

## Principal Administrative Effectiveness and Teachers' Job Productivity in Secondary Schools in Ekiti State, Nigeria

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### Abstract

*The study examined principal administrative effectiveness and teachers' job productivity in Secondary schools in Ekiti State. It investigated the relationship between each of the principal administrative effectiveness (decision making, supervision, plant maintenance and principal administrative roles with the parents teachers association, (PTA.) The study employed the descriptive research design of the survey type. The sample for the study consisted of 640 respondents which include 600 teachers and 40 principals chosen from the 16 local government in the state using multistage sampling procedure. Two instruments "Principal Administrative Effectiveness Questionnaire (PAEQ) and Teachers' Job Productivity Questionnaire (TJPQ) were used to collect data for the study. Data collected were analysed using simple percentage, mean and standard deviation, Pearson Product Moment Correlation and Multiple Regression. All hypotheses were tested at 0.05 level of significance. The findings of the study revealed that secondary school teachers' job productivity in Ekiti State was good while decision making ,plant maintenance, supervision and principal administrative roles with parent teachers association were important factors that influenced secondary school teachers' job productivity in Ekiti state. Based on the findings, it was recommended that principal should regularly involve the teachers in the effective, robust and timely decision making process for the attainment of organizational goal and enhance job productivity. Likewise, School principals should supervise the instructional process for enhanced teaching and learning activities in schools.*

**Key Words:** Decision Making, Supervision, Plant Maintenance and parents Teachers Association

### Introduction

Education becomes an important instrument of development across nations of the world, it is an instrumental to the pace of social, political, cultural, technological, and economic development of any nation. Realizing its importance, many nations of the world realign a larger percentage of their GNI (gross national income) to the development of the educational sector. Across the globe, there are various level of education system, however, the educational system in Nigeria has been defined into three different levels; primary, secondary, and tertiary. Secondary school education is an important level of education where students acquire knowledge from various subjects, which dictate the field of study they will like to enroll for in pursuing higher institution. Secondary education is a shift from the primary school education (Wikipedia Encyclopedia, 2014) to higher education. It is therefore an important stage of education pyramid that required adequate attention of all

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stakeholders.

The relevance of teachers in the implementation of educational policies in secondary schools towards promoting sustainable national development cannot be over-looked. For instance, the Federal Republic of Nigeria (FRN, 2013) stated that "that the quality of teachers determines the development of the education system". Teachers is therefore considered as an important instrument for actualizing the goals of education. The constitutional functions of the educational agencies would remain stagnant without the activities of the teachers in educational institutions. These teachers therefore, occupy strategic positions, because they transform government educational policy into concrete terms or results and other phenomena that facilitate improved teaching and students' learning. It is therefore important that teachers' productivity and principal administrative effectiveness must be given adequate attention in order to achieve educational goals.

Effectiveness refers to performing a programme or carry out an activity or operation according to the goals of the organization. The effectiveness of secondary school education is the extent to which determined goals of the secondary school education system are successfully achieved. Effectiveness of principal is the requirements of a competency principal commitment to work, which includes effective delivery of services, allocation of duty, supervision, decision making, and principal relationship with parents teachers association PTA. The level of effectiveness of the principal administrative could have great impact on the job productivity of secondary school teachers and it could go a long way to determine the degree to which objectives of education are attained. Principal administrative effectiveness is important to the principal, teachers and students in the secondary school as it enhance production of quality graduates.

In the school system, productivity is the extent to which the school management and teachers utilize the available resources to achieve the educational goals. Productivity also means the relationship/ratio between the results achieved (output) and the quantum of resources (input) used in production. It is therefore necessary for the school administration to improve productivity in terms of the quality of teachers' instructional tasks performance and students' learning outcome in the pursuit of educational goals (Kezner, 2006). Teacher productivity is key components in the school system and it is the degree to which the teachers perform their duties in the school. Productivity of the teachers simply means teacher competence and teacher performance with the accomplishment of school goals i.e punctuality to school and classroom, regular presence in school, good classroom attendance, regular marking of students' exercise books and assignments, timely preparation of lesson notes, self and professional discipline, commitment to duties during school hour, and excellent classroom management skills. A teacher is successful and considered performing well in his/her job when he/she can work effectively towards achieving school goals.

It is noticeable on public media on the quality of Nigerian secondary school graduates in regards to the academic performance in examination such as WAEC, NECO and NABTEB. However, this failure is well pronounced in some states most especially in Ekiti State that is widely tagged as the fountain of knowledge. The observed failure of secondary school students has generated issues among various education stakeholders. This ugly situation in the secondary school education system has often been credited to various factors such as poor school leadership, inadequate human resources, poor physical resources, principal ineffectiveness among others. However, this study focused on principal ineffectiveness in relation to teacher's productivity. The ineffectiveness of the principal seems to be pronounced in teacher's poor service rendering and job productivity. Teachers seem to be ineffective in the course of discharging their duties, resulting in the inability to render quality services and produce quality graduates that could stand the test of time.

Observation showed that some teachers usually come late to the school citing one excuse or the other without taken permission from the principal and this make them to missed morning lessons. This may affect their ability to cover the syllabus as at when due and thus affect their job

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productivity and quality of teaching. Further observation revealed that some secondary school teachers stay away from the school without permission because of education corruption that contributes in delayed or non-payment of salaries and benefits, these teachers often look elsewhere to satisfy their personal needs. Teacher absenteeism may have negative impact on student learning and academic achievement as student learning is disrupted when a teacher is repeatedly absent from the classroom.

It appears that some secondary school teachers do not prepare their lesson notes before teaching and those who prepared it do not often use it which implies that the knowledge imparted on students may not be in accordance with the syllabus. This if unchecked by the principal through the administrative roles of supervision may lower teachers' productivity in Ekiti state.

Further observations have shown that poor classroom attendance is another reflection of principal ineffectiveness that seems to pose a negative influence on teacher's productivity in Ekiti state. Some teachers are found of engaging in other businesses and farming activities during school hour. It was observed that at times, they carry their business items from one office to the other advertising to prospective buyers among teachers and students due to ineffectiveness of the principal in the area of supervision. These attitudes if not checked could have negative impact on teacher's service delivery and job productivity.

Homework is an extension of classroom work to help students become self-directed, independent learners. To most teachers, the working hour of the school ends immediately the closing bell is rung whereas homework is an extension of teaching. It appears that some teachers failed to give homework to the student after the class lesson during school hours while some teachers who gave the homework failed to assess the students on the homework and this may not be queried by an ineffective principal. This may lead to gross deficit on teacher's job productivity if unchecked.

The success of any secondary schools is attached to the leadership, i.e. the principal. Principals are responsible for ensuring that all teachers and students meet challenging task and the desired standard level in education. As the major agents in the promotion of school effectiveness, principals are the pillars of the educational system especially at the second tier of educational pyramid. Today, the position of the principal is far more refined and the job is far more complex than in previous decades. This complexity can best be seen in the incredible number of functions that principals are expected to perform daily and often simultaneously. The maintenance of quality and standards in education depend largely on the extent to which they effectively carry out their leadership responsibilities.

He plays a leading role in the school and all the activities taking place in the school revolves round him. Therefore, it is expected that the principal should possess an efficient or high degree of administrative quality for effectiveness of his or her teachers. In the context of this study, principal administrative roles covered many different areas including teacher's participation in decision making, school plant maintenance, supervision, and principal relationship with Parent-Teachers Association (PTA) in order to ensure effective teaching and learning, good job productivity of teacher and students' success.

Involving teachers in decision making in a school system becomes an important element of principal administrative roles. Decision making is important to education administration because a school, like all formal organizations, is basically a decision-making structure (Devasis, 2022). The principal makes most of the decisions of the school and it is therefore important that the principal encourage the participation of his teachers in decision making. It appears that some principals do not see the necessity of including their teachers in their decision-making process. Unfortunately, some principals tend to exercise authoritarian style of leadership more often. Principals who engage only in downward flow of communication pattern are more disposed to taking decisions alone, disregarding subordinates' viewpoints and putting a scare to his/her subordinates. Such principals try

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to exhume air of superiority which could militate against effective communication skills. When effective communication is absent, the institutional goals and objectives would be reduced to individualistic and personal goals governed by undue sentiments. Therefore, effective communication between the principal and the teachers is needed for effective service delivery and high job productivity.

It was also observed that provision and maintain a conducive environment for teaching and learning process goes a long way in influencing the job productivity of the teachers. For instance, the essential facilities that are available in the school seems not to be enough in most secondary schools nowadays. The researcher observed that in some secondary schools in Ekiti state, there exist overcrowded classrooms as a result of lack of enough classrooms and seating furniture to accommodate the students. In some cases, some students sit on the edges of the windows thereby making the classrooms lack fresh air and ventilation. This congestion also seems to make the class becomes more tasking for the teachers who have to shout on top of their voices to ensure that students hear them. This usually results in difficulties in class control and may result into poor service delivery. These may have serious consequences on job productivity of the teachers.

Supervision goes a long way in influencing job productivity of secondary school teachers and the overall quality of academic programme. In some secondary schools in Ekiti state, it has been observed by the general public that some teachers do not give homework to the students while some given were not marked. Experience has also shown that some teachers do not teach their lessons at the appropriate time or leave some topics untaught. It is no longer news that some teachers are found in the market during the normal school periods, the attitude which is not expected of a responsible teacher. From the researcher's experience there is little instructional supervision leading to lack of quality control and technical support to teachers. It was observed that some teachers tend to do as they please because of poor supervision from the principal. This if unchecked may lead to poor job productivity of the teachers and overall ineffectiveness of the system.

Partnership in education is significant to the development of education in Nigeria and other parts of the world. According to Arop (2008), Parents Teachers Association is a conglomerate of parents and teachers of the children in a particular school. He further described it as a welfare organization established to pursue the welfare interests of the school and community in which the school is situated and where parents live. It is obvious that the government and the school authority cannot provide all facilities and money needed to effectively run the school and principals who have harmonious relationship with the Parents Teachers Association (P.T.A.) could easily seek the support of the PTA members to assist in providing some needs to compliment government's effort and support the teachers for effective delivery of services. The relationship that exists between the principal and the Parent-Teacher Association goes a long way in predicting the job productivity of the teachers. Observation has shown that some principals do not take the matter of PTA a serious issue in their administrative management and less involves them in matter relating to teachers and the overall development of the school. It is therefore of important that there must exist a cordial relationship between the principal and the PTA in order to effectively achieving school goals.

The following research questions have been raised in the study:

1. What are the predominant principal administrative roles in secondary schools in Ekiti State?
2. What is the level of secondary school teacher job productivity in Ekiti State?

### **Methodology**

The study employed the descriptive research design of the survey type. The sample for the study consisted of 640 respondents which include 600 teachers and 40 principals chosen from the sixteen local governments in the state using multistage sampling procedure. At the first stage, a simple random technique was used to select 8 local governments out of 16 local government areas.

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Second stage involved the use of proportionate random sampling technique to select 5 secondary schools from each of the selected local government area. The third stage involved the use of purposive sampling techniques to select 75 teachers who have worked with principals for at least one year in order to be objective in assessing the principals and 1 principal from each selected secondary school to make a total of 40 principals.

Two instruments "Principal Administrative Effectiveness Questionnaire (PAEQ) and Teachers' Job Productivity Questionnaire (TJPQ) were used to collect data for the study. The PAEQ consisted of section A and B, section A consisted of name of school, sex of respondents, qualification of principal and years of working experience and section B contained 40 items on principal's administrative effectiveness. While the TJPQ consisted of two sections, A and B. Section A contained the demographic data of the teachers such as name of school, sex, qualifications, class taught and teaching experience while section B consists of 20 items using Likert type scale of four option, Strongly Agree (4 points), Agreed (3 points), Strongly Disagree (2 points), Disagree (1point). 16 research assistants were used in distributing and retrieving of the instruments.

Data collected was analysed using appropriate statistical tools. All hypotheses generated for the study were tested at 0.05 level of significance.

## Results

**Question 1:** What are the predominant principal administrative roles in secondary schools in Ekiti State?

**Table 1:** Predominant principal administrative roles in secondary schools in Ekiti State.

| PRINCIPAL ADMINISTRATIVE ROLES  | SA            | A             | D             | SD           | MEAN | RSI   | RANK            |
|---|---------------|---------------|---------------|--------------|------|-------|-----------------|
| Decision making   | 169<br>(28.3) | 227<br>(38.0) | 107<br>(17.9) | 94<br>(15.7) | 2.78 | 0.694 | 4 <sup>th</sup> |
| Plant maintenance   | 219<br>(36.7) | 347<br>(58.1) | 21<br>(3.5)   | 10<br>(1.7)  | 3.28 | 0.820 | 1 <sup>st</sup> |
| Supervision   | 145<br>(24.3) | 319<br>(53.4) | 101<br>(16.9) | 32<br>(5.4)  | 2.95 | 0.738 | 3 <sup>rd</sup> |
| Principal Administrative roles with PTA   | 230<br>(38.6) | 300<br>(50.3) | 56<br>(9.3)   | 11<br>(1.8)  | 3.24 | 0.809 | 2 <sup>nd</sup> |
| <b>RSI: Relative Significance Index, Percentages are enclosed in parentheses, Criterion mean = 2.50</b> |               |               |               |              |      |       |                 |

Table 1 presents the predominant principal administrative roles in secondary schools in Ekiti State. Using the mean benchmark cut-off of 2.50 for the rating scale, all the items had mean scores above the cut-off point. This implies that decision making, plant maintenance, supervision, administrative roles with PTA and delegation of authority are predominant principal administrative roles in secondary schools in Ekiti State. Ranking the predominant principal administrative roles in secondary schools in Ekiti State in order of importance using Relative Significance Index (RSI), the result indicates that plant maintenance (0.820) is the most predominant principal administrative roles in secondary schools in Ekiti State, closely followed by administrative roles with PTA (0.809),



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supervision (0.738) and delegation of authority (0.723) while decision making (0.694) is the least in the ranking order.

**Question 2:** What is the level of secondary school teacher job productivity in Ekiti State

**Table 2:** Level of secondary school teacher job productivity in Ekiti State.

| Level of teacher job productivity | Frequency | Percent |
|-----------------------------------|-----------|---------|
| Low (20.00-57.82)                 | 107       | 17.8    |
| Moderate (57.83-65.37)            | 472       | 78.7    |
| High (65.38-80.00)                | 21        | 3.5     |
| Total                             | 600       | 100.0   |

Table 2 presents the level of secondary school teacher job productivity in Ekiti State. The result shows that out of 60 secondary school teachers sampled, 107 representing 17.8 percent had low level of teacher job productivity. Those who had moderate were 472 representing 78.7 percent while those with high level were 21 representing 3.5 percent. This shows that the level of secondary school teacher job productivity in Ekiti State is moderate.

**Hypothesis 1:** There is no significant relationship between principal administrative decision making and secondary school teacher job productivity in Ekiti State.

**Table 3 :** Principal administrative decision making and secondary school teacher job productivity

| Variable                 | N   | Mean  | SD   | r                  | P     |
|--------------------------|-----|-------|------|--------------------|-------|
| decision making          | 600 | 13.99 | 2.58 | 0.483 <sup>*</sup> | 0.000 |
| Teacher job productivity | 600 | 61.60 | 3.78 |                    |       |

<sup>\*</sup>**p<0.05**

Table 3 shows that the computed r-value (0.483) is significant at p<0.05 level of significance. The null hypothesis was rejected. This implies that there is significant relationship between principal administrative decision making and secondary school teacher job productivity in Ekiti State. The correlation between principal administrative decision making and secondary school teacher job productivity in Ekiti State is moderate and statistically significant in a positive direction.

**Hypothesis 2:** There is no significant relationship between plant maintenance and secondary school teacher job productivity in Ekiti State.

**Table 4:** Plant maintenance and secondary school teacher job productivity

| Variable                 | N   | Mean  | SD   | r                  | P     |
|--------------------------|-----|-------|------|--------------------|-------|
| Plant maintenance        | 600 | 16.65 | 1.71 | 0.405 <sup>*</sup> | 0.000 |
| Teacher job productivity | 600 | 61.60 | 3.78 |                    |       |

<sup>\*</sup>**p<0.05**

Table 4 shows that the computed r-value (0.483) is significant at p<0.05 level of significance. The null hypothesis was rejected. This implies that there is significant relationship plant maintenance and secondary school teacher job productivity in Ekiti State. The correlation between plant maintenance

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and secondary school teacher job productivity in Ekiti State is moderate and statistically significant in a positive direction.

**Hypothesis 3:** There is no significant relationship between supervision and secondary school teacher job productivity in Ekiti State.

**Table 5:** Supervision and secondary school teacher job productivity

| Variable                 | N   | Mean  | SD   | r                  | P     |
|--------------------------|-----|-------|------|--------------------|-------|
| Supervision              | 600 | 12.31 | 2.38 | 0.386 <sup>*</sup> | 0.000 |
| Teacher job productivity | 600 | 61.60 | 3.78 |                    |       |

\*  $p < 0.05$

Table 6 shows that the computed r-value (0.386) is significant at  $p < 0.05$  level of significance. The null hypothesis was rejected. This implies that there is significant relationship between supervision and secondary school teacher job productivity in Ekiti State. The correlation between supervision and secondary school teacher job productivity in Ekiti State is low but statistically significant in a positive direction.

**Hypothesis 4 :** There is no significant relationship between Principal Administrative roles with PTA and secondary school teacher job productivity in Ekiti State.

**Table 6:** Administrative roles with PTA and secondary school teacher job productivity

| Variable                                | N   | Mean  | SD   | r                  | P     |
|---|-----|-------|------|--------------------|-------|
| Principal administrative roles with PTA | 600 | 14.04 | 1.30 | 0.547 <sup>*</sup> | 0.000 |
| Teacher job productivity                | 600 | 61.60 | 3.78 |                    |       |

\*  $p < 0.05$

Table 6 shows that the computed r-value (0.547) is significant at  $p < 0.05$  level of significance. The null hypothesis was rejected. This implies that there is significant relationship between principal administrative roles with PTA and secondary school teacher job productivity in Ekiti State. The correlation between principal administrative roles with PTA and secondary school teacher job productivity in Ekiti State is moderate and statistically significant in a positive direction

## Discussion

The study showed that level of secondary school teacher job productivity in Ekiti State was moderate. It implies that secondary school teacher job productivity in terms of punctuality to school and classroom, regular presence in school, good classroom attendance, regular marking of students' exercise books and assignments, timely preparation of lesson notes, self and professional discipline, commitment to duties during school hour, and excellent classroom management skills is given priority attention. What can be responsible for this finding may be the fact that both government and other stakeholders are making concerted efforts to ensure that teacher competence and teacher performance is enhanced for the accomplishment of school goals. This finding is in support of the study of Kezner (2006) which stressed the need for the school administration to improve productivity in terms of the quality of teachers' instructional tasks performance and students' learning outcome in the pursuit of educational goals.

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The study showed that there was significant relationship between principal administrative decision making and secondary school teacher job productivity in Ekiti State. This implies that principal administrative decision-making influence secondary school teacher job productivity. What could be responsible for this finding is the fact that effective communication between the principal and the teachers is needed for effective service delivery and high job productivity. This finding is in line with the study of Tijani (2020) who submitted that there was a significant relationship between the involvement of the teachers in decision-making and their job performance. Also supported a study carried out by Macha & Mhagama (2022) provides excellent evidence to back up the claim that there was a strong relationship between the participation of the teachers in decision-making and their job performance as it increases their rate of efficiency. The outcome of this study was in line with the findings of Ayegbusi & Ogunlade (2015) who submitted that there was significant relationship between teachers' decisional participation and their job satisfaction.

The study showed that there was significant relationship plant maintenance and secondary school teacher job productivity in Ekiti State. There is no doubt about the fact that the provision and maintenance of a conducive environment for teaching and learning process goes a long way in influencing the job productivity of the teachers. To this end, secondary school teacher job productivity will be good, where the essential teaching resource situation in the school is good. The finding is quite close to the outcome of the study of Chukwuaguzie, Iorlaha, & Ushunamoka (2021). They discovered that school site/location, school medical facilities and school laboratories have significant influence on the management of secondary schools in the area of teacher's job satisfaction and students' academic performance. Also, the outcome of this study is supported by the findings of Chibuogwu, & Ojukwu (2021) who revealed that principal's ineffectiveness in the management of available school plants resulted into poor teaching and learning which significantly shows a strong link between school facilities maintenance and teachers service delivery.

The study showed that there was significant relationship between supervision and secondary school teacher job productivity in Ekiti State. It implies that supervision has great influence on teacher job productivity. To this end it is certain that proper instructional supervision by principals will engender high job productivity of the teachers and overall effectiveness of the system. The finding supports the research work of Okendu (2012) who revealed that regular instructional supervision has a significant bearing on students' performance and teachers' job efficiency. Also, the outcome of this study is in line with the findings of Olawole (2009) that there is strong interaction between instructional supervision and teacher's classroom performance.

The study showed that there was significant relationship between administrative roles with Parents-Teachers-Association (PTA) and secondary school teacher job productivity in Ekiti State. It implies that cordial relationship between the principal and the PTA goes a long way in predicting the job productivity of the teachers. To this end it is certain that if principals involve the PTA in their administrative management and in matter relating to teachers and the overall development of the school, school goals will be effectively achieved. The finding supports the research work of Abdulkareem (2012) that PTA helps in capacity building of teachers and contributed financially in improving their job effectiveness. Furthermore, there was high, positive and significant relationship between PTA advisory role and quality assurance in secondary school. This is supported by the

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findings of Ikuma (2014) that there was a significant relationship between PTA, school plant maintenance and teacher's job effectiveness.

It showed that principal administrative decision-making variables significantly predicted secondary school teacher job productivity in Ekiti State. This implies that principal administrative decision-making variables jointly provide a significant explanation for the variation in the secondary school teacher job productivity. The best predictor of secondary school teacher job productivity in Ekiti State was plant maintenance. It implies that plant maintenance influences the job productivity of teachers. This may be due to the fact that government and school principal realised that provision and maintaining a conducive environment for teaching and learning process will enhance effective service delivery.

### **Conclusion**

Based on the findings of this study, it was concluded that secondary school teachers' job productivity in Ekiti State was good while decision making, plant maintenance, supervision and administrative roles with PTA were predominant principal administrative roles in secondary schools in Ekiti State. Principals' administrative roles such as decision making, plant maintenance, supervision and administrative roles with PTA are predominant principal administrative roles in secondary schools in Ekiti State were important factors that influenced secondary school teacher job productivity. Plant maintenance was the best predictor of secondary school teachers' job productivity.

### **Recommendations**

Based on the findings of the study, the following recommendations were made;

1. Principal, as an administrative head of secondary school should regularly involve the teachers in the effective, robust and timely decision making process for the attainment of organizational goals and enhance teachers' job productivity.
2. Principal, in collaboration with other education stakeholders (e.g government, NGOs, philanthropists, school administrators and parents) should show greater commitment to the provision and maintenance of physical facilities and instructional facilities such as furniture and fittings, equipment, laboratory apparatus, stationeries, functional internet facilities, textbooks, fans and air-conditioning systems in school for enhanced teaching-learning process.
3. School principals should properly supervise the instructional process for enhanced teaching and learning activities in schools.
4. Administrator of secondary school should build a strong and virile partnership with the Parents-Teachers Association through their involvement in addressing school's teaching and learning problems, donation of facilities to the school, membership of disciplinary committee for enhanced teaching-learning activities in school

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