

Relationship between Administrators Economic Status and Job Performance of School Administrators in Public Senior Secondary Schools of North-West Nigeria

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Abstract: The study examined the relationship between administrators' economic status and job performance of school administrators in public senior secondary schools of north-west Nigeria. The study adopted a descriptive survey design. The population for the study comprised of all senior secondary schools in North-west zone of Nigeria. The zone has a total population of 1317 Senior Secondary Schools, 1317 Principals and 3210 teachers. Random sampling technique was used to sample four out of the seven states with a total of 766 senior secondary schools and 19046 teachers as target population of the study. Research advisor (2016) table for determining sample size was used to determine the sample size of the study which recommended a total of 306 teachers as sample size of the study. Questionnaire tagged "Administrators Economic status and job Performance Questionnaire" was used to elicit information from the respondents of the study. The Instrument was validated by experts in the field of educational management and that of test and measurement in the Faculty of Education, Usmanu Danfodiyo University, Sokoto. A pilot study was conducted using test-retest method, cronbach alpha method was used to measure the two set of data and a reliability index of 0.71 was realized. Data collected was analyzed using frequency counts, Tables, and percentages while the hypotheses were tested using Pearson Product Moment Correlation Coefficient at 0.05 level of significance with the help of statistical package for social science. Findings of the study revealed that: there was no significant relationship between administrators bouyant account and job performance of school administrators and administrators material possessions doesn't have any relationship with job performance of school administrators.

I. INTRODUCTION

Every educational system depends heavily on the quality and efficiency of its administrators for improving and maintaining standards of education. In all levels of education. School administrators shoulder the responsibility of ensuring that the goals and objectives of the school are being met. This can be achieved through the administrator's ability to plan and implement school activities using minimum resources. Therefore, the school administrator is perhaps one of the most influential factors in organizational efficiency since it is the school administrators that chooses how to implement strategies including what methods and resources to use as well as coordinating the activities of the subordinate in order to

ensure better job performance. Job performance assesses how much the goals of the organization are being achieved through competence, commitment and performance.

School Administrator refers to school head or leader. According to Kartz (1974) an administrator is one who direct the activities of others and undertakes the responsibility for achieving certain objectives through these efforts. Administrators economic status refers to monetary and all other financial possessions of an administrator. According to Answers.com (2017) economic status is the status in which you and your family is in, for example, wealthy or poor. Economic status is used interchangeably with socio-economic status. It is an economics measure of a person's work experience and an individual's or family's economic position in relation to others based on income (Marcathur, 2009). According to Chron (2017), economic status is the relative position of a family or individual on the hierarchal social structure based on the access to or control over monetary or material resources. Job performance assesses whether a person's performs a job well (Wikipedia, 2017). School administrators are school heads or leaders charged with responsibility of guiding the talents and energies of teachers, pupils and parents towards achieving common educational objectives (Wikipedia, 2017).

While Borman & Motowidlo (1993) sees job performance as behaviours that are directly involved in producing goods or services or activities that provide indirect support for the organization core technical processes. Marcathur (2009) observed that, economic status is used interchangeably with socio-economic status. Socio-economic status encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class (APA 2017). They further assents that socio-economic status can encompass a quality of life attributes as well as the opportunities and privileges afforded to people within society. Economic status enhances wellbeing and provides a means of individual satisfaction and accomplishment (Blastein 2006, Brown and Lent 2005).

Several studies were conducted to find out the relationship between family background and socio-economic status.

Sacerdote in Ford (2013) conducted a study by comparing sibling correlations for adopted children and their non-adopted sibling, for Korean adoptees in the United States. His findings indicated that 14% of the variance was due to the family income while genetic factors explain 33%. Various correlation studies carried out to investigate the impact of family and neighborhood characteristics an economic status revealed that neighborhood plays small role compared to the role of the family. The findings suggest that neighborhood has little impact on economic outcomes. (Bingley, Capellari & Tatsirainos 2004; page & Salon 2003).

Altschul (2012) is of the view that doing well academically will result in student doing well economically later in life. Altschul however noted that, chances of academic success were reduced due to poverty. Schmid (2001) opined that the influence of family income, the occupations' of parents and general family structure contribute to student's school achievement. Vellymalay (2012) noted that students from high socio-economic status experienced greater parent involvement in their education which enabled these students to increase the necessary skills, knowledge, behavior and values that are needed by their school for academic success. Findings from a national longitudinal study indicated that parents ability to invest economic, social and human capital in their children's' education led to higher academic achievement. (Altschul (2012)). Research by UNESCO in Michubu (2013) indicates that, youngsters from lower socio-economic status are less likely to succeed in school. UNESCO however emphasised that, the social class and economic status are important factors related to success in school and cannot be ignored.

Michubu (2013) investigated the socio-economic factors influencing students' academic performance in public secondary schools in Igabe south district. The researcher used a descriptive survey design for the study. The sample of the study consist of 12 school principals, 36 class teachers and 120 students. Questionnaire was the instrument for data collection. The researcher used SPSS to analyze data using descriptive statistics to generate frequencies and percentages. The main findings of the study was that parental level of education has no influence on the students' academic performance. The findings also established that parents involvement in the child education, income of the parents and financial and material support given to students improve academic performance. The researcher concludes that there is a significant positive relationship between socio-economic situation and students' academic performance.

Similarly, Xuan, xue, Zhang, Jiang et al, (2019) investigational the relationship among school socio-economic status, teacher-student relationship and middle school students academic achievement in China using a multi-national representative sample of 10,784 grade – 7 to 9 students (532% boys and 46.8% girls) in mainland China to determine the connection between school socio-economic status, math and teacher- student relationship as Mediating factors. Multi-level

mediation analysis revealed that school socio- economic status was positively related to students math achievement, however, it was further revealed that the link between school socio-economic status and students math teacher-student relationship. Hence the study conducted that, school socio-economic status can influence individual student academic achievement via the perception of teacher-student relationship.

Akpan (2011) examined the leadership qualities and administrative task performance effectiveness of secondary school principals in Akwalbom state, Nigeria: perceived by teachers. Two research questions and one hypothesis guided the study. Sample of the study was 820 teachers sampled from 82 secondary schools using stratified proportionate random sampling technique. An instrument titled "Principals leadership qualities and administrative tasks performance effectiveness questionnaire (PLQATPEQ) was used to collect data. Data was analyzed using descriptive statistics of mean and standard deviation while the hypothesis was tested using Pearson product moment correlation. Findings of the study revealed that there was a significant positive correlation between principal's leadership qualities and administrative tasks performance effectiveness. The study further concluded that leadership Qualities are a strong determinant of principal's task performance effective.

Thus, Eslamdost, Mirjamali, Yousefi & Abedimhazoun (2014) examines socio-economic status, organizational commitment and school teachers job burnout in city of Rasht in Iran. Population of the study was 2596 teachers out of which 503 were randomly selected as sample of the study. Questionnaire was the main instrument for data collection. Data collected was analyzed using frequency counts, percentages and spearman correlation coefficient. Hypothesis was tested at 0.05 level of significance. The findings of the study revealed that teachers' organizational commitment was on a high level (83.28) and rate of burnout was in moderate level. Analysis of the result indicated positive and significant relationship between socio-economic situation and organizational commitment and also a negative and significant relationship between socio-economic situation and teacher burnout. Also correlation of age with organization commitment was positive and it was negative when compared with teachers' job exhaustion. It can be expected that when socio-economic status improve there will be decrease in job exhaustion and commitment will be high and job exhaustion will be low. The researchers concluded that paying attention to socio-economic status of teachers to increase organizational commitment and reduce burnout in young teachers with low record is important.

Indeed substantial research literature provides evidence that school administrators has effects on school operations through motivating teachers and students, identifying and articulating vision and goals, developing high performance expectations, fostering communication, allocating resources and developing organizational structures to support instruction and learning

(Knopp, Copland, Pleck & Partin, 2006 ;Lee, Bryk & Smith, 1993). School administrators also influences the instructional quality of schools through teacher development and retention (Harris, Futledge, Igle& Thompson, 2006). However, the focus of this study is on the relationship between administrators economic status and job performance of school administrators. This study aimed to establish whether the relationship could have any significant influence on job performance of school administrators. Economic status is a crucial factor which can have an influence on people's behavior and attitude. Several studies have indicated that people in upper classes have tendencies to behave in certain ways different from people from lower level of economic status. Economic status refers to the relative position of a family or individual on the hierarchical social structure based on their access to and control over financial and material resources. this study concern itself with two dimensions of economic status namely buoyant account and material possessions. Buoyant account here means having more money than spending capacity while material possessions means any property or source of income that has financial value.

Although, several studies have established the influence of socio-economic status of students' parental background on students' performance and academic achievement but there is no previous evidence base on the related studies reviewed that seeks to investigate the relationship between economic status and job performance of school administrators despite the important role the variable play in students' academic performance and achievement. Therefore the present study seek to establish whether economic status of an administrator can have any impact on his job performance so that educational practitioners could respond to the underlying issues that have been uncovered.

II. THEORETICAL FRAMEWORK

Systems theory forms the theoretical framework of this study, According to Manga (2014) this theory defines a system as the sum total of parts working independently and working together to achieve required results or outcomes based on needs. Parsons in Manga (2014) considered a social system as a collection of people, resources, concepts and procedures intended to perform some identifiable functions or to satisfy a goal. A system is made up of inputs, processes and outputs and these are surrounded by an environment.

The system considered an organization as a social system in which survival depends on the system's ability to maintain the relative consistency of it processes and the relationship within and outside the system. In this study schools are social systems in which the school head or administrator interact with his subordinates and other stakeholders within and outside the school in order to ensure that the desired goals are achieved.

Research Questions

The research questions are as follows

1. What is the relationship between administrator's buoyant account and job performance of school administrators
2. What is the relationship between administrator's material possession and job performance of school administrators

Research Hypotheses

In order to guide the conduct of this study, two research hypotheses were formulated, thus;

H₀₁: There is no significant relationship between Administrator's buoyant account and job performance of school administrators

H₀₂: There is no significant relationship between administrator's material possessions and job performance of school administrators

III. METHODOLOGY

This section provides information on the procedure adopted in carrying out this study. The study adopted a descriptive survey of correlation design. The population for the study comprised of all senior secondary schools in North-west zone of Nigeria. There are seven (7) states in North-west Zone with a total population of 1317 Senior Secondary Schools, 1317 Principals and a total of 3210. Due to time and financial constraints, the researcher used random sampling technique to sample four out of the seven states with a total of 766 senior secondary schools and a total of 19046 teachers a target population of the study. Research advisor (2016) table for determining sample size was used to determine the sample size of the study which recommended a total of 306 teachers as sample size of the study. Proportionate sampling technique was use to draw the sample size required from each state under the study. While a simple random sampling technique was used to sample the required sample of teachers from each school. Questionnaire tagged "Administrators Economic status and job Performance Questionnaire" (AESJPQ) was used to elicit information from therespondents of the study. The questionnaire has a 5 point likert scale format (5= Strongly Agree, 4=Agree, 3 = undecided, 2 = agree, and 1=strongly disagree,). The Instrument was validated by experts in the field of educational management and that of test and measurement in the Faculty of Education, Usmanu Danfodiyo University, Sokoto. A pilot study was conducted using test-retest method, cronbach alpha method was used to measure the two set of data and a reliability index of 0.71 was realized. Data collected for the study was analyzed using frequency counts, Tables, and percentages while the hypotheses were tested using Pearson Product Moment Correlation Coefficient (PPMC) at 0.05 level of significance with the help of statistical package for social science (SPSS).

IV. RESULTS

H₀₁: There is no significant relationship between administrator's buoyant account and job performance of school administrators.

Table 1: Relationship between Administrator’s Buoyant Account and Job Performance of School Administrators of Senior Secondary Schools in North West Zone of Nigeria

Variable	N	Mean	SD	r-Cal	P-Value	Decision
Buoyant Account	306	10.93	4.06	0.027	0.603	H0 ₁
Job Performance	306	15.46	4.93			Accepted

In table 1, the analysis shows that the calculated value r-Cal 0.027 is less than the table value P- value 0.603, therefore the hypothesis is not rejected. This indicated that there is no significant relationship between administrators buoyant account and job performance of school administrators.

H₀₂: There is no significant relationship between administrator’s material possessions and job performance of school administrators.

Table 2: Relationship between Administrator’s Material Possessions and Job Performance of School Administrators of Senior Secondary Schools in North West Zone of Nigeria

Variable	N	Mean	SD	r-Cal	P-Value	Decision
Material Possession	306	11.48	6.08	-0.052	0.310	H0 ₁
Job Performance	306	15.46	4.90			Accepted

In table 1 above, the analysis shows that the calculated value r-Cal -0.052 is less than the table value P- value 0.310, therefore the hypothesis is not rejected. This indicated that there is weak negative relationship between administrator’s material possessions and job performance of school administrators.

Summary of Major Findings

The following are the summary of major findings.

V. DISCUSSION OF FINDINGS

H₀₁: the hypothesis one revealed that administrators that have buoyant account are not more likely to observe school rules and regulations or ensure that staff welfare is met and also the study established that those administrators that have buoyant account are not more likely to participate in training and development programmes this may not be unconnected with the fact that they are economically stable. The findings of this study also established that administrators that have buoyant account are not more likely to provide adequate facilities and instructional materials or help improve student performance. The analysis of this hypothesis indicated that there is no relationship between economic status and job performance of school administrators. This finding contradicts the research findings of Michubu (2013) which revealed that there is significant positive relationship between economic and social situation and student performance and also the findings of Eslamdost, Mirjimali, Yousefi and Abedimalizoun (2012) which established that there is significant positive relationship

between socio-economic status and organizational commitment.

H₀₂: The hypothesis was rejected. This is because the findings of this study indicated that there is no positive relationship between administrator’s material possessions and job performance. This finding contradicts the research findings of Eslamdost, Mirjimali, Yousefi and Abedimalizoun (2012) which revealed that there is significant positive relationship between socio-economic status and organizational commitment. The present study indicated that administrators that have material possessions do not have higher command of authority and responsibility than those with little or no material possessions. This study also revealed that administrators that have material possessions are not more likely to attend to their daily routines as and when due than those with little or no material resources. Furthermore the findings of this study also established that administrators that have material possessions are not more likely to supervise and monitor school activities and introduce innovations in their schools than those administrators with little or no material resources.

VI. CONCLUSIONS

Economic status is a crucial factor which can affect people’s behavior and attitudes as established by several studies such as the effects of socio-economic status of students parental background on students performance and academic achievements. This was what raised the curiosity of the researcher and interest in finding out whether there is any link between administrators economic status and job performance. The outcome of this study revealed that:

1. There is no connection between administrators buoyant account (monetary possessions) and job performance of school administrators.
2. Administrators material resources have no influence on their job performance.

Therefore, administrator’s economic status has no relationship with administrators ability to perform their job more efficiently. Hence, administrators competence is not dependent on how rich or poor they are but can be a proof of hard work, competence, commitment and resilience.

VII. RECOMMENDATIONS

The following are recommendations made:

1. School administrators should pay more attention to school improvement practices instead of accumulation of money and other material possessions which will not add any value to their job performance.
2. Policy makers and other stakeholders should ensure that policies are implemented that will checkmate the activities of some school administrators that are busy attending to their personnel businesses during working hours instead of performing their jobs as

required by virtue of their administrative position in the school.

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