

Assessing the Relationship Between Teachers' Job Performance and Basic School Headteachers' Administrative Effectiveness

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Abstract

Administrative competence relates to school administrators' capacity to establish a friendly and productive learning environment for teachers, which impacts their work performance. This study examined the association between the administrative effectiveness of headteachers and teacher job performance. The descriptive research design of the survey type was employed for this investigation. 520 participants served as the sample for this study. The questionnaire employed was a researcher-developed with 0.83 reliability index. Percentage was used to answer the research question raised. PPMC was used to test four hypotheses at the 0.05 level of significance. The result showed that most respondents had a modest degree of work performance. Also, there were significant relationships between headteachers' vision and leadership, management skills and ethics and professionalism, and teacher's job performance. One of the recommendations was that to improve headteachers' communication, teamwork, resource management, and instructional leadership abilities, educational institution proprietors should fund extensive programs for professional development.

Keywords: Headteachers, Administrative Effectiveness, Vision, Instructional Leadership, Management Skill, Professionalism

تقييم العلاقة بين الأداء الوظيفي للمعلمين والفعالية الإدارية لمدير المدرسة الأساسية

الملخص

تتعلق الكفاءة الإدارية بقدرة مديري المدارس على إنشاء بيئة تعليمية ودية ومنتجة للمعلمين، مما يؤثر على أداء عملهم. تناولت هذه الدراسة العلاقة بين الفعالية الإدارية لمديري المدارس والأداء الوظيفي للمعلمين. تم استخدام تصميم البحث الوصفي لنوع المسح في هذا البحث. خدم 520 مشاركاً كعينة لهذه الدراسة. والاستبيان المستخدم تم تطويره بواسطة الباحث بمعامل موثوقية 0.83. تم استخدام النسبة المئوية للإجابة على سؤال البحث المطروح. تم استخدام PPMC لاختبار أربع فرضيات عند مستوى دلالة 0.05. وأظهرت النتيجة أن معظم أفراد العينة لديهم درجة متوازنة في الأداء في العمل. كما أن هناك علاقات ذات دلالة إحصائية بين رؤية مديري المدارس وقيادتهم، والمهارات الإدارية والأخلاقيات والمهنية، والأداء الوظيفي للمعلم. وكانت إحدى التوصيات هي أنه لتحسين التواصل بين مديري المدارس، والعمل الجماعي، وإدارة الموارد، وقدرات القيادة التعليمية، يجب على مالكي المؤسسات التعليمية تمويل برامج واسعة النطاق لتطوير المهن.

الكلمات المفتاحية: مديرو المدارس ، الفعالية الإدارية، الرؤية، القيادة التعليمية، المهارات الإدارية،

الاحترافية

1. Introduction

School administrators are critical to the success of any school. Their administrative success is essential in generating teacher motivation and, ultimately, driving student accomplishment (Pradipta, 2021). School administration is focused on acquiring, developing, and motivating the human resources necessary for a business to fulfill its goals (Grigorescu & Zugravu, 2022). Poor learning outcomes, indiscipline (Mkandla, 2019), truancy, and general moral decadence are prevalent as a result of teachers' ineffectiveness in carrying out their responsibilities as a result of bad school administration and leadership, which has a detrimental influence on the schools' aims (Egunlusi, 2020). Teachers' poor work performance has been linked to the school principal's inefficient leadership (Ogina, 2021). Factors such as communication breakdown, inadequate professional development prospects (Czerka-Fortuna, 2018; Okon & Etim, 2018), and illogical regulations and procedures (Buka et al., 2018; Muyunda, 2021) have been listed. Others are restricted recognition and feedback, ineffective conflict resolution, and the inability to establish a healthy school culture, have all contributed to school leaders' shortcomings (Nwonu & Elnka, 2017; Isueken, 2022).

Administrative competence relates to school administrators' capacity to establish a friendly and productive learning environment for teachers, which impacts their work performance (Ertürk, 2021). School heads are policy and decision implementers through coordinated actions. They must be capable of planning, coordinating, and controlling available resources to accomplish outcomes (Abudu, 2019; Afolashade et al., 2023). They are accountable for attaining outcomes through the specialized efforts of others in an institution, individually or collectively (Tshabalala & Khosa, 2014). Administrative effectiveness is the positive reaction to administrative efforts and acts to achieve specified goals. Managerial decision-making performance, distribution of tasks, and setting an example are examples of these (Administrative decision-making, 2023). An efficient school administrator is a valuable asset to any institution, connecting the organization's various components and enabling seamless interaction and the transfer of information (Gülbahar, 2022). Their job is hard and challenging since they are expected to understand their schools and communities, to lead to great educational outcomes, and to continue to learn and grow in their professional competence. School administrators' capacity to provide a supportive and productive learning environment for teachers can favorably impact their work performance (Gaines, 2019; Omoponle & Veronica, 2023).

The extent to which an individual may successfully execute responsibilities using organizational resources under normal situations is characterized by job performance (Limon & Sezgin-Nartgün, 2020). It can also be characterized in terms of employee behavior or the results that employees produce. Teachers have a huge influence on young children's intellectual and social development. Their effectiveness in the classroom is intimately tied to student accomplishment and the overall success of the school (Clements, 2023). Their job performance assesses instructors' contributions to the achievement of educational goals and objectives. Teachers' work performance, on the other hand, is relevant not only in the classroom or school, but in all environments where children are present. Teachers' job performance is multidimensional, encompassing lesson preparation, instruction, and student evaluation (Sule & Okon, 2019), commitment, extracurricular activities, effective monitoring, and inspection (Shaukat et al., 2019), effective leadership, instructional, professional, and personal qualities (Ali & Haider, 2017), contextual and task performance, classroom management, and taking into account individual differences among students (Tella & Ibinai, 2017).

Furthermore, instructors must cultivate favorable connections with parents and colleagues, as these interactions directly or indirectly impact teachers' work performance (Achana, 2019). An excellent teacher is constantly updating and learning new abilities. Teachers who go above and beyond their jobs are the most desirable workers to employers (Appiah & Esia-Donkoh, 2018). As such, this study examined the association between headteachers administrative effectiveness and teacher's job performance. The key elements influencing managerial success include leadership and vision, management skills, instructional leadership, ethics, and professionalism. On the other hand, teachers' job performance was assessed using planning and preparation, classroom atmosphere, instruction, assessment, and professionalism.

1.2 Problem Statement

Nigerian basic schools are plagued by a lack of supplies, including money, instructional aids, and classroom supplies. This shortage eventually affects teachers' effectiveness on the job by making it more difficult for headteachers to help teachers and effectively administer the school. Large class sizes in Nigerian basic schools make it difficult for instructors to provide each pupil individualised attention. Overcrowding in the classroom lowers student engagement and instructor efficacy, which affects total job performance. Ineffective headteachers have the power to compromise the quality of basic education in Nigeria. Staff unhappiness and decreased work performance result from headteachers who fail to give guidance and support to teachers due to a lack of vision, communication skills, and managerial talents. In certain instances, there are insufficient systems to hold head teachers responsible for their efficiency as administrators. Headteachers might not be motivated to address issues affecting teachers' work performance or prioritize their needs if there are unclear performance criteria and assessment procedures. Issues with money, governance, and policy discrepancies within the education system beset the link between teachers' job performance and headteachers' administrative effectiveness. Addressing underlying problems and enhancing performance in Nigeria's basic schools can be challenging without cogent policies and robust governance frameworks.

Research Question

1. What is the teacher's job performance level in basic schools?

Research Hypotheses

H₀₁: There is no statistically significant relationship between headteachers' vision, leadership and teachers' job performance.

H₀₂: No statistically significant relationship exists between headteachers' management skill and teachers' job performance.

H₀₃: There is no statistically significant relationship between headteachers' instructional leadership and teachers' job performance.

H₀₄: A statistically significant relationship does not exist between headteachers' professionalism and ethics and teachers' job performance.

1.3 *Theoretical Framework*

Sule (2013) cites Bernard and Blake's (1964) leadership theory as guiding this study. To effectively realize the specified objectives in any institution and for teachers' work performance to be effective, the leader must adopt a leadership style that brings out the best in the instructors. This theory's application to the research implies that the school principal must give actual leadership to the instructors under his supervision in order to attain optimum performance and success.

2. *Literature Review*

The researchers examined the effectiveness of school heads' administrative roles (including vision and leadership, management skills, instructional leadership, ethics, and professionalism) as well as teachers' job performance.

On vision and leadership, Obama et al. (2016) established that school administrators use a variety of leadership styles, with some emphasizing more democratic and transactional forms and others emphasizing more autocratic and laissez-faire. According to the administrators and teachers, all leadership styles, except for directive leadership, benefit teacher performance. Furthermore, the supportive leadership style is the most common (Atsebeha, 2016). Teachers' highly productive performance remains constant, regardless of whether school leaders demonstrate authentic leadership (Simmons & Taylor, 2019). Shanti et al. (2020) concluded that there was a favorable association between visionary leadership and teacher performance.

Aquino et al. (2021) investigated the relationship between the leadership strategies of public school heads and teacher effectiveness. The variance in leadership approaches seen by principals and teachers is critical in establishing that their reactions are fundamentally superior. According to Onia and Alshafea (2022), secondary school principals usually use the democratic leadership style. Leadership

styles and teacher job performance have a highly significant association. According to Parveen et al. (2022), autocratic leadership was the most commonly used type, having a substantial and beneficial influence on teacher job performance. In contrast, laissez-faire leadership was either problematic or unhelpful. Sarah et al. (2023) discovered that female teachers outperformed male teachers regarding quality class delivery. The democratic leadership type was the most prevalent.

Regarding managerial skills, a substantial association exists between principals' supervisory tactics regarding classroom visiting, workshop approaches, and teachers' job performance concerning management and operations (Ekpoh & Eze, 2015). Oyewole et al. (2020) investigated principals' administrative functions and teachers' work performance. The study found that administrators' managerial duties and teachers' work performance in Ekiti State secondary schools were modest. The data also demonstrated a substantial association between principals' administrative roles and teachers' work performance in Ekiti State's public secondary schools. Wakili et al. (2019) investigated the impact of principal's management strategies on teacher job performance. They stated that principals utilized record keeping as a valid method for monitoring teachers' job performance, and that the decision-making process gave instructions on how to employ record keeping. Kagiri (2021) indicated a strong positive correlation between teachers' job performance and school heads managerial skills.

Regarding instructional leadership, when school administrators fulfill their instructional leadership roles successfully, the work performance of their teachers increases, according to Chika and Ebele (2017). Based on Namutebi (2019), instructional leadership is a major predictor of lecturers' work performance. Teacher work characteristics, school culture, and empowerment influences their instructional leadership and job performance (Zahed-Babelan et al., 2019; Kanmodi et al., 2022). The influence of instructional leadership on teacher performance was explored by Saleem et al. (2020). It was noted that all classrooms had high-quality teaching and learning, with leaders offering constructive feedback to their instructors at the proper time. According to Yahya and Putra (2019) and Puruwita et al. (2022), there is a potentially significant relationship between instructional leadership styles and work performance. The results of Jimenez and Galicia (2023) revealed that the instructional leadership characteristics of the school heads were quite high. Furthermore, there is a significant relationship between the school principal's instructional leadership skills and teachers' job

performance (Wahab et al., 2020; Yusuf et al., 2020; Olanrewaju & Omoponle, 2017). Rahman and Hamzah (2023) discovered principals' degrees of instructional leadership practice and the relationship between them and teacher work performance. Their findings show that principals' instructional leadership and teachers' job performance are excellent.

Finally, the studies on professionalism and ethics is examined. Rahmi (2017) connected the principal's leadership and teachers' professional ethics and performance. Recently, it was argued that there exists a beneficial and substantial connection between teachers' professional ethics and their performance. According to Ayeni (2018), teachers perform best in a professional and ethical environment. Mugizi et al. (2019) discovered a relationship between ethical leadership and secondary school teacher job performance. Ethical leadership in ethical counsel, power sharing, honesty, fairness, role definition, and people orientation are crucial for the performance of secondary school teachers. According to Farida et al. (2020), the professionalism of the headteacher has a positive and significant influence on the teachers' performance. Furthermore, professional ethics and teaching performance interact (Kusumaningrum et al., 2019; Onyemah & Omoponle, 2022).

3. Methods

The descriptive research design of the survey type was employed for this investigation. The researchers are concerned with existing situations, prevalent behaviors, and often with how and what is or what exists in connection to some prior events that have influenced or affected the variable(s). As a result, because the researchers analyzed the link between the primary variables in this study, this design was found adequate.

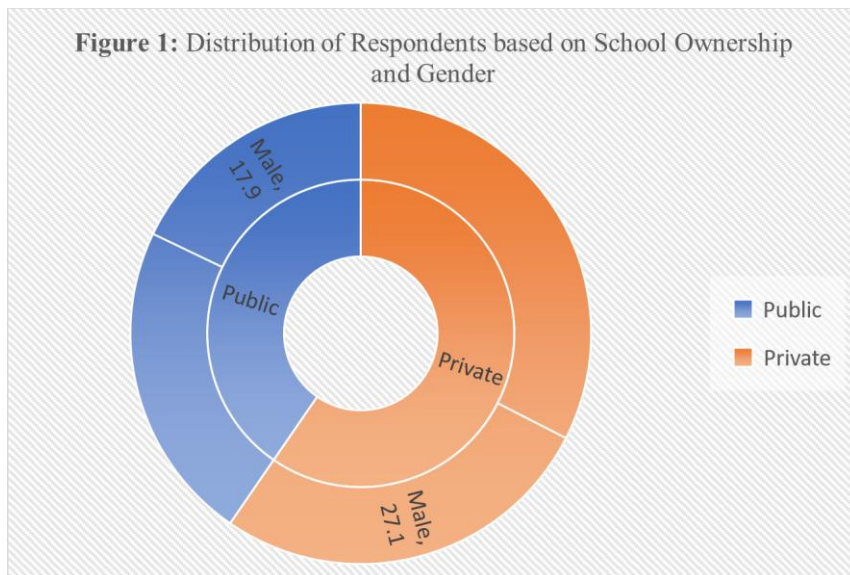
This study's population comprises all basic school educators in Abeokuta South, Ogun State. The intended participants mainly consisted of upper-basic school teachers. Abeokuta South has 208 basic schools, with 25% used for this research. As a result, 52 basic schools were used to collect data. For data collection, the researchers employed multi-stage sampling. Random sampling approaches were used to determine the schools that would be included in this study. In the same vein, it was used to choose ten teachers from each selected school for a total of 520 participants in this study.

This study's instrument was a questionnaire created by the researchers derived from accepted techniques in the literature. It is divided into three sections titled "Headteachers Administrative Effectiveness and Teacher Job Performance." Section A was concerned with gathering information about the participants' demographic characteristics. Section B focused on the administrative efficacy of headteachers. Section C was obtained information on matters relating to teacher job performance.

After completing the questionnaire, it was distributed to professionals in teacher education and educational measurement for their proficient judgment. Their feedback, observations, and adjustments were incorporated into the questionnaire, which functioned as both the face and content validity. The questionnaire's reliability was established in a pilot study by administering it to 50 teachers outside of the specified locale using the test-retest method. The instrument reported a Cronbach alpha of $\alpha = .83$. This demonstrates that the questionnaire was deemed credible, and the study continued as intended. All the school heads in the designated site permitted the researchers to utilize their facilities. The researchers then discussed the purpose of the research and its significance to the participants. The researchers and 20 research assistants distributed the questionnaire. Percentage was used to answer the research question raised. Pearson's product moment correlation coefficient (PPMC) was used to test hypotheses 1– 4 at the 0.05 level of significance.

4. Data Analysis and Results

This survey included 52 schools, 21 (40.4%) public and 31 (59.6%) private basic schools. Out of the 520 (100%) teachers sampled for this study, 210 (40.4%) were from public basic schools, while 310 (59.6%) were from private basic schools. 93 (17.9%) were male public school teachers, 117 (22.5%) were female public school teachers, 141 (27.1%) were male private school teachers, and 169 (32.5%) were female private basic school teachers. Figure 1 depicts graphical representations.



4.1 Answering Research Questions

RQ 1: What is the teacher’s job performance level in basic schools?

Job performance responses were analyzed using a percentage system. Given that the questionnaire had 20 four-response questions, the lowest, maximum, and range scores were 20, 80, and 60, respectively, while the range was split into three levels: high, moderate, and low (i.e., $60/3=20$). Thus, teachers with scores ranging from 20 to 40, 41 to 60, and 61 to 80 were classified as having low, moderate, or excellent job performance, respectively. Table 1 displays the summary statistics.

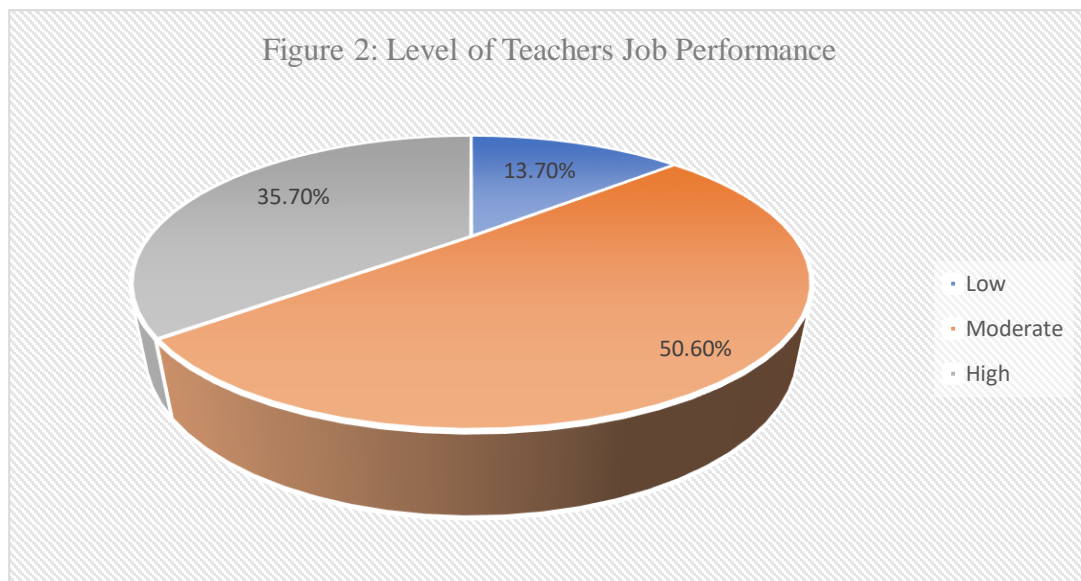
Table 1.

Level of Job Performance of Teachers in Basic Schools

		School Ownership		Total
		Public	Private	
Job Performance	Low	31 (6%)	40 (7.7%)	71 (13.7%)
	Moderate	102 (19.6%)	161 (31%)	263 (50.6%)
	High	77 (14.8%)	109 (20.9%)	186 (35.7%)
Total		210 (40.4%)	310 (59.6%)	520 (100%)

In Table 1, 71 (13.7%) teachers had poor job performance, with 6% from public schools and 7.7% from private institutions. Furthermore, 263 (50.6%) of the participants (including 19.6% from public and 31% from private basic schools), 14.8% of them taught in public basic schools, while 28% taught in private basic schools. As a result, most respondents had a modest degree of work

performance. Figure 2 also depicts the percentage fraction of teachers' job performance levels.



4.2 Research Hypotheses

H₀₁: There is no significant relationship between headteachers' leadership and vision and teachers' job performance.

Table 2.

Correlation between Headteachers' Leadership and Vision and Teacher Job Performance

Variables	N	Mean	SD	df	Cal r-value	p-value	Decision
Principals' leadership and vision	520	2.98	.369	518	0.818	0.007	H₀₁ Rejected
Teachers' job performance	520	2.89	.312				

Significant P < .05

Table two depicts the association between headteachers' vision, leadership, and teacher job performance. The r-value (0.818) suggests a strong positive link between headteachers' leadership and vision and teachers' job performance; consequently, it implies a significant relationship ($p=0.007 < 0.05$ for a two-tailed test). As a result, there was a substantial association between the leadership and vision of headteachers and teachers' job performance.

H₀₂: No significant relationship exists between headteachers' management skills and teachers' job performance.

Table 3.

Relationship between Headteachers' Management Skill and Teacher Job Performance

Variables	N	Mean	SD	df	Cal r-value	p-value	Decision
Management Skills	520	2.59	.396				
Teachers' Job Performance	520	2.32	.321	518	0.716	0.003	H₀₂ Rejected

Significant $P < .05$

Table three demonstrates the connection between management skills and teachers' work performance. The r-value (0.716) suggests a strong positive connection between management skill and teacher work performance; consequently, it implies a significant relationship ($p=0.000 < 0.05$ for a two-tailed test). As a result, there was a considerable connection between headteachers' management skills and teachers' job performance.

H₀₃: There is no significant relationship between headteachers' instructional leadership and teachers' job performance.

Table 4.

Correlation between Headteachers' Instructional Leadership and Teacher Job Performance

Variables	N	Mean	SD	df	Cal r-value	p-value	Decision
Instructional Leadership	520	1.74	.611				
Teachers' Job Performance	520	1.86	.406	518	4.61	0.903	H₀₃ Accepted

Significant $P > .05$

The findings reveal that there was no significant correlation ($p=0.903 > 0.05$ for a two-tailed test) between instructional leadership and instructors' performance, as indicated by the r-value (4.61). Thus, no meaningful correlation was found between teachers' performance and instructional leadership.

H₀₄: A significant relationship does not exist between headteachers' ethics and professionalism and teachers' job performance.

Table 5.

Correlation between Headteachers' Professionalism and Ethics and Teacher Job Performance

Variables	N	Mean	SD	df	Cal value	r-	p-value	Decision
Ethics and Professionalism	520	2.97	.671	518	0.564		0.000	H₀₄ Not Rejected
Teachers' Job Performance	520	2.78	.512					

Significant $P < .05$

Table 5's result indicates an r-value of 0.564, indicating a positive correlation between instructors' performance level and headteachers' professionalism and ethics ($p=0.000 < 0.05$ for a two-tailed test). As a result, there was a strong correlation between the degree of work performance of teachers and headteachers' professionalism and ethics.

5. Discussion

According to this study, most upper-basic school teachers performed reasonably well on the job. Although a moderate level of work performance suggests that educators are fulfilling some requirements, it also indicates potential for enhancement. It is essential to address the underlying causes of the moderate job performance level in order to increase teacher effectiveness. This might entail giving instructors access to chances for thorough professional development, assigning sufficient funding, outlining expectations for their work, easing administrative duties, and creating a welcoming and encouraging learning atmosphere in the classroom. Schools can enable their teachers to flourish in their positions and give their children a top-notch education by investing in their professional development, giving them the support, they need, and fostering a healthy work environment. The results of this investigation are consistent with the research outcome of Amin et al. (2013) and Baluyos et al. (2019), which found that teachers' work performance was good and above average.

The vision and leadership of head teachers were significantly correlated with the work performance of teachers. This research emphasizes how important head teachers are in forming the school climate and impacting their teachers' efficacy. Teachers may work in a more pleasant and productive atmosphere and perform better when headteachers demonstrate strong leadership and communicate a compelling vision for their school. Teachers can better integrate their teaching techniques with the general goals of the school by having a clear vision that gives

them direction and a sense of purpose. Teachers feel respected and appreciated in a supportive school atmosphere created by headteachers who model open communication, teamwork, and respect for one another. Furthermore, administrators who support teachers in experimenting with novel ideas and give them the freedom to own their instruction tend to raise morale and inspire them to go above and beyond. The results of this study corroborate the findings of studies by Shanta et al. (2020) and Aquino et al. (2021), which suggested a link between visionary leadership and improved teacher performance.

The managerial proficiency of head teachers and the productivity of teachers were significantly correlated. Effective management and operations strategies may help schools create a happy and productive work environment for teachers, increasing job performance and student results (Umanhonlen et al., 2023; Kanmodi et al., 2020). It guarantees unambiguous expectations for instructors' roles, duties, and performance criteria. Effective operations ensure educators have access to the tools, supplies, and technology needed to provide quality education. This entails offering modern texts, incorporating technology, and having suitable classroom space. Efficient administration ensures equilibrium in educators' workloads and reduces extra administrative duties. The results of this study support the findings of Oyewole et al. (2020) and Kagiri (2021) that there is a significant positive link between teachers' work performance and school leaders' managerial abilities.

The effectiveness of teachers and the instructional leadership of head teachers did not significantly correlate. These might be the fundamental causes that influenced the results. It might be challenging to construct a precise and consistent way to quantify the influence of instructional leadership on performance since various teachers may have different interpretations of the notion. The influence of instructional leadership on teacher performance may be overshadowed by other factors that may have a more significant impact, such as student characteristics, school culture, and teacher motivation. In summary, the correlation between instructional leadership and teacher performance may differ based on the school's unique circumstances, including its size, student population, and past leadership experiences. In the same spirit, Puruwita et al. (2022) and Yahya & Putra (2019) reported that there may be a substantial connection.

Lastly, according to this study, there is a substantial correlation between head teachers' professionalism and ethics and their ability to do their jobs well. Teachers must possess professionalism and ethics since they help create a productive and

happy learning environment for their pupils. Teachers who act professionally and morally inspire respect, trust, and admiration in students, parents, and other educators. Improved conduct, engagement, and academic success are possible outcomes of this. Similarly, Mugizi et al. (2019) and Faridah et al. (2020) demonstrated the connection between teachers' job performance and moral leadership.

6. Conclusion and Recommendations

Headteachers may foster a school climate that empowers, inspires, and encourages educators, eventually enhancing student results by developing leadership abilities. The strong correlation between management and operations and teachers' job performance shows the necessity of investing in efficient operational procedures and excellent management practices. Although it may come as a surprise to learn that there is no meaningful correlation between the instructional leadership of school heads and teachers' performance, this discovery opens up the possibility of investigating the variables that influence teacher effectiveness in more detail. We can better understand how to help teachers and enhance student outcomes by doing more thorough and nuanced research.

The results led to the formulation of the following recommendations:

- i. To improve headteachers' communication, teamwork, resource management, and instructional leadership abilities, educational institution proprietors should fund extensive programs for professional development.
- ii. Headteachers must be given the freedom and tools necessary to decide wisely and carry out programs for school development.
- iii. Under the headteacher's leadership, schools should foster an inclusive, cooperative, and supportive atmosphere that appreciates teacher input, fosters cooperation, and supports open communication.
- iv. Clear performance standards for headteachers and teachers should be established by school management, with support from the headteacher, along with frequent feedback and encouragement to foster ongoing development.
- v. Headteachers should routinely compile and evaluate data on their instructors' performance.
- vi. In order to support new teachers during their transition and professional development, head teachers should put mentoring programs and support networks in place.

7. Implications of the Study

Understanding how school leadership affects teaching effectiveness and student outcomes requires assessing the relationship between headteachers' administrative success and teachers' job performance. Research on this subject has produced insightful information about how headteacher leadership affects teachers' performance. This information has consequences for raising student achievement and teacher efficacy and accomplishing institutional objectives.

Ethics Statement

All procedures used in this study involving human subjects adhered to the National Research Committee's ethical guidelines. To participate in this study, each participant provided written, informed permission.

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Availability of Data Statement

The article and supplementary materials contain the original contributions to the study; for further information, contact the corresponding author.

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