

PERCEIVED FACTORS OF PERFORMANCE EFFECTIVENESS OF ACADEMIC HEADS IN PUBLIC SECONDARY SCHOOLS IN SOUTH EAST, NIGERIA

By

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Abstract

The study focused on perceived factors of performance effectiveness of academic heads in public secondary schools in South East, Nigeria. The study formulated three research questions and hypotheses and the researchers' adopted the correlational research design. A sample of 723 academic heads were selected from a population of 17, 223 teachers using stratified and simple random sampling technique. A breakdown of the sample revealed that 420 (58.09 %) teachers were females and 203 (32.01 %) were males. The instrument for data collection was a 4-point Likert type questionnaire which comprised three sections. Section A elicited personal information of the respondents such as gender and educational qualification. Section B was Perceived Factors Questionnaire (PFQ). Section C of the instrument was Performance Effectiveness Questionnaire (PEQ) which consisted of 20 items and ranged from Strongly Agree, Agree, Disagree, and Strongly Disagree. The instrument was trial tested by administering it to 42 academic heads who were not part of the main study. Cronbach Alpha reliability method was employed to ascertain the instrument degree of consistency which yielded reliability coefficients of 0.80 and 0.94 respectively. The statistical tools for data analysis were Pearson Product Moment correlation and Multiple Regression Statistics and the findings revealed that personnel involvement in decision-making, provision of incentives and in-service training has a significant relationship on performance effectiveness of academic heads of department in public secondary schools. It was recommended among others that facilitative in-service training should be provided for teachers as well as appropriate and equity reward system to attract qualified teachers. This will make them to be psychologically attached to the institutions and remain totally committed to the organization.

Keywords: Perceived Factors, Performance Effectiveness. Academic Heads, South East, Nigeria

INTRODUCTION

Performance effectiveness is a degree of accomplishment of task(s) that make up an employee's job. This means that academic heads performance is the accomplishment of a given task measured against pre-set standards of accuracy, completeness, cost and speed. Managers at workplace must ensure that employees' activities and output contribute to the organization goals. This process requires knowledge of what activities and outputs are designed, observing whether

they occur and providing feedback to help improve employees morale and to meet expectation (Nmadu, 2013). However, employees performance is associated with productivity which translates to quantity of output, quality of output, timeliness of output, presence or attendance on the job, morale at work, efficiency of the work completed and effectiveness of work completed (Mathis, Fredrick and Kenneth 2009).

Employees' performance if recognized within the organization is often rewarded by financial and other benefits. Performance is a major although not the only pre-requisite for future success in the labour market. Although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers (Nmadu 2013). This means that employee performance is a measure of the morale of employee, effective and efficient completion of mutually agreed tasks by the employee, as set out by the employer. According to Nmadu (2013), performance is measured in terms of productivity, job satisfaction and proper decision making in the organisation.

The task of decision-making pervades the entire administrative process. According to Ali, and Hale, (2009) decision making involves a conscious selection of a course of action from among certain well defined set of often competing alternatives of the goals of the organization and the assumed best way of achieving them. It is a sequential process that culminates in a single or series of choice that stimulates moves or actions. To determine what makes a good decision and the adequacy of it, Amstrong, (2009) in his study of establishing criteria for problem resolution found that the decision maker has to rank possible outcome along a continuum from minimally satisfying to maximally satisfying in order to meet the needs to satisfy the boundary condition. The personnel decision affects the school climate. If it satisfies the needs of all the actors in the school, the organizational nub would run smoothly. The result of an empirical study by Arnold (2005) showed that managers who allow subordinates to participate in the decision-making process achieved better results than those who keep subordinates at arm's length. The explanation was that participation increased satisfaction, which in turn improves people's willingness to do as they are told. The consequence was increased output or productivity- the ability to exert influence, based on skills, gives both boss and subordinates confidence and a better perception of the role each can play.

In an extensive study of decision-making in education involving 323 elementary school principals completed by the Education Testing Service and Teacher's College of Columbia University, Barnhardt and Kawagley (2005) Participating personnel gathered for one week in different locations where the researchers developed a stimulated school situation based on a carefully selected real school with performance effectiveness problems drawn from actual situations in the school. This was done to compare the decision-making and performance of different principals. Participants were asked to make decisions concerning a large assortment of problems presented as items. In addition, researchers collected demographic information and personality data on the participants through and extensive series of tests.

Bryk and Schneider (2003) in stressing the need for effective decision- making observed that all teachers do not have a uniform desire to participate in the decision-making processes of the school, nor do they wish to be involved in the same things. When the context of decision making is of little or no concern to a teacher, he ready to accept the decisions made by his/her principal, and a more task oriented approach from the principal would be appropriate. Teachers, as Bryk, N. and Schneider, B. (2003) observed often resent being involved in events or activities they consider irrelevant to their job. However, the use of consultative or participative decision-making style increases the desire to be more productive.

While some scholars see decision making as a process of identifying and selecting a course of action to be taken in order to arrive at a desired goal, Ministry of Education of Commonwealth in African (2000) looked at it as a means by which information, ideas, objectives and knowledge are brought together for action. School principals frequently find themselves in situations which require them to make decisions, and these decisions are made when they delegate responsibilities to staff and when they communicate either to the supervisors or teachers at work. By these process decisions are made at all levels and to all members within the system for participation. Without participation in decision-making, goal achievement will not be a reality. To avoid the occurrence of conflict within the school organization members need to participate in decision-making.

Incentives in the form of wages and salary administration refer to the development, implementation and on-going maintenance of a base pay system. The central objective or purpose of wage and salary is to provide pay that is both competitive and equitable (Atchison, 2003). Teachers must know that hard work and a high level of achievement can be rewarded

financially. Institutions or organizations that seek to attract and retrain highly productive and efficient employees cannot shy away from facing the challenges posed by the need to pay wages and salaries adequately in a competitive environment. Nwachukwu and Ngu (2005) in their writing recognized features of a good wages and salaries scheme as follows; recognizing the individual performance that though two individual workers may have identical qualification and experience, one may earn higher than the other due to his superior performance; wages and salaries should ensure that the organization remain competitive; equate rewards with the effort expected; make the computation of rewards easy; and leave the factors necessary for the attainment of objectives in the control of the workers and so on.

Atchison, (2003) pointed out that, wages and salaries constitute a significant part of the overall cost in any organization. That establishment which lack the ability to pay wages and salaries regularly are in danger of disintegration. Also, that poor wages and salaries are a constant source of frustration and can result in decline in productivity. Therefore, the ability of government to satisfy teacher's needs goes along way to promote positive attitude to their job. Thus, teachers' attitude to job is a function of the extent to which their needs are satisfied, especially wages and salaries.

In a study conducted by Ortyoyande and Agbe (2005) on motivation as a factor for improving quality of education in Nigeria, the purpose of the study was to identify hygiene factors that motivate teachers for maximum production. One of the identified hypotheses was regular payment of teachers' salaries and effect on teachers' productivity. The study was designed to cover 500 teachers randomly selected from public secondary schools in Benue State. Data were collected through structured questionnaire whose items carefully screened by experts to improve their simplicity and clarity. Both genders were represented. The findings indicated that salary was very paramount in teachers' performance. The study further showed that the problem of low salary is even more compounded by late payment of salaries to the extent that teachers can hardly plan for their earnings. A teacher who is well paid and on time is likely to put in his best to produce highly rated scholars since teachers directly influence the quality and quantity of services provided. Therefore, the study concluded that salary is capable of motivating teachers to greater productivity as could be manifested in students' good performance in examinations.

Etukin (2000) remarked that teachers' condition of service including in-service training, better pay-package, working conditions and fringe benefits given to teachers are judged to be good by the teacher, they will put in more effort at work. In other words, they will prepare adequately for their lessons, go to school regularly and punctually, attend classes on schedule, teach the students well, give and mark assignments, test and examinations. Most importantly, they will not indulge in secondary occupations that so much distract their attention from school work which is their primary occupation. People engage themselves in work in order to earn a living, become independent and cater for their family members. Thus, workers' emolument affects their self-perception and self-outlook. The workers emolument also affects his other needs and values in life.

Abia (2003) in his writing on teacher's competence as a function of condition of service opined that a teacher's professional achievement as an academic specialist depends on how he is treated by the government in terms of payment of salaries and fringe benefits and other employers. He observed that the motivated teacher has a propensity for higher productivity. He went further to say that teachers should be made to operate under better conditions of service so as to obtain their optimal potentials. He added that students' performance is depends on teachers' competence. And that teachers' competence is correlated to conditions of service. So the teacher records good performance when he is satisfied but records poor performance when he is dissatisfied with his work. Marison and Mcnitre (2004) indicated that teachers' condition of employment is very important for teachers' competence as manifested in the students' performance.

All organizations need to adapt to the rapid technological changes in order to survive in the dynamic and complex organizational environment in which they operate. Based on the above, Anyingang (2002) conducted a research on the relationship between in-service improvement on the quality of labour and increase output. Pearson Product Moment Correlation Coefficient (r) was used, with 60 respondents. He found out that there exists a significant relationship between them and that in-service training greatly contributes to the achievement of the corporate objectives of the organization.

In a research conducted by Edet (2002) to determine the relationship between teachers' professional growth or in-service training and their output, the hypothesis, "there is no significant relationship between teachers' professionals growth and their output" was tested

using Pearson's Product Moment Correlation Coefficient [r], with 80 respondents. The findings revealed that the calculated r-value of 0.3433 was greater than the critical r-value of 0.1946 with 298 degrees of freedom at 0.05 level of significance, hence the null hypothesis was rejected in favour of the alternative, which means that a significant relationship exists between teacher's professional growth and output.

The researches of Obot, Anyingang and Edet (2002) were aimed at proving whether there was a significant relationship between in-service training or staff development and output. Only Obot arrived at the result conclusion that no significant relationship exists between them with the same statistical technique. Pearson Product Moment Correlation Coefficient [r] was used by each one of them but with different respondents. Obot used 40, Anyingang 60 and Edet 80 respondents. In other words, it is a confirmation by the study of Obot that in-service training does not develop or is not a factor development for staff higher output. Collins (2003) also researched on the influence of in-service training on an organization's performance. He used 45 respondents with independent t-test to test at 0.05 level of significance. The result proved that in-service training has positive influence on a firm's or an organization's performance.

The researches of Collins and Ekpoh on the influence of in-service training on organization in year, 2003, were the same with different results. Collins's result proved that there exists a significant influence of in-service training on organization. On the other hand, the result of Ekpoh proved that there exists no significant influence of in-service training on organization. They also have differences in their respondents and statistical techniques. While Collins used 45 respondents and tested his hypothesis using t-test, Ekpoh used 65 respondents and tested hypothesis using One-way Analysis of Variance (ANOVA). Impliedly, Ekpoh's finding means to some extent that in-service training was not taken seriously. In fact, there was that neglect to carry out in-service training activities to improve staff, hence the result. This connotes that the absence of in-service training in an organization results to low output.

STATEMENT OF THE PROBLEM

Available literature shows that the consequence of the forgoing lack of job commitment of academic heads even though the current State Government seems to have done everything humanly possible in the areas of academic heads welfare such as increase on school principal's allowances, renovation of dilapidated schools buildings, construction of rural roads and

provision of mobility (motorcycles) to teachers at a subsidize prices. Despite the effort of Government to enhance teachers welfare which is hoped to encourage teachers performance effectiveness, some teachers still show nonchalant attitude and less commitment in the discharge of their official responsibilities which has however drawn the attention of the general public.

It is observable that teachers attrition rate in south eastern state keep on increasing every year. A large number of school principals leave the teaching profession in search of white collar job outside the education sector. Also the compensation system are not properly managed particularly the incentive which are not adequate to motivate schools principals to remain on the job. In some secondary schools, there is poor management of decision-making and teachers are not involved in that process. Also the relationship between the institutional administrators and teachers appear to be very unhealthy, some time resulting to conflict. The problem of this study put in sentence is: What are the Perceived Factors influencing Performance Effectiveness of Academic Heads in Public Secondary Schools in South East, Nigeria?

Research questions

The following research questions were formulated to guide the study:

1. How does personnel involvement in decision-making relate with performance effectiveness of academic heads in public secondary schools?
2. How does provision of incentives relate with performance effectiveness of academic heads in public secondary schools?
3. How does in-service training relate to teachers' performance effectiveness of academic heads in public secondary schools?

Hypotheses

The following research hypotheses were formulated to guide the study:-

1. There is no significant relationship between personnel involvement in decision-making and performance effectiveness of academic heads in public secondary schools in South-south, Nigeria.
2. There is no significant relationship between provision of incentives and performance effectiveness of academic heads in public secondary schools.
3. There is no significant relationship between in-service training and performance effectiveness of academic heads n public secondary schools.

RESEARCH METHODOLOGY

The study adopted the correlation design. This design is concerned with determining the relationships that exist among variables and it also helps researchers to predict future trends of variables. The design was appropriate for this study because the study was aimed at determining the degree of association between the variables of the study. The sample of the study consisted of 723 academic head teachers selected from a population of 17, 223 teachers using stratified and simple random sampling technique. The bases for stratification were on the basis of gender and education zones of the respondents. A breakdown of the sample revealed that 420 (58.09 %) teachers were females and 203 (32.01 %) were males. The instrument for data collection was a 4-point Likert type questionnaire and comprised three sections. Section A elicited personal information of the respondents such as gender, age and educational qualification. Section B was perceived factors and performance effectiveness questionnaire (PFPEQ) developed by the researchers and it consisted of 16 items that measured decision making, provision of incentive and in-service training of the respondent. Section C of the instrument was performance effectiveness questionnaire (PEQ) which consisted of 20 items, and ranged from Strongly Agree, Agree, Disagree, and Strongly Disagree. The instrument was trial tested by administering it to 42 teachers who were not part of the main study. Cronbach Alpha reliability method was employed to ascertain the instrument degree of consistency which yielded reliability coefficients of 0.80 and 0.94 respectively. The statistical tools for data analysis were Pearson Product Moment correlation and multiple regression statistics.

RESULT AND DISCUSSION

This aspect of this study deals with the results of the statistical analysis of data gathered for this study through the use of questionnaire as presented below:

Presentation of results

In this section, each hypothesis is re-stated and the result of data analysis presented. Each hypothesis of the study was tested at .05 level of significance.

Hypothesis one

Personnel involvement in decision making does not significantly relate with performance effectiveness of academic heads in public secondary schools. The hypothesis was tested with Pearson Product Moment Correlation tested at .05 level of significance. The summary of result obtained from the analysis is presented in Table 1.

TABLE 1

Pearson Product Moment Correlation Analysis of the relationship between personnel involvement in decision making and teachers’ performance effectiveness in public secondary schools (n=723)

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r-value
Personnel involvement in decision making (x)	9657	127685		
Teachers’ performance effectiveness (y)	23350	677332	272033	0.85*

*Significant at 0.05, df=721, critical r=0.060

The results of analysis presented in Table 1 showed that the calculated r-value of .85 was greater than the critical r-value of 0.060 at .05 level of significance with 723 degrees of freedom. With this result, the null hypothesis was therefore rejected. This meant that personnel involvement in decision making was significantly related with performance effectiveness of academic heads in public secondary schools in South-south, Nigeria. This finding depicted that personnel

involvement in decision- making was associated with teachers’ performance effectiveness in public secondary schools.

Hypothesis Two

There is no significant relationship between provision of incentives and performance effectiveness of academic heads in public secondary schools. The hypothesis was tested with Pearson Product Moment Correlation Statistics. The result of the analysis is presented in Table 2.

TABLE 2

Pearson Product Moment Correlation Analysis of the relationship between provision of incentives and performance effectiveness of academic Heads in public secondary schools (n=723).

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r-value
	$\sum y$	$\sum y^2$		
Provision of incentives (x)	10993	163927		
Teachers’ performance effectiveness in public secondary schools (Y)			310017	0.96*
	23350	677332		

*Significant at 0.05, df=721, critical r=0.060

The results of analysis presented in Table 1 show that the calculated r-value of 0.96 was greater than the critical r-value of 0.062 at .05 level of significance with 723 degrees of freedom. With these results, the null hypothesis was therefore rejected. This meant that there was a significant relationship between provision of incentives and performance effectiveness of academic heads in public secondary schools in South-south, Nigeria. This finding depicted that provision of incentives was associated with teachers’ performance effectiveness in public secondary schools.

Hypothesis Three

There is no significant relationship between in-service training and performance effectiveness of academic heads in public secondary schools. The hypothesis was tested with Pearson Product Moment Correlation Statistics as summary of the result of the analysis is as presented in Table 3.

TABLE 3

Pearson Product Moment Correlation Analysis of the relationship between in-service training and performance effectiveness of academic heads in public secondary schools (n=723)

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r-value
	$\sum y$	$\sum y^2$		
In-service training (x)	10201	136395		
Teachers' retention in public secondary schools (y)	23350	677332	9072273	0.88*

*Significant at 0.05, df=721, critical r=0.060

The results of analysis presented in Table 3 show that the calculated r-value of 0.133 was statistically greater than the critical r-value of 0.062 at .05 level of significance with 721 degrees of freedom. With these results, the null hypothesis was therefore rejected. This meant that there is a significant relationship between in-service training and performance effectiveness of academic heads in public secondary schools in South-south, Nigeria.

DISCUSSIONS

The findings revealed that personnel involvement in decision-making significantly correlated with performance effectiveness of academic heads in public secondary schools. The positive nature of correlation showed that the more teachers are involved in school decision-making, the higher the teachers' performance effectiveness in public secondary schools in South-south, Nigeria. The possible explanation for this findings is that school administrators must have realized the need to involve teachers in decision making in secondary schools in the state. Teachers' participation in decision making gives them a sense of belonging which promote commitment to the school organization and its goals. This invariably enhances teachers'

performance effectiveness . Similarly, personnel involvement in decision making increases the job satisfaction which in turn increase their willingness to work towards the achievement of the goals of the organization.

The present findings agrees with Arnold (2005) showed that managers who allow subordinates to participate in the decision-making process achieved better results than those who keep subordinates at arm's length. The explanation was that participation increased satisfaction, which in turn improves people's willingness to do as they are told. Also, Ministry of Education of Commonwealth in African (2000) who found that by the process decisions are made at all levels and to all members within the system for participation. Without participation in decision-making, goal achievement will not be a reality. To avoid the occurrence of conflict within the school organization members need to participate in decision-making.

The findings in this aspect of the study also revealed that provision of incentives was significantly related with performance effectiveness of academic heads in public secondary schools in South-south, Nigeria. This positive correlation showed that provision of incentives significantly correlate with teachers desire to remain in the teaching profession. This meant that the more incentives are provided to public secondary school teachers, the higher the teachers' performance effectiveness of academic heads in public secondary schools in South-south, Nigeria. The possible explanation here is that the government of South-south, Nigeria has ensured that adequate incentives are provided for teachers and this makes them enthusiastic, committed and desirous to remain on the job. This also encourages them to stay in the service. This is because teachers are happy when they are provided with incentives such as car loan, housing allowance and recognition for achievement and so on. Thus, provision of adequate incentives to public secondary academic heads will boost their morale and enhance their performance effectiveness in the teaching profession.

The study agrees with that by Atchison, (2003) which revealed that poor wages and salaries are a constant source of frustration and can result in decline in productivity. Therefore, the ability of government to satisfy teacher's needs goes a long way to promote positive attitude to their job. Thus, teachers' attitude to job is a function of the extent to which their needs are satisfied, especially wages and salaries. In the same vein Ortyoyande and Agbe (2005) findings indicated that salary was very paramount in performance of academic heads. The study further

showed that the problem of low salary is even more compounded by late payment of salaries to the extent that teachers can hardly plan for their earnings. The finding in this facet of the study revealed that in-service training significantly correlates with performance effectiveness of academic heads in public secondary schools. The positive nature of the correlation showed that the more teachers are allowed to undergo in-service training, the higher the level of teacher's performance effectiveness in public secondary schools in South-south, Nigeria. The possible explanation of this finding is that, there is this popular saying that "experience is the best teacher". It is of an advantage to both the teachers and the academic institution because in-service training help in developing the teachers and as well impact on the teachers productivity. The finding agrees with that by Anyingang (2002) which found out that there exists a significant relationship between them and that in-service training greatly contributes to the achievement of the corporate objectives of the organization. Also in agreement, Edet (2002) revealed that the calculated r-value of 0.3433 was greater than the critical r- value of 0.1946 with 298 degrees of freedom at 0.05 level of significance, hence the null hypothesis was rejected in favour of the alternative, which means that a significant relationship exists between teacher's professional growth and output. Equally, Obot, Anyingang and Edet (2002) result conclusion that no significant relationship exists between them with the same statistical technique. Pearson Product Moment Correlation Coefficient [r] was used by each one of them but with different respondents.

SUMMARY

When workers are discontented with the working conditions of the organization, it is evident in their responses. Most employees of the organization are rewarded when their performance improves, so as to motivate them to keep up with such improvement. The coefficient relationship between job satisfaction and performance effectiveness of employees is positive when they are motivated and the reverse is the case. The hypotheses of the study revealed that job satisfaction (personnel involvement in decision-making, provision of incentives) has significant effect on academic heads performance effectiveness. This implies that, the nature of job given to the employees, the reward system of the organization and job security will continue to determine employees morale. This implies that employees performance effectiveness to their work largely depends on job satisfaction. When employees are satisfied

with the job they do, then they will be more committed to their jobs but where satisfaction is lacking performance will be reduced.

RECOMMENDATION

The following recommendations were reached

1. School administrators and government should make adequate provision for staff development programmes and teachers should be encouraged to participate in such programmes to increase and update their knowledge and skills. The training will help them to have better understanding of school operations, classroom management and how to use modern technologies
2. Good working conditions in for of incentives should be provided for teachers to encourage them to stay on the job and be committed to their professional responsibilities.
3. Facilitative in-service training should be provided for teachers as well as appropriate and equity reward system to attract qualified teachers. This will make them to be psychologically attached to the institutions and remain totally committed to the organization.

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