

**PRINCIPALS' ADMINISTRATIVE LAPSES AND TEACHERS JOB
COMMITMENT AS CORRELATES OF STUDENTS ACADEMIC
ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE**

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Abstract

This study examined principals' administrative lapses and teachers' job commitment as correlates of students' academic achievement in public secondary schools in Delta State. This study which was guided by three research questions adopted an ex-post facto research design using correlational survey method with a population of fourteen thousand and four (14004) principals, teachers, PTA executives and senior inspectors from Ministry of Education in Delta state. The sample for the study consists of one thousand one hundred and four [1104] public secondary schools principals, teachers, PTA executives and senior inspectors from Ministry of Education in Delta State. The instrument that was used for the study was a self-develop questionnaire titled Principals' Administrative Lapses, Teachers' Job Commitment and Students' Academic Achievement Questionnaire [PALTJCSAAQ] which was validated through face validity and thereafter subjected to Cronbach alpha reliability test and a coefficient of 0.77 was obtained. The responses from the respondents were converted to percentage, mean scores and standard deviation, Findings show that inadequate funding, inadequate educational facilities, inadequate teaching staff, students' indiscipline and inadequate security within the school are administrative lapses facing secondary school principals in Delta state, though the level of teachers' job commitment and students' academic achievement is high in Delta State. Based on the findings, it is recommended among others that government should take education as a priority by allocating 26% of her GNP to education as recommended by UNESCO. Since students' academic achievement depends on teachers, there is need for government to consider teachers' welfare and benefit.

Keywords: Principals, Administrative, lapses, Teachers, job commitment, Achievement.

Introduction

Secondary education is the education children receive after primary education and before acquiring tertiary education. The broad goals of secondary education are to prepare the individual for useful living within the society and higher education. Suffice it to say that these noble aims of secondary education have not been fully realized due to students' academic achievements which have been on decline in recent time as established by literature.

Although it has been observed that there is a competition and expectations from education stakeholders, school managers and particularly school principals are under pressure to come up with innovative management practices that are geared towards the improvement of teaching and learning as is measured through enhanced teachers job commitments and students' academic achievements.

According to Henriengel, Jackson, Stocum and Theus (2009) school principals are expected to improve the management practices by becoming educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community and public relations experts, budget analysts and facility managers. Also, school principals are expected to broker the often-conflicting interests of parents, teachers and ministry officials and hence need to be sensitive to the widening range of students' needs, especially those related to academic excellence and moral development. It therefore seems that the job description of the school principal sounds overwhelming and should be regarded as the acid test to most school managers.

The school as an organization is like a factory and students are like raw materials that must undergo a process for educational objectives to be achieved. The school principal and his/her team of staff must create an enabling environment for learning and teaching to take place. This will enable learners to exploit their potential and talents fully so as to be productive members of the society. On the other hand, the society offers security to the school and also could help to curb indiscipline in the school if the relationship between the school and society is cordial.

It is generally believed that school principal administrative performance is measured by teacher's job commitment and student's academic achievements. Teachers see their commitments as part of their professional identity. It defines them and their work and they get fulfillment from this, (Arul & Deepa, 2016). Commitment in this study is used to distinguish teachers who are caring, dedicated and who take the job seriously from other teachers who put their own interest first. It should be noted

that commitment to teaching is part of teachers affective or emotional reaction to their experience in a school setting. It can be seen to be part of a learned behavior or attitude associated with the professional behavior of Teachers. From their affective reactions to the school setting, teachers make decisions about their level of willingness to personally invest to that particular setting or particular group of students. While

Student's academic achievement is the ability to study and remember facts and being able to communicate their knowledge verbally or on paper (Jam, 2009). In other words, academic achievement refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Academic achievement, according to the researcher, refers to how well a student is accomplishing his or her tasks or studies. Student's academic achievement is generally a pedagogical terminology used while determining learner's success in formal education and which is measured through reports, examinations and ratings with numerous factors of variables exerting influence.

The issue of poor academic achievement of students in Nigeria has been of much concern to the government, parents, teachers and even students themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment. The problem is so much that it has led to the widely acclaimed decline in education in Delta State.

Administrative lapses are those factors that hinder the smooth running of the school such as inadequate facilities, inadequate staffing, inadequate funding, inadequate supervision, over population in classrooms, indiscipline, lack of school-community relationships and lack of communication as stated by Nyaga (2013) and Mbaabu and Orodho (2014). These administrative lapses facing the school principals could directly or indirectly affect teacher's job commitments and students' academic achievement respectively.

Statement of Problem

School principals are saddled with different administrative duties which include initiating innovative management practices, improving the management practices by becoming educational visionaries, assessment experts, disciplinarians, community and public relations experts, budget analyst and facility managers. In discharging the above administrative duties, it has been revealed by studies that most

school principals encounter administrative lapses which have hindered the smooth running of the school.

Based on the above speculations, the immediate question to be asked is, do school principals in Delta State experience administrative lapses? If yes, what is the relationship between these administrative lapses and teachers' job commitment as well as students' academic achievements? Informed by the above questions, the researcher decided to examine principals' administrative lapses and teachers job commitment and students' academic achievements in secondary schools in Delta State.

Purpose of Study

The purpose of this study is to examine principals' administrative lapses and teachers' job commitment as correlates of students' academic achievement in secondary schools in Delta state. Although the study seeks to:

1. Identify administrative lapses facing secondary school principals in Delta states.
2. Show level of teachers' job commitment in Delta state.
3. Investigate the level of students' academic achievement in Delta state.

Research Questions

To guide the study, the following research questions were raised.

1. What are the administrative lapses facing secondary school principals as perceived by teachers, PTA executive and inspectors in Delta state?
2. What is the level of teachers' job commitment in Delta state?
3. What is the level of students' academic achievement in Delta state?

Methods

The survey design often referred to as ex-post-facto design was used in this study. The population of the study consists of 438 public secondary school principals, 13013 teachers, 392 inspectors and 161 PTA executives in Delta State respectively. A self-developed instrument titled principals' administrative lapses, teachers' job commitment and students' academic achievement questionnaire (PALTJCSAAQ) was used to gather information for the study. A sample of 175 principals, 651 teachers, 197 inspectors from Ministry of Education and 81 inspectors were sampled using stratified random sampling technique. The instrument was further subjected to split-half reliability test using 50 respondents excluded from the main study and a co-efficient of 0.77 was obtained showing a high reliability index. Data collected was analyzed

using percentage, mean scores and standard deviation to answer the research questions.

Results and Discussion

Research Question 1: What are the administrative lapses facing secondary school principals as perceived by teachers, PTA executives and inspectors in Delta State?

Table 1: Mean score and standard deviation analysis on administrative lapses facing secondary school principals as perceived by teachers, PTA executives and inspectors.

SN	Principals Administrative Lapses SCALE	Delta State (N=1048)		
		M	SD	R
1	Inadequate Educational Facilities	3.05	.82	+
2	Inadequate Funding of Education	2.97	.81	+
3	Inadequate Supervision of Instruction	1.99	.81	–
4	Inadequate Teaching Staff	3.00	.83	+
5	Students Indiscipline	3.05	.83	+
6	Ineffective Communication Among Members of The School Community	2.02	.81	–
7	Teachers Indiscipline	2.01	.83	–
8	Inadequate Security Within The School	3.01	.81	+
9	Lack of School Community Relation	2.43	1.11	–

Keys: M=MEAN, SD=STANDARD DEVIATION, R=REMARK, +=POSITIVE, -=NEGATIVE

Mean Benchmark 2.50

Data in table 1 shows administrative lapses facing secondary school principals as perceived by teachers in Delta State. The result indicates that respondents agreed on inadequate educational facilities, inadequate funding of education, inadequate teaching staffs, student's indiscipline and inadequate security within the school. With mean scores of 3.05, 2.97, 3.00, 3.05 and 3.01 respectively. But disagreed with mean scores of 2.02, 2.02 and 2.43 on inadequate supervision of instruction, ineffective

communication among members of the school community, indiscipline and lack of school community relation respectively.

In conclusion, administrative lapses facing secondary school principals in Delta State includes inadequate educational facilities, inadequate funding of education, inadequate teaching staff, student's indiscipline and inadequate security within the school.

Research Question 2: What is the level of teachers' job commitment in Delta State?

Table 2: Mean score and standard deviation analysis on teachers, job commitment

Sn	Teachers Job Commitment	Delta State (N=1048)		
		M	SD	R
1	Caution Students Who Display Undesirable Behaviour	3.00	.81	+
2	Inculcate Discipline in Students	2.97	.81	+
3	Teacher Takes Students Attendance	3.03	.81	+
4	Teachers Carries Out Other Duties Assigned to them by School Principal	2.98	.82	+
5	Teachers Cover the Scheme of Work Before the End of the Term	3.02	.82	+
6	Teachers Create Conducive Classroom Environment	3.03	.81	+
7	Teachers Follow the Curriculum in Teaching Students	3.01	.82	+
8	Teachers Lesson Note Is Up To Date	2.00	.81	–
9	Teachers Observe Signs of Trouble in the Students	3.00	.81	+
10	Teachers Prepare Students Results on Time	3.02	.82	+
11	Teachers Participate in Schools Sanitation	1.99	.82	–

Keys: M=MEAN, SD=STANDARD DEVIATION, R=REMARK, +=HIGH, -=LOW
Mean Benchmark 2.50

Data in table 2 shows level of teachers, job commitment in Delta State.

The results show that the level of teacher job commitment is high in terms of cautioning students who display undesirable behavior, inculcate discipline in students, takes students attendance, cover the scheme of work before the end of the term respectively. However, level of teacher's job commitment was low in areas of teacher's lesson note is up to date and teachers participate in school sanitation respectively.

Research Question 3: What is the level of student academic achievement in Delta State?

Table 3: Mean score and standard deviation analysis on students' academic achievement

Sn	Student's Academic Achievement	Delta State (N=1048)		
		M	SD	R
1	A1	1.96	.82	–
2	B2	2.94	.82	+
3	B3	2.97	.82	+
4	C4	3.09	.82	+
5	C5	2.99	.82	+
6	C6	2.93	.81	+
7	D7	1.96	.82	–
8	E8	2.04	.81	–
9	F9	1.96	.83	–

Keys: M=MEAN, SD=STANDARD DEVIATION, R=REMARK, +=HIGH, -=LOW
Mean Benchmark 2.50

Data in table 3 shows level of student's academic achievement in Delta State. It indicates that students from Delta State scored high with mean scores of 2.99, 2.99, 3.02, 2.99 and 2.97 on b2, b4, c4, c5 and c6. But scored low with mean scores of 2.04, 1.98, 2.02 and 1.98 on a1, d7, e8 and f9 respectively. Conclusively, level of student's academic achievement in Delta State is high.

Summary and Conclusion of the Study

This study examined principals' administrative lapses and teachers' job commitment as correlates of students' academic achievement in secondary schools in Delta State. The study which was guided by three research questions adopted ex-post-facto design using correlational survey method. The population of the study consisted of fourteen thousand and four (14004) principals, teachers, PTA executives and senior inspectors from Ministry of Education in Delta State. The sample for the study consists of one thousand, one hundred and four public secondary school principals, teachers, PTA executive and inspectors from Ministry of Education. The instrument that was use for the study was a self-developed questionnaire titled "Principals Administrative Lapses, Teachers' Job Commitment and Students Academic Achievement Questionnaire (PALTJCSAAQ) which was validated through face validity and thereafter subjected to Cronbach alpha reliability test and a coefficient of 0.77 was obtained. The responses from the respondents were converted to percentage, mean scores and standard deviation.

Findings

From the data analysis the following findings were obtained

1. Administrative lapses facing secondary school principals in Delta State include inadequate educational facilities, inadequate funding of education, inadequate teaching staff, students' indiscipline and inadequate security within the school.
2. Level of teachers' job commitment is high in cautioning students who display undesirable behavior, inculcate discipline in students, teacher takes students attendance, carry out other duties assigned to them by principal, cover the scheme of work before the end of term, create conducive classroom environment, teachers follow the curriculum in teaching students and prepare students results on time.
3. Level of students' academic achievement in Delta State is high.

Recommendations

Based on the findings, the researcher recommended the following;

1. In other to address the issue of administrative lapses facing secondary school principals in Nigeria generally and Delta State in particular, Government should take education as a priority by allocating 26% of her GNP to education as recommended by UNESCO. This will help fight the issues of inadequate

educational facilities, inadequate funding of education, inadequate teaching staff, student's indiscipline and inadequate security within the school.

2. Since student's academic achievements depends on teachers, there is need for Government to consider teachers welfare and benefit. This will help teachers to be committed and satisfies on their job.
- 3 There is need for Ministry of Education officers to visit schools from time to time for inspection. This will check the extent to which the school principals supervise their school for optimal productivity.
- 4 Though over population in the classroom is not related to students' academic achievement but there need for schools adhere to standard which has been stipulated, which is forty students to a teacher (40:1). This can be achieved when government provide more classrooms and employ more teachers to equate with the number of students enrolled in each school.

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