


Relationship Between Principals' Plant and School-Community Administrative Skills and Senior Secondary School Teachers' Job Performance in Adamawa State, Nigeria

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Abstract

The study investigated the relationship between principals' plant and school-community administrative skills and senior secondary school teachers' job performance in Adamawa State, Nigeria. Three research questions and two null hypotheses guided the study using 298 school principals and 6589 teachers as population. A sample of 124 principals and 371 teachers was obtained from three education zones using multi-stage sampling technique. A correlation research design was adopted for the study. The instrument used for data collection in the study was a structured questionnaire titled plant, school-community administrative skills and teachers' job performance questionnaire (PSCAT)JPQ. Cronbach Alpha was used to determine the reliability coefficient of the instrument which was found to be .87. Mean scores, standard deviations and Pearson Product Moment Correlation Coefficient were used to answer the research questions and tested the hypotheses. The findings showed that the relationship between principals' plant, school-community administrative skills and teachers' job performance were found to be significant in Adamawa State. Based on these findings, the study concluded that principals' plant and school-community administrative skills relate to teachers' job performance in Adamawa State. The study recommends among others that government should provide infrastructural facilities to all schools and principals should ensure proper utilization and maintenance and auditing of school plants to provide an enabling environment for teaching and learning. Also, that a functional school-based management committee (SBMC) and parent teachers' association (PTA) should be set up in all schools to foster effective school-community relationships and better teachers' job performance.

Keywords: school plant management skills, school-community skills, administrative skills, teachers' job performance, senior secondary schools

Introduction

In the contemporary world today, attention is focused on education as an instrument of launching nations into the world of science and technology and with consequential hope of human advancement in terms of living conditions and development. This is because, in every nation, education is the live-wire of its industries; it is the foundation of moral regeneration and revival of its people. Education is the process that helps to develop the whole man physically, mentally, socially, and technologically to enable him to function effectively in any environment in which they may find themselves (FRN, 2014). Therefore, no nation can afford to pay lip service to the education of its people. Education is Nigeria's largest endeavor that serves as a tool for social mobilization, political survival, and effective national development and a process that helps in developing the whole man physically, mentally, socially, economically, and technologically to enable one to function effectively in any environment they find themselves (FRN, 2014).

In any successful educational development, leadership plays a vital role in the management of available human and material resources (Nwabueze et al., 2017). School administrators initiate, organize, motivate, and direct school plant management and effective school-community relationships so as to influence teachers' job performance. Olajide (2016) asserted that principals are key actors in secondary school administration through whom educational goals are achieved efficiently in plant planning. Principals' administrative skills entail school plant management, school-community relation skills, proficiency, good decision-making, and effective problem-solving (Amanchukwu & Ololube, 2015). The administrative skills of principals in terms of school-community relations are best described as a series of planned activities through which the school seeks to learn about their host community to inform and interpret, when necessary, the problem, purpose, program, and need of the school and to involve the community in planning and evaluating school policies and progress. Therefore, for the successful development of education, the relationship that exists between the school and the

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community should be closely related to enable them to meet their goals of improving teaching and learning in school (Bibire, 2014). According to Oviawe (2016), teacher performance refers to a teacher's capacity to use the right methods and tactics to transfer the knowledge, skills, and competencies necessary to provide the intended, favorable learning outcomes to their students.

On the other hand, the community also needs schools for its survival and progress. What happens in a school affects the community, and what happens in the community affects the school as well. This means that the community builds its school and the schools build their communities. To bridge the gap, under the leadership of the principal, schools arrange public lectures, exhibitions, fairs, tournaments, symposia, discussions, recreational programs, and other social functions that involve the community as a whole. In the same vein, the community maintains its relationship with schools by mobilizing resources through the School Based Management Committee and the Parent Teachers Associations (Sa'ad & Sadiq, 2014).

School plant planning is a systematic process of organizing the site, building, equipment, and all the essential structures, permanent and semi-permanent as well as such machines and laboratory equipment, blackboard/chalkboard needed for effective teaching and learning (Amanchukwu & Ololude, 2015). In complimenting the definition, Uko (2015) and Babalola (2017) opined that school plant equally refers to the physical expression of the school curriculum in the construction, internal and external arrangement of the buildings, equipment, grounds, surroundings, general appearance, which include the flower beds, paths, orchards, shrubs, playground, classrooms, assembly hall, dining hall, desks, and school farms. Amanchukwu and Ololube (2015) opined that school principals should be thinking of the best interest of the learners under their care and one way of showing this interest is maintaining the school plant. Furthermore, the principal should ensure that the minds of staff and students are prepared by making them understand that they are one family and to further understand that the structures in the school premises belong to them and they must keep them in good condition after each use. Periodic inspection and repairs of school plants make teaching and learning worthwhile. All these will have a positive effect on the school system, thereby boosting teacher job performance (Oleforo & Maxwell, 2015).

Therefore, the responsibility of the school principal is to bring together individuals as a group that will control, coordinate, and articulate activities to achieve tangible and holistic learning for the overall benefit of society. The relationship between principals' plant and school-community administrative skills and teachers' job performance was investigated in the study area to determine principals' participation in secondary school plant planning and maintenance of effective school-community relationships in Adamawa State, Nigeria.

Theoretical Framework

This study is based on Mayo (1933) Human Relations Theory. This theory asserts that employees' productivity and job satisfaction are influenced not only by economic factors but also by social and psychological factors within the workplace. In the context of the relationship between principal administrative skills and teachers' job performance, this theory suggests that effective leadership involves more than just managerial tasks. Supporting the adoption of this theory for this study, Johnson (2023) and Smith (2022) opined that principals who possess strong administrative skills must also understand the social and psychological dynamics within the school environment. Principals with strong human relations skills can foster a positive work environment by promoting open communication, collaboration, and trust among teachers. This supportive atmosphere can enhance job satisfaction and motivation among teachers, leading to improved job performance. This theory is related to the study because it emphasizes the importance of recognizing employees' social needs, such as the desire for belonging. Principals who understand and address these needs can create a school-community relationship where teachers and the community feel valued and appreciated, which can positively impact their

performance and belonging. In view of these, this theory suggests that principals with strong administrative skills should possess the ability to build positive relationships, communicate effectively, and understand the social and psychological dynamics within the school community.

Statement of the Problem

Effective educational leadership and robust school-community relationships are crucial for enhancing teachers' job performance and overall educational outcomes (Aliyu & Bello, 2018). In Adamawa state, Nigeria, understanding the interplay between principals' administrative skills including school plant planning and collaborative engagement with the community is essential for improving educational quality. Despite the acknowledged importance of principals' administrative skills, including school plant planning and the school-community relationship, there remains a significant gap in research addressing their combined impact on teachers' job performance in Adamawa state, Nigeria.

Existing studies often overlook the specific dynamics within the state, hindering the development of targeted interventions and policies to enhance educational quality. The relationship between principals' school plant planning administrative skills and teachers' job performance is particularly crucial in Adamawa state, where challenges such as inadequate infrastructure and resource constraints are prevalent. Principals' ability to effectively plan and manage the school plant directly affects teachers' working conditions and instructional delivery. Moreover, the level of community engagement facilitated by principals influences support for teachers and school initiatives, ultimately impacting job satisfaction and performance. Hence, the need for the study to determine the relationship between principals' plant and school-community administrative skills and teachers' job performance in Adamawa State to provide informed, evidence-based strategies to address educational challenges in Adamawa State.

Purpose of the Study

The purpose of the study was to determine the relationship between principals' plant and school-community administrative skills and senior secondary school teachers' job performance in Adamawa State, Nigeria. Specifically, the study assessed the following:

1. Relationship between the level of principals' plant administrative skills and senior secondary school teachers' job performance in Adamawa State.
2. Relationship between the level of principals' school-community relation skills and senior secondary school teachers' job performance in Adamawa State.

Research Questions

The following research questions were formulated to guide the study:

1. What is the level of principals' plant administrative skills in senior secondary schools in Adamawa State?
2. What is the level of principals' school-community relation skills in senior secondary schools in Adamawa State?
3. What is the level of teachers' job performance in senior secondary schools in Adamawa State?

Hypotheses

The following null hypotheses were formulated and tested at a .05 level of significance.

1. There is no significant relationship between the level of principals' plant administrative skills and senior secondary schools' teachers job performance in Adamawa State.
2. There is no significant relationship between the level of principals' school-community relation skills and senior secondary schools teachers' job performance in Adamawa State.

Methodology

A correlational research design was adopted for the study. The study was carried out using multi-stage sampling techniques within five Education Zones (Mubi, Gombe, Yola, Numan, and Ganye) in Adamawa State, Nigeria. The target population for the study was 6,887, consisting of 298 senior secondary school principals and 6,589 senior secondary school teachers from all five education zones. A multi-stage sampling technique was adopted for the study. In Stage One, five education zones were identified, labeled Zone 1 through Zone 5. Subsequently, three education zones were randomly selected. Upon selection of the population for each of the chosen education zones, the sample size was determined to be 495 (124 School Principals and 371 teachers) using the Taro Yamane formula.

In stage II, the study randomly chose schools from each of the three selected education zones to ensure unbiased representation from different geographical areas. Stage III, the sample size was distributed proportionally among the selected zones based on their respective populations of principals and teachers and finally, within each school, the principal and the required number of teachers were randomly selected to serve as respondents. The research instrument, structured on four four-point modified Likert scale titled: principals' plant and school-community skills and teachers' performance questionnaire (PPSSTPQ), was used for data collection. The reliability coefficient for the questionnaires was .87.

Descriptive statistics of mean and standard deviation were used to answer research questions and Pearson Product Moment Correlation Coefficient (r) was used for testing the null hypotheses. The decision rule for the research questions was that the level of principals' school plant planning administrative skills and school-community relation skills and teachers' job performance were high if the grand mean score is ≥ 2.50 and low if the grand mean score is ≤ 2.49 . The grand mean was therefore used to test the null hypotheses at a .05 level of significance. The decision rule for hypotheses was that the null hypothesis would be accepted if $p > .05$ and was rejected when $p < .05$, with the result indicating that there was a significant relationship between the independent and dependent variables.

Results

The results are displayed in the Tables based on the study's research questions and hypotheses and presented in Tables 1 – 5.

Research question 1: What is the level of senior secondary school principals' plant administrative skills in Adamawa State? Analysis in Table 1 shows the means and standard deviation of the opinion of teachers and principals on the level of principals' plant administrative skills in Adamawa state. The grand mean of 2.81 and standard deviation of .98 indicate that the level of principals' plant administrative skill in Adamawa state is high.

Table 1

Level of Principals' Plant Administrative Skills

Items	<i>M</i>	<i>SD</i>	Remark
Beautification of the school compound with flowers and hedges	2.71	1.00	High
Maintenance of school plant	2.80	.99	High
Assign responsibilities to teachers for school plant operation such as cleaning, disinfecting, locking, and unlocking of class, office, stores etc.	2.97	.92	High
School plant audit that is, a comprehensive inventory of school facility	2.76	1.02	High
Average mean	2.81	.98	High

Note. $N = 495$.

Research question 2: What is the level of senior secondary school principals' school-community relation skills in Adamawa State? Analysis in Table 2 shows the means and standard deviation of the opinion of teachers and principals on the level of

principals' plant administrative skills in Adamawa state. The average mean of 2.91 and standard deviation of .97 indicates that the level of principals' schools'- community relation administrative skills in Adamawa state is high.

Table 2

Level of Principals' School-Community Relation Skills

Items	<i>M</i>	<i>SD</i>	Remark
Collaboration with teachers to organize field trips for students to study in the natural environment	2.89	1.04	High
Operation of Parent Teachers-Association in the school	2.98	.84	High
Engagement of teachers to offer teaching service to the community targeted at adult and out-of-school youth	2.83	1.00	High
Checking of school records kept by teachers			
Development of school partnerships with the community for student learning, such as employing qualified community members as PTA teachers	2.95	.98	High
Average mean	2.91	.97	High

Note. $N = 495$.

Research question 3: What is the level of senior secondary school teachers' job performance in Adamawa State? Table 3 presents the mean and standard deviations of teachers' and administrators' opinions regarding senior secondary school

teachers' job performance in Adamawa State. The senior secondary school teacher's job performance is at a high level, as indicated by the grand mean of 2.97 and a standard deviation of .899.

Table 3

Level of Teachers' Job Performance

Items	<i>M</i>	<i>SD</i>	Remark
Handling of financial duties in school	3.00	.958	High
Acceptance of responsibility	3.01	.940	High
Subject content mastery	2.94	.960	High
Maintenance of school records such as registers, dossiers, scheme of work, lesson notes, and record of work	3.22	.745	High
Organizing field trips for students to study in the natural environment	2.54	1.001	High

Items	M	SD	Remark
Advancement of professional competencies by attending in-service training	2.85	.866	High
Cooperation with Parent Teachers Association teachers employed by the school	3.01	.878	High
Classroom attendance	3.25	.756	High
Making information available for the preparation of school financial reports	3.05	.890	High
Maintenance of school plant	2.75	.987	High
Communication skills	3.02	.945	High
Teachers' participation in defining objectives for each department in school	3.05	.877	High
Participation in the mobilization of financial resources for improvement	2.85	.938	High
Maintenance of the beauty of the school compound with flowers and hedges	2.88	.979	High
Participation in school decision-making process	3.07	.861	High
Offering new ideas to the principal	2.97	.864	High
Participate in co-curricular activities	2.90	.774	High
Use of instructional materials	2.92	.962	High
Offering new ideas to the principal	2.94	.890	High
Punctuality in school	3.12	.911	High
Average mean	2.97	.899	High

Note. N = 495.

The null hypotheses one and two were tested at a significance level .05 utilizing the Pearson Product Moment Correlation coefficient.

Research hypothesis 1: There is no significant relationship between senior secondary school principals' plant administrative skills and teachers' job performance in Adamawa State.

Table 4 shows that the r value = 1.00 is greater than the computed p value = .88**. The null hypothesis of no significant relationship is rejected. Therefore, the result indicates a significant relationship between the level of principals' plant administrative skills and senior secondary school teachers' job performance in Adamawa State.

Table 4

Correlation Coefficient Between Principals' Plant Administrative Skills and Teachers' Job Performance

Variable	n	M	SD	SE	r	df	p (2 Tailed)	Decision
Principals' plant administrative skill	124	3.18	.92	.03	1.00	493	.85**	Rejected
Teachers' job performance	371	3.25	.85	.04	.88**	493	1.00	

Note. ** Correlation is significant at the level of .05.

Research hypothesis 2: No significant relationship exists between senior secondary school principals' school-community relation skills and teachers' job performance in Adamawa State. Table 4 shows that the r value = 1.00 is greater than the computed p value = .82**. The null hypothesis of no significant relationship

is rejected. Therefore, the result revealed that there was a significant relationship between the level of principals' school-community relation skills and senior secondary schools teachers job performance in Adamawa State.

Table 5

Correlation Coefficient Between Principals' School-Community Relation Skill and Teachers' Job Performance

Variable	n	M	SD	SE	df	r	p (2 Tailed)	Decision
Principals' school community relation skills	124	2.83	1.00	.09	493	1.00	.82**	Rejected
Teachers' job performance	371	2.95	.98	.06	493	.82**	1.00	

Note. ** Correlation is significant at the level of .05.

Discussion

The findings of this study reveal significant relationships between principals' administrative skills and teachers' job performance in senior secondary schools in Adamawa State. Principals' plant administrative skills were rated highly, with a grand mean score of 2.81, indicating effective management of school facilities, which significantly enhances teachers' job performance. The relationship, supported by a computed r value of 1.00 ($p < .05$), highlights the importance of maintaining organized and well-utilized school environments to create conducive conditions for teaching and learning. These findings are consistent with Babatunde (2014), who emphasized the role of effective school plant management in achieving educational objectives, and Uko (2015), who found that facility management proficiency correlates positively with teachers' performance. Furthermore, Olajide (2016) noted that principals' administrative skills, including school plant management, directly influence educational quality by fostering efficiency and resource utilization.

Similarly, principals' school-community relation skills were rated highly, with an average mean score of 2.91, and showed a significant positive correlation with teachers' job performance (r value = 1.00; $p < .05$). This finding underscores the critical role of

fostering community engagement in educational success. Principals who engage community stakeholders, such as through functional parent-teacher associations (PTAs) and school-based management committees (SBMCs), enhance teachers' job satisfaction and motivation by providing additional resources and fostering collaborative support. This aligns with the work of Duclose (2017), who highlighted that school-community relations improve stakeholder participation and teacher morale, and Johnson (2023), who emphasized the importance of community collaboration in enhancing teachers' professional performance. Aliyu and Bello (2018) also pointed out that strong community relationships are essential for addressing challenges in resource-constrained environments.

Additionally, the findings resonate with the Human Relations Theory by Mayo (1933), which asserts that addressing social and psychological factors in the workplace, such as fostering trust and collaboration, leads to improved employee productivity and satisfaction. This theory has been supported in educational contexts by Smith (2022), who found that principals with effective administrative skills and community engagement strategies positively influence teachers' performance and organizational outcomes. In conclusion, the study highlights that principals' plant management and school-community relation skills are critical determinants of teachers' job performance.

Strategic investments in leadership training, infrastructure development, and community engagement are recommended to enhance educational quality and foster a supportive teaching environment.

Conclusion

The study concludes that principals' plant and school-community administrative skills are significantly correlated with teachers' job performance in senior secondary schools in Adamawa State, Nigeria. Effectively managing school facilities and fostering collaborative school-community relationships enhance teachers' efficiency and satisfaction, thereby improving educational outcomes. Consequently, prioritizing these administrative skills is pivotal for creating a conducive teaching and learning environment that promotes better educational achievement and performance.

Recommendation

The following recommendations were made based on the findings and implications of the study:

1. The government should provide infrastructural facilities to all schools and principals should improve on the proper utilization, maintenance, and auditing of school plants to provide the enabling environment for teaching and learning.
2. The school-based management committee (SBMC) and parent-teachers association (PTA) should be set up in all schools and made functional to enhance community school efforts for effectiveness and improving teachers' job performance.
3. Government and other education stakeholders should organize seminars and workshops on administrative skills for principals and vice principals in order to improve teachers' job performance.

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