reliable information for school management to use to develop Intervention programme for teachers to help them to improve and develop their emotional competencies which will aid principals' job performance in public secondary schools.

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