



## INFLUENCE OF PRINCIPALS' ADMINISTRATIVE SKILLS ON TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE

By

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### Abstract

The study examined the influence of principals' administrative skills on teachers' job commitment in public secondary schools in Delta State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted descriptive research design. The population of the study comprised 10,318 teachers in 512 public secondary schools in eleven Education Zones spread across twenty five Local Government Areas in Delta State. The sample size for the study was 515 teachers drawn from the total population. Multi-stage sampling procedure was used in drawing the sample. The instruments for data collection were researcher's developed instrument titled: Principals' Administrative Skills on Teachers' Job Commitment Questionnaire (PASTJCQ). The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.81 for PASTJCQ. The data were analyzed using mean, standard deviation and independent sample t-test. The study revealed that principals' time management skill and principals' supervisory skill positively and significantly influenced teachers' job commitment in public secondary schools in Delta State. The study concluded that principals' administrative skills influence teachers' job commitment in public secondary schools in Delta State. The study recommended that principals should always focus on incorporating effective supervisory practices into their daily interactions, emphasizing constructive feedback, supportive guidance and collaborative problem-solving, in order to positively influence and enhance teachers' job commitment without necessarily relying on formal training programmes.

**Keywords:** *Principals' Administrative Skills, Supervisory Skill, Time Management Skill, Teachers' Job Commitment*





## Introduction

Education is a crucial tool for the development of every country. It is seen as the instrument for the realization of a nation's growth and development, since the level of a nation's literacy determines her extent of development. This explains why nations of the world over accord priority to education in their development plans. Every nation of the world desires to improve the lives of her citizens. This can only be achieved through the development of skills and potentials of the citizens to equip them for productivity and social adjustment. Ugochukwu et al. (2021) explained that a well-administered education would equip individuals with capacities to confront problems; awaken intellectual curiosity, encourage the spirit of inquiry and make its recipients inventive, self-reliant and resourceful. This means that education has the capacity to bring about character and intellectual change as well as restructure capabilities for desired development.

In Nigeria, formal education is arranged in these levels; primary, secondary and tertiary education. This study will focus on the secondary level of education. Secondary education as the name implies is the education offered to pupils after primary and before tertiary education. Secondary education takes in graduates from primary education and prepares them for tertiary education. The broad aim of secondary education within the national objectives is the preparation of children for useful living within the society and for higher education. The teacher is the one who is responsible for imparting students with the knowledge and right skills to become useful to their society. Therefore, it becomes imperative to note that teachers' commitment to their job is crucial for ensuring the effectiveness and success of the education system in Nigeria.

Commitment in the teaching profession is the cornerstone of a thriving educational system, where teachers serve as pillars of inspiration, guidance and support for their students' success and personal growth. Obi (2023) defined teachers' job commitment as the level of dedication, loyalty and responsibility that teachers demonstrate towards their profession, their students and the educational institution they work for. It encompasses a range of attitudes and behaviours that reflect the teacher's strong belief in the importance of their role in shaping young minds and contributing to the overall growth and development of their students. Oviawe (2020) explained that teachers' job commitment can be determined by their proper execution of basic tasks, active involvement in school functions, punctuality to work, remaining in school till the closing hour and willingness to help students to learn.

Operationally, teachers' job commitment is defined as the level of dedication and loyalty teachers have towards their profession, their school, and their students. Committed teachers are the most important resource that a school should have to achieve greater and better results and also impact students' academic performance. Afolakemi and Adeyemi (2021) explained that teachers' job commitment is the level of enthusiasm for tasks assigned to teaching staff in the school. When teachers are genuinely committed to




their job, they are more likely to go above and beyond to create a positive learning environment, continually improve their teaching methods and support their students' individual needs. Oyeh and Oluwuo (2018) stated that teachers' job commitment can be influenced by multiple factors, such as supportive school environment, opportunities for professional growth, autonomy in the classroom, decision-making, and proper recognition of their efforts. School principals contribute to how well teachers commit their time and energy to the jobs. Principals as chief administrators of their schools perform multifarious tasks to ensure the realization of their school objectives. It becomes imperative, therefore, that principals must possess an array of administrative skills to effectively fulfill their roles and responsibilities in their various schools.

Administrative skills are the practical abilities required to efficiently organize, coordinate, and oversee various administrative tasks and responsibilities within an organization. In the school setting, administrative skills are essential for principals to effectively manage daily operations and ensure the smooth functioning of educational activities and administrative processes. Mohammed et al. (2020) explained that principal administrative skills are various methods and techniques through which principals influence people so that they strive willingly and enthusiastically towards the achievement of goals. These skills include proficient organization and coordination abilities to oversee daily operations such as scheduling, budgeting, and resource allocation. Principals' administrative skills, as described by Akinbode et al. (2023), refer to the techniques utilized by school leaders to guide, plan, lead, and control efforts toward achieving institutional goals.

Principals' administrative skills also are skills used by school principals in the management of material resources and evaluation of educational effort. Principals must be able to adopt some administrative skills and also evaluate their teachers in order to ascertain the strengths and weakness of the instructional delivery system for better academic performance. Operationally, principals' administrative skills refer to the specific set of competencies and practical abilities that school principals apply to effectively plan, organize, coordinate, supervise, and evaluate the various administrative and academic activities within a school setting to achieve institutional goals. Obuako et al. (2021) noted that principals as school administrators represent a crucial component of the social system. As chief executives of their schools, they interact with people and require a set of skills to effectively manage them. These are essentially administrative skills as listed by Ogundele et al. (2015) every principal is expected to possess include: financial management skill, instructional leadership skill, personnel management skill, communication skill, supervisory skill, mentoring skill and time management skill. In this study, the researcher focused on these aspect of principals' administrative skills: time management skill and supervisory skill.

Time management skill involves the ability to effectively allocate and prioritize one's time to accomplish task efficiently and meet deadlines. For school principals, this skill is crucial in maximizing productivity



and ensuring the smooth operation of the school. Ekundayo et al. (2023) maintained that principals should adequately manage their time to balance administrative duties, and engagement with staff, students, and parents. Effective time management in school leadership involves setting clear, realistic goals and objectives, creating structured schedules, delegating tasks appropriately, and adopting time-saving strategies such as leveraging communication tools and technology. Principals should foster a culture of efficiency and work-life balance within the school community, recognizing and rewarding teachers who exhibit strong time management skills. As Agogbua and Agu (2021) emphasized, planned time management requires a principal to define attainable school goals, determine the methods and timelines for achieving them, prioritize tasks, allocate appropriate time for each and decide which responsibilities to handle personally and which to delegate to subordinates. This is an approach that not only enhances productivity but also strengthens overall supervisory skill.

Supervisory skill of a school principal involves effectively overseeing and supporting teachers and educational programmes to ensure high-quality instruction and students' success. Chidi and Victor (2017) pointed out that principals are responsible for overseeing staff, teachers, and various school departments, therefore, must provide clear direction, articulate expectations, and foster effective communication among team members. This means that supervision controls every activity of the school and ensures that every staff carries out their duties accordingly. A principal's supervisory skill is integral to the effective management of schools as it involves a combination of leadership, communication, and organizational abilities. Baker and Bloom (2017) noted that the direct supervisory responsibilities of school principals include supervising teaching and daily learning, ensuring that teachers adhere to school timetable, facilitating the provision of appropriate and adequate teaching by teachers, punctuality and regularity of both staff and students and providing direct assistance on a variety of issues of interest to teachers.

Principals as chief administrators of their school are expected to have a blend of different administrative skills for effective leadership and overall school improvement. Despite all these administrative skills, there has been a worrying trend over principals' ineffectiveness in managing their schools. The undesirable state of affairs in some public secondary schools in Delta State seems to suggest that there are deficiencies in the administrative skills principals adopt in their school which is evident in the constant drop in teachers' level job commitment. In Delta State, some teachers are seen carrying out one form of business activity or another during school hours. These behaviours could be an indication that their principals' administrative pattern do not suit them and if these issues are not addressed, it could lead to poor service delivery in schools. It is against this backdrop that the study sought to examine the influence of principal' administrative skills on teachers' job commitment in public secondary schools in Delta State.





## Statement of the Problem

Teachers are important machineries in the educational sector as they implement all educational policies at the classroom level. The success of students academically is enhanced by teachers who execute the contents of their curricular and as well engage in mentoring and monitoring required to keeping students on track of what they are taught in the classroom. However, in Delta State, there is growing concern that a considerable number of public secondary school teachers have become disengaged from their professional responsibilities. This disengagement manifests in poor work ethics, declining instructional quality, minimal innovation in lesson delivery, and inadequate classroom management. Despite consistent government interventions, such as teacher retraining programs, provision of instructional materials, and infrastructural improvements, many teachers still display a lack of motivation and commitment.

From researcher's observation over two decades as a teacher in one of the public secondary schools in Delta State, some secondary school teachers appears to be have become increasingly indifferent to their duties. Cases of lateness, absenteeism, excessive use of personal mobile phones during lessons, and poor lesson preparation are becoming commonplace. Many teachers no longer assess students regularly or provide constructive feedback, thus weakening students' learning progress and self-confidence. Some even delegate core teaching duties to unqualified assistants or rely solely on outdated instructional methods. There has be an observed trend where teachers prioritize personal ventures over academic responsibilities, often leaving students unsupervised.

The erosion of teacher professionalism in some public secondary schools raises serious questions about accountability mechanisms and leadership supervision within the school system. It could be that school principals lack the necessary administrative skills to effectively manage their staff and enforce professional standards. It could be that deficiency in leadership may be contributing to unchecked teacher indiscipline, poor instructional delivery, and overall decline in academic performance. To finding answers to what could possibly be resulting in some teachers' lack of commitment to their work, the study sought to examine the influence of principals' administrative skills on teachers' job commitment in public secondary schools in Delta State

## Purpose of the Study

The general purpose of study was to examine the influence of principals' administrative skills on teachers' job commitment in public secondary schools in Delta State. Specifically, the study examined the:

1. influence of principals' time management skill on teachers' job commitment in public secondary schools in Delta State.







2. influence of principals' supervisory skill on teachers' job commitment in public secondary schools in Delta State.

## Research Questions

This study was guided by the following research questions:

1. What is the influence of principals' time management on teachers' job commitment in public secondary schools in Delta State?
2. What is the influence of principals' supervisory skill on teachers' job commitment in public secondary schools in Delta State?

## Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Principals' time management skill does not significantly influence teachers' job commitment in public secondary schools in Delta State.
2. Principals' supervisory skill does not significantly influence teachers' job commitment in public secondary schools in Delta State.

## Method

The study adopted correlational research design. The study was carried in Anambra State. The population of the study comprised 10,318 teachers in 512 public secondary schools in eleven Education Zones spread across twenty five Local Government Areas in Delta State. The sample of the study consisted 515 teachers drawn from the total population. The instruments for data collection was researcher's structured instrument titled: Principals' Administrative Skills on Teachers' Job Commitment Questionnaire (PASTJCQ). The instrument has two clusters, A and B. Cluster 'A' elicited information on principals' time management skill, while Cluster 'B' elicited information on Principals' supervisory skill. All the clusters were weighted on four point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point). The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.81 for PASTJCQ. Out of 515 copies of the questionnaires administered to teachers, 492 (95.5%) of the instrument were correctly completed and returned, while 23 (4.5%) were either misplaced or not correctly filled. However, the copies returned were found valid and enough to generate a valid result and conclusion. Data collected





for the study were analyzed using mean and standard deviation to answer research questions and independent sample t-test to analyze the hypotheses at 0.05 level of significance.

## Results

**Research Question 1:** What is the influence of principals' time management on teachers' job commitment in public secondary schools in Delta State?

**Table 1:** Mean Ratings on the Influence of Principals' Time Management Skill on Teachers' Job Commitment in Public Secondary Schools in Delta State

		<b>Teachers = 492</b>			
<b>S/N</b>	<b>Item Statements</b>	<b>X</b>	<b>SD</b>	<b>Remarks</b>	
1	Sets clear time limits for meeting tasks	3.40	0.947	SA	Table 1
2	Sets time to begin and end meetings	3.50	0.869	SA	
3	Allows teachers to make decisions regarding assigned tasks	3.47	0.864	SA	
4	Delegates authority to the right person for other duties	3.49	0.811	SA	
5	Communicates assigned task to the teachers a day before the meeting	3.48	0.850	SA	
6	Follows up on the work of the teachers at different times	3.48	0.910	SA	
7	Places a limit for task completion when delegated	3.09	1.191	SA	
8	Places a time limit on unscheduled meetings/visitors	3.46	0.815	SA	
9	Allows assistants to make decisions regarding assigned tasks	3.48	0.737	SA	
10	Gives time to teachers to give briefing about their assigned task	3.19	1.099	SA	
<b>Average</b>		<b>3.40</b>	<b>0.909</b>	<b>SA</b>	

revealed the mean ratings of the influence of principals' time management skill on teachers' job commitment in public secondary schools in Delta State. The results indicated that the average mean score ratings of teachers in public secondary schools in Delta State is 3.40 with corresponding standard deviations of 0.909 respectively. The findings showed that both the principals and teachers agreed that principals' time management skill influence teachers' job commitment in public secondary schools in Delta State. This suggested that the application of time management skill has a high influence on teachers' job commitment in public secondary schools in Delta State.





**Research Question 2:** What is the influence of principals' supervisory skill on teachers' job commitment in public secondary schools in Delta State?

**Table 2:** Mean Ratings on the Influence of Principals' Supervisory Skill on Teachers' Job Commitment in Public Secondary Schools in Delta State

S/N	Item Statements	Teachers = 492		
		X <sub>2</sub>	SD <sub>2</sub>	Remarks
51	Supervises teachers' activities to avoid deviation	3.31	1.017	SA
52	Engages in routine classroom visitation to improve teachers' instructional delivery	3.43	0.932	SA
53	Uses constructive criticism to correct teacher's lapses in instructional delivery	3.41	0.926	SA
54	Checks teachers' lesson notes to make sure they are up to date	3.41	0.886	SA
55	Take regular attendance of teacher's activities in the classroom to ensure teacher commitment	3.40	0.925	SA
56	Classroom visitation makes teachers plan lessons before coming for instructional delivery in the school	3.42	0.970	SA
57	Encourages teachers to apply the appropriate instructional methodology in class at my school	3.06	1.195	SA
58	Share ideas with teachers to employ instructional resources	3.42	0.877	SA
59	Monitor teaching and learning in the classroom	3.43	0.801	SA
60	Provides an avenue to identify teachers' areas of weakness in school	3.13	1.135	SA
<b>Average</b>		<b>3.34</b>	<b>0.966</b>	<b>SA</b>

The results in table 2 showed the mean ratings of the influence of principals' supervisory skill on teachers' job commitment in public secondary schools in Delta State. The results specify that the average mean score ratings of the teachers in public secondary schools in Delta State is 3.34 with corresponding standard deviations of 0.966 respectively. The findings indicated that teachers agreed that principals' supervisory skill influence their job commitment in public secondary schools in Delta State. This suggested that the application of principals' supervisory skill has strong influence on teachers' job commitment in public secondary schools in Delta State.

### Hypothesis One

**H<sub>0</sub>:** Principals' time management skill will not significantly influence teachers' job commitment in public secondary schools in Delta State.







**Table 3:** Summary of t-test Analysis on the Significant Influence of Principals' Time Management Skill on Teachers' Job Commitment in Public Secondary Schools in Delta State

Variable	N	Mean	Std. Deviation	Std. Error	t	P-Value	Decision
Principals' time management skill will not significantly influence teachers' job commitment in public secondary schools in Delta State	492	3.34	0.713	.02816	118.79	0.000	Sig

The summary result of t-test analysis on Table 3 revealed that principals' time management skill significantly influence teachers' job commitment in public secondary schools in Delta State. The results indicated that the mean score for the teachers was 3.34. The calculated independent t-test was 118.79 with p-value of 0.00. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that principals' time management skill does not significantly influence teachers' job commitment in public secondary schools in Delta State and accepted the alternative hypothesis that principals' time management skill significantly influence teachers' job commitment in public secondary schools in Delta State

### Hypothesis Two

**H<sub>0</sub>:** Principals' supervisory skill does not significantly influence teachers' job commitment in public secondary schools in Delta State.





**Table 4:** Summary of t-test Analysis on the Significant Influence of Principals' Supervisory Skill on Teachers' Job Commitment in Public Secondary Schools in Delta State

Variable	N	Mean	Std. Deviation	Std. Error Mean	t	P-Value	Decision
Principals' supervisory skill will not significantly influence teachers' job commitment in public secondary schools in Delta State	492	3.37	0.729	0.0288	117.16	0.000	Sig

The summary result of t-test analysis on Table 4 revealed that principals' supervisory skill significantly influence teachers' job commitment in public secondary schools in Delta State. The results indicated that the mean score of 3.37. The calculated independent t-test was 117.16 with p-value of 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that principals' supervisory skill does not significantly influence teachers' job commitment in public secondary schools in Delta State and accepted the alternative hypothesis that principals' supervisory skill significantly influence teachers' job commitment in public secondary schools in Delta State.

## Discussion

Findings on the influence of principals' time management skill on teachers' job commitment in public secondary schools in Delta State revealed that principals' time management skill positively and significantly influence teachers' job commitment in public secondary schools in Delta State. The findings of the study agreed with Ojo and Olaniyan (2017), who found out that there is a positive and significant relationship between principals' time management skills and teachers' task performance. Principals who allocate time effectively for administrative duties while ensuring sufficient time for teacher collaboration, planning, and professional development witness improved task performance among teachers. The findings of the study also align with the findings of Kayode and Ayodele (2015), Akinfolarin (2017), and Nnorom et al. (2023). These studies revealed that there is positive and significant relationship principals' time management skills and teachers' job commitment in secondary schools. Effective time management by principals fosters a structured and organized school environment, which motivates teachers to remain dedicated to their roles and responsibilities. The result indicated that principals' effective time





management fosters a well-structured and supportive work environment, which enhances teachers' sense of responsibility and dedication to their duties. When principals clearly communicate tasks, delegate appropriately and follow up consistently, teachers feel more guided and motivated, leading to higher job commitment.

Findings on the influence of principals' supervisory skill on teachers' job commitment in public secondary schools in Delta State revealed that principals' supervisory skill positively and significantly influence teachers' job commitment in public secondary schools in Delta State. The findings of the study is in line with the findings of Chukwuemeka, et al., (2021) who found out that principals' supervisory skills through classroom observation technique and Workshop technique influence teachers' task performance in secondary schools. Elujekwute, et al. (2021) revealed that principals' classroom visitation, workshops and demonstration techniques significantly influence teachers' task performance. In support of the study, Mohammed (2019) revealed that there was a strong and positive relationship between principals' supervisory role and teachers' ability to prepare good lesson plans. The findings also aligned with the findings of Agodo (2023) who discovered that principals' supervisory techniques to a high extent are significant predictors of teachers' job commitment. The findings of study are in line with the findings of Akpakwu (2014) and Onuma (2016). These studies found out that principals' provision of supervision, motivation, professional growth, and welfare for teachers and factors that affect teachers' performance during instructional delivery are part of their leadership instructional roles. The implications for these areas of emphasis justify the fact that in supportive supervision, the principal as internal supervisor leads the teacher to think along new ideas and improved ways of doing things.

## Conclusion

Principals' administrative skills are important in shaping the culture and overall success of school organization. Effective principals prioritize creating a positive learning environment for students, teachers and other staff members. Based on the findings, the study concluded that principals' administrative skills influence teachers' job commitment in public secondary schools in Delta State

## Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. Education authorities in public schools should prioritize the improvement of principals' time management skills. Regular workshops and training programs should be organized to equip principals with the necessary strategies for effective scheduling, task prioritization, and minimizing time wastage.





2. Principals should always focus on incorporating effective supervisory practices into their daily interactions, emphasizing constructive feedback, supportive guidance, and collaborative problem-solving, in order to positively influence and enhance teachers' job commitment without necessarily relying on formal training programmes.

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