



Assessment of Principals' Competencies and Ethical Leadership on the Productivity of Secondary School Teachers in Bauchi State

Aminu Ladan, Muhammad Hassan Garba, Mohammad Yero

Department of General Education,

School of Education, Adamu Tafawa Balewa College of Education, Kangere, Bauchi, Bauchi state.

ABSTRACT

The study was conducted to examine the principals' competencies and teachers' productivity in Bauchi State public senior secondary schools. Four research questions and four null hypotheses were formulated for the subjects examined. A descriptive survey research design was employed for the study. The area of the study was Bauchi State, with a population size of 4,982 public senior secondary school principals and teachers. A sample size of 357 respondents was involved and obtained using a simple random sampling technique. The instrument for data collection was a questionnaire, which was subjected to face-to-face validation by four experts in the field of educational foundations. The questionnaires were subjected to a pilot study, and a coefficient of reliability of 0.8 was obtained using Cronbach's alpha. Descriptive statistics were used to answer the four research questions, while an independent sample t-test was used to test the four null hypotheses. The study found that the principals' supervisory practices affect teachers' lesson preparation. Principals supervised teachers' schemes of work and principals checked teachers' lesson plans, but there is a significant difference in the opinions of principals and teachers on the principals' supervisory practice and teachers' lesson preparation. Therefore, the study recommended that school principals should provide professional instructional guidance to the teachers. In doing so, the goals and objectives of the school can be attained.

ARTICLE INFO

Article History

Received: August 2023

Received in revised form: August, 2023

Accepted: September, 2023

Published online: December, 2023

KEYWORDS

Principals' Competencies. Ethical Leadership, Productivity, Secondary School, Teachers.

INTRODUCTION

Education in Nigeria and Bauchi State in particular has been considered very important for personal, political, and socio-economic development. It is because of the indispensable role of education in the development of man and modern society that various declarations on education have been made at the global level and in keeping with the requirements of Section 18 of the 1999 constitution of the Federal Republic of Nigeria (FGN, 2004). The secondary school manager is the principal; he or she is a major determinant of secondary education success (Lipham, 2016). The tone of the school depends on the principals' competency. The quality of training acquired by them will sharpen their administrative visions and missions (Ogba and Igu, 2014). Adagbe (2016) sees the principal as an administrative head, a manager, a community public relations man, a supervisor, an instructional leader, a

curriculum innovator, and a catalyst for a planned revolution. Egwu (2016) believes that the principal is a leader who must plan, coordinate, and supervise the affairs of the school so that they run smoothly. For Ikediugwu (2006), students' performance, teachers' achievement, and schools' effectiveness all depend on the quality of the principal in the school. Ikegbusi and Iheanacho (2016) believe that next in importance to the quality of teaching service is the quality of the administrative service provided in the school. In their view, no number of administrative services provided elsewhere in the school system can make up for its lack at the level of the school principal. This is the level at which the administrative service facilitates most of the work of teachers with children. Unless the person immediately in charge of the school is professionally competent, the teachers' efforts cannot be maximally effective.

Corresponding author: Aminu Ladan

✉ ladanaminu52@gmail.com

Department of General Education, School of Education, Adamu Tafawa Balewa College of Education, Kangere.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



The National Policy on Education (2004) stated that the government will work towards improving the quality of secondary education by giving support to measures that will ensure effective administration, especially the selection of persons of the right caliber' for the principal of schools and the mounting of induction courses for newly appointed principals. This noble intention of the government presupposes that the appointment of principals of schools should be based not on the year of graduation but on administrative competence. Principals are also not appointed based on sex and location. A male or female principal can be posted in any school, provided that he or she has reached the principal's cadre. The principalship involves the control of human and material resources for the achievement of school goals and objectives. Sitting at the top of the administrative ladder of the secondary school, therefore, is the principal.

Management, according to Nwune, Nwogbo, and Okonkwo (2016), is the arrangement of available human and material resources for the achievement of desired goals and objectives. Material resources are facilities and equipment that facilitate teaching and learning. In the context of this study, management is the organization and utilization of human and material resources by the principal in secondary schools in the southeast geopolitical zone of Nigeria for the achievement of the goals and objectives of secondary education.

Competency is, however, looked at in terms of skills. Katz (2015) identified three basic skills that are necessary for every administrator to possess, which include technical, human, and conceptual skills. These basic skills are generally defined and examined with the tasks of secondary school principals. Competency, as opined by Carol and Edward (2004), is the successful performance of a task through the use of knowledge, skills, attitude, and judgment. Ethics is a concept about moral values and rules. The principals' ethical leadership is of great importance regarding educational organizations. School principals have certain responsibilities, and they have to behave ethically while making decisions. Ethical leaders are those who provide the creation of production and learning environments, are in constant

communication with those around them, and exchange ideas with them. Being in communication with an ethical leader's environment ensures that his environment is also sensitive to ethical principles (Acar, 2011). Based on ethical principles in their conduct, ethical leaders respect their employees' rights by treating them fairly. Moreover, they make efforts to develop a sense of justice in the organization by including their subordinates in the decision-making process (Demirdağ and Ekmekçioğlu, 2015).

Ideally, human, material, and financial resources should be adequately provided and managed by every organization to achieve its objectives. Unfortunately, there are serious challenges confronting secondary schools in Nigeria, ranging from inadequate coverage of the scheme of work, teachers' persistent lateness, frequent conflict truancy among students, inadequate and damaged physical facilities, shortage of funds, and unprecedentedly high fees charged to students, among others. Based on these challenges, the study aimed to look at the influence of principals' managerial competencies and ethical leadership on teachers' productivity in Bauchi State public senior secondary schools.

Overall, human, material, and financial resources should be adequately provided and managed by every organization to achieve its objectives. Unfortunately, there are serious challenges confronting secondary schools in Nigeria, ranging from inadequate coverage of the scheme of work, teachers' persistent lateness, frequent conflict truancy among students, inadequate and damaged physical facilities, shortage of funds, and unprecedentedly high fees charged to students, among others. This may be a result of poor managerial competencies and ethical leadership skills in the effective and efficient management of the key resources in every organization, including the school system, which is human material, financial, and instructional.

The ethical leadership skills such as tolerance, trustworthiness, persistence, and prudence have remained so questionable in the minds of the followers. No meaningful organizational change can take place without effective and efficient principals' application of

Corresponding author: Aminu Ladan

✉ ladanaminu52@gmail.com

Department of General Education, School of Education, Adamu Tafawa Balewa College of Education, Kangere.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



managerial competencies and ethical leadership skills in the management of resources. Based on these challenges, the study aimed to look at the influence of principals' managerial competencies and ethical leadership on teachers' productivity in Bauchi State public senior secondary schools.

Purpose of the Study

The main purpose of this study is to determine the influence of principals' competencies and ethical leadership on teachers' productivity in Bauchi state.

Objective of the Study

The researcher set to achieve the following specific objectives

1. To determine the influence of principals' personnel management competency on teacher productivity in Bauchi State.
2. To find out the influence of principals' financial management competency on teacher productivity in Bauchi State.
3. To find out the influence of principals' facilities management competency on teacher productivity in Bauchi State.

Research Question

The study was guided by three research questions:

1. What is the influence of principals' personnel management competency on teacher productivity in Bauchi State
2. What is the influence of principals' financial management competency on teacher productivity in Bauchi State
3. What is the influence of principals' facilities management competency on teacher productivity in Bauchi State

Hypotheses

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

1. There is no significant gender difference in the mean rating of respondents between principals'

personnel management competency and teacher productivity in Bauchi State

2. There is no significant difference in the mean rating of respondents between rural and urban principals' financial management competency and teacher productivity in Bauchi State
3. There is no significant difference in the mean rating of respondents between day and boarding principals' Facilities management competency and teacher productivity in Bauchi State.

RESEARCH METHODOLOGY

This study adopted a survey design. The study area was Bauchi State, Nigeria. The population of this study consists of one hundred and eighty-two (182) principals and four thousand seven hundred and forty-eight (4,748) public secondary school teachers (Bauchi State Ministry of Education Annual Schools Census, 2020). A simple random sampling technique was used for the study. The study used a questionnaire as an instrument for data collection. The instrument for data collection was validated by two experts from the Educational Foundation Department. The collected data were analyzed using the mean and standard deviation.

RESULTS PRESENTATION

Data was collected using a structured questionnaire, designed under a 5-point Likert scale ranging from "very large extent" to "very small extent". The questionnaire was divided into two sections A and B. Section A represents questions on the respondent's personal data and Section B contained four (4) groups of research questions. The data were subjected to statistical analysis using an independent sample t-test in SPSS version 21. The results were presented in tabular form.



Table 1: Demographic Characteristics of Respondents

Variables	Categorization	Frequency	Percentages
School Location	Urban	244	68.5
	Rural	112	31.5
Work Experience	1-5yrs	63	17.7
	6-10yrs	177	49.7
	11-15yrs	116	32.6
Gender of Respondent	Male	201	56.5
	Female	155	43.5

Table 5 shows that the majority of the respondents were found to have attained an ND/NCE with 104 respondents, in this category representing 29.2%; those with a B.A./B.Sc. and B.Ed. were next with 103 respondents, which represents 28.9%; M.Ed./M.Sc. and M.A. holders followed with 81 respondents, representing 22.8%; HND had a frequency of 45, representing 12.6%; and other holders had

a frequency of 23, representing 6.5%. The least in the age category are those over 50 years old, with a frequency of 43 respondents, representing 12.1%; 41–50 years old, with a frequency of 60 respondents each, representing 16.9%; 26–30 years old, with a frequency of 83, representing 23.3%; and 31–40 years old, with a frequency of 170, representing 47.8%.

Table 2: Demographic Respondents of Qualification and Ages group

Variables	Categorization	Frequency	Percentages
Qualification	ND/NCE	104	29.2
	HND	45	12.6
	B.A/B.Sc. and B.Ed.	103	28.9
	M.Ed./M.Sc. and MA	81	22.8
	Others	23	6.5
Ages of Respondents	26-30 Years	83	23.3
	31-40 Years	170	47.8
	41-50 Years	60	16.9
	Over 50 Years	43	12.1

Research Question 1: What is the influence of principals' personnel management competency and teachers' lesson preparation on teacher productivity?

a mean score of 3.69 and a standard deviation of 1.14, and also that the standard deviation is within the same range, which indicates that the respondents' opinions across all the items do not differ much. Their major findings here are that principals ensured teachers' lesson preparation.

Table 3 answers research question one related to teachers' competencies and teachers' productivity. The table revealed that item 1 has the highest mean score of 3.71 and a standard deviation of 1.04, followed by item 8, which has

Table 3: The influence of principals' personnel management competency on teachers' (lesson preparation) on teacher productivity in Bauchi State

Items	N	Mean	Std. Dev.	Remarks
1. Principals supervise teachers' scheme of work.	321	3.71	1.04	ME
2. Principals check teachers' lesson plans.	321	3.45	1.12	ME
3. Principals ensure teachers include homework in their lesson plan	321	3.47	1.18	ME

Corresponding author: Aminu Ladan

✉ ladanaminu52@gmail.com

Department of General Education, School of Education, Adamu Tafawa Balewa College of Education, Kangere.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



Items	N	Mean	Std. Dev.	Remarks
4. Supervision of lesson notes helps to boost the confidence of the teacher during lessons	321	3.50	1.18	ME
5. Principals go around the school while lessons are ongoing.	321	3.40	1.29	ME
6. Principals ensure teacher uses appropriate teaching aid	321	3.32	1.36	ME
7. Principals mark teachers' lesson note	321	3.62	1.09	ME
8. Syllabus are covered before the term ends	321	3.69	1.14	ME
Grand Mean		3.52		

Sources: *Field Work, 2023*

Research Question 2: What is the influence of principals' facilities management competency on teacher productivity in Bauchi State?

Table 4 answers research question two related to teachers' competencies and classroom management. The table revealed that item 8 has the highest mean score of 3.62 with a

standard deviation of 1.27, followed by item 1 with a mean score of 3.52 and a standard deviation of 1.24. Also, the standard deviation is within the same range, which indicates that the respondents' opinions do not differ much. Their major findings here are that principals ensure teachers' classroom management.

Table 4: Influence of principals' facilities management competency on teacher productivity in Bauchi State

S/N	Items	N	Mean	Std. Dev.	Remarks
1.	Principals ensure good management of desks and chairs.	321	3.52	1.24	ME
2.	Principals orient new teachers on classroom management	321	3.41	1.37	ME
3.	Teachers' classroom management enhances students learning	321	3.29	1.39	ME
4.	Teachers ensure students' participation in classroom activities	321	3.38	1.38	ME
5.	Classroom observation is objective in the school	321	3.42	1.35	ME
6.	Students will always do their assignments if the classroom is effectively managed	321	3.29	1.25	ME
7.	Principals motivate teachers in classroom management	321	3.26	1.35	ME
8.	Principals ensure good classroom activities	321	3.62	1.27	ME
9.	There is feedback from the principals to the teacher after classroom observation	321	3.24	1.28	ME
Grand Mean			3.38		

Research Question 3: What is the influence of principals' personal courage (reward/punishment) on teacher productivity in

Bauchi State?

Table 5 answers research question three related to teachers' principal

Corresponding author: Aminu Ladan

✉ ladanaminu52@gmail.com

Department of General Education, School of Education, Adamu Tafawa Balewa College of Education, Kangeri.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



competencies and their use of reward and punishment. The table revealed that item 3 has the highest mean score of 3.50 with a standard deviation of 1.13, followed by item 7, which has a mean score of 3.36 with a standard deviation of 1.18, and also that the standard deviation is within the same range, which indicates that the respondents' opinions across all the items do not differ much. Their major findings here are that teachers reward hardworking students.

Table 5: Influence of principals' personal courage (reward/punishment) on teacher productivity in Bauchi State

Items	N	Mean	Std. Dev.	Remarks
1. The use of reward/punishment is objective in the school.	321	3.32	1.41	ME
2. Hardworking teachers are rewarded.	321	3.26	1.34	ME
3. Teachers reward hardworking students.	321	3.50	1.13	ME
4. Immediate recognition of good work is rewarded.	321	3.13	1.29	ME
5. The use of punishment ensures teachers' discipline.	321	3.05	1.35	ME
6. Teachers punish students without just cause.	321	2.91	1.55	SE
7. Principals reward hardworking students.	321	3.36	1.18	ME
8. The use of punishment ensures students' discipline.	321	3.13	1.28	ME
Grand Mean		3.20		

Research Question 4: What is the Influence of principals' self-courage on (extra-curricular activities) on teacher productivity in Bauchi State?

Table 6 answered research question four related to teachers on the principals' competencies and extracurricular activities the table revealed that item 1 has the highest mean score of 3.54 with a standard deviation of 2.02

followed by item 4 which has a mean score of 3.46 and standard deviation of 1.13 and also the standard deviation is within same range with indicate that the respondents' opinion across all the items do not differ much their major findings here is that students participate in extracurricular activities.

Table 6: Influence of principals' self-courage (extra-curricular activities) on teacher productivity in Bauchi State

S/N	Items	N	Mean	Std. Dev.	Remark
1.	Students participate in extra-curricular activities.	321	3.54	2.02	ME
2.	Teachers participate in students' extra-curricular activities.	321	2.96	1.24	SE
3.	Teachers encourage students to participate in extra-curricular activities.	321	3.43	1.19	ME

Corresponding author: Aminu Ladan

✉ ladanaminu52@gmail.com

Department of General Education, School of Education, Adamu Tafawa Balewa College of Education, Kangeri.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



4. Teachers supervise clubs and society.	321	3.46	1.33	ME
5. Sports competitions are organized at the end of every term.	321	3.42	1.35	ME
Grand Mean		3.36		

FINDINGS OF THE STUDY

The following findings were made in the study;

1. The study found that the principals' supervisory practices on teachers' lesson preparation are Principals supervising teachers' scheme of work and principals checking teachers' lesson plans.
2. The study revealed that there is a significant difference in the opinion of principals and teachers on the principals' supervisory practice and teachers' lesson preparation.
3. The study also revealed that school principals provide professional instructional guidance to the teachers.
4. The major finding here is that principals ensured teachers' lesson preparation.
5. Another finding is that students participate in extracurricular activities.
6. The study made another finding here that teachers reward hardworking students.

DISCUSSION OF FINDINGS

The results for the school location of the respondents as shown in Table 4 reveal that the largest numbers of respondents were in urban locations, which accounted for 244 respondents, representing 68.5%, and those were located in rural schools, with a frequency of 112 respondents, representing 31.5%. In terms of work experience, the study shows that the majority of the respondents were in the categories 6–10 years, with a frequency of 177 in this category, representing 49.7%; those with 11–15 years were next, with 116 respondents, amounting to 32.6%; and the least number of respondents were in the categories 1–5 years, with a frequency of 63, representing 17.7%. The results for gender of the respondents, as shown also in this table, reveal that the majority of the respondents were male, with a frequency of 201, representing 56.5%.

The female respondents had a frequency of 155, representing 43.5%. The mean score of 3.69 and the standard deviation of 1.14 are within the same range, which

indicates that the respondents' opinions across all the items do not differ much. Their major findings here are that principals ensured teachers' lesson preparation. The mean score of 3.54 with a standard deviation of 2.02, followed by item 4, which has a mean score of 3.46 with a standard deviation of 1.13, and also the standard deviations are within the same range, which indicates that the respondents' opinion across all the items does not differ much. Their major findings here are that students participate in extracurricular activities. The mean score of 3.36 and the standard deviation of 1.18 are within the same range, which indicates that the respondents' opinions across all the items do not differ much. Their major findings here are that teachers reward hardworking students.

CONCLUSION

The researcher concludes that a number of factors should be put into consideration to ensure effective school supervision in the school system. Especially in government secondary schools in general and Bauchi State in particular. The atmosphere should provide incentives for outstanding work. A thorough orientation should be given to new teachers. During the orientation, they should be made to understand what is and is not expected of them. Furthermore, staff should be offered guidance on how to carry out their activities effectively. Work standards should be provided to them in written form. Schools should arrange staff development training to ensure that new techniques and approaches to education are well understood. Finally, good work should be recognized and acknowledged publicly. This can serve as an incentive to others, i.e., make them improve their productivity.

RECOMMENDATIONS

Based on the research findings, the following recommendations are made:

1. The school principals should provide professional instructional guidance to the teachers. In doing so, the goals

Corresponding author: Aminu Ladan

✉ ladanaminu52@gmail.com

Department of General Education, School of Education, Adamu Tafawa Balewa College of Education, Kangere.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



- and objectives of the school can be attained.
2. **School** supervision should be cooperative between the principals and the teachers so that the objectives of the school can be attained.
 3. The school principals should respect the feelings of the teachers. He/she should avoid being biased; criticism should be given professionally rather than making it personal.
 4. School principals should work together harmoniously and peacefully with the teachers despite personal and professional differences.

Acknowledgements

The authors appreciated and acknowledged the TETFund and management of Adamu Tafawa Balewa College of Education for financially supporting the journal.

REFERENCES

- Adegbemile, O. (2011). Principals' Competency Needs for Effective School Administration in Nigeria. *Journal of Education and Practice* 2(4).
- Alia, C.O. & Iwuoha, N.S. (2014). New Challenges Facing Imo State Secondary School Principals in a Decentralized System: The way forward. *Journal of Educational Research*, 2(3), 179-187.
- Alike, G.U. (2016). Constraints to Effective Management of Curriculum and Instruction in Anambra state pre-primary schools. *UNIZIK Journal of Educational Management and Policy*, 1(1), 173-180.
- Amilkadir, E. & Faith, M.O (2017). Relationship between School Principal Ethical Leadership Behaviour and Positive Climate Practices. *Journal of Education and Practice* v-6(4).
- Akinfolarin, A.V. (2017). Analysis of Principals Managerial Competencies for Effective Management of School Resources in Secondary Schools in Anambra state Nigeria. *International Journal*
- Evans, R. (1996). *The human side of school change: Reform, resistance, and the real-life problems of innovation*. San Francisco. CA: Jossey-Bass.
- Ikeduigwu, N.P. (2016). Administrative and Management Skills for Effective Secondary School Management. *UNIZIK Journal of Educational Management and Policy*, 1(1),
- Ikegbusi, N.G. (2014). Towards Enhancing Staff Personnel Management in Secondary Schools in Anambra state. *Journal of Educational Research*, 2(3), 117-124.
- Ikegbusi N.G. (2016). Management Competency Needs of Principals for Effective Administrators of Secondary Schools in Nigeria: *International Journal of Advanced Research in Education & Technology (IJARET)* VOL; 3(3)
- Kafele, K.W. (2016). The Principal 50: Critical Leadership and Administrative Questions for Inspiring school-wide Excellence. ASCD Books.
- Katz, R. (2015). *Skills for an Effective Administration. In Management of Organizational Behaviour*. New York: Prentice-Hall.
- Kestus, T. Julija, M. & Daha, M. (2016). Competence of the Leadership Influence on School Improvement: *Journal of Education and Practice*, 4(7)
- Margaret, N.W. John, M. & Ruth, T. (2014). Critical Analysis of School Principals Competence in Financial Management in Kenya: Accountability in Educational Planning and Management. *Journal of Education and Practice*, 5(25)
- McNamara, C. (2016). Building Basic Skills in Management and Leadership. Free Management Library: Connect Soft Ltd.
- Maxwell, J.C. (1998). *The 21 Irrefutable Laws of Leadership: Follow Them*

Corresponding author: Aminu Ladan

✉ ladanaminu52@gmail.com

Department of General Education, School of Education, Adamu Tafawa Balewa College of Education, Kangere.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved



- and People Will Follow You.*
Nashville: Thomas Nelson.
- Northouse, P. G. (1997). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage Publications.
- Nwune, E.N., Nwogbo, V.N. & Okonkwo, C.C. (2016). Competencies Improvement Needs of Head Teachers of Primary Schools in Supervision of Instruction in Anambra state. *UNIZIK Journal of Educational Management and Policy*, 1(1), 59-66.
- Olaleye, F.O. (2013). Management Competence: Need for Effective Professionalization of Nigerian Secondary School Principals. *Arabian Journal of Business and Management Review*, 2(10), 49-54.
- Okoye, N.P. (2016). *Skills in Communication, Leadership and Decision Making*. Benin City: Duel King Press.
- Pollock, J.E. (2015). *The New Principal's Field Book: Strategies for Success*. ASCD Books.
- Pushpanadham, K. (2006). Educational leadership for school-based management. *ABAC Journal*, 26(1), 41-48.
- Smith, T.U. (2015). *Classroom Management and Administration: Principals Help Teachers Develop Essential Skills*. ASCD Books.
- Sergiovanni, T. (2012). *Moral Leadership: Getting to the Heart of School Improvement*. San Francisco, CA: Jossey-Bass.
- Yukl, G. A. (2006). *Leadership in organizations (5th ed.)*. Upper Saddle River, NJ: Prentice Hall.

Corresponding author: Aminu Ladan

✉ ladanaminu52@gmail.com

Department of General Education, School of Education, Adamu Tafawa Balewa College of Education, Kangere.

© 2023. Faculty of Tech. Education, ATBU Bauchi. All rights reserved