

PRINCIPALS' ROLE EXPECTATIONS AS CORRELATES OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

Okpara Uchenna Grace (Ph.D)*, Dr Choice Chimaa Okaforcha**, Dr Ifunanya Nkechi Ohamobi***

Abstract

The study examined principals' role expectations as correlates of teachers' job commitment in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study was 6,598 teachers in the 267 public secondary schools from the six education zones in Anambra State. The sample of 660 teachers was used for the study. Multistage sampling techniques comprising of proportionate stratified and simple random sampling technique was used for the study. Two researcher-structured instruments were used for data collection: Principals' Role Expectations Questionnaire (PREQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instruments were subjected to face and construct validation. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficient values of 0.81 for PREQ and 0.85 for TJCQ were obtained and considered highly reliable and suitable for the study. Pearson Product Moment Correlation and multiple linear regression analysis were used for the study. The study revealed that there is a positive and significant relationship among principals' role expectations and teachers' job commitment in public secondary schools in Anambra State. Based on these findings, the study recommended among others that secondary school principals should be conversant and up-to-date with administrative roles expected of them in the school in order to keep sustaining and improving teachers' job commitment and performance in public secondary schools in Anambra State.

Keywords: Principals' roles, supervision of instruction, school plant management and job commitment

Introduction

Principals are often former teachers who have gained an understanding of school needs and concerns and are charged with the responsibilities of overseeing the day-to-day administrative and instructional activities. Principals' roles can be seen as responsibilities, duties, tasks that come with the position of a principal while expectation means prospects or anticipations. Thus, principals' role expectations are tasks, duties, responsibilities which come with the office of a principal which teachers, students, parents even the society at large anticipate of the principal to live up to. The principal is the chief executive officer who plans, organizes, directs and coordinates daily activities of secondary school organization for attainment of set educational goals and objectives of making students become useful members of the society. Amajuoyi (2022) averred that the principals' role expectations are the functions expected of the principals to carry out as an instructional leader in the school. These roles according to Amajuoyi (2022) include supervision, monitoring, making and taking decisions, managing and maintaining school plants, evaluation and dissemination of current information on management and academic matters to teachers for effective teaching and learning process. Obionu et al. (2022) outlined the roles of school principals as including management of instructional programmes, staff personnel administration, students' personnel administration, finance and physical resource management and community relationship management. Still on that, Ejiofor (2022) outlined the roles of the school principal to include creating a safe learning environment, managing the development of curriculum and setting and monitoring performance goals for teachers and students. Ejiofor (2022) further noted staff supervision, staff motivation, staff development, school plant management and decision-making among others as principals' role expectations in schools.

Principals' role is very vital in ensuring that teachers carry out their instructional activities for quality instructional delivery in schools. Odu-Dikoro (2023) summarized the expected roles of principals as: academic motivational practices, excellent supervisory skills, instructional programme leadership, staff/student personnel services, school management, staff development and good school/community

relationship. Moreover, Ughamadu et al. (2024) identified teachers' involvement in decision-making, proper delegation of duties, teachers' welfare provision, staff development, maintaining open communication and adequate provision of instructional facilities in schools as principals' roles in secondary schools.

In this work, principals' role expectations include supervision of instructions and school plant management.

Supervision of instruction is the process by which principals adequately monitor the activities of teachers in the classrooms, advising and stimulating the interest of teachers and students through monitoring teachers' actual teaching, classroom management and the use of instructional materials. It refers to the process of overseeing and supporting teaching and learning activities in educational settings. Dunu (2023) defined supervision of instruction as a process of ascertaining that teachers carry out the task of teaching to an expected level, according to the stipulated guidelines that control the educational system. It is the way of persuading teachers to desist from application of wrong teaching methods and procedures in instructional delivery. Obiekwe *et al.* (2024) noted that supervision of instruction focuses on providing guidance, feedback, and assistance to teachers to enhance their instructional practices and improve students' outcomes. Obiekwe *et al.* (2024) further opted that the primary goal of supervision of instruction is to ensure that teaching methods, curriculum, and assessment strategies align with educational standards and best practices and to ensure that effective educational services are rendered by the teachers to the students. Principals could be competent in supervision of instruction by inspecting teachers in the classroom as they teach their lessons, inspecting their lesson plans and notes and providing instructional materials for effective teaching and learning to take place (Umeh *et al.*, 2024). When teachers are adequately supervised by principals, their skills, commitment and overall performance are enhanced.

The main purpose of instructional supervision is to bring about desirable changes in teachers and students' behaviour. Supporting this, Obi et al. (2024) stressed that competent supervision of programme, projects and teachers to ensure they are on the proper course are necessary for the achievement of predetermined goals. Also, the school principal has the duty of helping teachers to plan and organize for instruction, see that teachers prepare useful lesson notes and ensures that they teach their lessons with useful instructional materials in a conducive environment where there are functional school plants to enhance teaching and learning.

School plant is the process of identifying, selecting and acquiring a suitable site of the school to be located, erecting appropriate physical structure that will assist in achieving the educational goals. The planning process involves citing, construction and provision of recreation spaces for the achievement of educational objectives. School plant is a comprehensive process in which a suitable site is chosen and adequate buildings are designed with the aim of satisfying the educational needs of the students and teachers. Nwosu (2023) defined school plant to include the site, the building, equipment and all facilities of a school or the controlled environment which facilitates the teaching and learning process while at the same time protecting the physical well being of the occupants. Nwosu and Ohamobi (2024) described school plants as the school site, buildings, classrooms, corridors, playgrounds, sanitary facilities, furniture and other equipment minus the consumable materials. It is the space interpretation of the school curriculum, the ways in which curriculum finds its physical expression. The school administrator should consider not the staff and students alone but the suitability of the site, situation, organization and location of the school itself. The appropriate location of the classrooms, laboratories, conveniences, playground etc; in relation to one another and with consideration for easy access and co-ordination of all school activities should be the concern of all school administrators.

School plant management is the effective and efficient utilization of physical facilities and instructional materials for the improvement of the school. It is primarily concerned with procuring, organizing and maintaining physical resources in an effective manner for the achievement of educational goals. Elujekwute et al. (2024) noted that school plant management entails good leadership, effective monitoring of both the users and the plant itself; applying proper maintenance culture of those facilities

and other vital checks required for the school plant to give maximum services. Furthermore, Nwosu and Ohamobi (2024) noted that effective management of school plant is important in creating the enabling conducive academic environment in order to enhance achievement and performance in teaching and learning. Moreover, engaging teachers in staff development could be of help in the management of school plants. Therefore, the tone of the school depends on the principals' competences, as the overall achievements and commitment of teachers in any secondary school seems to be highly dependent on the ability of the principal in discharging these expected roles geared towards achievement of the organization's goal.

Statement of the Problem

Some principals' mode of task execution and school administration may create barriers that thwart the meanings and interpretations of the role expectations of the principals, which may lead to educational goal misplacement and disharmony in the school. Not only this, some principals in Anambra State appear incompetent in the discharge of some of their job responsibilities. There are traces of evidence of poor instructional supervision, poor school plant management, poor staff profession development which might be a result of incompetency of some principals. When teachers perceive the principal to be incapable in handling the affairs of the school, it could lead them to; mistrust their principal, low commitment and productivity and general ineffectiveness. Invariably, the principals' display of ineffectiveness in school management could lead to teachers' poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assigned tasks. These situations necessitated the investigation of principals' role expectations as correlates of teachers' job commitment in public secondary school in Anambra State.

Purpose of the Study

The main purpose of the study was to investigate principals' role expectations as correlates of teachers' job commitment in public secondary school in Anambra State. Specifically, the study sought to:

1. examine the relationship between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State.
2. assess the relationship between school plant management and teachers' job commitment in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State?
2. What is the relationship between school plant management and teachers' job commitment in public secondary schools in Anambra State?

Hypotheses

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

1. There is no significant relationship between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State.
2. There is no significant relationship between school plant management and teachers' job commitment in public secondary schools in Anambra State.

Methodology

This study adopted a correlational survey design. Ifeakor (2018) submitted that correlational research design sought to establish the relationship between two or more variables. The population of the study was 6,598 teachers in the 267 public secondary schools from the six education zones in Anambra State. The sample of 660 teachers was used for the study. Multistage sampling techniques comprising of

proportionate stratified and simple random sampling technique was used for the study. Two researcher-structured instruments were used for data collection: Principals' Role Expectations Questionnaire (PREQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instruments were subjected to face and construct validation. Face validation was done by three experts while construct validation was carried out with Principal Component Analysis approach. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficient values of 0.81 for PREQ and 0.85 for TJCQ were obtained and considered highly reliable and suitable for the study. Pearson Product Moment Correlation and multiple linear regression analysis were used for the study.

Results

Research Question 1: What is the relationship between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the relationship between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State

Variables	N	R	r ²	Remark
Principals' Supervision of Instruction	632	0.658	0.551	Moderately Positive
Teachers' Job Commitment	632			

****Significant at $p < 0.05$**

The summary result of Pearson Product-Moment Correlation Coefficient on Table 1 showed that principals' supervision of instruction has a moderate positive relationship with teachers' job commitment in public secondary schools in Anambra State with: $r = 0.658$, $r^2 = 0.551$, percentage (%) = 55.1 and $N = 632$. This revealed a moderate positive correlation coefficient value of 0.658 which indicated that there is a moderate positive relationship existing between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State. This implies that a unit increase in the practice of supervision of instruction by principals leads to 0.658(66%) increase in teachers' job commitment in public secondary schools in Anambra State. The coefficient of determination (r^2) value of 0.551 showed that the explanatory power of the variable was moderately strong. This implies that 55% of the variations in teachers' job commitment in public secondary schools in Anambra State were accounted for by the variations in principals' supervision of instruction.

Research Question 2: What is the relationship between school plant management and teachers' job commitment in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the relationship between school plant management and teachers' job commitment in public secondary schools in Anambra State

Variables	N	R	r ²	Remark
School Plant Management	632	0.546	0.475	Moderately Positive
Teachers' Job Commitment	632			

****Significant at $p < 0.05$**

The summary result of Pearson Product-Moment Correlation Coefficient on Table 2 showed that school plant management has a moderate positive relationship with teachers' job commitment in public secondary schools in Anambra State with: $r = 0.546$, $r^2 = 0.475$, percentage (%) = 47.5 and $N = 632$. This revealed a moderate positive correlation coefficient value of 0.546 which indicated that there is a moderate positive relationship existing between school plant management and teachers' job commitment in public secondary schools in Anambra State. This implies that a unit improvement in principals' school plant management leads to 0.546(55%) improvement in teachers' job commitment in public secondary schools in Anambra State. The coefficient of determination (r^2) value of 0.475 showed that the explanatory power of the variable was moderately strong. This implies that 48% of the variations in

teachers' job commitment in public secondary schools in Anambra State were accounted for by the variations in principals' school plant management.

Hypothesis One

H₀₁: There is no significant relationship between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State.

Table 8: Summary of Pearson Product Moment Correlation on the significant correlation between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State

Variables	N	R	r ²	p-value	Remark
Principals' Supervision of Instruction	632	0.658	0.551	0.000	Significant
Teachers' Job Commitment	632				

***Significant at $p < 0.05$*

The summary result of Pearson Product Moment Correlation Coefficient on Table 9 showed the significant relationship principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State.

Hypothesis Two

H₀₂: There is no significant relationship between school plant management and teachers' job commitment in public secondary schools in Anambra State.

Table 9: Summary of Pearson Product Moment Correlation on the significant correlation between school plant management and teachers' job commitment in public secondary schools in Anambra State

Variables	N	r	r ²	p-value	Remark
School Plant Management	632	0.546	0.475	0.000	Significant
Teachers' Job Commitment	632				

***Significant at $p < 0.05$*

The summary result of Pearson Product Moment Correlation Coefficient on Table 10 showed the significant relationship between school plant management and teachers' job commitment in public secondary schools in Anambra State with $p\text{-value} = 0.000$. Since $p\text{-value} (0.000)$ is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between school plant management and teachers' job commitment in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between school plant management and teachers' job commitment in public secondary schools in Anambra State.

Discussion of the Findings

Findings on the relationship between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State revealed that there is a positive relationship between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State. The result could be explained by the fact that supervision of instruction enables principals to provide feedback and make suggestions that can improve teaching activities of teaching staff. The teachers whose principals' practices supervision of instruction may probably make useful suggestions on areas to improve on their instructional activities for better job commitment. The study also showed that there is a significant relationship between principals' supervision of instruction and teachers' job commitment in public secondary schools in Anambra State. This is as a result of the respondents accepting the fact that the school principals; monitor teachers' punctuality to classroom; ensure that the curriculum is implemented as designed; monitor teachers' classroom teaching; check teachers' scheme of work on a weekly basis; ensure teachers teach with current schemes of work; check teachers' lesson notes on weekly basis; monitor teachers' attendance to school; check students' class attendance registers regularly; monitor teachers' compliance to their duty schedule; and ensure teachers teach with recommended textbooks in public secondary schools in Anambra State. This finding is not strange because when principals adequately monitor the activities of teachers in the classrooms, advises and stimulates the interest of teachers and students, teachers will want to identify with such principal because they will gain a lot by working with them. This finding is in line with that of Agu et al. (2022) that teachers' perceptions of administrators' leadership abilities are favourably correlated with their efficacy and morale. The finding of this study also aligns with Ikedimma and Okorji (2023) who revealed that morale of the staff will be significantly enhanced if principals strive to develop themselves along the line of their duties. Similarly with findings of the study, Dunu (2023) findings also aligned that supervision of instruction could be probably applied by principals to help teachers master their subjects and use of teaching aids to bring about moderate improvement on their job performance. In line with the findings, Obi et al. (2024) findings indicated that principals who practices supervision of instruction maintain direct contact with teachers and provide professional guidance that can motivate them to effectively perform their job.

Findings on the relationship between school plant management and teachers' job commitment in public secondary schools in Anambra State revealed that there is a positive relationship between school plant management and teachers' job commitment in public secondary schools in Anambra State. The

study also showed that there is a significant relationship between school plant management and teachers' job commitment in public secondary schools in Anambra State. This is as a result of the respondents accepting the fact that the school principals; ensure that standby generator is provided for the school; ensure that laboratories are well equipped for effective teaching; ensure that ICT learning centre is provided for ICT programmes; ensure that school environment is conducive for learning; ensure periodic inspection of facilities; seek community participation in management of facilities; organize orientation for staff on school plant maintenance; gives query to staff or student for any destruction of facilities; delegate some teachers to monitor usage of school plant; and carry out regular repairs on damaged facilities. The results agreed with Nwosu (2023) who maintained that when school plants are put into use for the purpose(s) for which they are provided, academic activities will no doubt improve to a greater extent. This result corroborated Nwosu and Ohamobi (2024) findings that well-maintained facility assures effective usage for effective instructional deliveries. The result equally support Elujekwute et al. (2023) who blamed poor performances of teachers in some schools to that of too many dilapidated facilities in the schools that suffered poor maintenance by the concerned authorities.

Conclusion

The principal sees to the daily management of the school. Sometimes misunderstanding, misinterpretation and break down of law and order occur as a result of breakdown of communication between the principals, the staff and the students. The ability of the principal to effectively manage the school is the function of his ability to perform his expected roles. Hence, managing educational systems demand that school principals are expected to effectively perform some roles in the school to improve teachers' job commitment. Based on the findings, the study concluded that principals' role expectations are positively and significantly correlated to teachers' job commitment in public secondary schools in Anambra State.

Recommendations

Based on the findings, the following recommendations were made:
School principals should pay regular visits to teachers in the classroom for continuous supervision of instructions, guidance and suggestions that will improve their job performance and commitment in public secondary schools in Anambra State.

*Okpara Uchenna Grace (Ph.D)

uchennaokpara10@gmail.com

Faculty of Education

Department of Educational Foundations

Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus

Anambra State, Nigeria.

**Dr Choice Chimaa Okaforcha

Faculty of Education

Department of Educational Foundations

Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus

Anambra State, Nigeria.

***Dr Ifunanya Nkechi Ohamobi

Faculty of Education

Department of Educational Foundations

Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus

Anambra State, Nigeria.

References

- Agu, J. C., Amajuoyi, C., & Agogbua, V. U. (2022). Administrator supervisory skills and teacher job performances in secondary schools in Anaocha LGA in Anambra State. *International Journal of Innovative Education Research*, 9(1), 118-134.
- Amajuoyi, C.O. (2022). Principals' instructional supervision for improving the academic performance of students in secondary schools in Orumba South LGA in Anambra State. *International Journal of Innovative Education Research*, 10(1), 56-68.
- Dunu, C. L. (2023). Managerial competencies of principals as predictors of teachers' job performance in public secondary schools in Anambra State. *International Journal of Research in Education and Sustainable Development*, 3(4), 12-24.
- Ejiofor, E. (2022). Staff development programmes as determinants of teachers' job performance in secondary schools in South-East Nigeria.
- Elujekwute, E. C., Daagu, J. I., & Ikwen, A. U. (2023). Influence of school plant on the management of secondary schools in Zone "B" Senatorial District of Benue State, Nigeria. *Sapientia Foundation Journal of Education, Sciences and Gender Studies (SFJESGS)*, 4(1), 31-49. <file:///C:/Users/pc/Downloads/130-460-1-PB.pdf>.
- Ikedimma, I. F., & Okorji, P. N. (2023). Principals' supervision practices as correlates of teachers' commitment in secondary schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies*, 15(4), 17-26.
- Nwosu, B. E., & Ohamobi, I. N. (2024). School plant and teachers' competencies as predictors of principals' job performance in public secondary schools in Anambra State. *International Journal of Education, Research and Scientific Development*, 5(3), 1-20.
- Nwosu, C. C. A. (2023). School plant management for effective teachers' job performance in public senior secondary schools in Rivers State. *International Journal of Multidisciplinary Research and Growth Evaluation*, 03(05), 574-582.
- Obi, E. F., & Ebelechukwu, C. (2024). Principals' human resource management practices as predictors of teachers' job satisfaction in public secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 11(1), 174-180. <https://ajemates.org/index.php/ajemates/article/view/388>.
- Obiekwe, K. K., Ayodele, J. A., & Madudili, C. G. (2024). Principals' job competencies and teachers' commitment in public secondary schools in Anambra State. *Unizik Journal of Educational Management and Policy (UJOEMP)*, 6(1), 113-120.
- Obionu, U. A., Ike, A. N., & Ekwe, N. I. (2022). Principals' utilization of supervisory skills for quality assurance in public secondary schools in South East Nigeria. *COOU Journal of Educational Research*, 7(1), 72-85. <file:///C:/Users/pc/Downloads/53-320-1-PB.pdf>.
- Odu-Dikoro, T. (2023). Principals' managerial competencies and teachers' job effectiveness in public and private secondary schools in Delta State. *Scholarly Journal of Management Sciences Research*, 1(7), 44-64. <https://www.ijaar.org/articles/sjmsr/v1n7/sjmsr173.pdf>.
- Ughamadu, U., Ifediorah-Okeke, N., & Amaefule, F. N. (2024). Principals' administrative skills as correlates of teachers' task performance in public secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 11(1), 334-342. <https://ajemates.org/index.php/ajemates/article/view/404/354>.
- Umeh, N., Odeh, R. C., & Tyokyaa, C. I. (2024). The Impact of principals' administrative roles on professional development of private secondary school teachers in South Eastern. Nigeria. *International Journal of Academia and Educational Research*, 8(6), 11-40. <https://www.arcnjournals.org/images/6472-030647-862.pdf>.