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Influence Of Principals' Accountability On Teachers Job Performance In Public Secondary Schools In Delta State, Nigeria

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ABSTRACT

This study examined principals' accountability and teachers' job productivity in public secondary schools in Delta State. Three research questions and one hypothesis guided the investigation. The study employed correlation method of ex-post facto research design. The population for the study consisted of 13,220, made up of 465 principals and 12, 755 teachers of all the public secondary schools in the three Senatorial Districts of Delta State. The sample of the study consisted of 60 principals and 400 teachers in public secondary schools in Delta State selected using stratified sampling technique. Data was collected using two instruments entitled 'Principals' Accountability Scale (PAS)' and Teachers' Job Productivity Scale (TJPS)' The PAS and TJPS were face and content validated by two experts from the Department of Educational Management and Foundations, Delta State University, Abraka. The reliability coefficients were 0.82 for PAS and 0. 84 for TJPS. Data analysis was conducted using mean, standard deviation and coefficient of determination to answer the research questions. Pearson Product Moment Correlation, r was used to test the hypothesis The findings of the study revealed that Principals' levels of accountability were moderate. Teachers' level of job productivity was high. There was a positive relationship between principals' accountability and teachers' job productivity public secondary schools in Delta State, Nigeria.

KEYWORDS: Accountability, job productivity, principals, secondary school, teachers.

INTRODUCTION

Secondary education in Nigeria is aimed at the preparation of the recipients for living a useful life as well as for higher education. These goals can be successfully attained with the help of principal who is charged with the provision of good leadership and teachers who implement the curriculum. Thus, active engagement of principals in school improvement measures including supervision, monitoring, motivation, appraisal and evaluation of performance of teachers on a regular basis is mandatory for quality delivery of teaching and learning. The accountability of principals in secondary schools encompasses various responsibilities and expectations that are crucial for productivity of teachers cum student development, and overall success. Areas such as educational leadership, administrative management, curriculum development and implementation,

school culture and climate, parent and community engagement, strategic planning, conflict management and resolution, and professional development are key areas where principals are assessed with reference to accountability. Principals' effectiveness in these areas often lead to greater productivity of teachers.

The duties of a school leader are varied. From school upkeep, to staff development, to generating quality graduates, to interacting with stakeholders; the business of education necessitates that its administrators pay attention to an array of activities that is historically unparalleled. These days, principals of schools are constantly under pressure to give an explanation of all school regulations and procedures to everybody and everyone. Demands for positive improvements in our educational system have made it necessary in recent years for accountability in the management and administration of schools in Delta State and throughout Nigeria. Improvement of students learning is one critical purpose for the establishment of accountability in school (Johnstone & Soares, 2019). Administrators strive for the attainment of excellence in teaching when they feel accountable for their performance and are held responsible for meeting specific goals set by the school (Leithwood & Jantzi, 2017). A culture of continuous improvement is created in a school by holding individuals accountable (Voogt et al, 2024).

Usman (2016) categorized accountability in education into four: accountability for fund allocated, accountability for things, accountability for actions and accountability for results: Every organisation has targets and goals it wants to achieve. Thus accountability is all embracing covering every aspects of operation of a school for the attainment of goals. In order to confirm if educational objectives have been effectively or inefficiently met, educational accountability guarantees a logical, critical, and methodical examination of the actions involved in the education production process. Accountability in the educational system contributes to preventing misuse of public property by either excessive or insufficient use. It enhances checks and balance in the educational system such that conformities can be praised and improved upon while non conformities can be identified, sanctioned and remedied appropriately and timely. It has been observed that accountability in the educational system encourages administrators to be devoted to achieving educational goals and guards against the misappropriation of public funds (Usman, 2016).

In general, principals are accountable to the stakeholders in education as well as accountable for achieving the goals of education using available resource and employing globally acceptable best practices in school administration. There seems to be absence of accountability among principals, especially in general administration of school in Delta State. This has negative influence on the productivity of school teachers thereby making the realization of educational goals difficult. This forms the basis of this research which seeks to examine principals' accountability and teachers' productivity in public secondary schools in Delta State, Nigeria.

Statement of the Problem

There are complaints from secondary education stakeholders concerning the inadequate coverage of scheme of work and teachers' malfeasance ranging from lateness to school, random movements out of school during school hours and regular absenteeism. This may be as a result of lack of accountability on the part of the school principals. Principals' unaccountability could result to teachers' non attendance at class to teach students and their poor academic performance. There are speculations about poor quality of teaching and learning, lack of seriousness by both the teachers and the students, as well as graduation of incompetent students. This not only affect the future of the students, but also that of Delta State and Nigeria at large. Against this background, the study examined principals' accountability and teachers' productivity in public secondary schools in Delta State, Nigeria.

Research Questions

The study was guided by two questions:

1. What is the level of accountability among public secondary school principals in Delta State, Nigeria?
2. What is the level of teachers' job productivity in public secondary schools in Delta State, Nigeria?
3. What is the relationship between principals' accountability and teachers' job productivity in public secondary schools in Delta State, Nigeria?

Hypotheses

One hypothesis was tested at 0.05 level of significance.

1. There is no significant relationship between principal's accountability and teachers' productivity in public secondary schools in Delta State, Nigeria.

Literature Review

Argon (2015) looked into administrators' and teachers' opinions regarding the accountability of school principals. The study used a comprehensive single-case design and the case study model, a qualitative research method. There were 42 educators and 14 administrators (11 principals and 3 assistant principals) in the working group. By using a convenience sample of volunteers, they were located. The instrument for gathering data was a semi-structured interview form with open-ended questions. Data analysis techniques included digitising qualitative data and applying the content analysis method. According to research findings, educators and administrators have the same definitions of responsibility and think that all staff members in educational institutions ought to be held responsible. They also think that the primary justification for responsibility should stem from the principals' need to carry out their duties in a legal and proper manner, rather than only being answerable to their superiors. They contend that school principals in the Turkish educational system fall short of fully embodying the attributes of accountability and that accountability fosters a constructive climate in schools.

Ojekudo (2019) looked at the accountability of principals in the administration of internally generated income (IGR) in Rivers State's public secondary schools. For this study, a survey and descriptive design were employed. Two hundred and forty-eight (248) public secondary school principals in Rivers State made up the study's population. The z-test was utilised to assess the research hypotheses at the 0.05 level of significance, while the mean and standard deviation were utilised to address the research questions. The findings showed that P.T.A. levies, examination fees, admission fees, donations, earnings from inter-house sports and other school-sponsored events, and community supports—all of which were available to principals in the management of internally generated revenue (IGR)—are among the common sources of income available to them. The sources of IGR that are somewhat accessible are sales of agricultural products, individual and charitable gifts, and school fees.

Olaso and Baja (2019) described the professional accountability of administrators towards quality assurance in the Division of Lipa City. It examined the extent of the school heads professional accountability in the areas of teachers' performance, student achievement, staff development and learning environment. It utilized a descriptive research design and used the triangulation method of data analysis, questionnaire and focus group discussion as tools to be able to gather pertinent data. The results obtained revealed that school heads' professional accountability towards teachers' performance, student achievement, staff development and learning environment were highly evident.

METHODOLOGY

The research design employed in this study is *Ex-post-facto* research design of the correlation method. The sample for the study comprised five hundred and eighty respondents made up of 100 principals and 480 teachers in public secondary schools in Delta State.

Two instruments were used for data collection for the study. They were self-structured questionnaire made up of two sections. Section A of the instrument was titled "Principals' Accountability Scale (PAS). It contained 10 items. All the items were structured on a four point rating scale of Strongly Agree (SA = 4 point), Agree (A = 3 point), Disagree (D = 2 point) and Strongly Disagree (SD = 1 point). It was responded to by teachers. Section B was tagged Teachers' Job Productivity Scale (TJPS)'. It contained 30 items to be responded to by principals. The items were similarly structured on a four point rating scale of Very High Level (VHL = 4 point), High Level (HL = 3 point), Low Level (LL = 2 point) and Very Low Level (VLL = 1 point).

The face and content validity of the instruments were conducted by two experts who are Professors of Educational Administration. The researchers prepared the questionnaire bearing in mind the objectives of the study and putting the independent and dependent variables into consideration. To test of reliability of the

instruments, they were administered to 20 principals and 20 teachers in schools not used for the research. Split half method was employed in computing the reliability coefficient. Pearson Product Moment Correlation Coefficient, r was applied in computing the reliability coefficients of 0.88 and 0.84. Mean and standard deviation were employed to analyze the research questions. Mean scores from 2.50 and beyond were accepted while those from 2.49 to 0.00 were not accepted. The hypotheses was tested using Pearson Product Moment Correlation Coefficient at 0.05 alpha level.

RESULTS: The results of data analysis is shown in Tables

Research Question 1

Table 1: Mean and standard deviation scores on the level of accountability among public secondary school principals in Delta State

S/N	Principals' Level of Accountability	Mean	SD	Remark
1	Communicates effectively the school goals	2.66	0.82	ML
2	Pursues the school mission to a logical conclusion	2.60	0.80	ML
3	Is always punctual to school	2.77	0.50	HL
4	Is always visibly present in the school	2.62	0.66	ML
5	Monitors to ensure that lesson begins at the stipulated time	2.55	0.72	ML
6	Ensures that teachers write their lesson notes	2.70	0.62	HL
7	Ensures that teachers teach students	2.58	0.72	ML
8	Regularly checks teachers movement during school hours	2.88	0.54	HL
9	Evaluates teachers' job performance	2.64	0.77	ML
10	Supervises school activities so that the right thing is done	2.68	0.86	ML
	Weighted Mean	2.66	0.615	ML

KEY: Mean score ranging from 2.70 and above = High Level. Mean score 2.50 to 2.69 = Moderate Level. Mean score from 2.49 downward = Low Level.

Data in Table 1. Indicates that the mean score of all the items exceeded 2.50 the cut-off point with a mean rating of 2.88, 2.77, 2.70, 2.68, 2.66, 2.64, 2.62, 2.60, 2.58, and 2.55 for regular checking of teachers movement during school hours, being always punctual to school, supervises school activities so that the right thing is done, pursues the school mission to a logical conclusion, evaluates teachers job performance, is always visibly present in school, communicates effectively the school goals, ensures that teachers teach students and monitors to ensure that lesson begins at the stipulated time respectively. The weighted mean score is 2.66. Therefore, the level of accountability of public secondary school principals in Delta State is moderate.

Research Question 2

Table 2: Mean and standard deviation scores on the level of teachers' job productivity in public secondary schools in Delta State

S/N	Lesson Preparation	Mean	SD	Remark
1	Writes their lesson note daily	2.64	0.71	ML
2	Are vast with knowledge of topics to be covered per term	2.57	0.88	ML
3	Prepare daily lesson in line with the scheme of work	2.70	0.66	HL
4	Writes behavioural objectives of each lesson correctly	2.54	0.86	ML
5	Keeps records of topics taught in the diary	2.67	0.59	ML
6	Considers students abilities when preparing lesson note	2.55	0.90	ML
7	Writes correct instructional materials for each topic	2.48	0.86	LL
8	Makes room for lesson evaluation in the lesson note	2.74	0.69	HL
Lesson presentation/Delivery				
9	Has audible voice during lesson	2.70	0.51	HL
10	Manages the classroom effectively during lesson	2.62	0.84	ML
11	Demonstrates possession of teaching skills	2.54	0.92	ML
12	Gives students assignment during lesson	2.68	0.70	ML
13	Marks students class assignment	2.59	0.88	ML
14	Applies various strategies to engage students during lesson	2.44	0.99	LL
15	Makes use of relevant teaching aids during lesson	2.42	1.08	LL
16	Evaluates students learning using taught provoking questions	2.58	1.00	ML
17	Monitors students learning	2.62	0.92	ML
18	Displays good mastery of topics	2.55	0.96	ML
19	Summarizes topics taught in digestible bits	2.42	1.06	LL
20	Gives students meaningful notes	2.64	0.82	ML
21	Makes room for students with disability during lesson	2.40	1.18	LL
22	Sets high standards for students	2.60	0.70	ML
23	Has good pedagogical knowledge	2.52	0.64	ML
24	Conducts summative evaluation of students at the end of the term	2.63	0.69	ML
General Tasks				
25	Participates in extra-curricular activities of the school	2.98	0.88	HL
26	Attend PTA meeting	3.10	0.64	HL
27	Contributes during staff meeting	2.68	0.89	ML
28	Conducts morning assembly	2.77	0.40	HL
29	Assists in maintaining discipline in the school	2.72	0.49	HL
30	Attends to parents queries	2.60	0.75	ML
	Weighted Mean	2.80	0.67	HL

KEY: Mean scores ranging from 2.50 to 2.69 represents Moderate Level (ML). Mean scores ranging from 2.70 and beyond represents High Level (HL). Items with mean score ranging from 2.49 downward represent Low Level. From the data in Table 2, the mean scores of items 8, 9, 25, 26, 28 and 29 ranged from 2.70 and beyond. These items represent High Level of teachers' job productivity in public secondary schools in Delta State. Items 1, 2, 4, 5, 6, 10, 11, 12, 13, 16, 17, 18, 20, 22, 23, 24, and 27 ranged from 2.50 to 2.69. These items represent Moderate Level of teachers' job productivity in public secondary schools in Delta State. Items 4, 7, 14, 15, 19 and 21 have mean scores which ranged from 2.49 downward and thus represent Low Level of teachers' job productivity in public secondary schools in Delta State. The weighted mean score is 2.80 which represent high level of teachers' job productivity in public secondary schools in Delta State. Public secondary school teachers

in Delta State make room for lesson evaluation in their lesson note, have audible voice during lesson, participates in extra-curricular activities, conducts morning assembly, assists in maintaining school discipline, and prepare daily lesson in line with the scheme of work. The teachers writes daily lesson notes, keeps records of topics taught in the dairy, manages the classroom during lesson, gives students assignment during lesson, marks students assignment, monitors students' learning, display good mastery of topics, demonstrate possession of teaching skills, are vast with the knowledge of topics to be covered per term, writes behavioural objectives of lesson correctly and considers the ability of students when preparing lesson notes. Therefore, the level of teachers' job productivity in public secondary schools in Delta State is high.

Research Question 3

Table 3: Relationship between principals' accountability and teachers' job productivity in public secondary schools in Delta State

Variables	Mean	SD	r	r ²	r ² %	Decision
Principals' Accountability	2.66	0.61	0.160	.024	24	Related
Teachers' Job Productivity	2.80	0.67				

Data in Table 3 showed a coefficient of determination, which was used to examine the relationship between principals' accountability and teachers' job productivity in Delta State. The computed r value of 0.160 showed that there is a positive relationship between principals' accountability and teachers' job productivity. The result showed that 24% of the variability in teachers' job productivity was accounted for by principals' accountability.

Hypothesis: There is no significant relationship between principal's accountability and teachers' productivity in public secondary schools in Delta State.

Table 4: Pearson correlation (r) between principals' accountability and teachers' job productivity

		Principals' Accountability	Teachers' Job Productivity
Principals' Accountability	Pearson Correlation	1	.718**
	Sig. (2-tailed)		.000
	N	238	238
Teachers' Job Productivity	Pearson Correlation	.718**	1
	Sig. (2-tailed)	.000	
	N	238	238

** . Correlation is significant at the 0.000 level (2-tailed).

Data in Table 4 revealed that Pearson r on principals' accountability and teachers' job productivity in public secondary schools in Delta State. The data in the Table showed that r value of .718 is significant at p = 0.000. Therefore the hypothesis which stated that there is no here is no significant relationship principals' accountability and teachers' job productivity in public secondary schools in Delta State was not retained. Hence there is a significant relationship principals' accountability and teachers' job productivity in public secondary schools in Delta State

Discussion of Findings

Level of accountability among public secondary school principals in Delta State

The finding showed that the level of accountability of public secondary school principals in Delta State is moderate with a weighted mean score of 2.66. This was reflected in principals' accountability characteristics through regular checking of teachers movement during school hours, being always punctual to school, supervising school activities so that the right thing is done, pursuance of school mission to a logical conclusion, evaluating teachers job performance, being always visibly present in school, communicating effectively the school goals, ensuring that teachers teach students and monitoring to ensure that lesson begins at the stipulated time. When principals are accountable, teachers and students would comply with school rules and regulations and academic activities will go on smoothly towards the accomplishment of school goals and objectives. This finding aligns with Usman (2016) whose finding indicated that school leaders' accountability improve academic delivery and quality assurance. In addition, this finding concurred with Ng & Tang (2021) who reported that teacher improved commitment to school values and mission and increased job performance were attributed to administrators' high accountability

Level of teachers' job productivity in public secondary schools in Delta State

The finding revealed high level of teachers' job productivity in public secondary schools in Delta State with a weighted mean score of 2.80. This high level of job productivity of teachers was reflected in their characteristic of making room for lesson evaluation in their lesson note, display of audible voice during lesson, participation in extra-curricular activities, helping to conduct morning assembly, assisting in maintaining school discipline, and preparing daily lesson in line with the scheme of work. The teachers writes daily lesson notes, keeps records of topics taught in the dairy, manages the classroom during lesson, gives students assignment during lesson, marks students assignment, monitors students' learning, display good mastery of topics, demonstrate possession of teaching skills, are vast with the knowledge of topics to be covered per term, writes behavioural objectives of lesson correctly and considers the ability of students when preparing lesson notes. These positive professional attributes of Delta State public secondary school teachers boost students moral and principals' effectiveness in school administration. This finding lends credence with Olaso. and Baja (2019) who teachers high performance to school leaders accountability.

Relationship between principals' accountability and teachers' job productivity

The finding revealed that there was a positive relationship between principals' accountability and teachers' job productivity. The result showed that 36% of the variability in teachers' job performance was accounted for by principals' accountability. This finding supported the finding of Argon (2015) who found that principals were accountable to parents and staff through their democratic leadership and prompt response to stakeholders need and this triggered teachers' job performance. The finding also agreed with Uko (2015) who emphasized that principals must show adequate care of school facilities through their maintenance and accountability for the facilities and equipment. The hypothesis tested showed that there was a significant relationship principals' accountability and teachers' job productivity in public secondary schools in Delta State. This finding is confirmed by Olaso. and Baja (2019) who documented that administrators accountability related positively with teachers job performance

CONCLUSION

In this study the conclusion drawn is that the level of accountability of public secondary school principals in Delta State is moderate. The level of teachers' job productivity is high. The study also concluded that a significant relationship existed between principals' accountability and teachers' job productivity in public secondary schools in Delta State.

Recommendations

1. Principals should collaborate with other secondary education stakeholders to improve accountability for better teaching and learning.

2. Collaborative accountability should be encouraged to enhance teachers improved job engagement for better productivity.

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