



ASSESSING NEW STRATEGIES IN PRINCIPAL'S MANAGEMENT CAPACITY AS A PREDICTOR OF TEACHER'S JOB PERFORMANCE IN SENIOR SECONDARY SCHOOLS (SSS) IN ADAMAWA STATE, NIGERIA

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ABSTRACT

Assessing new strategies such as monitoring and supervision strategies, motivation strategies, role model strategies and social media strategies among others in principals' management capacity in planning, organizing, directing, coordinating and controlling is paramount for teachers' job performance in lesson plan, lesson delivery, teaching strategies, lesson notes and classroom management. This study was carried out using correlational research design. The population of the study is 309 principals and 4,388 teachers in Senior Secondary Schools (SSS) in Adamawa State. A sample of 46 principals and 439 teachers was used for the study. Two questionnaires were used for the study. Results obtained shows that there is a significant relationships between principal's management capacity in planning, organizing, directing, coordinating and controlling as it predicts teachers' job performance in lesson plan, lesson delivery, teaching strategies, lesson notes and classroom management. Based on this it is recommended that; Principals should emphasize on their planning capacity for proper guidance on what teachers need to do for effective teaching/learning in SSS in Adamawa State, Principal should assign duties and responsibilities to teachers for effective teaching/learning in SSS in Adamawa State, Principals should use effective monitoring and supervision strategies in working with teachers for effective teaching/learning in SSS in Adamawa State.

INTRODUCTION

Education is a tool for growth and progress; it does not only inculcate knowledge but also prepare individuals for the development of themselves and the society in which they live. No education can rise above the quality of its teachers. The quality of teachers is determined by their training and capability in carrying out their responsibilities. Some teachers are intrinsically motivated and hence they need only to be provided with necessary facilities needed for their task; and they can work effectively with little or no supervision. However, there are also teachers who are not willing to work except with constant supervision. Uzoechina and Nwankwo cited in Ozuluonye, Ifeanyichukwu and Chijiuka (2020) identified truancy, lateness, poor performance and negative attitudes of teachers as issues of major concern that affect secondary schools. In the same vein, even though most of the public Senior Secondary Schools (SSS) have better facilities, school environment, qualified teachers and principals than most private SSS in the state, many parents prefer to send their children to private SSS. This may not be unconnected with the fact that teaching and learning is far better in private SSS than the public SSS.

Principals' management capacity in planning, organizing, directing, coordinating and controlling the activities of SSS is necessary to enhance teachers' job performance. However, weaknesses are displayed by principals in using these

management functions to improve teachers' job performance. Some principals sit in their offices immediately they arrived in schools or after assembly and do not bother about what goes on in the classrooms, staffroom or the school premises. Monitoring and supervision of staff is neglected, instructional supervision of lesson plan, lesson note, lesson delivery and other job responsibilities of teachers are left for vice principals or senior masters or mistresses. Such activities may not be supervised well and the principal may or may not also be aware of the situation, thereby leading to poor job performance from the teachers.

Principals Management Capacity and Teachers Job Performance

This study adopts theory X and theory Y propounded by Douglas McGregor in 1950. According to Arslan and Staub (2013), McGregor argued that there are two types of managers. Those managers, who assume that workers are lazy, avoid responsibility and will always stand by without doing the organizational tasks (theory X). There are also those managers who assume that workers have regard for the organization, will carry out their responsibilities and exercise self-control (theory Y). Theory X emphasized on the authorization style of management where managers are required to give instructions and constantly supervise the employee. This is based on the assumption that employees are not motivated and dislike to carry out their task. Theory X explains the importance of supervision, external



rewards and penalties. Theory Y on the other hand deals with the participative style of management where employees are regarded as self-directed and self-motivated to work for the achievement of the organizational goals. Theory Y highlights the motivating role of job satisfaction and encourages workers to do their work without direct supervision. Theory X and theory Y can affect employee motivation and productivity, hence the need for managers to employ strategies from both theories in the day to day management of their organization.

These theories fit in to this study because in every school you find teachers who are motivated to do their work with little or no supervision. Similarly, in the same school you find teachers who are not willing to carry out their responsibilities except with constant checks and supervision. Principals are faced with these situations on a daily basis and therefore need to employ the use of theory X and theory Y to enhance teachers' job performance in their schools. In the same vein, the use of these theories will enable a principal to employ new strategies in using the management functions for the improvement of teachers' job performance in the management of their schools.

Managerial strategies as defined by Obiekwe, Thompson and Ikedimma (2021) are those competences required for effective and efficient planning, staffing, organizing, coordinating, controlling and decision making. The researchers further defined Managerial strategies for principals as their ability to successfully plan, organize, coordinate, control, make decisions and initiate actions to aid the effective management of schools. Such managerial strategies that enhance principals' management capacity (ability to plan, organize, direct, coordinate and control the activities of their schools effectively) include: monitoring and supervision strategies, motivation strategies, role model strategies, staff personnel strategies, students personnel strategies and social media strategies among others.

Bihar (2015) opined that Planning is the most basic or primary function of management. It refers to thinking ahead before engaging in any act. Planning takes care of what should be done, how it should be done and who should do it. Planning is done ahead of other functions because a manager plans before he acts. Planning involves determining the objectives and selecting a course of action to achieve them. It implies looking ahead and deciding in advance what should be done, when and where it is to be done, how and by whom it should be done. Fabunmi (2019) considers planning as essential for operations to be efficient and effective in education and that most educational plans failed because of deficiencies that manifest right from the planning process. Onuara and Eziamaka (2021) asserts that principals carry out planning strategies such as staff meetings, effective delegation of duties, proper channel of communications and setting up of committees for the improvement of their schools; which in turn enhance teachers' job performance.

An organization is an inclusion of two or more people to work together in certain structure, working towards a particular purpose or purposes as a whole. An organization involves the division of

labor, authority, and resources among the organization's members and their adaptation, which allows them to achieve organizational goals. Organization is therefore a permanent management process which forms and keeps the organizational structure (Paunskiene, Antanaviciene, Peleckis in Vanagas and Stankevic, 2014). Principals can use new management strategies to organize the work activities in their institutions. Division of labor and resources should be based on specialization and good management strategies.

Bihar (2015) is of the view that Directing involves leading, influencing and motivating employees to perform the responsibilities assigned to them. This involves creating an enabling environment that encourages staff to carry out their duties effectively. It is the managerial function of guiding, supervising, motivating and leading people towards the attainment of goals and objectives of management. According to Mohammed (2016) to supervise means to direct, oversee; guide and to ensure that expected goals and objectives are attained. Supervision is regarded as the everyday guidance of all educational operations, coordination of the detailed work and the development of good working inter-personal relations among all people involved in the teaching-learning process.

Coordination is the process of integration of individual parts of the organization's activity to achieve common goals (Vanagas and Stankevic, 2014). Coordination is another important administrative function through which activities are made for goal realization in the organization. This signifies that coordination brings together workers with different but interrelated work tasks in order to achieve the organizational goals. Each workplace has a task assigned to it and each employee's duty is specified to him based on tasks, responsibility and authority. Assigning duties to employees is an avenue that helps managers to coordinate all the entire work process.

According to Bihar (2015), Controlling is the function of management that deals with monitoring of organizational performance towards the realizations of goals and objectives. Controlling is necessary in order to ensure that the work within the organization is moving in the right direction and that progress is made for the realization of goals and objectives. For controlling to be effective, principals should establish standards for work performance to be measured; Measure the actual performance and comparing it with the standards; find the difference between the two and the reasons for such disparities and take corrective action for correcting deviations to ensure attainment of objectives.

Teachers' job performance is defined by Oyewole, Ola-Ogundele and Bamidele (2020) as "the duties performed by a teacher at a particular period in the school system in achieving organizational goals or the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes". Achmad (2017) while referring to teachers job performance opined that performance is what the teacher achieved by carrying out the task assigned to him based on his skills, experience, sincerity and the



time available. Individual's job performance depends on his capability, motivation and the managerial leadership support.

Some of the tasks teachers perform in their day to day activities in schools and especially in the classroom are lesson plan, lesson delivery and use of teaching strategies, lesson notes and classroom management. These tasks are the core primary assignment of teachers which translates in to quality teaching and learning and better academic performance of students. Principals' management capacity will enhance better job performance of teachers while carrying out these tasks under the guidance of the principal.

Teachers are the backbone of any successful and qualitative education system. They are responsible for lesson plans, lesson delivery and use of teaching strategies, lesson notes and classroom management among others. No matter how motivated a teacher is, there is the need for guidance under the principal leadership. Principals are responsible for ensuring that teachers carry out their job responsibilities effectively.

Teachers in SSS in Adamawa State need to constantly update their knowledge on current trends in education especially in relation to lesson plan, lesson delivery, lesson notes, teaching strategies and classroom management skills which are all prerequisite for effective teaching and learning. However, on the job training is often left for Non-Governmental Organizations (NGOs) or government. In house workshop or training for teachers is often neglected by principals. And it is a well-known fact that for institutions to be competitive and recognized in the world education class, they should possess modern facilities and higher quality, relevant educational programs taught by competent, motivated and highly qualified staff utilizing innovative teaching methods that integrate local knowledge with international perspectives (Yego, 2016).

As the society is changing, education and education processes and procedures in management also need to change for effective improvement in teaching/learning process. Principals' effective use of the management functions while applying new strategies to meet the changes in the attitudes of teachers towards their job is tantamount to enhancing teachers' job performance in lesson plan, lesson delivery, lesson note, teaching strategies and classroom management. Assessing new strategies such as monitoring and supervision strategies, motivation strategies, role model strategies and social media strategies among others in principals' management capacity in planning, organizing, directing, coordinating and controlling is paramount for teachers' job performance in lesson plan, lesson delivery, teaching strategies, lesson notes and classroom management.

The consequential effect of not constantly updating principals knowledge on administrative management capacity and teachers knowledge on teaching responsibilities is poor monitoring and supervision, poor instructional management, poor job performance which will translate to poor quality in lesson plan,

poor quality in lesson delivery, poor quality in teaching strategies, poor quality in lesson notes and poor quality in classroom management. The overall effect is poor quality of SSS students learning and poor quality in their academic achievements.

OBJECTIVES OF THE STUDY

The main objective of this study is to assess new strategies in principals' management capacity as a predictor of Teacher's Job Performance in Senior Secondary Schools in Adamawa State, Nigeria. The specific objectives are to:

1. Examine the planning abilities of principals as a predictor of teachers' job performance in Senior Secondary Schools in Adamawa state.
2. Determine the organizing skills of the principals as a predictor of teachers' job performance in Senior Secondary Schools in Adamawa state.
3. Evaluate principals directing capacity as a predictor of teachers' job performance in Senior Secondary Schools in Adamawa state.
4. Assess the coordinating abilities of the principals as a predictor of teachers' job performance in Senior Secondary Schools in Adamawa state.
5. Determine the Controlling abilities of the principals as a predictor of teachers' job performance in Senior Secondary Schools in Adamawa state.

RESEARCH QUESTIONS

1. What is the level of Principal's planning abilities in enhancing teachers' job performance in Senior Secondary Schools in Adamawa state?
2. What is the level of organizing skills of the Principals in enhancing teachers' job performance in Senior Secondary Schools in Adamawa state?
3. What is the level of Principal's directing capacity in enhancing teachers' job performance in Senior Secondary Schools in Adamawa state?
4. What is the level of Principal's coordinating abilities in enhancing teachers' job performance in Senior Secondary Schools in Adamawa state?
5. What is the level of controlling abilities of Principal's in enhancing teachers' job performance in Senior Secondary Schools in Adamawa state?

HYPOTHESES

1. Principals' planning abilities does not significantly predict teachers' job performance in Senior Secondary Schools in Adamawa state.
2. Principals' organizing skills does not significantly predict teachers' job performance in Senior Secondary Schools in Adamawa state.
3. Principals' directing capacity does not significantly predict teachers' job performance in Senior Secondary Schools in Adamawa state.



4. Principals' coordinating abilities does not significantly predict teachers' job performance in Senior Secondary Schools in Adamawa state.
5. Principals' controlling abilities does not significantly predict teachers' job performance in Senior Secondary Schools in Adamawa state.

METHODOLOGY

The research design adopted for the study is correlational research design. The area of the study is Adamawa State with its capital in Yola. The five educational zones in Adamawa State: Yola, Mubi, Gombi, Ganye and Numan comprise of the study area. The population of the study comprise of all principals in the 309 SSS and 4,388 teachers in the schools (UNICEF, the World Bank and Adamawa State BESDA Program 2018/2019 ASC Report.) Purposive and multistage sampling technique was used to select 15% as sample for the principals and 10% as sample for the teachers. The sample for the study is 46 principals and 439 teachers.

Researcher developed questionnaire was used to collect data. Two instruments were developed for the study; the instruments were named Principal's Management Capacity Questionnaire (PMCQ) and Teachers Job Performance Questionnaire (TJPQ). The instruments were validated by three experts. The major corrections made were on the length of the items, uniformity and equal number of items suggested for each variable. Hence the questionnaires which initially had 28 items were reduced to 25 items each. To test the reliability of the instrument, 20 copies of each questionnaire was pilot tested. Cronbach alpha method was used to calculate the correlation coefficient of the instrument. A

reliability coefficient of 0.79 and 0.85 was obtained for PMCQ and TJPQ respectively.

The questionnaires were distributed. 46 copies of PMCQ were distributed to 46 principals in the selected schools spread across the five education zones; out of the ones retrieved, only 37 was used for the study because they were appropriately filled. 439 copies of TJPQ were distributed to 439 teachers in the education zones. 398 were retrieved and 376 were found appropriate for the study.

Mean and standard deviation was used to answer research questions. The cut-off point for the weighted mean is any item that weighs 3.00 and above indicates high level and any item that weighs below 3.00 indicates low level. Linear regression statistics was used to test hypotheses 1-5 at 0.05 level of significance. The decision rule is that the null hypothesis is upheld if the computed value is less than the critical value while it is rejected if the computed value is greater than the critical value.

DATA ANALYSIS AND INTERPRETATION

Results

Research Question One: What is the level of principals' planning abilities in enhancing teachers' job performance in senior secondary schools in Adamawa State?

This research question was answered by analyzing the responses of the 37 principals on planning capacity in senior secondary schools using descriptive statistics of mean and standard deviation. The results are presented in Table 1.

Table 1: Summary of Mean and Standard Deviation of Principals' Planning Capacity in Senior Secondary Schools

S/N	Items	n = 37	Mean	SD	Remark
1	Preparing for effective lesson plan strategies.		3.19	1.35	ML
2	Preparing for effective lesson delivery strategies.		3.29	1.41	ML
3	Preparing for the usage of effective teaching strategies.		3.34	1.35	ML
4	Preparing for effective lesson notes for students.		3.17	1.33	ML
5	Preparing for effective classroom management strategies.		3.31	1.42	ML
Grand Mean			3.26		ML

Table 1 displays data for the mean scores and standard deviations of Principals' planning capacity for items 1 to 5. The mean scores fall in the range of 3.17 to 3.34, denoting a moderate level of preparedness in these areas. The standard deviations exhibit some degree of variability in responses, ranging from 1.33 to 1.42. On average, the preparation for these teaching aspects received a moderate rating from the principals, as indicated by the grand mean of 3.26 across all items.

Research Question Two: What is the level of organizing skills of principals in enhancing teachers' job performance in senior secondary schools in Adamawa State?

The research question was addressed by examining the responses regarding the organizing capacity of principals in senior secondary schools through the utilization of descriptive statistics of mean and standard deviation. The outcomes are outlined in Table 2.



Table 2: Summary of Mean and Standard Deviation of Principals' Organizing Capacity in Senior Secondary Schools

S/N	Items	n = 37	Mean	SD	Remark
6	Proper allocation of the subject to a teacher for effective lesson planning.		3.29	1.36	ML
7	Provision of instructional materials for effective lesson delivery.		3.33	1.33	ML
8	Ensuring that effective teaching strategies are used.		3.30	1.38	ML
9	Ensuring that the lesson notes are effective.		3.03	1.36	ML
10	Providing an avenue for effective classroom management.		3.20	1.41	ML
Grand Mean			3.23		ML

The data from items 6 to 10 in Table 2 provide insights into different aspects related to effective principals' organizing capacity in senior secondary schools. The mean scores for proper allocation of subjects to teachers, provision of instructional materials, ensuring the use of effective teaching strategies, effectiveness of lesson notes, and providing an avenue for effective classroom management range from 3.03 to 3.33. These indicate a moderate level of readiness in principals' organizing' capacity. The standard deviations vary from 1.33 to 1.41, showing some variability in responses. Overall, principals rated their organizing capacity as moderate with a grand mean of 3.23.

Research Question Three: What is the level of principals' directing capacity in enhancing teachers' job performance in senior secondary schools in Adamawa State?

Descriptive statistics of mean and standard deviation were employed to analyze the responses regarding principals' directing capacity in senior secondary schools. The results are depicted in Table 3.

Table 3: Summary of Mean and Standard Deviation of Principals' Directing Capacity in Senior Secondary Schools

S/N	Items	n = 37	Mean	SD	Remark
11	Supervising teachers for effective lesson planning.		3.14	1.29	ML
12	Motivating teachers for effective lesson delivery.		3.15	1.36	ML
13	Monitoring teachers for the use of effective lesson strategies.		3.27	1.41	ML
14	Supervising lesson notes of teachers.		3.34	1.39	ML
15	Motivating teachers for effective classroom management.		3.27	1.36	ML
Grand Mean			3.23		ML

The details outlining the principals' capability to manage and supervise senior secondary school teachers are presented in Table 3. This encompasses ensuring lesson planning is effective, motivating teachers to deliver quality lessons, monitoring teaching strategies, supervising lesson notes, and encouraging classroom management. The scores reveal moderate levels of effectiveness, ranging from 3.14 to 3.34. The standard deviations indicate some inconsistency among respondents' opinions. The overall grand mean of 3.23 suggests the directing capacity of senior secondary school principals is moderate.

Research Question Four: What is the level of principals' coordinating abilities in enhancing teachers' job performance in senior secondary schools in Adamawa State?

The responses on the coordinating capacity of principals in senior secondary schools were analyzed using mean and standard deviation. Table 4 provides a visual representation of the results.

Table 4: Summary of Mean and Standard Deviation of Principals' Coordinating Capacity in Senior Secondary Schools

S/N	Items	n = 37	Mean	SD	Remark
16	Harmonizing teachers' performance on lesson planning.		3.06	1.33	ML
17	Bringing together teachers' performance in lesson delivery.		3.04	1.38	ML
18	Specifying the teaching strategies used by teachers.		3.25	1.36	ML
19	Ensuring the effectiveness of teachers' lesson notes.		3.13	1.38	ML
20	Specifying the effectiveness of classroom management strategies.		3.38	1.36	ML
Grand Mean			3.17		ML



Table 4 presents valuable insights into the ability of principals to coordinate activities in senior secondary schools. This includes critical aspects such as aligning teacher performance on lesson planning, consolidating teacher performance during lesson delivery, defining the teaching strategies used by teachers, ensuring the effectiveness of their lesson notes, and specifying the efficiency of classroom management strategies. The average scores range between 3.04 to 3.38, indicating a moderate level of performance in these areas. Meanwhile, the standard deviations highlight differences in responses, suggesting various levels of agreement or consistency among participants. Overall, the data

suggests that the coordinating capacity of principals in senior secondary schools is at a moderate level, with a grand mean of 3.17.

Research Question Five: What is the level of principals' controlling abilities in enhancing teachers' job performance in senior secondary schools in Adamawa State?

Descriptive statistics of mean and standard deviation were used to analyze the responses on principals' controlling capacity in senior secondary schools. The results are illustrated in Table 5.

Table 5: Summary of Mean and Standard Deviation of Principals' Controlling Capacity in Senior Secondary Schools

S/N	Items	n = 37	Mean	SD	Remark
21	Measuring teachers' effectiveness in lesson planning.		3.03	1.32	ML
22	Correcting deviations in teachers' lesson delivery.		3.19	1.31	ML
23	Measuring the effectiveness of teaching strategies used.		3.31	1.32	ML
24	Ensuring for the usage of effective lesson notes.		3.21	1.42	ML
25	Measuring the classroom management strategies.		3.08	1.42	ML
Grand Mean			3.16		ML

The data in Table 5 provides information about the controlling capacity of principals in senior secondary schools. The data encompasses measuring the effectiveness of teachers' lesson planning and delivery, evaluating teaching strategies, ensuring the use of effective lesson notes, and measuring classroom management strategies. The mean scores for the items range from 3.03 to 3.31 suggesting that principals have a moderate level of controlling capacity. The standard deviations indicate that there

were varying levels of agreement among participants. Overall, the data implies that principals rated their controlling capacity in senior secondary schools with a grand mean of 3.16.

Hypotheses

H0₁: Principals' planning abilities does not significantly predict teachers' job performance in senior secondary schools in Adamawa State.

Table 6: Summary of Regression Analysis between Principals' Planning Abilities and Teachers' Job Performance

Predictor	Beta β	Std. Error	t-statistic	Sig
Planning Abilities	.534	.078	10.123	.000*
R Square	.285			
Adjusted R Square	.282			
Std. Error	.149			
Sum of Squares	2.286			
F-statistic	102.475			

*Significant; $p < 0.05$.

The results obtained from the regression analysis carried out to determine whether planning capacity of principals and job performance of teachers is significant. The R-squared value is 0.285, indicating that approximately 28.5% of the variance in teachers' job performance can be explained by principals' planning capacity. The adjusted R-squared value which takes into account the number of predictors in the model, was slightly lower at 0.282 (28.2%).

performance is unlikely to have occurred by random chance. More so, the Beta coefficient (β) for principals' planning capacity was noted as 0.534 (53.4%), with a t-statistic of 10.123, all of which were statistically significant ($p < 0.05$). This implies that principals' planning capacity significantly predicted teachers' job performance. Principals' planning capacity appears to explain a substantial portion of the variance observed in teachers' job performance.

Furthermore, the model was statistically significant, as evidenced by an F-statistic of 102.475 with a p-value less than 0.05 ($p = 0.000$). This suggests that the observed predictive relationship between principals' planning capacity and teachers' job

H0₂: Principals' organizing skills does not significantly predict teachers' job performance in senior secondary schools in Adamawa State.



Table 7: Summary of Regression Analysis between Principals' Organizing Skills and Teachers' Job Performance

Predictor	Beta β	Std. Error	t-statistic	Sig
Organizing Skills	.682	.088	14.958	.000*
R Square	.465			
Adjusted R Square	.463			
Std. Error	.129			
Sum of Squares	3.732			
F-statistic	223.747			

*Significant; $p < 0.05$.

The regression analysis between principals' organizing capacity and teachers' job performance revealed compelling results. The R-squared value obtained was 0.465, indicating that approximately 46.5% of the variance in teachers' job performance can be accounted for by principals' organizing capacity. The adjusted R-squared value, which considers the number of predictors in the model, was slightly lower at 0.463 (46.3%).

The model demonstrated statistical significance, as indicated by an F-statistic of 223.747 with a p-value less than 0.05. More so,

the Beta coefficient (β) for principals' organizing capacity is 0.682 (68.2%), with a t-statistic of 14.958, all of which were statistically significant ($p < 0.05$). This implies that principals' organizing capacity improves with a corresponding improvement in teachers' job performance.

H0₃: Principals' directing capacity does not significantly predict teachers' job performance in senior secondary schools in Adamawa State.

Table 8: Summary of Regression Analysis between Principals' Directing Capacity and Teachers' Job Performance

Predictor	Beta β	Std. Error	t-statistic	Sig
Directing Capacity	.259	.092	4.296	.000*
R Square	.067			
Adjusted R Square	.063			
Std. Error	.171			
Sum of Squares	.537			
F-statistic	18.458			

*Significant; $p < 0.05$.

The data presented in Table 9 showcases the results of a linear regression analysis that examines the correlation between directing capacity of principals and job performance of teachers. The R-squared value is 0.067, indicating that only 6.7% of the variation in teachers' job performance can be elucidated by directing capacity of principals, suggesting other factors influence job performance besides directing capacity. The adjusted R-squared value is 0.063, indicating a 6.3% fit for the data.

The F-statistic is 18.458, which tests the overall significance of the regression model. This shows that the regression model is significant; implying that principals' directing capacity significantly predicted teachers' job performance ($F = (1, 257) =$

18.458, $p = 0.000 < 0.05$). The Beta coefficient for principals' directing capacity is 0.259, which implies that a one-unit increase in directing capacity leads to a 0.259 unit increase in job performance. The p-value of 0.000 suggests that this coefficient is statistically significant at the 0.05 level. This data implies that teachers' job performance in secondary schools was predicted to improve with corresponding improvement in principals' directing capacity.

H0₄: Principals' coordinating abilities does not significantly predict teachers' job performance in senior secondary schools in Adamawa State.

Table 9: Summary of Regression Analysis between Principals' Coordinating Abilities and Teachers' Job Performance

Predictor	Beta β	Std. Error	t-statistic	Sig
Coordinating Abilities	.759	.059	18.701	.000*
R Square	.576			
Adjusted R Square	.575			
Std. Error	.114			
Sum of Squares	4.622			
F-statistic	349.717			

*Significant; $p < 0.05$.



Table 10 shows the R-squared value is 0.576, which means that 57.6% of the variation in teachers' job performance can be explained by coordinating capacity of principals. This is a relatively high value, which suggests that coordinating capacity of principals is a strong predictor of teachers' job performance. The adjusted R-squared value is 0.575, which is slightly lower than the R-squared value,

The F-statistic is 349.717, which tests the overall significance of the regression model. The p-value for the F-test at $df(1, 257)$ is also 0.000, which means that the model is statistically significant.

The coefficient for principals' coordinating capacity is 0.759, which means that principals' coordinating capacity improves with corresponding improvement in teachers' job performance increases. This coefficient is statistically significant at the 0.05 level, as indicated by the p-value of 0.000, which is less than 0.05. This principals' coordinating capacity significantly predicted teachers' job performance.

H0s: Principals' controlling abilities does not significantly predict teachers' job performance in senior secondary schools in Adamawa State.

Table 10: Summary of Regression Analysis between Principals' Controlling Abilities and Teachers' Job Performance

Predictor	Beta β	Std. Error	t-statistic	Sig
Controlling Abilities	.184	.089	3.005	.003*
R Square	.034			
Adjusted R Square	.030			
Std. Error	.174			
Sum of Squares	.272			
F-statistic	9.032			

*Significant; $p < 0.05$.

Table 11 shows the results of a simple linear regression analysis between principals' controlling capacity and teachers' job performance. The R-squared value is 0.034, which means that 3.4% of the variation in teachers' job performance can be accounted for by principals' controlling capacity. This is a relatively low value, which suggests that controlling capacity is a weak predictor of teachers' job performance. The adjusted R-squared value is 0.030 (3.0%), which is slightly lower than the R-squared value, accounts for the number of predictors in the model.

The F-statistic is 9.032, which tests the overall significance of the regression model, shows that the model is statistically significant at $df(1, 257)$ and p-value of 0.003, which is lesser than 0.05. The coefficient for principals' controlling capacity is 0.184 (18.4%), which means that for every one unit increase in principals' controlling capacity, the expected value of teachers' job performance increases by 0.184 units, holding all other factors constant. This coefficient is statistically significant at the 0.05 level, as indicated by the p-value of 0.003, which is less than 0.05. This means that principals' controlling capacity significantly predicted teachers' job performance.

FINDINGS OF THE STUDY

1. Principals rated their planning capacity as moderate with a grand mean of 3.26. Principals' planning capacity significantly predicted teachers' job performance ($R^2 = 28.5\%$, $F = 102.475$, $p = 0.000 < 0.05$).
2. Principals rated their organizing capacity as moderate with a grand mean of 3.23. Principals organizing capacity significantly predicted teachers' job performance ($R^2 = 46.5\%$, $F = 223.747$, $p = 0.000 < 0.05$).

3. Principals rated their directing capacity as moderate with a grand mean of 3.23. Principals directing capacity significantly predicted teachers' job performance ($R^2 = 6.7\%$, $F = 18.458$, $p = 0.000 < 0.05$).
4. Principals rated their coordinating capacity at a moderate level with a grand mean of 3.17. Principals' coordinating capacity significantly predicted teachers' job performance ($R^2 = 57.6\%$, $F = 349.717$, $p = 0.000 < 0.05$).
5. Principals rated their controlling capacity in senior secondary schools with a grand mean of 3.16. Principals' controlling capacity significantly predicted teachers' job performance ($R^2 = 3.4\%$, $F = 9.032$, $p = 0.000 < 0.05$).

CONCLUSION AND RECOMMENDATIONS

The study finds out that principals management capacity translates to effective teachers job performance in Adamawa State. Therefore, it is concluded that principals are the backbone of effective teachers job performance in lesson plan, lesson delivery, lesson note, teaching strategies and classroom management. Principals achieve all these through monitoring and supervision strategies, motivation strategies, role model strategies and social media strategies. Principals management capacity in planning, organizing, directing, coordinating and controlling is paramount for teachers' job performance in lesson plan, lesson delivery, teaching strategies, lesson notes and classroom management. Based on this, it is recommended that:

- 1) Principals should emphasize on their planning capacity for proper guidance on what teachers need to do for effective teaching/learning in SSS in Adamawa State.
- 2) Principal should assign duties and responsibilities to teachers for effective teaching/learning in SSS in Adamawa State.



- 3) Principals should use effective monitoring and supervision strategies in working with teachers for effective teaching/learning in SSS in Adamawa State.
 - 4) Principals should integrate all work activities in the school to determine the achievement of goals and objectives through effective teaching/learning in SSS in Adamawa State.
 - 5) Principals should ensure that all plans are achieved through proper guidance and correction from all deviations for effective teaching/learning in SSS in Adamawa State.
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