

## **An Investigation on Impact of Secondary School Administration on Teachers' Job and Students Academic Performance in Federal Capital, Abuja**

<sup>1</sup> Ogunode, N, J.

<sup>2</sup> Ajayi R. A

### **Abstract**

*This study investigated the impact of secondary school administration on teachers' job performance and students' academic performance in Federal Capital Territory, Abuja, Nigeria.*

*Descriptive survey design was used for the study. The population was made up of 120 administrator in public secondary schools in FCT which comprises of school principals and head of departments.*

*Purposive sampling technique was adopted for the study. The research instrument use for the study was a questionnaire. The reliability of the instrument was established through test-retest method. Mean score, and Pearson Product-Moment Correlation were used for data analysis. The study concludes that significant relationship exists between secondary administration and teachers' job performance and there is significant relationship between secondary administration and students' academic performance in Federal Capital Territory, Abuja. Based on the findings, the following were recommended: 1) The government should increase the funding of secondary school education. This will aid effective school administration. 2) The government should provide adequate human and materials resources needed for school administration. 3) Training and retraining programme should be organized for the school administrators to improve their administrative capacity*

**Keywords:** Administration, Challenges, Public, Secondary schools.

## **Introduction**

The teacher's job performance in public secondary schools in Federal Capital Territory, Abuja has not been impressive and effective due to many challenges as observed by different researchers. Also the academic performance of students in external examinations has not been encouraging in public secondary school with the huge investigation on secondary school education.

There are many factors responsible for ineffectiveness of teachers and poor academic performance of students in public secondary schools according to (Peter, 2014). One of the major problems is poor school administration. School administration is the process of arranging all educational resources, putting each resource where it ought to be used and coordinating both the human and materials resources for purpose of realizing the objectives of the school. School administration also deals with the effective and efficient utilization of school resources to actualizing the school programmes. School administration look at the effective allocation, supervision and organization of school resources to realize the objectives of the educational institutions (Ogunode, Ahmed, Gregory, Abubakar 2020).

The objectives of school administration according to Gounod, Ahmed, Gregory and Abu-Bakr (2020) include; to plan the educational programmed, to design policies to direct the implementation of educational programmed, to organize curriculum for the school, to eliminate educational waste, to ensure effective allocation of education resources, to ensure effective supervision of educational resources and to ensure delivery of quality education. Also, Etuk (2007) outlined the following under listed functions of school administration to include; staff personnel administration, student personnel administration, finance and physical resources, and school community relationship management.

School administration takes different levels; we have primary school administration, secondary school administration and tertiary education administration. Secondary school administration is the focus here and it means the systematic arrangement and deployment of both human and materials resources for the implementation of secondary school programmed with the aims of realizing the various goals and objectives.

School administration affects all aspect of the school. School administration determines the extent to which school objectives would be realized. School administration specifically covers teachers' administration and students' administration. School administration is saddled with the responsibilities of ensuring teachers' programme which are properly coordinated, planned, organized and implemented for the achievement of the school objectives. The students' administration deals with the arrangement of human and material resources for the actualization of students' programme. All resources must be properly organized to ensure good students' academic performance in school.

There are many investigations on school administration. For instance, Ogunode & Abashi (2020) carried out a study that investigate challenges facing Basic school administration in FCT and they found out that inadequate funding, shortage of professional teachers, inadequate instructional materials, inadequate infrastructural facilities, corruption, unstable policies, ineffective supervision, poor quality education and poor teacher motivation.

Olorunsola & Bello (2018) did a study that examined administrative challenges and principals' managerial effectiveness in Ogun State secondary schools. The hypotheses were tested using

Pearson's Product Moment Correlation at 0.05 level of significance and the outcome revealed that a significant relationship exist between administrative challenges and principals' managerial effectiveness as well as well-equipped school libraries and managerial effectiveness of principals. However, there was no significant relationship between incessant teachers' transfer and principals' managerial effectiveness. It was equally revealed from the study that finance is the best predictor of principals' managerial effectiveness while physical facility is the least predictor. Based on the findings, it was concluded that administrative challenges are critical variables of principals' managerial effectiveness.

Improject (2017) investigated problems militating against secondary school administration in Esan North East Local Government Area of Edo State. The study found out those inadequate staff personnel, finances, physical facilities/equipment, poor school community relation and indiscipline among students are major problems effecting secondary school administration in Esan North East Local Government Area. Another study by Otegbulu (2016) discovered that the perceived challenges to effective administration in Imo state are: insufficient funds, inadequate physical facilities, equipment and instructional materials, inadequate qualified school staff, inadequate staff motivation, indiscipline among teachers and students, frequent changes in educational policies among others.

### **Statement of Problem**

There are many investigations on causes of poor job performance of teachers and poor students' academic performance in public secondary schools in FCT. Oden, C (nd) revealed that poorly trained English Language teachers, poor instructional delivery, lack of infrastructural facilities, teachers' attitude towards innovation, the traditional content/knowledge oriented curriculum and general students' apathy in English language were factors associated with student's poor performance in English Language. For teachers, poor motivation, large class size, inadequate infrastructural facilities and un-conducive working environment. Research on impact of school administration on teachers and students academic performance is limited. Based on these, the study aimed to investigate impact of Secondary school administration on teachers and students academic performance in public secondary schools in FCT.

### **Purpose of the Study**

The purpose of this study was to investigate the impact of secondary school administration on teachers' job performance and students' academic performance in the Federal Capital Territory. Specifically, the objectives were to:

- i. identify the impact of secondary school administration on teachers' job performance in the Federal Capital Territory;
- ii. determine the impact of secondary school administration on students' academic performance in the Federal Capital Territory.

### **Research Questions**

1. What are the impacts of secondary school administration on teachers' job performance in the Federal Capital Territory?
2. What are the impacts of secondary school administration on students' academic performance in the Federal Capital Territory?

### **Hypothesis**

Ho1: There is no significant relationship between secondary school administration and teachers' job performance in the Federal Capital Territory.

Ho2: There is no significant relationship between secondary school administration and students' academic performance in Federal Capital Territory.

### **Methodology**

The purpose of this study was to investigate the impact of secondary school administration on teachers' job performance and students' academic performance in the Federal Capital Territory. Descriptive survey design was used for the study. The population was made up of 120 administrators in public secondary schools in FCT which comprises of school principals and head of departments.

Purposive sampling technique was adopted for the study. The research instrument use for the study was a questionnaire developed and validated by the researcher. The instrument has two sections, A and B. The questionnaire adopted was a modified likert type four (4) point rating scale of strongly agree = 4 (SA), Agree = 3 (A), Disagree = 2 (D) and Strongly Disagree = 1 (SD). The instrument was subjected to content and face validity by experts in the Department of educational Foundations, Nasarawa state university. The instrument was given to two specialists in Educational Management for validation.

The reliability of the instrument was established through test-retest method. This was done by administering the instrument twice within an interval of two weeks to 30 school administrators in two secondary schools which were not part of the sample used for the study. The two sets of responses were correlated using Pearson's Product Moment Correlation and a reliability coefficient of 0.86 was obtained. The instrument was administered by the researchers to the 120 school administrators. The questionnaire were collected back by the researchers. Mean score, and Pearson Product-Moment Correlation were used for data analysis.

### **Result**

Ho1: There is no significant relationship between secondary administration and teachers' job performance in Federal Capital Territory.

**Table 1:** Relationship between School secondary administration and teachers' job performance in Federal Capital Territory

r	Sig. (2-tailed)	df	Decision
.399	.000	9	Significant

*\*(P < 0.05 level of significance)*

Table 1 indicates that the coefficient obtained was 0.399, with a p-value = 0, which is less than the critical value at 0.05 level of significance. Therefore, the null hypothesis was rejected. This means that a significant relationship exists between secondary administration and teachers' job performance in Federal Capital Territory.

Ho2: There is no significant relationship between secondary education and students' academic performance in Federal Capital Territory.

**Table 2:** Relationship between secondary School administration and students' academic performance in Federal Capital Territory

r	Sig. (2-tailed)	df	Decision
.389	.000	9	Significant

*\*(P < 0.05 level of significance)*

Table 2 reveals that the coefficient obtained was 0.389, with a p-value = 0, which is less than the critical value at 0.05 level of significance. Therefore, the null hypothesis was rejected. This means that a significant relationship exists between secondary administration and students' academic performance in Federal Capital Territory.

### Discussion

The result obtained from the table shows that a significant relationship exists between secondary administration and teachers' job performance in Federal Capital Territory. This result is in line with the submission of Mike (2007) who established that effective school administration leads to teachers' job satisfaction and teachers' motivation.

Result from the second table indicates that a significant relationship exists between secondary administration and students' academic performance in Federal Capital Territory. This finding collaborates the findings of Zoma, Muhammad & Asma (2017) who did a study with the objective of measuring the impact of school culture on student's academic achievement at secondary level in District Rawalpindi. The result collected showed that head teacher does not lead a positive school culture but a school culture is more effective on student's academic achievement.

### Conclusion

School administration is very key in the realization of school objectives. School administration determines the extent to which school programme will be realized. This study concludes that a significant relationship exists between secondary administration and teachers' job performance and a significant relationship exists between secondary administration and students' academic performance in Federal Capital Territory, Abuja.

### Recommendation

Based on the findings, the following were recommended:

- 1) The government should increase the funding of secondary school education. This will aid effective school administration.
- 2) The government should provide adequate human and materials resources needed for school administration.
- 3) Training and retraining programme should be organized for the school administrators to improve their administrative capacity.

### References

1. Etuk, S. E. (2007). Provision and management of facilities in primary and secondary schools. *International Journal of Educational Planning and Administration*, 1(3), 7-16.
2. Ikgbusi, N. G., & Iheanacho, R. C. (2016). Factors Militating against Effective Administration of Secondary Schools in Anambra State. *World Journal of Educational*

- Research*, 3(1), 213- 226.
3. Mike, T.,R (2007). School administration and school performance. *JESI*(3), 7-16
  4. Ogunode, N. J., & Abashi, L. E. (2020). An Investigation into the Administrative Challenges Facing the Administration of Universal Basic schools in Abaji area council of FCT, Abuja, Nigeria. *WORLDWIDE JOURNAL OF RESEARCH*, 1(3), 27-39.
  5. Ogunode, N. J., Ahmed, L., Gregory, D., & Abubakar, L. (2020). Administration of Public Educational Institutions in Nigeria: Problem and Suggestion. *European Scholar Journal (ESJ)*, 1(3).
  6. Otegbulu, M. I. (2016). Perceived Challenges to Administration of Secondary Schools in Imo State. *Journal of Development Studies*, 6(10), 67-70.
  7. Olorunsola, E. O., & Belo, F. A. (2018) Administrative challenges and principals' managerial effectiveness in Ogun State public secondary schools. *International Journal of Educational Administration and Policy Studies*, 10(5), 48-55.
  8. Oden, C (nd)Evaluation of Factors Affecting the Performance of FCT Students in English Language
  9. Zoma P, Muhammad A, D & Asma M (2017)Impact Of School Culture On Student's Academic Achievement At Secondary Level.*Sci.Int.(Lahore)*,29(3),565-568,