

PRINCIPALS' INTERNAL INPUT VARIABLES AS CORRELATE OF TEACHERS' JOB EFFECTIVENESS IN PUBLIC SENIOR SECONDARY SCHOOLS IN EDO STATE, NIGERIA

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Abstract

This study investigated principals' internal input variables as correlate of teachers' job effectiveness in public senior secondary schools in Edo State, Nigeria. The study was guided by 2 research questions and 2 hypotheses were formulated and tested in the study. The study adopted the correlational research design. The population comprised 1,846 teachers in 296 public Senior Secondary Schools in Edo State, while a sample of 369 teachers (20%) was selected using a multi-stage sampling technique. In the first stage, information on schools and teachers was obtained from the Secondary Education Board, Benin City. In the second stage, 20% of schools and teachers were proportionately selected across the local government areas, giving a total sample of 369 teachers for the study. Two instruments were used for data collection: the Principals Input Variables Survey (PIVAS), which measured principals input variables being studied using weighted scores, and the Teachers' Effectiveness Questionnaire (TEQ), which was completed by principals to rate teachers' job effectiveness across general work behaviour, instructional tasks, and work relationships. The instruments were validated by experts and tested for reliability using Cronbach Alpha, yielding a coefficient of .70. Data were analyzed using mean and standard deviation for research questions, while hypotheses were tested using Pearson Product Moment Correlation Coefficient at .05 level of significance. The study revealed that principals' supervision significantly correlate job effectiveness of teachers in public senior secondary schools in Edo State principals' planning significantly correlates job effectiveness of teachers in public senior secondary schools in Edo State. Based on the findings, the study recommended among others that school principals in public senior secondary schools in Edo State should intensify and make more consistent their instructional supervision of teachers. This should include regular classroom observation, checking of lesson plans and notes and provision of constructive feedback to teachers in order to improve their instructional delivery and overall job effectiveness.

Keywords: *Principals' Internal Input Variables, Correlate, Principals' Supervision, Principals' Planning, Teachers' Job Effectiveness, Public Senior Secondary School*

Introduction

Secondary education is designed to prepare learners for higher education and equip them with the knowledge, skills and values required for meaningful participation in society. The achievement of these objectives depends largely on teachers who serve as the primary implementers of the curriculum at the classroom level. Teachers play a central role in translating educational policies into practice and their effectiveness in carrying out instructional and

professional duties determines the quality of outcomes in the school system. For teachers to function effectively, they must apply their knowledge, skills and professional competencies in the teaching and learning process.

Teachers' job effectiveness refers to the extent to which teachers successfully perform their assigned instructional and professional responsibilities in line with established educational objectives. It encompasses competencies such as lesson planning and delivery, classroom management, student evaluation, and the ability to maintain productive classroom interactions. As noted by Hussaini and Muhammad (2023), job effectiveness involves the ability to meet task demands and achieve desired outcomes. Similarly, Onyekuru and Ibegbunam (2013) viewed teachers' job effectiveness in terms of general work behaviour, instructional task performance, and work relationship behaviour. These dimensions collectively reflect how well teachers carry out their duties and contribute to students' learning.

The effectiveness of teachers could be influenced by several factors within and outside the school system, commonly referred to as input variables. Input variables represent the human and material resources, as well as administrative practices, that are utilized in achieving educational goals. They include all the conditions and elements that support or hinder the teaching and learning process. These variables play a significant role in shaping the performance of teachers and, ultimately, the effectiveness of the school system. Input variables can broadly be categorized into internal and external input variables. Internal input variables are those factors within the school that can be directly controlled or influenced by school authorities, particularly the principal. These include administrative practices, organizational processes, and other school-based conditions that affect teaching and learning. External input variables, on the other hand, are factors outside the immediate control of the school administration, such as government policies, societal influences, and parental involvement. While both categories are important in the functioning of the school system, internal input variables are more directly linked to day-to-day school administration and instructional processes.

Among the internal input variables, principals' input variables are particularly significant because of the central role principals play in coordinating school activities and guiding instructional processes. Principals' input variables refer to the administrative actions and managerial practices employed by school principals to achieve educational objectives. In this study, attention is focused specifically on two specific aspects of principals' input variables, namely principals' supervision and principals' planning, as these are fundamental to effective school administration and instructional coordination.

Principals' supervision is an essential administrative function that involves monitoring, guiding, and evaluating teachers' instructional activities with the aim of improving teaching effectiveness. It includes activities such as reviewing lesson plans, observing classroom teaching, and providing feedback to teachers. Effective supervision helps to ensure that teachers adhere to instructional standards and implement the curriculum appropriately. When principals engage in regular and constructive supervision, teachers are more likely to improve their instructional practices, thereby enhancing their job effectiveness. Thus, a positive relationship is expected between principals' supervision and teachers' job effectiveness.

Principals' planning refers to the systematic process of setting goals, organizing school activities, and coordinating instructional programmes to achieve desired educational outcomes. It involves structuring academic activities, scheduling instructional tasks, and ensuring that teaching and learning processes are properly organized. Effective planning provides direction and clarity for teachers, enabling them to carry out their duties in an organized and purposeful manner. When school activities are well planned, teachers are better positioned to perform effectively, which

suggests that principals' planning is likely to have a significant relationship with teachers' job effectiveness. In view of the foregoing, principals' supervision and planning are critical internal input variables that may influence teachers' job effectiveness in public senior secondary schools. Their roles in guiding instructional processes and organizing school activities make them key determinants of how effectively teachers perform their professional responsibilities.

Several studies have established a significant relationship between principals' planning and teachers' job effectiveness. For instance, Odumbe (2016) found that principals' planning roles, particularly in co-curricular activities and school development projects, significantly influenced teachers' effectiveness as reflected in students' academic performance in Kenya. Similarly, Ekpoh and Eze (2015) reported a significant relationship between principals' planning techniques and teachers' job effectiveness in Cross River State, Nigeria. In the same vein, Kajo (2011) revealed that principals' planning and accountability roles had a strong positive effect on teachers' job effectiveness in secondary schools in Benue State. Supporting this finding, Babu and Kumari (2013) found a significant relationship between administrative planning and teachers' classroom effectiveness in India. Likewise, Arop, et al. (2017) and Uchendu, et al. (2018) found that planning activities such as record planning, communication, and decision-making significantly influenced teachers' job effectiveness in Cross River State.

Further evidence was provided by Awiti and Raburu (2017), who found that curriculum planning significantly influenced quality education delivery and teachers' effectiveness in Kenya. Similarly, Bamire and Adelabu (2018) reported that principals' administrative planning roles significantly influenced teachers' job performance in Osun State, Nigeria. However, contrary findings exist. Garba (2015) reported that principals' planning roles did not significantly influence teachers' job performance in secondary schools in North-West Nigeria, suggesting inconsistencies in the relationship across different contexts. Olawole (2019) found that instructional supervision significantly influenced teachers' classroom performance in Ogun State. Similarly, Nakpodia (2011) revealed that effective supervision significantly enhanced teachers' job effectiveness in Delta State.

Supporting these findings, Nurharani, et al. (2013) and Jeremiah, et al. (2014) found that principals' supervisory roles significantly influenced teachers' effectiveness in Malaysia and Bayelsa State, respectively. Also, Lempira (2014) and Aldaihani (2017) reported that supervision of instructional activities such as lesson delivery and evaluation significantly improved teachers' job performance. Further studies by Malunda, et al. (2016) and Kielekom, et al. (2017) showed that classroom observation and supervisory practices had significant effects on teachers' instructional practices and performance. Similarly, Egwu (2015), Mburu (2016), and Wambui, et al. (2016) found that supervision practices such as lesson observation, record checking, and instructional monitoring significantly influenced teachers' effectiveness.

In addition, Esia-Donkoh and Baffoe (2018) found a significant positive relationship between supervisory practices and teachers' job performance in Ghana. However, some studies reported no significant relationship. Apenteng (2012), Nwite (2016), Obasi (2009), and Lena, et al. (2015) found that principals' supervisory roles did not significantly influence teachers' job effectiveness in their respective study areas. These contrasting findings indicate that the effectiveness of supervision may depend on contextual and implementation factors.

Statement of the Problem

Despite the important role teachers play in the implementation of the curriculum and the attainment of educational objectives, there is growing concern about the declining level of teachers' job effectiveness in public senior secondary schools in Edo State. Ideally, teachers are

expected to demonstrate high levels of commitment, effective lesson delivery, proper classroom management, and positive work behaviour. However, observations in many public secondary schools suggest that some teachers exhibit behaviours such as absenteeism, lack of dedication to assigned duties, poor instructional delivery, and weak engagement in classroom activities (Uvie, 2021). These behaviours raise concerns about the overall effectiveness of teachers in the school system.

Teachers' job effectiveness is critical to students' academic success and the achievement of educational goals. However, the extent to which teachers perform effectively may be influenced by administrative practices within the school, particularly those of the principal. The principal, as the instructional leader, is expected to provide direction, guidance, and oversight that can enhance teachers' performance. Key among these administrative practices are supervision and planning, which are essential for coordinating instructional activities and ensuring that teaching and learning processes are effectively carried out.

In many schools, however, there are indications that supervision of instructional activities may not be adequately carried out, while planning of school programmes and instructional activities may not be effectively implemented. When supervision is weak or irregular, teachers may not receive the necessary guidance and feedback required to improve their instructional practices. Similarly, poor planning may result in disorganized school activities, unclear instructional direction, and ineffective utilization of time, all of which may negatively affect teachers' performance.

The observed decline in teachers' job effectiveness, such as poor lesson preparation, ineffective classroom management, inadequate student evaluation, and lack of professional commitment, may therefore be linked to shortcomings in principals' supervisory and planning roles. While several studies have examined factors influencing teachers' effectiveness, many have focused on variables outside the direct control of school administrators, with limited attention given to principals' internal administrative practices, particularly supervision and planning, within the context of public senior secondary schools in Edo State. It is against this background that this study seeks to examine the relationship between principals' internal input variables and teachers' job effectiveness in public senior secondary schools in Edo State, Nigeria. Specifically, the study examined:

- a) whether principals' supervision correlate job effectiveness of teachers in senior public secondary schools in Edo State; and
- b) how principals' planning correlate job effectiveness of teachers in public senior secondary schools in Edo State.

Methods

The study adopted the correlational research design. The population comprised 1,846 teachers in 296 public Senior Secondary Schools in Edo State, while a sample of 369 teachers (20%) was selected using a multi-stage sampling technique. In the first stage, information on schools and teachers was obtained from the Secondary Education Board, Benin City. In the second stage, 20% of schools and teachers were proportionately selected across the local government areas, giving a total sample of 369 teachers for the study.

Two instruments were used for data collection: the Principals Input Variables Survey (PIVAS), which measured principals input variables being studied using weighted scores, and the Teachers' Effectiveness Questionnaire (TEQ), which was completed by principals to rate teachers' job effectiveness across general work behaviour, instructional tasks, and work relationships.

The instruments were validated by experts and tested for reliability using Cronbach Alpha, yielding a coefficient of .70. Data were analyzed using mean and standard deviation for research questions, while hypotheses were tested using Pearson Product Moment Correlation Coefficient at .05 level of significance.

Results

Hypothesis 1: Principals' supervision does not significantly correlate job effectiveness of teachers in public senior secondary schools in Edo State.

Table 1

Principals' Supervision as Correlate Job Effectiveness of Teachers in Public Senior Secondary Schools in Edo State

Variables	n	\bar{X}	S.D	Pearson r-coefficient	p-value	Remarks
Principals supervision	369	2.20	.746	.363**	.001	Null hypothesis rejected (p<.05)
Job effectiveness of teachers		2.31	.618			

***. Correlation is significant at the .05 level (2-tailed).**

The data in Table 1 showed that the mean (\bar{X}) and the standard score (S.D) of the respondents (N=369) were 2.20 and .746 for principal supervision and 2.31 and .618 for job effectiveness of teachers respectively while the Pearson correlation coefficient of .363 was statistically significant (p< .05). Therefore, the null hypothesis was rejected, while the alternate hypothesis was accepted. This indicated principals' supervision significantly correlate job effectiveness of teachers in public senior secondary schools in Edo State.

Hypothesis 2: Principals' planning does not significantly correlate job effectiveness of teachers in public senior secondary schools in Edo State.

Table 2

Principals' Planning as Correlate Job Effectiveness of Teachers in Public Senior Secondary Schools in Edo State

Variables	n	\bar{X}	S.D	Pearson r-coefficient	p-value	Remarks
Principals' Planning	369	2.73	.539	.369**	.002	Null hypothesis rejected (p<.05)
Job effectiveness of teachers		2.31	.618			

***. Correlation is significant at the .05 level (2-tailed).**

The data in Table 2 showed that the mean (\bar{X}) and the standard score (S.D) of the respondents (N=369) were 2.73 and .539 for principals planning and 2.31 and .618 for job effectiveness of teachers respectively while the Pearson correlation coefficient of .369 was statistically significant (p< .05). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated that principals' planning significantly correlates job effectiveness of teachers in public senior secondary schools in Edo State.

Discussion of Findings

The findings of the study revealed that principals' supervision significantly correlates with teachers' job effectiveness in public senior secondary schools in Edo State. This implies that effective supervision by principals plays a crucial role in enhancing teachers' performance in their professional duties. The effectiveness of teachers, particularly in areas such as record keeping, instructional delivery, and classroom management, may be attributed to the extent to which principals engage in consistent instructional and administrative supervision. This finding can be explained by the fact that teachers do not operate uniformly within the school system. While some teachers may perform effectively with minimal supervision, a considerable number require regular monitoring, guidance, and feedback to ensure optimal performance. Supervision therefore serves as a mechanism for maintaining standards, ensuring accountability, and promoting continuous improvement in teachers' job performance. Through effective supervision, principals are able to provide necessary checks and balances that enhance teachers' commitment and overall job effectiveness.

The finding of this study is consistent with several previous studies. It aligns with Odumbe (2016), who found that principals' administrative roles significantly influenced teachers' effectiveness as reflected in students' academic performance. Similarly, the finding agrees with Ekpoh and Eze (2015), who reported a significant relationship between principals' planning roles and teachers' job effectiveness in Cross River State. It is also in line with Kajo (2011), who established that principals' planning and accountability roles have a strong effect on teachers' job effectiveness. Furthermore, the result supports the findings of Babu and Kumari (2013), who found a significant relationship between principals' planning and teachers' classroom effectiveness, as well as Adeyemi (2008), who reported a significant relationship between administrative roles and teachers' job performance.

The study also corroborates the findings of Onyeike and Nwosu (2018), who noted that principals' administrative and supervisory roles significantly influence teachers' effectiveness. In addition, the findings are in agreement with Bamire and Adelabu (2018), Arop, et al. (2017), and Uchendu, et al. (2018), all of whom found that principals' planning activities such as communication, decision-making, and record planning significantly influence teachers' job effectiveness. Similarly, Awiti and Raburu (2017) reported a strong relationship between principals' planning and the effectiveness of teaching and learning processes. However, the finding does not completely align with Garba (2015), who reported that principals' planning roles did not significantly influence teachers' job performance in secondary schools in North-West Nigeria. This discrepancy may be due to differences in research context, methodology, or the level of implementation of administrative practices across study areas.

The findings of this study revealed that principals' planning significantly correlates with teachers' job effectiveness in public senior secondary schools in Edo State. This suggests that effective planning by school principals plays a crucial role in enhancing teachers' performance in their professional duties. The observed relationship may be attributed to the extent to which principals effectively organize and manage school activities, including co-curricular programmes and school development initiatives, as well as their ability to judiciously coordinate both human and non-human resources toward the achievement of educational goals. Effective planning provides structure, direction, and clarity for instructional activities within the school system. When principals properly plan academic programmes and school operations, teachers are better guided in the execution of their responsibilities, which enhances their efficiency in lesson delivery, classroom management, and overall job performance. Conversely, poor planning may result in

disorganization, unclear objectives, and ineffective utilization of time, thereby negatively affecting teachers' job effectiveness.

The findings of this study are consistent with several previous studies. For instance, Olawole (2019) found that principals' planning roles significantly influenced teachers' job effectiveness in secondary schools in Ogun State. Similarly, Nakpodia (2011) reported that principals' planning practices significantly enhanced teachers' job effectiveness in Delta State. The findings also align with Nurharani, et al. (2013) and Jeremiah, et al. (2014), who found that principals' planning roles significantly influenced teachers' effectiveness in Malaysia and Bayelsa State, respectively. Furthermore, the result is in agreement with Namunga (2017), who found a significant positive relationship between principals' administrative roles and teachers' job performance in Kenya. It also supports the findings of Adeolu (2012) and Lempira (2014), who reported that planning of instructional and school activities significantly influenced teachers' job effectiveness. In the same vein, studies by Malunda, et al. (2016), Kielekom, et al. (2017), and Egwu (2015) confirmed that planning-related administrative practices significantly contribute to improved teachers' performance. However, the findings of this study are not entirely consistent with all previous studies. For example, Apenteng (2012), Nwite (2016), and Obasi (2009) found that principals' planning roles did not significantly influence teachers' job effectiveness in their respective study areas. Similarly, Lena, et al. (2015) reported no significant relationship between principals' planning and teachers' job effectiveness. These contradictions may be due to differences in study settings, methodological approaches, or the level of implementation of planning practices across schools.

Conclusion and Recommendations

Based on the findings of this study, the study concluded that principals' internal administrative practices, particularly supervision and planning, are critical determinants of teachers' job effectiveness in public senior secondary schools in Edo State. The study established that both principals' supervision and principals' planning have significant relationships with teachers' job effectiveness, indicating that the way school principals manage instructional processes and organize school activities plays a vital role in shaping teachers' performance. Specifically, the finding that principals' supervision significantly correlates with teachers' job effectiveness implies that effective monitoring, guidance, and evaluation of teachers' instructional activities enhance their performance in areas such as lesson delivery, classroom management, and professional conduct. Similarly, the finding that principals' planning significantly correlates with teachers' job effectiveness suggests that systematic organization of school programmes and instructional activities provides direction and structure that enable teachers to perform their duties more effectively.

Based on the findings, the made the following recommendations:

1. School principals in public senior secondary schools in Edo State should intensify and make more consistent their instructional supervision of teachers. This should include regular classroom observation, checking of lesson plans and notes and provision of constructive feedback to teachers in order to improve their instructional delivery and overall job effectiveness.
2. Educational authorities and relevant stakeholders should organize regular training, workshops, and seminars for principals to improve their planning competencies. This will enable principals to effectively organize school programmes, coordinate academic activities, and

ensure proper utilization of school time and resources, thereby enhancing teachers' job effectiveness.

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