

Administrative variables of principals and job performance in public secondary schools in Anambra and Delta States, Nigeria

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Abstract

This study was undertaken to investigate administrative variables of principals' and job performance in public secondary schools in Anambra and Delta States, Nigeria. Four research questions were raised and answered, while three null hypotheses were formulated and tested to guide the study. The researcher reviewed related literature in the study and adopted ex-post facto design. The population of the study was seven hundred and three (703) principals in Anambra and Delta States. This population was 254 principals in Anambra State and 449 principals in Delta State public secondary schools. A sample of four hundred and twenty-one (421) principals representing 60% of the target population was sampled using stratified random sampling technique. The instrument utilized for collection of data was a questionnaire titled "Administrative Variables on Job Performance of Principals Questionnaire (AVJPPQ). Validity of the instrument was established through judgement of experts and Split Half method was used to establish the reliability. The sets of scores were correlated with Pearson Product Correlational Coefficient (r) test was utilized to score the instrument. The overall reliability coefficient of 0.73 was established. Three hundred and fifty-two (352) copies representing 83.6 % of the instrument administered were returned (Anambra State 133 and Delta State 219). The research questions were answered with mean rating and standard Deviation while z test was utilized to test the null hypotheses at 0.05 level of significance. Items on the instrument were scored based on the four points scoring scale. Findings in the study signified that level of performance of principals in Anambra and Delta States on influence of administrative variables was low, the administrative variable such as funding, security of school environment and school monitoring influence the performance of principals in Anambra and Delta States positively as the ratings of the principals were higher than the criterion level of acceptance. There was no significant difference on the influence of funding, security of school environment and school monitoring of administrative variables of principals and job performance in public secondary schools in Anambra and Delta States. It concluded that administrative variables such as funding, security of school environment, and school monitoring influence positively on job performance of principals in Anambra and Delta States. It was recommended among others in the study that fund should be provided by government to enhance school administration.

Keywords: Administrative Variables; Influence; Performance; Principals; Public Secondary schools

Introduction

Education is universally accepted as a form of investment in humanity which ultimately contributes to a nation's wealth and development. Education is a social service that contributes greatly to national development and Nigerians need appropriate education that will transform her abundant natural and human resources into economic development; hence the need for funding to ensure the required quality education (Akingbola, 2009). Today's education has become the contemporary creed and about the surest root for a country wishing to attain

economic growth and development (Akpotu, 2006). Education in the nation requires serious attention to save it from total collapse (Okebukola, 2011). Ezekwesili (2013) noted that the basic challenge of education is the many decades of poor sector governance and entrenched dysfunction with no mechanism of accountability and performance. One of the administrative tasks of principals is that of provision of personnel service such as admission, discipline, counseling, evaluation, reporting etc. These duties can only be

performed by the principals when there is adequate funding. Those in position of school administration should have an orientation and mind set where financial resources could be managed in the education sector effectively and not for them (Omekwe, 2010). Security as a concept is consequent from the Latin word *securus*, which means to be protected, and liberty from worries or fear to be psychologically protected, affording grounds to be confident. It has been explained as the conduction or feeling of safety from harm or danger, the defence, protection and observation of core values and the absence of threats to acquired values (Dania & Eboh, 2013).

The security of students, teaching and non teaching staff who are in the education sector is very important and the Nigerian government has a responsibility to make sure that the country's educational sector is not additionally endangered by the killing and threatening of students, teachers and the damaging of school properties . Security needs include safety against hazard, risk, denial, and anxiety. In current times, a lot of well-known individuals including politicians, lawyers, educationists, traditional rulers, the clergy, instructors, school heads, and media communicators in Nigeria, have raised alarm over the high rate of insecurity among students post primary schools. In everything we pursue, we do it to either enjoy safety now or at a realisable future date. The greatest fear of any person is that his environment is no longer secure where he or she is. If this is the fear of the Nigerian students and teachers then challenges exist and we need to find solution to them. In an era of insecurity in our schools arising from crime waves, it is imperative to mobilise relevant stakeholders to compliment the efforts of the government in ensuring safety of man and materials in the schools. This is essential because effective school security measures have the inherent potential and tendencies of strengthening school administration and quality education (Iheanacho, 2010). School systems globally are faced with the challenge of how to

advance teaching and learning outcomes which can be achievable through competent school monitoring (Ngovihi, 2016). Teachers need school monitoring to work harder no matter their level of experience and devotion. Without school monitoring both teachers and principals regress fast in their job performance. The author further asserted that the quality of teachers help to establish the strength of any educational system and the value of students, thus, instructional supervision is needed in order to improve the quality of the teachers who will in turn develop their profession. To improve school performance principals should be able to make use of objectives that are tangible, measurable and demonstrable (Iravo, 2011).

Competent administration by principals has been widely observed as a factor that will make a difference between achievers and non-achievers (Bello, IBI & Bukar , 2016).The principal's professional qualifications, experience, administrative styles, effective monitoring, punctuality to and attendance at schools should be of average quality (Adeogun & Dazumi, 2005).With regular monitoring of schools by the principals and education officers from the Education Board and Ministry of Education, there was no improvement in instruction and learning , proper keeping of records , administration of schools and effective utilisation of instructional materials (Sosan, 2010).

Statement of the problem

The secondary schools are not sufficiently provided with the needed educational resources for effective accomplishment of the educational programmes owing to poor funding. The administration of education in general and secondary education in particular, depends very much for their success on the availability of funds. Government is not committing enough effort to finding solutions to funding problems in education. There was no doubt that insecurity is impacting negatively on educational service delivery. People's sense of security and well being of school teachers and students had been

robbed and shaken. Insecurity challenges are influencing negatively effective school administrations. In spite of the measures taken by the government; the security condition in Nigeria continues to get worse. Kidnappings, assassinations, resurgence of armed robberies, bombings, communal and sectarian violence have led to painful loss of lives of students and effective administration of the schools. In the year 2013, over 150 primary, secondary and tertiary students including their staff and school administrators were killed by terrorist attacks specifically aimed at students in Northern Nigeria.

The Boko Haram abducted 395 girls from their dormitories at the Government Girls Secondary School, Chibok in Bornu State on Wednesday, April 14, 2014. Out of the 395 girls, 119 girls disappeared from the school compound before the insurgents abducted 276 girls. The terrorists have since 2012 targeted schools in the North East Zone of the country, perhaps to justify their name Boko Haram which means Western Education is forbidden. Effective monitoring which is a major area for the sustainability of all levels of formal education is not adequately carried out particularly for the primary and post primary schools where majority of the pupils and students are in their formative years. There is no institutionalised quality assurance system and a regulatory body for quality assurance especially at the secondary education level in Anambra and Delta state.

Research questions

The research questions raised for this study were:

1. What is the influence of administrative variables on the level of job performance of public secondary school principals in Anambra and Delta States?
2. What is the influence of funding of principals' and job performance in public secondary schools in Anambra and Delta States?
3. What is the influence of security of school environment of principals' and

job performance in public secondary schools in Anambra and Delta States?

4. What is the influence of school monitoring of principals' and job performance in public secondary schools in Anambra and Delta States?

Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant difference on the influence of funding on job performance of principals of public secondary schools in Anambra and Delta States.
2. There is no significant difference on the influence of security of school environment on job performance of principals of public secondary schools in Anambra and Delta States.
3. There is no significant difference on the influence of school monitoring on job performance of principals of public secondary schools in Anambra and Delta States.

Purpose of the study

This study investigated influence of administrative variables of principals' and job performance in public secondary schools in Anambra and Delta States. Specifically, the study investigated:

- 1 The influence of administrative variables on the level of job performance of public secondary school principals in Anambra and Delta States.
- 2 The influence of funding of principals' and job performance in public secondary schools in Anambra and Delta States.
- 3 The influence of security of school environment of principals' and job performance in public secondary schools in Anambra and Delta States.
- 4 The influence of school monitoring of principals' and job performance in public secondary schools in Anambra and Delta States.

The study further investigated if there is any significant difference on the influence of funding security of school environment, and school monitoring of principals' and job performance in public secondary schools in Anambra and Delta States.

Review of related literature

One of the problems affecting effective performance of principals in secondary schools is funding as no successful administration can take place without adequate funds. Nigeria educational expenditure per student at secondary school has always been a very insignificant proportion. Funding has not kept pace with the expected expansion of the system. In 1999, the total allocation to the education sector by the Nigerian government was 27,713,506,000.00 naira (11.33 percent), in 2000, 64,514,932,711 naira (10.1 percent), was allocated; in 2001, 72,950,836,443.00 naira (12.2 percent) was allocated to education sector, in 2002 the total budget to education was 82,094,443,815.00 naira (7.5 percent), in 2003 total allocation to education was 82,094,443,815.00 naira; in 2004 the budget for the sector was 93,767,886,839.00 naira representing 10.5 percent, in 2006 the budgetary allocation was 11 percent (Arubayi, 2007). In 2012, a total of 400.15 billion naira representing 8.43 percent was allocated to the education sector, far below the 26 percent recommended by the United Nations Educational Scientific and Cultural Educational institution. It has been argued in many circles that for real development to be seen in the education sector, more allocation should not only be voted for the sector, but more allocation should be voted for capital projects.

Agboola (1994) investigated strategies for enhancing teachers' motivation and performance by educational administrators at the local government level in Nigeria. The area covered by the study was Kaduna and Katsina states. Findings signified that poor funding, irregular salary, irregular promotion, inadequate facilities in the school were affecting school

administration by the principals. Ikati (2012) in a study on emerging issues and trends on administrative behavior of principals and teachers' commitment to the delivery of quality secondary school education in Bayelsa State, found that inadequate funding; inadequate facilities, and low spirits of teachers, poor supervision, lack of motivation and several others affect principals' administrative behaviors and teachers' commitment.

Oboegbulem (2005) studied constraints to voluntary agency participation in the funding of public secondary schools. It was revealed that to ensure quality school and effective administration the voluntary agencies could contribute in the funding of public secondary schools by donation of books and stationeries, award of scholarship to indigent students, donation of sports equipment, and provision of financial reward to outstanding students. Onwusoanya (2005) in a study on strategies for enhancing private sector participation in the funding of secondary education in Anambra State, findings signified that obnoxious policies of the government on the private sector prevented them from funding public secondary schools as such amount to lack of interest, lack of motivation and the fact that the private sector pays education tax which prevented them from funding public secondary schools. The finding further stated that private sector should give classrooms, and administrative blocks, provide funds for public secondary school services, donate books and stationeries.

Okebukola (2015) noted that there are three major factors for emphasizing safe schools. Without safe schools, our dream of harnessing the power of education for achieving goals of good health, adequate food, full employment, environment, power, safety, among a variety of other subsets of human security will come to naught. Excluding safe schools, Education for All will continue as a dream so also achievement of post 2015 Global Development Goals. Excluding safe schools, quality education desired by the world is mired. The terminal point of the logic is no safe schools and no future for

the world (Graham, 2015). Security according to Ikoya (2006) has two main objectives. The first thing to do is to ascertain that there is safety of employees and students, and the other is to make an environment favorable to instruction. Insecurity in schools, which reflects the insecurity in Nigeria, is becoming significant issue. School exists within communities; they border streets, playgrounds, homes and people are constantly coming and going. Oghuvbu (2003) identified many administrative problems influencing students' academic performance. Some identified factors include insecurity; deviant behavior patterns, poor instructional quality, students' negative attitude to school, overcrowded classrooms, and poor facilities in schools. Our secondary schools are no longer safe for effective instruction and learning. Every person has to learn that education is impossible when there is no peace and order in school. Insecurity challenges include activities such as kidnapping, hostage taking, sabotage, vandalism, threat among others. Some of the problems affecting the secondary school system in Nigeria are poor administration, control of teachers' education programme, poor motivation and discipline (Adeniyi, 2007).

Security is a very important concern in a society like Nigeria. Safety and security of man and materials are serious issues in Nigeria today. The effect of safety problems in our secondary schools and by extension to the Nigerian nation at large must not be ignored. The call of stakeholders in education to government for availability of secured schools for teaching, non-teaching staff and students had a long history in school administration. The responsibility to provide safe schools is a collective duty of government, school administrators, school heads, teaching and non-teaching staff, students, guardians, law enforcement agencies and other community stakeholders (Omoni, 2013).

Goel (2003) investigated the feeling of security and educational achievement of the college students and found that the feeling of insecurity had a negative influence on the students' educational achievement. Low achievement had a positive relationship with the

feeling of insecurity, whereas the students who had average and high achievement had positive relationship with the feeling of security. The outcome signified that students who had the feeling of security signified high educational achievement and students who signified a feeling of insecurity had low educational achievement. The gruesome killing of Grace Ushanga, the serving Corps member who was purportedly raped to death by the notorious religious sect known as Boko Haram, the 43 students from Kwara state who got drowned when traveling to a neighboring country in search of education, the kidnapping of 15 school children (now released) at Aba, Abia State and kidnapping of Corps members in Rivers State are bad cases of safety problems in Nigeria. Before 2006, the Ilafor family lost their three children in a Sosoliso plane crash. In recent times another tragedy struck at Model school located inside the College of Education in Agbor, Delta State. Five pupils namely Clinton Festus (8 years), Constance Okolie (7 years), Mary Magdalene Uyamasi (8 years), Franca Nimbeidu (7 years) and Favour Okoro were all sent to their early graves when the stanchion carrying a 200-litre capacity water tank fell on the class rooms and the five unlucky victims died on the spot. Three female students of Babinto Macaulay Junior Secondary School in Ikorodu, Lagos, Timilehin Olosa, Tofunmi Popoolaniyan and Deborah Akinayo were kidnapped in their school.

Soyinka (2015) opined that pervasive insecurity in the country will soon erode the temple of learning. The problem of Nigerian educational system especially insecurity challenges is due to failure in school administration (Akpabio, 2008). Indeed, there is a near unanimous consensus that the current insecurity challenge in Nigerian educational system is defined by a near total failure of school administration in the country (Any, 2010).

Educational administrators of ministries of education, educational agencies and educational institutions met for the same reason in Accra, Ghana from April 14th to 19th 2013 at the International Executive Administration Retreat on security awareness and emergency preparedness for education institutions in Africa.

The objective of the retreat was to authorise educational administrators of educational institutions in Africa with complete up to date body of data and methods for securing of human, physical, material and financial resources in educational institutions, (Onyechere 2013).

Quality assurance through effective school monitoring by the principals and education officers from the Ministry of Education and the Education Board have more and more and considerably turn into the formative parameters for deciding the importance and functionality of education (Adedaja,2010). No school will achieve its stated goals and objectives without adequate and constant monitoring by the principals (Ademolekun 2013). Babatunde (2014) in a study on principals' managerial skills and administrative effectiveness in secondary schools in Oyo State, Nigeria, the findings revealed that there was Significant relationship between principals' managerial skills and administrative effectiveness (Cal. R-value=0.246> critical r-value = 0.148). Principals' school monitoring skill had significant relationship with their administrative effectiveness.

School monitoring helps develop good experienced teachers, with professional competencies and classroom instructional effectiveness. It is designed to play an essential role in deciding the nature and content of curriculum in selecting the school educational institutional patterns and instructional resources to enhance instruction and assessing the entire educational process (Oghuvbu, 1999). Arubayi (2006) noted that monitoring at the primary and post primary levels is the primary responsibility of instructional supervisors, school inspectors or education inspectors to ensure quality as enshrined in the Education Minimum Standard Decree Number 16 of 20th August 1985. Ogunu (2001) investigated the problems of school inspection in Nigeria. Federal and State school inspectors were sampled. The study signified inadequate number of school inspectors;

inadequate funds for inspection, lack of transportation among others. He stated that these were some of the challenges faced by the inspectors. Some of these challenges have resulted to why school inspectors are not capable of paying regular visits to schools.

Oghuvbu (1999) investigated perceived effects of monitoring as related to effectiveness by principals and teachers in Delta State secondary schools. Finding signified that there was a significant difference among school inspectors, principals and teachers on perceived effects of school monitoring on principals' administrative effectiveness and teachers' classroom effectiveness. Olowo and Oladimmeji (2012) in a study on school Monitoring: Partway to quality assurance for sustainable secondary education in Oyo State, Nigeria. The discovery revealed that there was a significant relationship between school monitoring and quality assurance in terms of school administrative effectiveness. Oredein and Oloyede (2007) investigated monitoring and quality of teaching personnel effects on students' academic performance. The findings from the study show that monitoring of schools had significant effects on quality of teaching personnel in prediction of students' academic performance in secondary schools. Arubayi (2006) investigated the regularity visits of education inspectors to primary and post primary in Delta and Edo States. The outcome revealed that the regularity of inspectors' visits monthly, termly and quarterly is an indication that there is still shortage of staff to carry out regular school monitoring.

Oghenevwehe (2012) in a study on the role of monitoring for quality assurance in science education, the population was the entire 120 public secondary school teachers and students in Delta Central Senatorial District of Delta State. The study signified that monitoring improves or influences teachers' performance and students' academic achievement as regard quality assurance through effective school monitoring. Knechtel (2008) investigated the art of campus monitoring. Findings signified that

monitoring is a skill that must be learned and supervisors need to learn and practice visibility and movement; surveillance; interpretation and analysis of the actions observed and appropriate responses to and documentation of an incident. Ejionueme (2005) in a study on private sector participation in the administration of secondary schools in Enugu State: A deregulation strategy. One of the outcome revealed that the private sector should participate in the discipline of staff and students through effective monitoring.

Federal Government of Nigeria, United Nations International Children Emergency Fund and United Nations Educational Scientific Cultural Institution (1997) in a study on monitoring of learning achievements in primary level, signified that about 70 percent of the teachers observed that they were visited daily by the head teacher. This was followed by two to three times monthly visits by 21 percent of the respondents. Whereas head teachers were visiting schools not more than three times weekly, inspectors visited primary schools in the study mainly monthly and quarterly. The result of study by Ogunu (2001) in which federal and state school monitoring officers were sampled signified that inadequate number of monitoring officers, inadequate funds for monitoring officers, lack of transportation, amongst others were some of the challenges faced by the education monitoring officers. Some of these problems have contributed to why education monitoring officers are unable to pay regular visits to schools.

Methods

Ex-post facto design was adopted in this study. The population of the study was seven hundred and three (703) principals in Anambra and Delta States. (Anambra state was 254 and Delta State was 449). A sample of four hundred and twenty-one (421) representing 60% of the principals was chosen. This sample population was one hundred and fifty-two (152) principals in Anambra State and two hundred and sixty-nine (269) principals in Delta State. The stratified random sampling technique was utilized to

sample the principals. The instrument used for collection of data was a questionnaire titled "Administrative Variables on job performance of principals Questionnaire (AVJPPQ)". The instrument was validated through experts' judgement and its reliability was established with Split Half method. The Pearson Product Correlational Coefficient (r) test was utilized to correlate the sets of scores. The coefficients obtained were 0.93 for funding; 0.60 for security; 0.59 for school monitoring respectively and the three sections have an overall coefficient of 0.71. The researcher administered the instrument to the sampled principals in Anambra and Delta States. A period of one month was used for data collection. Only copies of the instrument that were properly filled were used for the study. Four hundred and twenty-one (421) copies of the instrument were administered and three hundred and fifty-two (352) representing 83.6 using percentage of the copies were returned. (Anambra state was 133 copies and Delta State was 219 copies)

The four research questions were answered with mean rating and standard deviation while z test was utilized to test the three null hypotheses at 0.05 level of significance. Items on the influence of administrative variables on the level of job performance of public secondary schools in Anambra and Delta States had response categories of High Extent or Low Extent, with four rating scales of measurement, weighted Very High Extent (4 points), High Extent (3 points), Low Extent (2 points) and Very Low Extent (1 point). The 4 point scale has a mean of 2.5 ($4 + 3 + 2 + 1 \div 4$). The items on the instrument on research questions 2 to 4 and hypotheses were scored based on the four points scoring scale of strongly agree (4 points), agree (3 points), disagree (2 points) and strongly disagree (1 point). This gave the 2.50 used as weight value for the study.

Results

Research question 1: What is the influence of administrative variables on the level of job performance of public secondary school principals in Anambra and Delta States?

Table 1: Mean rating of respondents on the level of job performance of public secondary schools principals in Anambra and Delta States.

S/N	The Level of job performance of Public Secondary Schools Principals in Anambra and Delta States.	Delta State Principals				Anambra State Principals			
		N	\bar{X}	SD	Decision	N	\bar{X}	SD	Decision
1	The principal effectively control teachers in the schools.	219	2.49	0.78	-	133	2.45	1.13	-
2	The principal appraise teachers based on merit.	219	2.47	0.67	-	133	2.43	0.84	-
3	The principal ensure good school climate in school.	219	2.44	1.21	-	133	2.37	1.13	-
4	The principal manage conflict effectively in school.	219	2.41	1.13	-	133	2.35	1.11	-
5	The principal ensures that there is adequate fund in school administration.	219	2.39	0.68	-	133	2.31	0.87	-
6	The principal ensures that salary is paid as at when due	219	2.31	1.03	-	133	2.23	1.23	-
7	The principal ensures that there are adequate facilities to enhance instruction.	219	2.27	0.79	-	133	2.21	1.13	-
8	The principal perform instructional supervision adequately	219	2.23	0.93	-	133	2.17	0.89	-
9	The principal ensures that there is security in school.	219	2.18	1.13	-	133	2.13	1.09	-
10	The principal satisfactorily push for production among staff.	219	2.15	0.89	-	133	2.11	1.13	-
Grand Mean			2.33	0.93			2.28	1.06	

+ = Agreed, - = Disagreed

Using the data in table 1 and the mean rating from items 1 to 10, the followings were observed. The sample for Delta State principals

was 219 with mean rating of 2.33 and standard deviation of 0.93 while the sample for Anambra State principals was 133 with mean rating of

2.28 and standard deviation of 1.06. Using the standard level of acceptance for the study as 2.50, the ratings of Anambra State Principals and Delta State principals were lower than the criterion level of acceptance. This implied that administrative variables had negative influence on the level of job performance of public

secondary schools in Anambra and Delta States as the ratings were lower than the criterion level of acceptance.

Research question 2: What is the influence of funding of principals' and job performance in public secondary schools in Anambra and Delta States?

Table 2: Mean rating of respondents on the influence of funding on job performance of principals of public secondary schools in Anambra and Delta States.

S/N	The influence of Funding on job performance of Principals of Public Secondary Schools in Anambra and Delta States	Delta State Principals			Anambra State Principals				
		N	\bar{X}	SD	Decision	N	\bar{X}	SD	Decision
1	Inadequate funding influences principals performance	219	3.93	1.01	+	133	3.86	0.85	+
2	Poor funding is the root of failure of principals' in administration	219	3.90	1.23	+	133	3.83	0.89	+
3	Availability of funds influence principals' performance.	219	3.87	1.05	+	133	3.81	1.14	+
4	Poor funding affects accomplishment of the educational programmes.	219	3.83	0.79	+	133	3.78	0.74	+
5	Adequate funding influences principals' performance.	219	3.81	1.13	+	133	3.75	1.15	+
6	Education policy of government is responsible for poor funding of secondary education.	219	3.76	0.79	+	133	3.74	0.94	+
7	Adequate funding enables the principals to provide personnel services.	219	3.74	1.03	+	133	3.72	0.78	+
8	There should be transparency in the utilisation of public funds.	219	3.73	0.94	+	133	3.65	0.76	+
Grand Mean			3.81	1.00			3.76	0.91	

+ = Agree, - = Disagree.

Using the data in table 2 and the mean rating from items 1 to 8, the followings were observed. The sample for Delta State principals was 219 with mean rating of 3.76 and standard deviation of 0.91 while the sample for Anambra State principals was 133 with mean rating of 3.81 and standard deviation of 1.00. Using the standard level of acceptance for the study as 2.50, the ratings of Anambra State Principals

and Delta State principals were higher than the criterion level of acceptance.

Funding had positive influence on performance of public secondary school principals in Anambra and Delta States. This revealed that there was no significant difference on influence of funding on performance of public secondary school principals in Anambra and Delta States as the ratings were higher than the criterion level of acceptance.

Research question 3: What is the influence of security of school environment of principals and

job performance in public secondary schools in Anambra and Delta States?

Table 3: Mean rating of respondents on the influence of security of school environment on job performance of principals of public secondary schools in Anambra and Delta States.

S/N	The influence of security of school environment on job performance of Principals of Public Secondary Schools in Anambra and Delta States?	Delta State Principals			Decision	Anambra State Principals			
		N	\bar{X}	SD		N	\bar{X}	SD	Decision
1	Security measures have the inherent potential of strengthening school administration	219	3.85	0.94	+	133	3.85	0.77	+
2	Security is a precondition for effective school administration.	219	3.83	1.18	+	133	3.84	1.15	+
3	Pervasive insecurity will affect negatively school administration.	219	3.81	1.23	+	133	3.81	0.76	+
4	There are insecurity challenges in our government and non-public secondary schools.	219	3.78	0.93	+	133	3.79	1.03	+
5	Safe school environment is necessary effective administration.	219	3.75	1.13	+	133	3.75	0.85	+
6	Adequate security in the schools leads to growth in school administration.	219	3.73	0.83	+	133	3.73	1.23	+
7	Adequate security measures should be in secondary schools	219	3.72	1.17	+	133	3.70	1.11	+
8	A secured school environment is a major determinant of effective administration.	219	3.73	1.04	+	133	3.73	1.17	+
9	Insecurity challenges in secondary schools are as a result of failure in administration.	219	3.65	1.11	+	133	3.67	1.03	+
10	It is imperative to mobilize relevant stakeholders to compliment the efforts of the government in ensuring safety in the schools.	219	3.62	0.89	+	133	3.65	0.73	+
11	Security of the people is the primary purpose of government.	219	3.61	0.77	+	133	3.64	1.02	+
12	There is need to provide safe schools for effective school administration.	219	3.58	0.86	+	133	3.63	1.14	+
13	Our secondary schools are no longer safe for effective school administration.	219	3.56	1.23	+	133	3.61	1.47	+
14	There are insecurity challenges facing administration of secondary schools.	219	3.55	0.76	+	133	3.60	1.18	+
15	Insecurity impacts negatively on administration of secondary schools.	219	3.51	1.24	+	133	3.57	0.78	+
16	Stakeholders in education sector should rise up to the security challenges bedeviling secondary schools	219	3.50	1.02	+	133	3.55	1.24	+
Grand Mean			3.67	0.99			3.73	1.03	

+ = Agree, - = Disagree.

Using the data in table 3 and the mean rating from items 1 to 16, the followings were observed. The sample for Delta State principals was 219 with mean rating of 3.73 and standard deviation of 1.03 while the sample for Anambra state principals was 133 with mean rating of 3.67 and standard deviation of 0.99. Using the standard level of acceptance for the study as 2.50, the ratings of Anambra State Principals and Delta State principals were higher than the criterion level of acceptance.

Security of school environment had positive influence on performance of public

secondary school principals in Anambra and Delta States. This revealed that there was no significant difference on influence of security of school environment on performance of public secondary school principals in Anambra and Delta States as the ratings were higher than the criterion level of acceptance.

Research question 4: What is the influence of school monitoring on job performance of pncipals of public secondary schools in Anambra and Delta States?

Table 4: Mean rating of respondents on the influence of school monitoring on job performance of principals of public secondary schools in Anambra and Delta States.

S/N	The influence of School Monitoring on job performance of Principals of Public Secondary Schools in Anambra and Delta States.	Delta State Principals				Anambra State Principals			
		N	\bar{X}	SD	Deci sion	N	\bar{X}	SD	Decisi on
1	Principals use regular monitoring of school to achieve better performance	219	3.96	1.13	+	133	3.86	1.25	+
2	Quality assurance through effective monitoring is a parameter for school administration.	219	3.94	0.77	+	133	3.85	0.86	+
3	Quality assurance in school requires effective monitoring.	219	3.90	0.81	+	133	3.81	0.77	+
4	School monitoring is different from what it was in the past years	219	3.87	1.03	+	133	3.76	1.23	+
5	Inadequate school monitoring mechanism is affecting attitude of teachers to work.	219	3.85	0.60	+	133	3.75	0.77	+
6	Successive governments paid lip service to monitoring of secondary schools.	219	3.84	1.03	+	133	3.73	1.05	+
7	No school will achieve effective administration without constant monitoring	219	3.81	1.14	+	133	3.70	1.22	+
8	Monitoring of secondary schools is to ensure quality in school administration	219	3.81	0.85	+	133	3.65	1.24	+
Grand Mean			3.87	0.99			3.76	1.05	

+ = Agree, - = Disagree.

Using the data in table 4 and the mean rating from items 1 to 8, the followings were observed. The sample for Delta State principals was 219 with mean rating of 3.76 and standard

deviation of 1.05 while the sample for Anambra state principals was 133 with mean rating of 3.87 and standard deviation of 0.99. Using the standard level of acceptance for the study as 2.50, the ratings of Anambra State Principals

and Delta State principals were higher than the criterion level of acceptance.

School monitoring had positive influence on performance of public secondary school principals in Anambra and Delta States. This revealed that there was no significant difference on influence of school monitoring on performance of public secondary school principals in Anambra and Delta States as the

ratings were higher than the criterion level of acceptance.

Hypothesis 1: There was no significant difference on influence of funding of principals' and job performance in public secondary schools in Anambra and Delta States. This hypothesis was tested with data collected from 352 respondents in Anambra and Delta States.

Table 5: z test analysis of the significant difference on influence of funding on job performance of principals of public secondary schools in Anambra and Delta States.

States	N	\bar{X}	SD	Df	Level of Significan	Calculated	Critical	Decisions
					z-Value	z-Value		
Delta State Principals	219	39.40	-2.30					NotSignificant
Anambra State Principals	133	40.16	-4.26	350	0.05	-1.82	1.96	AcceptHo ₁

Significant at 0.05 < P level

Table 5 signified that calculated z value of -1.82 was lower than the critical z value of 1.96. Therefore, the null hypothesis was accepted. This signified that there was no significant difference on influence of funding of principals' and job performance in public secondary schools in Anambra and Delta States.

Hypothesis 2: There was no significant difference on influence of security of school environment of principals' and job performance in public secondary schools in Anambra and Delta States. This hypothesis was tested with data collected from 352 respondents in Anambra and Delta States.

Table 6: z test analysis of the Significant Difference on Influence of Funding of principals' and job performance in Public Secondary Schools in Anambra and Delta States.

States	N	\bar{X}	SD	Df	Level of Significance	Calculated	Critical	Decisions
					z-Value	z-Value		
Delta State Principals	219	38.46	1.72					NotSignificant
Anambra State Principals	133	40.99	-6.06	350	0.05	-4.94	1.96	AcceptHo ₁

Significant at 0.05 < P level

Table 6 signified that calculated z value of -4.94 was lower than the critical z value of 1.96. Therefore, the null hypothesis was accepted. This signified that there was no significant difference on influence of security of school environment of principals' and job performance

in public secondary schools in Anambra and Delta States.

Hypothesis 3: There was no significant difference on influence of school monitoring of principals' and job performance in public secondary schools in Anambra and Delta States.

This hypothesis was tested with data collected from 352 respondents in Anambra and Delta States.

Table 7: z test analysis of the significant difference on influence of school monitoring on job performance of principals of public secondary schools in Anambra and Delta States.

States	Level of Significan Calculated				Critical z-Value	Decisions		
	N	\bar{X}	SD	Df				
Delta State Principals	219	40.49	-4.77			NotSignificant		
Anambra State Principals	133	41.29	-6.15	350	0.05	-1.89	1.96	Accept H_0

Significant at 0.05 < P level

Table 7 signified that calculated z value of -1.89 was lower than the critical z value of 1.96. Therefore, the null hypothesis was accepted. This signified that there was no significant difference on influence of school monitoring of principals' and job performance in public secondary schools in Anambra and Delta States.

Discussion of results

The Influence of Administrative Variables on the Level of Job Performance of Public Secondary School Principals in Anambra and Delta States

The influence of funding of principals and job performance in public secondary schools in Anambra and Delta States

What is the influence of funding of principals' and job performance in public secondary schools in Anambra and Delta States? Using the data in table 10 and the mean rating from items 1 to 8, the followings were observed. The sample for Delta State principals was 219 with mean rating of 3.76 and standard deviation of 0.91 while the sample for Anambra State principals was 133 with mean rating of 3.81 and standard deviation of 1.00. Using the standard level of acceptance for the study as 2.50, the ratings of Anambra State Principals and Delta State principals were higher than the criterion level of acceptance.

Funding had positive influence on performance of public secondary school

principals in Anambra and Delta States. This revealed that there was no significant difference on influence of funding on performance of public secondary school principals in Anambra and Delta States as the ratings were higher than the criterion level of acceptance. This finding was in accordance with the finding of Agboola (1994) who investigated strategies for enhancing teachers' motivation and performance by educational administrators at the local government level in Nigeria and found that inadequate funding, irregular salary, irregular promotion, inadequate facilities in the school were affecting school administration by the principals.

There was no significant difference on influence of funding of principals' and job performance in public secondary schools in Anambra and Delta States. This hypothesis was tested with data collected from 352 respondents in Anambra and Delta States. Table 5 signified that calculated z value of -1.82 was lower than the critical z value of 1.96. Therefore, the null hypothesis was accepted. This signified that there was no significant difference on influence of funding of principals' and job performance in public secondary schools in Anambra and Delta States. This finding was in accordance with the finding of Onwusoanya (2005) who in a study on strategies for enhancing private sector participation in the funding of secondary education in Anambra State. Findings showed that harsh policies of the

public on the private sector prevented them from funding public secondary schools as such amount to lack of interest, lack of motivation and the fact that the private sector pays education tax which prevented them from funding public secondary schools.

The influence of security of school environment of principals and job performance in public secondary schools in Anambra and Delta States

What is the influence of security of school environment of principals' and job performance in public secondary schools in Anambra and Delta States? Using the data in table 11 and the mean rating from items 1 to 16, the followings were observed. The sample for Delta State principals was 219 with mean rating of 3.73 and standard deviation of 1.03 while the sample for Anambra state principals was 133 with mean rating of 3.67 and standard deviation of 0.99. Using the standard level of acceptance for the study as 2.50, the ratings of Anambra State Principals and Delta State principals were higher than the criterion level of acceptance.

Security of school environment had positive influence on performance of public secondary school principals in Anambra and Delta States. This revealed that there was no significant difference on influence of security of school environment on performance of public secondary school principals in Anambra and Delta States as the ratings were higher than the criterion level of acceptance. This finding was in line with the finding of Oghuvbu (2003) that insecurity; deviant behaviours patterns, poor instructional quality, and students' negative attitude to school, overcrowded classrooms, and poor facilities in schools affect students' academic performance and school administration.

There was no significant difference on influence of security of school environment of principals' and job performance in public secondary schools in Anambra and Delta States. This hypothesis was tested with data collected from 352 respondents. Table 6 signified that calculated z value of -4.94 was lower than the critical z value of

1.96. Therefore, the null hypothesis was accepted. This signified that there was no significant difference on influence of security of school environment of principals' and job performance in public secondary schools in Anambra and Delta States.

This finding was in line with the finding of Oghuvbu (2013) that secured school environment is a major determinant for the existence of a positive school climate. In such a school relationship between staff and students, among students, among staff and between school and community is crucial. This will promote quality of instruction thereby producing quality graduates and effective school administration.

The influence of school monitoring of principals and job performance in public secondary schools in Anambra and Delta States

What is the influence of school monitoring of principals' and job performance in public secondary schools in Anambra and Delta States? Using the data in table 12 and the mean rating from items 1 to 8, the followings were observed. The sample for Delta State principals was 219 with mean rating of 3.76 and standard deviation of 1.05 while the sample for Anambra state principals was 133 with mean rating of 3.87 and standard deviation of 0.99. Using the standard level of acceptance for the study as 2.50, the ratings of Anambra State Principals and Delta State principals were higher than the criterion level of acceptance. School monitoring had positive influence on performance of public secondary school principals in Anambra and Delta States. This revealed that there was no significant difference on influence of school monitoring on performance of public secondary school principals in Anambra and Delta States as the ratings were higher than the criterion level of acceptance.

This finding is in agreement with the finding of Oghuvbu (1999) that there was a significant influence among school inspectors, principals and teachers on perceived effects of school monitoring on principals' administrative

effectiveness and teachers' classroom effectiveness.

There was no significant difference on influence of school monitoring on job performance of principals of public secondary schools in Anambra and Delta States. This hypothesis was tested with data collected from 352 respondents. Table 7 signified that calculated z value of -1.89 was lower than the critical z value of 1.96. Therefore, the null hypothesis was accepted. This signified that there was no significant difference on influence of school monitoring of principals' and job performance in public secondary schools in Anambra and Delta States.

This finding was also in harmony with the finding of Olowo and Oladimmeji (2012) who in a study on school Monitoring: Partway to quality assurance for sustainable secondary education in Oyo State found that there was a significant relationship between school monitoring and quality assurance in terms of school administrative effectiveness.

Findings

- i. The level of job performance of principals in Anambra and Delta States on influence of administrative variables was high as their mean ratings were low.
- ii. The administrative variable such as funding influences the performance of principals in Anambra and Delta States positively as the ratings of the principals were high.
- iii. The administrative variable such as security of school environment influences the performance of principals in Anambra and Delta States positively as the ratings of the principals were high.
- iv. The administrative variable such as school monitoring influences the performance of principals in Anambra and Delta States positively as the ratings of the principals were high.

viii. There was no significant difference on the influence of funding, security of school environment and school monitoring of principals' and job performance in public secondary schools in Anambra and Delta States at 0.05 level of significance.

Conclusion

Based on the findings, it was concluded that:

- i. The level of job performance of principals in Anambra and Delta States on influence of administrative variables was low.
- ii. The administrative variables such as funding, security of school environment, and school monitoring influence positively on job performance of principals in Anambra and Delta States.
- iii. There was no significant difference on influence of administrative variables such as funding, security of school environment, and school monitoring on job performance of principals in Anambra and Delta States.

The following recommendations were made:

- i. The level of job performance of principals in Anambra and Delta States should be enhanced for higher job performance.
- ii. Schools cannot function well without fund; therefore, adequate funds should be released to schools before resumption each term to allow for good planning and utilization which will influence job performance of principals in public secondary schools.
- iii. The importance of security in our schools cannot be overemphasized. The public secondary schools should be properly protected with perimeter fencing and able bodied security men.
- iv. The principals and other internal school monitors should take the job of monitoring seriously without fear or favor.

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