

Principals' Capacity Building Skills and Teachers' Job Performance in Senior Secondary Schools in Plateau State, Nigeria

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Abstract. The title of the paper is the relationship between the principals' capacity building skills and teachers' job performance in senior secondary schools in Plateau state, Nigeria. The problem of abysmal students' academic performance in Senior Secondary School Certificate Examinations (SSCE) particularly in English and Mathematics in Plateau State, Nigeria, which has apparently been attributed to the principals' capacity building skills and teachers' job performance has been something of great concern to education stakeholders. The discouraging situation has deprived these students opportunity of getting admission into tertiary institutions. It is believed that if the situation is not checked the productive capability of youths will be negatively affected and national development retarded. The aim and objective of the paper was to find out the nature of principals' capacity building skills in relation to Teachers' job performance. *The research design adopted for the study was correlational type, since the aim of the study was to find out the relationship between dependent and independent variables.* The population of the study was made up of 303 principals and 870 teachers. A sample of 174 principals which represent 57% of the principals and 487 teachers representing 56% of the teachers were taken. The results of the study showed that principals have adequate capacity building skills. Some of the recommendations are that efforts should be made by the Nigerian governments (Federal and States) and other education stakeholders to make resources available to enable both Principals and Teachers

attend more seminars, workshops and conferences. Also training and retraining of teachers should be encouraged. By these Principals and Teachers will be in tune with the dynamics and teaching strategies of the 21st century

Keywords: Principals' Capacity Building Skills, Teachers Job Performance and Secondary Schools

1. Introduction

Students' discouraging academic performance in Senior Secondary School Certificate Examination (SSCE) which apparently has been attributed to teachers' poor job performance and principals' capacity building skill is something of concern to most Nigerians and education stakeholders among others. Statistics have shown that in the recent years (2011-2015) students' academic achievement in (SSCE) conducted by the examination bodies- National Examinations Council (NECO) and the West African Examinations Council (WAEC) in Plateau State, Nigeria have been consistently low and declining. The failure rate (WAEC, 2015) ranges from 69% to 70% for English Language and 68% to 70% for Mathematics. These are core and compulsory subjects at the Senior Secondary School level.

The researcher noticed that the failure trend prompted the declaration of state of emergency on education by Plateau State government in 2009 to stem the tide. However, this appears not

to have yielded desired results as failure rate persists. Similarly, some Nigerians have blamed the school administrators (principals) and the teachers while some blamed the students themselves for the decline in academic performance. Whoever to be blamed, it is apparent that principal’s capacity building skill has correlation with teachers’ job performance and students’ academic achievement (Leithwood, Seashore, Anderson & Wahistrom, 2004). *Principals are expected to encourage the training / re-training of teachers (capacity building) that is creating enabling environment for teachers to attend workshops, seminars, conferences and symposia. When teachers are trained and retrained it is expected that they will be in tune with the constantly changing curriculum and teaching methods. The knowledge and new skills acquired by teachers from the capacity buildings programs are expected to exert positive impact on their job performance. However, absence of capacity building programmes in senior secondary schools appeared to have denied the teachers the opportunity of being abreast with new issues and trends in education. This might have given rise to teachers’ ineffectiveness.*

The aims and objective of this study are to find out the relationship between principals’ capacity

building skills and teachers’ job performance in senior secondary schools in Plateau state, find out the level of teachers’ job performance in senior secondary schools in Plateau State. The following research questions were answered in the course of the study, what is the level of principals’ capacity building skills? and what is the level of teacher’s job performance in senior secondary schools in Plateau State? The following hypothesis was formulated and tested to guide the study at 0.05 level of significance. There is no significant relationship between principals’ capacity building skills and teachers’ job performance in senior secondary schools in Plateau State.

2. Method

The research design adopted was correlational type, since the aim of the study is to find out the relationship between dependent and independent variables. The population of the study is made up of all principals and teachers in public senior secondary schools in the five educational zones in Plateau State. There are 303 principals and 870 teachers in the zones. Table 1 depicts the distribution of the principals and teachers in the five educational zones, which form the clusters of the population.

Table 1: Population of the Study Based on Educational Zones in Plateau State

Zone	LGA	No of Schools	No of Principals	No of Teachers
One	Jos North, Jos South, Jos East	94	94	320
Two	Bassa, BarkinLadi, Riyom	41	41	118
Three	Mangu, Bokkos, Pankshin. Kanke	56	56	161
Four	Kanam, Wase, Langtang North, Langtang South	80	80	165
Five	Mikang, Shendam, Quanpan	32	32	106
Total		303	303	870

For the sample of the study, two educational zones (One and Four) were selected to represent all the other Zones. Since the zones form the clusters of the population, all the 174principals’ and the 487teachers in the two sampled zones were used for the study. This represents 57% and 56% of the population of principals and teachers in the state respectively. The justification for the use of this high percentage is because the study uses the descriptive survey research design

Table 2: Sample of the Study

Educational Zones	LGAs	No of Principals	Number of Teachers
One	Jos North, Jos South, Jos East	94	322
Four	Kanam, Wase, Langtang North, Langtang South	80	165
Total		174(57%)	487(56%)

The population of the study is made up of clear and recognizable clusters, five educational zones. Hence the simple random sampling technique was used to select two educational zones from the five educational zones. Two research instruments were used to collect data for the study and these were Principals’ Managerial Skills Questionnaire (PMS - Q) and the Teachers’ Job Performance format (T.J.P). The direct method of data collection was used for the collection of data using the PCBS – Q and the *TJPF*. Research questions were answered using simple frequency counts and percentages. Hypotheses were tested using Chi – square test of independence at 0.05 level of significance.

3. Result

Research Question, what is the level of principals’ capacity building skills? The result shows that all the five items have a mean of more than 2.5 (average mean) hence the principals have all the five capacity building skills.

Table 3: Principals’ Capacity Building Skills

S/N	Items	Always	Often	Sometime	Rarely	Undecided	N	Mean	SD
1.	Principal recommends staff to attend seminars related to their job	17	129	17	17	-	174	2.80	0.70
2.	Principal encourages the funding of staff to attend workshops, seminars, symposia and conferences.	35	87	35	17	-	174	2.80	0.70
3.	Principal encourages staff to further their education.	52	52	53	17	-	174	2.80	0.57

The results also showed that the hypothesis was rejected since the χ^2 calculated (5.34) is greater than the χ^2 critical (3.22). This means that there is a significant relationship between principals’ capacity building skills and teachers’ job performance

4. Discussion

More than half 103 (59%) of the principals in senior secondary schools in Plateau State have moderate level capacity building skills. This means that more than half of the principals in Plateau State senior secondary schools possess moderate level capacity building skills while only 23% possesses low capacity building skills and 18%

5. Conclusion

The study was on the relationship between principals’ Capacity Building skills and teachers’ job performance in senior secondary schools in Plateau State. Prior to the study, the researcher observed the abysmal academic performance of senior secondary school students in Senior Secondary School Certificate Examination (SSCE) conducted by West African Examination Council (WAEC) and National Examinations Council (NECO) in Plateau State. This apparently has been attributed to principals’ Capacity Building skills and teachers’ job performance and obviously something of concern to most Nigerians and education

stakeholders among others. The researcher noticed that the failure trend prompted the declaration of state of emergency on education by Plateau State government in 2009 to stem the tide. However, this appears not to have yielded desired results as failure rate persists.

Similarly, some Nigerians have blamed the school administrators (principals) and the teachers while some blamed the students themselves for the decline in academic performance.

Whoever to be blamed, it is apparent that principals' Capacity Building skills have correlation with teachers' job performance and students' academic achievement. The study showed that there was no significant relationship between principals' capacity building skills and teachers' job performance, (there is no significant relationship between principals' capacity building skills and teachers' job performance in senior secondary schools in Plateau State) was rejected since the calculated value (5.34) is greater than the critical value (3.22).

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