



Influence of Principals' Administrative Practices on the Quality of Teaching in Senior Secondary Schools in Bauchi State

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ABSTRACT

This study examined the Influence of Principals' Administrative Practices on the Quality of Teaching in Senior Secondary Schools in Bauchi State. Specifically, it assessed the effects of school planning, teacher supervision, and financial management on teaching performance. A survey research design was employed, targeting 4,930 principals and teachers across Bauchi, Central, and Katagum educational zones. Using proportionate stratified random sampling, 346 respondents were selected. Data were gathered through a validated questionnaire titled Impacts of Principal Management (I.P.M.) with a reliability coefficient of 0.77. Descriptive statistics (mean and standard deviation) were used to address the research questions, while one-way ANOVA tested the hypotheses at the 0.05 significance level. Findings indicated that principals' planning of school activities was inadequate and contributed minimally to effective teaching. Teacher supervision was rated moderate, though reports varied between supportive practices and instances of victimization. Financial management was considered unsatisfactory, with cases of mismanagement and unnecessary levies negatively affecting instructional quality. The analysis further revealed significant differences between principals' administrative practices and teaching effectiveness, but the effect sizes were small. The study concludes that administrative practices among principals in Bauchi State are insufficient to foster high-quality teaching. It recommends that principals embrace transparent financial practices, strengthen supervision, engage in visionary planning, and maintain school facilities to enhance teacher morale and improve teaching outcomes.

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INTRODUCTION

Education is widely seen as a key sign of socio-economic progress. The levels of education in both primary and secondary stages are crucial for the advancement of all parts of society. Secondary schools, in particular, play a fundamental role in shaping a child's academic growth. However, these institutions currently face many challenges, including insufficient classrooms, limited funding, a shortage of trained teachers, and a lack of skilled administrators and leaders (Leadership Challenges, 2023).

The management of schools remains a central issue in many educational settings, often limiting individuals' ability to perform at their best. As a result, there have been calls for a more human-centered approach to school administration. Recent research in Anambra State, Nigeria, shows that principals' human relations strategies (including communication, teamwork, motivation, conflict management, and staff development) have a significant positive relationship with teachers' job effectiveness. In many developing countries, including Nigeria,

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teachers in public secondary schools' work under difficult conditions due to lack of basic resources, which harms their motivation. A study in FCT-Abuja found that principals' motivation strategies are not sufficient teachers report dissatisfaction with working conditions, recognition, and rewards. Principals play a critical role in creating a positive working environment that motivates teachers.

By encouraging teamwork, involving teachers in decision-making, and recognizing their contributions, principals can significantly improve morale and effectiveness (Okeke & Nwokolo, 2024). Strong leadership is vital for the smooth functioning of any institution. Leadership, an important quality in all social groups, varies based on the context of the organization and society. Recent studies distinguish styles of leadership such as democratic, authoritarian (akin to coercive), and laissez-faire. In Nigeria, authoritarian leadership is still observed, often associated with low teacher morale, whereas more participatory or democratic styles are linked with higher teacher satisfaction and better outcomes (Attah, 2025).

The principal's role in a school setting is complex, combining both leadership and management duties. Early studies described management functions as planning, organizing, motivating, and controlling; recent empirical work affirms that instructional leadership (monitoring classroom practice, giving feedback, ensuring alignment to standards) is essential for improving learning outcomes. However, effectiveness in instructional leadership is often limited by heavy administrative burdens and insufficient support (Ugwuanyi & Pietsch, 2024). Expectations placed on principals often come from idealized views of leadership; these need to be grounded in the specific realities of each school. One important responsibility is monitoring teaching and learning processes to ensure they meet both school and national goals. Monitoring helps check whether activities are on track and whether desired outcomes are being achieved. Recent work underscores that principals often spend a lot of time on non-instructional tasks, detracting from their ability to monitor instruction directly.

In Nigeria, secondary school principals are essential for effective school management. Good leadership encourages teachers to fulfill their responsibilities, while poor leadership — especially from under-qualified or reluctant principals—can demoralize teachers and obstruct educational goals (Okeke & Nwokolo, 2024; Attah, 2025). Educational planning varies widely across countries and education levels, but it generally involves setting clear goals based on societal and personal needs. Effective planning requires efficient use of both human and financial resources, and aims to connect education with cultural and societal values. While I didn't find a newer source that directly mirrors Ibukun (2008) on all points, recent studies of human resources management in Nigerian senior secondary schools affirm that use of resources (both human and material) is a key determinant of job performance and satisfaction.

Supervision is a crucial part of any organization's effort to meet objectives and improve the quality of teaching and learning. As leaders, principals must work with both teaching and non-teaching staff to enhance instructional quality through supervision. Instructional supervision includes activities that maintain performance standards and improve educational outcomes. Though recent studies discuss supervision less directly, the human relations strategies work (Okeke & Nwokolo, 2024) implicitly supports the importance of supervision as part of maintaining quality and standards. A persistent problem in Nigeria's education system remains the poor upkeep of school infrastructure and a lack of basic facilities. Teachers report insufficient facilities, overcrowded classrooms, and lack of instructional materials, which negatively affect teaching and learning. Mismanagement of funds in secondary schools is another significant problem that undermines efforts to achieve educational goals. Principals are often criticized for poor financial oversight, lack of transparency, and unauthorized fees. Recent discussions of leadership failures and corruption in Nigerian schools underscore that financial mismanagement remains a concern.

STATEMENT OF THE PROBLEM

The researcher observed a decline in teacher morale and job satisfaction. This decline is largely due to ineffective school leadership by principals. With over thirty years of teaching experience, the researcher found that teacher morale in Bauchi State secondary schools seems low. Signs include frequent lateness, absenteeism, loitering, and chatting during class hours. Teachers often give trivial excuses to leave school, showing various signs of dissatisfaction and conflict at work. Many teachers have lost interest in their profession and tend to neglect their responsibilities for petty jobs to boost their income. This situation can lead to poor teaching performance and hinder the achievement of educational goals (Okeke & Nwokolo, 2024).

However, proactive principals can reduce these challenges by applying good management practices and prioritizing positive relationships. Poor teaching conditions and lack of adequate facilities, often due to weak leadership, can worsen teacher dissatisfaction and lower morale even further. Currently, teacher morale is low, and most principals' management approaches do little to improve the situation. This sets the stage for the researcher to explore how principals can effectively manage secondary schools to improve teaching performance in Bauchi State (Attah, 2025).

Objectives of the Study

1. The degree to which effective planning of school activities enhances teaching performance.
2. How teacher supervision by principals contributes to improved instructional delivery.
3. The influence of school fund management by principals on teaching effectiveness.

Research Questions

The study is guided by the following research questions:

1. How significantly does the principal's planning of school activities influence effective teaching?

2. In what ways does the supervision of teachers in secondary schools enhance teaching quality?
3. How does the management of school finances by principals' impact teaching effectiveness?

Research Hypotheses

1. There is no meaningful variation between school planning practices and the effectiveness of teaching.
2. There is no notable difference between teacher supervision and the enhancement of teaching quality.
3. Management of school funds does not have a significant impact on teaching effectiveness.

METHODOLOGY

This study employed a survey research design, which involves gathering data at a single point in time to draw conclusions about a target population. The design is appropriate as it aims to explore teachers' perspectives on the effects of management. The population of the study was four thousand nine hundred and thirty (4,930) principals and teachers from the three Educational Zones of Bauchi, Darazo and Katagum. Using research advisors' (2006) sample estimation table, the sample value is three hundred and forty-six (346) using 95% confidence intervals. Proportionate stratified random Sampling technique was used to determine the sample value.

The questionnaire titled "Impacts of Principal Management (I.P.M) developed by Aja-Okore (2013) with reliability index of 0.77 with thirty (30) items was adopted. The validated questionnaire was administered to the 346 sampled participants. After completion by the respondents, it was immediately retrieved. The data was analyzed using the Statistical Package for Social Sciences (S.P.S.S). The three research questions for this study were answered using mean and standard deviation. The three (3) hypotheses were tested using one-way analysis of variance (ANOVA) to compare the means of two



independent groups in order to determine whether there is a significant difference or not.

RESULTS

Table 1: Population and Sample value of teachers in three Education Zones of Bauchi State

S/N	Education Zone	Population of teachers	Sample of Teachers
1.	Bauchi Zone	2526	175
2.	Central Zone	1377	101
3.	Katagum Zone	1027	70
	Total	4, 930	346

Source: Bauchi State Ministry of Education Annual Schools Census (2025)

Research Question 1:

How significantly does the principal's planning of school activities influence effective teaching?

Table 2: The principal's planning of school activities

Items	N	Mean	Std. D	Remarks
1. Our principal plan before opening of the term	346	3.13	1.40	Accepted
2. In our school planning is at the end of the term	346	3.14	1.41	Accepted
3. Planning in our school is satisfactory	346	3.50	3.13	Accepted
4. No planning in our school	346	3.25	1.21	Accepted
5. In our school planning is for short term	346	3.35	.95	Accepted
6. Our principal plan with a vision	346	3.20	2.56	Accepted
7. Our principal encourage teacher to plan well	346	3.00	1.47	Accepted
Grand mean		3.57		

Sources: Field work, (2025).

The results shown in Table 2 indicated that respondents generally viewed the planning of school activities negatively. They reported that school activities were not planned well. Principals had a mean score of 2.96 (SD = 0.84) for planning, while effective teaching received a mean score of 3.35 (SD = 0.82). The overall mean was 22.57,

which fell into the "small extent" category and was rejected. This finding suggests that teachers were unhappy with the level of planning in their schools.

Research Question Two:

In what ways does the supervision of teachers in secondary schools enhance teaching quality?

Table 3: Research Question Two Table

Items	N	Mean	Std. D	Remarks
1. Supervisor in our school is satisfactory	346	3.53	1.26	Accepted
2. Our principal supervises teachers to encourage	346	3.53	1.34	Accepted
3. No supervision in our school	346	3.31	1.44	Accepted
4. Our principal ensures supervision of teachers	346	3.68	1.19	Accepted
5. Supervision in our school is done in spirit of cooperation	346	3.47	1.33	Accepted
6. Our principal witch hunt teacher during supervision	346	3.49	1.32	Accepted
7. In our school, supervision is to guide teachers	346	3.17	1.45	Accepted
8. Supervision is done regularly and effectively in our school	346	3.64	1.37	Accepted
9. Criteria for supervision is known to all teachers in our school	346	3.52	1.22	Accepted
Grand mean		3.34		

Sources: Field work, (2025).

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As shown in Table 3, respondents had a moderate view on teacher supervision. The overall mean was 31.34, falling into the “moderate extent” category and was accepted. Teachers recognized that principals supervised them, with Group 1 (Supervision) having a mean of 3.20 (SD = 0.90) compared to Group 2 (Effective Teaching) with a mean of 3.61 (SD = 0.97). Although there were

statistically significant differences, the effect size ($\eta^2 = .04$) indicated only a small effect. This finding implies that effective supervision has a positive impact on teaching and learning.

Research Question Three:

To what extent does funds management improve teaching?

Table 4: The extent of funds management in improving teaching

Items	N	Mean	Std. D	Remarks
1. Our school principal ensures management of funds	346	2.93	1.64	Rejected
2. All available resources are use towards school goals	346	2.85	1.18	Rejected
3. Our principal ensures budgeting	346	3.32	2.11	Accepted
4. No budgeting in our school	346	3.47	2.29	Rejected
5. Our principal keep records of all financial transaction	346	3.30	1.26	Accepted
6. In our school funds are mismanage	346	2.92	1.56	Rejected
7. Our school principal collects unnecessary levies	346	3.52	.99	Accepted
Grand mean		3.31		

Sources: *Field work, (2025).*

Table 4 showed that respondents were unhappy with how principals managed school funds. The grand mean score was 22.31, which fell into the “small extent” range and was rejected. The ANOVA test found a statistically significant difference between the two groups: $F(1, 344) = 6.827$, $p = .009$. Group 1 (Funds Management) had a mean score of 2.83 (SD = 0.57), while Group 2 (Improved Teaching) recorded 2.99 (SD = 0.59). Though statistically significant, the mean difference was quite small. This finding suggests that poor financial management by principals negatively affects teaching effectiveness.

Hypotheses Testing

Three null hypotheses were formulated to support the findings from the research questions. To decide if these hypotheses should be accepted or rejected, data were collected from the sampled participants, including principals and teachers, and analyzed. The results of the hypothesis testing are presented below:

Hypothesis One:

There is no significant difference between planning of schools and effective teaching.

Table 5: Means and Standard Deviations Comparing Two Groups.

	N	Mean	Std. Deviation
Planning	110	2.96	.841
Effective Teaching	236	3.35	.824
Total	346	3.22	.847

Sources: *Field work, (2025).*

The analysis showed a significant difference between the two groups in planning school activities, $F(1, 344) = 15.918$, $p < .005$. Table 5 reveals that the mean score for principals

in planning school activities was 2.96 (SD = 0.84). In contrast, the mean score for effective teaching was 3.35 (SD = 0.82). Based on this result, the null hypothesis was rejected.



Table 6: One-Way Analysis of Variance Summary Table Comparing Planning and Effective Teaching.

Sources	SS	Df	MS	F	Sig.
Between Groups	10.949	1	10.949	15.918	.000
Within Groups	236.619	344	.688		
Total	247.568	345			

Sources: Field work, (2025).

Hypothesis Two:

There is no significant difference between Supervision and Improved Teaching

Table 7: Mean and Standard Deviations Comparing Two Group of Supervision and Improved Teaching

	N	Mean	Std. Deviation
Supervision	110	3.20	.90
Improved Teaching	236	3.61	.97
Total	346	3.48	.97

Sources: Field work, (2025).

A one-way between-groups ANOVA was conducted to assess the relationship between supervision and improved teaching. Participants were divided into two groups: Group 1, which received supervision, and Group 2, which focused on improved teaching. The analysis showed a significant difference in supervision scores between the two groups at the $p < .05$ level, $F(1,$

$344) = 14.67, p < .005$. Even though the result was significant, the mean difference between groups was relatively small. Group 1 recorded a mean score of 3.20 ($SD = 0.90$), while Group 2 had a mean score of 3.61 ($SD = 0.97$). The effect size, calculated using eta squared, was .04, which, according to Cohen (1988), indicates a small effect.

Table 8: One-Way Analysis of Variance Summary Table Comparing Supervision and Improved Teaching

Sources	SS	Df	MS	F	Sig.
Between Groups	12.67	1	12.67	14.08	.000
Within Groups	309.62	344	0.90		
Total	322.29	345			

Sources: Field work, (2025).

Hypothesis Three:

There is no significant difference between Management of Funds and Improved Teaching

Table 9: Means and Standard Deviations Comparing Two Group

	N	Mean	Std. Deviation
Funds Management	125	2.83	0.57
Improved Teaching	221	2.99	0.59
Total	346	2.94	0.59

Sources: Field work, (2025).

A one-way between-groups analysis of variance (ANOVA) examined the relationship

between funds management and improved teaching. The participants were divided into two

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groups: Group 1 focused on Funds Management and Group 2 on Improved Teaching. The results indicated a statistically significant difference in school funds management scores between the two groups at the $p < .05$ level, $F(1, 344) = 6.827$,

$p = .009$. Although this difference was significant, the variation in the mean scores was quite small. Group 1 had a mean score of 2.83 ($SD = 0.57$), which was notably different from Group 2, which had a mean score of 2.99 ($SD = 0.59$).

Table 10: One-Way Analysis of Variance Summary Table Comparing Two Groups

Sources	SS	Df	MS	F	Sig.
Between Groups	2.322	1	2.322	6.827	.009
Within Groups	116.994	344	.340		
Total	119.316	345			

Sources: *Field work, (2025).*

DISCUSSION OF FINDINGS

The findings on research question one on school planning showed that the opinions of three hundred and forty-six (346) respondents indicated a grand mean of 22.57, which was small extent and rejected. This means that teachers are not satisfied with the level of planning in their schools, which contradicts the view that well-planned educational activities by school principals encourage teachers to discharge their responsibilities effectively and contribute to the attainment of educational goals (Journal of Universal Education, 2023). With regards to research question two, the researcher obtained a grand mean of 31.34, which is moderate extent and accepted, indicating that teachers are satisfied with the level of supervision in their various schools.

This finding aligns with studies showing that effective supervision by principals is necessary to enhance the quality of instruction, which consequently leads to improved performance of teachers (Okeke & Nwokolo, 2024). The opinion of respondents on research question three yielded a grand mean of 22.26, which was small extent and rejected. This finding contradicts recent studies which suggest that a strong relationship exists between the quality of school facilities and the academic achievement of students (Mjssh Academic Journal, 2024). With regards to research question four, a grand mean of 22.31 was obtained, which was small extent and falls in the rejection range. This finding aligns with recent reports indicating that some school principals have been accused of financial

mismanagement, including embezzlement of school funds and abandonment of vital projects (E-Journal of Education and Research, 2023).

CONCLUSION

The study revealed that principals in Bauchi State are not managing schools well for quality teaching. They handle planning poorly, lacking vision and facing frequent mismanagement. Teacher supervision is only moderate, with some teachers claiming victimization, while in some schools, supervision is completely absent. School facilities are also in poor shape. Many schools do not have functional libraries or laboratories, which makes the learning environment unsuitable. Respondents criticized principals' handling of finances, pointing out the misuse of funds and the addition of unnecessary fees for parents, especially during tough economic times. The study concludes that the success of public senior secondary schools in Bauchi State relies on effective management by principals. Strong planning, proper supervision, maintenance of facilities, and careful financial management are crucial for improving teacher performance and teaching effectiveness. On the other hand, neglecting these areas will harm teaching and learning.

RECOMMENDATIONS

1. Principals need to pay close attention to planning all school activities to improve teaching.
2. School heads should strengthen teacher supervision to make instruction more effective.

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3. Principals should ensure regular and proper upkeep of school facilities.
4. Principals should manage school funds effectively and transparently to support quality teaching.

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