



## **Principal's Demographic Variables as Predictors of Teachers' Job Performance in Public Secondary Schools in Bayelsa State**

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### **ABSTRACT**

This study examined principal's demographic variables as predictors of teachers' job performance in public secondary school in Bayelsa State, Nigeria. The study was guided by two objectives with corresponding research questions and hypotheses. Correlation survey research design was adopted for the study. The population of the study comprised all the 3,946 teachers of all the 216 public senior secondary schools in Bayelsa State. The sample size of the study was 395 respondents representing 10% of the entire population. The instrument for the study was a two set of questionnaire titled: Principal's Demographic Variables Questionnaire (PDVQ) and Teachers' Job Performance Questionnaire (TJPQ). The instruments were validated and reliability coefficients of 0.80 and 0.87 respectively were established using Cronbach alpha statistics. Research questions one to two were answered using simple regression, while t-test associated with simple regression was used to test hypotheses one to two at 0.05 level of significance. The findings of the study revealed that principal's age predicts teachers' job performance to a low extent, which principal's gender predicts teachers' job performance to a high extent in public secondary schools in Bayelsa State. Based on the findings, it was recommended that government in promotion of teachers to principalship cadre, should consider the age since it has an influence on job performance of teachers in their task area of management of classroom activities. Also, government should not be bias by looking at gender in the promotion of teachers to principalship cadre, considering that any gender could discharge their duties effectively to promote effective job performance of teachers if they take their duties seriously in school.

**Keywords:** Principal, Demographic Variables, Age, Gender, Teacher, Job Performance

### **Introduction**

Globally, education is the brain of any nation and serves as a catalyst for national development. Education is recognized as the transformer of undeveloped manpower resources of the nation into skilled, technical, costly, and highly valued elements of any society. It facilitates national development as it equips the people with the needed knowledge, skills, character, techniques and information for the improvement of an economy. The word, education is derived from the Latin word "educare" which means to bring up and "educere", which means to bring forth. Education has been viewed by sociologists from the socio-cultural point of view; hence, it means cultural transmission from generation to generation. Historians see it as the accumulated experience overtime which manifests in the present and influences the future. Psychologists regard it behaviourally, as that knowledge which influences the attitude or human behavior. Consequently, it is an instrument par-excellence and the means of developing human intellect, technical skills, character and effective citizenship for self-reliance and effective national development (FRN, 2013). The educational policy of any nation is to achieve education for all. The priority is to ensure equitable access and improvement in the quality and efficiency of education at all levels. All these indicate that education seeks to nourish the good qualities in man and bring out the best in every individual.

Secondary education is the education children receive after primary education and before the tertiary stage within the range of 12-18 years (FRN, 2013). Specifically, the secondary school system is geared towards catering for the differences in talents, provision for technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. As stated in the National Policy on Education, secondary education has two distinct objectives: preparing students for higher education and preparing students for useful living in the society. For qualitative education to be achieved in a nation, the teacher (human resource) must be well trained, supervised and taken care of, because they are the ones who facilitate learning. Teachers whether at the public or private secondary schools support, observe and record the progress of students (Adebayo, 2019). Teachers must be properly managed and taken care of in order to get the best from them. Without appropriate managerial experience and qualities, the management of teachers for best job performance will be a mirage.

Teachers' job performance has to do with individual teacher work achievement after exerting required effort on the job which is associated through getting a meaningful work, engaged profile, and compassionate colleagues/employers around. Obilade as cited in Azowa and Tantua (2020) stated that teachers' job performance can be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Okeniyi (2015) said that it could be described as "the ability of teachers to combine relevant inputs for the enhancement of teaching and learning

processes". In other words, teachers' job performance is determined by the teachers' level of participation in the day to day running of the school organization. There are some indices of that show that a teacher is performing effectively in his or her job performance, these indices include regular and early reporting at school, adequate teaching preparation, competence in subject, adequate lesson presentation, effective supervision of student, participation in extra curricula activities, acting as in-loco-parentis to students, disciplinary ability among others. However, Owence (2018) observed that, teachers' job performance is dependent on the principal manages and coordinate the activities of the teachers under him or her in the school.

The principal is the executive head of a secondary school. It is the principal that oversees the administration of secondary schools, and equally saddled with the responsibility of ensuring that the management of secondary school is effectively done. The principal is responsible for coordinating all school activities ranging from instructional supervision, financial and record management, communication, decision-making, provision of incentives, human resource development, public relations, adherence to statutory provisions, conflict management and resolution, and plant management in secondary school. Ezeh (2022) defined the principal of secondary school as the administrative head who has the responsibility of ensuring that all services are effectively done. Oyewale and Alonge (2023) noted that the principal in the school system is a professional leader and foremost supervisor who combine the roles of administration supervisor, instructional supervisor and subject supervisors. Hence the growth and development of secondary schools in Nigeria depends largely on his or her disposition.

The ability of principals to perform well in the above highlighted management services greatly depends on the principals' personalities such as demographic variables. The principal's demographic features includes the principal's age, gender, and year of experience, intelligence, educational qualification and marital status amongst others. Nevertheless, this study will be looking at age and gender of the principal. Age is viewed as the length and time an individual has lived from birth. It is the length of time during which a being or thing has existed; length of life or existence to the time spoken of or referred to (Grale, 2010). In this study, gender refers to male or female principal who oversees the management of a secondary school.

Gender as another demographic variable is described as the behavioural characteristics distinguishing between males and females in any society. Gender according Onyeonuru (2021) refers to the differentiation in roles between men and women which is different from sex but construed by society through socialization. Sex is the biological differentiation between the roles of men and women. Richard (2021) defined gender as the range of physical, biological, mental and behavioral characteristics pertaining to, and differentiating between, masculinity and femininity. Consequently, Onubuleze (2018) pointed out that the age and gender of a leader like the principal could enhance individual job performance in an organization. Jimoh (2021) however disagreed that age and gender of a leader are not determinant of subordinates' performance in any field or skill. Due to these inconsistencies, it has become necessary to determine whether age and gender of principal in the discharge of his or her duties affects teachers' job performance in public secondary schools in Bayelsa State.

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## Statement of the Problem

The desire of parents is that their children receive quality education. The government is also concerned with quality education in order to produce quality manpower to mind industries and institutions to drive economic development. Teachers are the vehicle through which quality education can be transmitted to students for useful living. This justifies the notion of no educational system may rise above the quality of its teachers. Teachers' job performance has been a cause for concern, particularly, among stakeholders in the education industry in recent times. Issues affecting teachers' job performance seems to be on the high side as the day goes by owing to lots of factors such as; lack of supervision, inadequate training, lack of digital skills, ineffective communication and poor welfare. Nevertheless, one factor that has not really been taken into consideration is the issue principal's variable or factors. There has been a general notion and tendency to criticise school principals for poor management especially when it is the case of women at the helm of affairs. Without adequate investigation, people tend to generalize not taking into proper consideration the factors of demography. Besides, the study investigated the extent principal's demographic variables (age and gender) predict teachers' job performance in public secondary school in Bayelsa State, Nigeria.

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## Aim and Objectives of the Study

The aim of the study was to examine the extent principal's demographic variables predict teachers' job performance in public secondary schools in Bayelsa State. The objectives sought to:

1. determine the extent principal's age predicts teachers' job performance in public secondary schools in Bayelsa State.
2. ascertain the extent principal's gender predicts teachers' job performance in public secondary schools in Bayelsa State.

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## Research Questions

The following research questions guided the study:

1. To what extent does principal's age predicts teachers' job performance in public secondary schools in Bayelsa State?
2. To what extent does principal's gender predict teachers' job performance in public secondary schools in Bayelsa State?

## Research Hypotheses

The following hypotheses tested at 0.05 level of significance guided the study:

1. Principal's age does not significantly predicts teachers' job performance in public secondary schools in Bayelsa State.
2. Gender of principal does not significantly predicts teachers' job performance in public secondary schools in Bayelsa State.

## Methodology

This study adopted a correlation survey design to ascertain the extent the independent variable predict the dependent variable or co-variations among the variables using a quantitative method of research. The population of this study was made up of all the 3,946 teachers (i.e. 2,076 male and 1,870 female) of all the 216 public senior secondary schools in Bayelsa State. Source: Bayelsa State Post Primary Schools Board, 2023. The sample size for this study was 395 respondents representing 10% of the entire population. The 10% was considered appropriate by Kpee (2015) to serve as an acceptable sample for a population running into thousands. A stratified sampling technique was adopted to select 22 schools spread across the 3 Senatorial District (Bayelsa East, Bayelsa Central and Bayelsa West) in Bayelsa State, from which the sample size was drawn. This ensured that all members of the population are given equal opportunity of being selected. The research instrument titled: Principal's Demographic Variables Questionnaire (PDVQ) and Teachers' Job Performance Questionnaire (TJPQ) were used for this study. The instruments have two sections (A and B). Section A elicited demographic information from the respondents, while section B elicited information on PDVQ and TJPQ. The instruments were structured on four-point Likert-scale of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (VLE) respectively. Cronbach Alpha reliability statistics was used to test the reliability of the two instruments. The reliability coefficients of Principal's Demographic Variables Questionnaire (PDVQ) and Teachers' Job Performance Questionnaire (TJPQ) are 0.80 and 0.87. The questionnaire were administered by the researcher, after which a total of 381 were retrieved from the respondents and were found suitable for data analysis. Research questions one to two were answered using simple regression, while t-test associated with simple regression was used to test hypotheses one to two at 0.05 level of significance.

## Results and Discussion

**Research Question 1:** To what extent does principal's age predicts teachers' job performance in public secondary schools in Bayelsa State?

**Table 1: Simple regression on the Extent Principal's Age Predicts Teachers' Job Performance in Public Secondary Schools in Bayelsa State**

Model	R	R Square	Adjusted R Square	Extent of prediction	Decision
1	.514 <sup>a</sup>	.277	.276	27.7%	Low extent

**Decision Rule: 100%- 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)**

Table 1 revealed that the regression (R) and regression square (R<sup>2</sup>) coefficients are .514 and .277 respectively. The extent of prediction (coefficient of determinism) is 27.7% (.277 × 100). The result showed that principal's age predicts teachers' job performance in public secondary schools in Bayelsa State to a low extent by 27.7%.

**Research Question 2:** To what extent does principal's gender predicts teachers' job performance in public secondary schools in Bayelsa State?

**Table 2: Simple Regression on the Extent Principal's Gender Predicts Teachers' Job Performance in Public Secondary Schools in Bayelsa State**

Model	R	R Square	Adjusted R Square	Extent of prediction	Decision
1	.771 <sup>a</sup>	.550	.549	55%	High extent

**Decision Rule: 100%- 75% (Very High Extent), 74% - 50% (High Extent), 49%-25% (Low Extent) and 0% - 24% (Very Low Extent)**

Table 2 revealed that the regression (R) and regression square (R<sup>2</sup>) coefficients are .771 and .550 respectively. The extent of prediction (coefficient of determinism) is 55% (.550 × 100). The result showed that principal's gender predicts teachers' job performance in public secondary schools in Bayelsa State to a high extent by 55%.

## Test of Hypotheses

**Hypothesis 1:** Principal's age does not significantly predicts teachers' job performance in public secondary schools in Bayelsa State.

**Table 3: t-test Associated with Simple Regression on the Extent Principal's Age Significantly Predicts Teachers' Job Performance in Public Secondary Schools in Bayelsa State**

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Alpha level	Decision
	B	Std. Error	Beta				
(Constant)	.976	.092		10.648	.000		
1						0.05	H <sub>01</sub> Accepted
Age	-.181	.030	-.297	6.097	.872		

**a. Dependent Variable: Teachers' Job Performance**

Table 3 revealed that standard beta value and t-test are  $-.297$  and  $6.097$ . The p-value of  $.872$  is higher than the level of significance of  $0.05$ . Therefore, the null hypothesis is accepted. By implication, principal's age does not significantly predicts teachers' job performance in public secondary schools in Bayelsa State.

**Hypothesis 2:** Gender of principal does not significantly predict teachers' job performance in public secondary schools in Bayelsa State

**Table 4: t-test Associated with Simple Regression on the Extent Gender of Principal Significantly Predicts Teachers' Job Performance in Public Secondary Schools in Bayelsa State**

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Alpha level	Decision
	B	Std. Error	Beta				
(Constant)	1.287	.097		13.288	.000		
1						0.05	H <sub>02</sub> Rejected
Gender	.061	.026	.119	2.351	.019		

**a. Dependent Variable: Teachers' Job Performance**

Table 4 revealed that standard beta value and t-test are  $.119$  and  $2.351$ . The p-value of  $.019$  is less than the level of significance of  $0.05$ . Therefore, the null hypothesis is rejected. By implication, gender of principal significantly predicts teachers' job performance in public secondary schools in Bayelsa State.

**Discussion of Findings**

The first finding of the study revealed that principal's age predicts teachers' job performance in public secondary schools in Bayelsa State to a low extent by  $27.7\%$ . Also, result from the hypothesis established that principal's age does not significantly predicts teachers' job performance in public secondary schools in Bayelsa State. This contradict the findings of Malik (2022) and Onubuleze (2018) who in their studies observed that principals age affects work performance of teachers to a great extent. According to Malik (2022) age of a person could enhance the person's performance since age and experience goes together. In view of this, Onubuleze (2018) suggested that in the promotion of teachers to principalship cadre, age should be given much premium since it had significant relationship with principals' performance in any of the task areas of management of secondary schools.

The second finding of the study showed that principal's gender predicts teachers' job performance in public secondary schools in Bayelsa State to a high extent by  $55\%$ . Also, hypothesis tested revealed that gender of principal significantly predicts teachers' job performance in public secondary schools in Bayelsa State. This finding is in agreement with Onubuleze (2018) who in his study reported that to a great extent, principals' gender affects their performance in management service in secondary schools. This also is in line with the views of Richards (2021) who observed that gender is a specific cultural patterns of behaviour that are attributed to the sexes. It refers to cultural attributes of both males and females. Supporting the findings and equally, Ayodeyi (2019) observed that gender is the socially constructed ways of ensuring good division of labour, relationship between men and women, differences in roles, behaviour and expectation. Gender also indicated the value and behaviour attached to the concepts of masculine and feminine.

**Conclusion**

Based on the findings of the study, it is concluded that principal's age predicts teachers' job performance to a low extent, which principal's gender predicts teachers' job performance to a high extent in public secondary schools in Bayelsa State.

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## Recommendations

The following are recommended based on the findings and conclusion of the study:

1. The government in promotion of teachers to principalship cadre, should consider the age since it has an influence on job performance of teachers in their task area of management of classroom activities.
2. The government should not be bias by looking at gender in the promotion of teachers to principalship cadre, considering that any gender could discharge their duties effectively to promote effective job performance of teachers if they take their duties seriously in schools.

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