

Effectiveness of Principal's Administrative Decision on Teachers' Teaching Job Performance in Secondary Schools of Sulu

Misba H. Sampang*

Assistant Professor IV, MSU-Sulu Laboratory High School, Mindanao State University-Sulu, Sulu, Philippines

Abstract: This article aimed to determine the effectiveness of principal's administrative decision on teachers' teaching job performance in secondary schools of Sulu. The effect of the principal's administrative decision not only argued to improve the teachers' teaching job performance but also directly or indirectly influence the secondary schools' students' academic performance which eventually improve the quality of education. As a result, this article concluded that at a moment, one can pose to ponder over the role of the secondary school principal as indicative to the development of the teachers' teaching job performance. The effect of the functions of the secondary school principal in making decision cannot be overemphasized since this directly involved with the leading influence towards the accomplishment of the schools' mission, vision, and goals. Nevertheless, the importance of the secondary school principal in decision making greatly effective maneuvering the whole school activities towards development of teachers' teaching job performance and the upliftment of the students' academic performance which all educational institutions are for. Principal's decision making may have directly involved in making the whole school environment reach the goal of attaining the quality of education in the province of Sulu.

Keywords: Effectiveness, Principal's administrative decision, Teachers' teaching job performance.

1. Introduction

Teachers' teaching job performance is sometimes dependent much on the principal's administrative decision in achieving the mission, vision and goals of the secondary schools. The secondary school principal may have certain capacity to influence the teachers based on the effect of his administrative decision. This is because the principal is the authority to perform expertise and authoritative function to carry out successful job performance of teachers. The principal is the pioneer, bearing the capacity to achieve the end goal of teaching and learning. Both the teachers and the students were under the capability of the principal as leader to enhance the ability and authoritative specialized functions solely directing the school towards the achievement of the goals.

In many cases in the province of Sulu, the school principals are entrusted with the full authority to develop and design activities to capacitate teachers enhancing the academic success. The principal then is the custodian to decide the pros

and cons of the school activities with the teachers behind to exert their role as model for the students' learning. Mbipom (2016) as cited in the published article of Onyeike (2018) states that the principal assumes all jobs to accomplish all administrative tasks as leaders for achieving school objectives for posterity. The principals are the uncompromising leaders of their schools as administrators in whose hands lie the future of the institutions. Furthermore, in the school system the duty of administration falls upon the principal.

The principal co-ordinates and organizes the entire component of the school towards the achievement of goals. Being top on the hierarchy of leadership, the activities directly or indirectly affect every other factor in the whole system, the teachers, students and other non-teaching personnel. The principals provide essential role performance to a great extent that determine the effectiveness of the teachers in the performance of their job. As a matter of fact, the principal necessitates dealings to transcend the boundary of school to the Ministry of Basic Higher Technical Education as a government agency, the school board, and education commission as well as the host community. Each of these bodies has a role expectation of the principal and must successfully pilot the boat of the school to fulfillment of goals.

A principal, therefore, does not only set goal; he influences people to work willingly towards the achievement of these goals. In other words, it is the willingness of the people to follow the leader that makes a person succeed the basic job performance. This is why Onyeike (2018) states that in the school system, the leadership roles of the principal are demonstrated in his activities such as planning, coordination, supervision, decision-making and motivation of staff and these are what distinguish him as the head. It is very clear that where there is good educational planning, cogent school programs, adequate staffing and facilities, what is most needed is good leadership role performance to co-ordinate all these for success. On the other hand, if the leadership fails, every other resource fails.

Teachers' job performance effectiveness are key components in any school system and successful teaching is one of the propellers for school change. Teachers' adequacy is referred to

*Corresponding author: asdansalan@gmail.com

as far as emphasis on students' results, teaching and learning in the classroom are concern which advance better students' academic performance. The teachers are successful in the event that can perform the set objectives and selected activities as per school goals.

In this article presents the effectiveness of the principals' administrative decision to effect on the teachers' job teaching performance in the different secondary schools of the province of Sulu. In the event of the development of teaching and learning in the secondary level that was pushed forward through the initiative of the principal to influence the teachers job performance associated with the mission, vision and goals of the secondary schools in the province of Sulu. The questions this article sought to answer are some point like "How do principals' administrative decisions toke effect to develop the teachers' effective job performance." Second, "How do teachers improve the teaching learning environment through administrative decision of the principal?" and the third is "How do principal establish the effective imposition of the administrative decision to effect on the teachers' job teaching performance?"

2. Theoretical Framework

The theoretical foundation of this article was based on the theory asserted the social system theory which is relevant to education system because the concept of interaction and interdependence of parts with the education system like all other social systems has identical properties with the other system. The effect of the teaching learning activities is actually contributory factor that can enhance total transformation of the Filipino children. Hence, it is systemic advancement as a medium of change from ordinarily uneducated individual to a totally holistic professional. Holistic in the sense that the aim of education is to produce an individual who is not in the trapped of a person who is corrupt and brought up in the essence of violent person. This means that a child must be transformed to a change of identity towards excellent behavior of trustworthy and helpful.

3. The Role of Principal

The evidence from the related literature to enhance eye view of the principal as a leader in the school system indicates that the principal is the chief executive of schools has multifarious tasks to accomplish for successful administration of the school system. Several authors describe the functions and roles of the school principal. This notion was supported by Amadeker (2005) describes the functions and roles of the school principal as 'head teacher, principal, leader of the school, school father adviser, chief administrative executive, public relation officer, curriculum director, innovator, policy maker, organizer, communicator, school authority educator, perfectionist and philosopher.

In the same vein, Ezeocha (2000) sees the functions of the principal as supervision of instructions, curriculum development, aid evaluation, school community relations, and management of school finance, staff and student personnel

administration. Bernard and Goodyear (2000) posit that the principal is a standard setter, one who leads in the development of an aspiration and expectation on the part of both teachers and pupils to do good work. He assists the teachers with their problems of improving methods, materials and evaluation and thus provides a good measure of quality control. Principals can help teachers improve their testing techniques and develop their ability to analyze and interpret data. The principal as an administrator needs to possess certain administrative skills to effectively perform his duty. Several studies have discussed the administrative roles of principals.

(Bennel, 2004) states that within the secondary school system, the principal stands out as the chief executive of the school, he is also the school administrator, the instructional leader, the personnel manager for both the pupils (students) and staff personnel. The principal is also the finance and physical facility manager. The principal is expected to maintain a good relationship with the immediate community and also ensure a continuous contact with the Ministry of Education in the area in which the school is situated.

There are several categories of administrative task areas in school system. These are pupil personnel, staff personnel, instruction and educational modules improvement, school account and business administration, school plant and other general tasks (Ogbonna, 2005). Several other people made their contributions which are outlined below: Lipham and Hoeh (1990) outline five functions of school organization; in this manner. [1] Staff faculty organization. [2] Student faculty organization. [3] Finance [4] physical assets and [5] School group relationship administration.

4. Effect of Administrative Decision Making

Decision making is one of the glorious tasks of every leader who dreamed to make the institution proud and successful. In a matter of switching the objectives from doubtful condition to a very established convection of work. Everyone awaits for a final decision making to relate the activities from merely a goal setting but also to developed relevant expectation of success. Since decision making is a corporate attitudes incumbent on the leader. High expectation, therefore towards making the decision more furious to attend the school objectives. The effect is incorporated to a set of activities that surrounds the practice leadership as an authoritative engagement of winning the objectives.

The teachers in one hand, are a matter of a follower who wants to improve the teaching learning process through the model aggregation a principal has decided encouraging each one of the teacher to exert efforts to enhance better students' academic performance through the initiative of the teachers as a direct communicator of subject matter in the classroom. The effect of the administrative decision-making influence much of the attitudes of the teachers towards motivated teaching activities conversely resulted to a quality learning of the pupils in each setting of teaching environment.

In the second hand, principals who are weakly imposing the decision upon teachers would eventually arrive at the poor teaching job performance which also influence largely the

academic performance of the students as a subject benefactor of teaching. In matters of teacher's loyalty to the principal allegedly dependent on the principal decision making, otherwise those teachers who are well versed in the teaching loyalty may involve rightly guided principle to relieve the loyalist to pursue right initiatives to reach the goals on their own accord that is to achieve quality teaching as well as quality learning.

Hence, the effect of administrative decision making of the school principal always essential as far as to develop and improve the teachers' teaching job performance. However, Ehiamentalor (2005) explains that educational administrators concern themselves with four issues and functions which include: The procurement, training, maintenance, development evaluation and remuneration of personnel. The determination and implementation of the instructional programme is their primary responsibility. The operation of educational business in its entire ramification (Resources, Finance etc.), with the establishment and maintenance of good public relations are products that will enhance better teaching and learning environment. Such that Ezeocha (2000) views the roles of principals as supervision of instruction, curriculum development and evaluation, school community relationship, staff personnel administration, student personnel administration, management of school finance and school physical facilities.

5. Improvement of Teaching Learning Environment

The administrative decision making of the school principal holds great quality to improve the teaching learning environment in many educational institutions especially in the secondary level. Many loyal teachers to the principal held intact when the decision is coming right from the principal. Ineffectiveness decision making might affect the quality of education indirectly. Ineffective decision making create a great blow on the teaching job performance of the teachers towards negative decline that would eventually produce great impact towards diminishing value of the academic performance. Alternatively, everyone in the academic arena wants this excellent academic performance. Hence, the proper handling of the active effect of the administrative decision to elevate the academic excellence. At one time this may support to the improvement of the teaching learning environment.

The process of improving the teaching learning environment through administrative decision making insistently motivated to achieve quality education. The teachers can achieve further good teaching job performance; therefore, the students increasingly improve the academic performance. The Ministry of Basic Higher Technical Education (MBHTE) of the province of Sulu can support the improvement of education techniques to make education more meaningful livelihood development. Today, the world is in the height of the economic crisis, the war in Ukrain has contributed to the problems on oil production fluctuation and other commodities. The price of the oil is increasing almost every day. The prices of the local commodities also influenced by the oil price almost every day. Educational system today also affected by economic

crisis and technology advancement especially so in the rural province of Sulu.

In the meantime, school technological advancement were scarcely distributed among public secondary schools. Not even a single secondary school appropriately supplied with enough technology resources enough to sustain educational needs of the secondary schools. The Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), a government that is supposedly supported by the National Government ruled the five provinces known to have been recognized as "autonomous" in Mindanao. The fruit harvested during the decade struggle for personal identity of the Moro National Liberation Front (MNLF) and the Moro Islamic Liberation Front (MILF) headed by Professor Nur Misuari and Hashim Salamat respectively. The recognition given by the Philippine Government to the two superior group initiated Peaceful ambience of the five provinces. The Ministry of Basic Higher Technical Education (MBHTE) created to manage the educational pursuit of the provinces, sad to say unable to sustain enough educational paraphernalia for the secondary school students. Development of the teaching and learning and school environment still held at stake under the political will of the two-groups. Only then, the operation of the Bangsamoro government with the billions of pesos to sustain the governance not far to develop the educational activities of the province. Henceforth, the Bangsamoro Transition Authority (BTA) is now pulling all the possibilities to improve the governance of the BARMM. Though not exactly doing its vigorous impact on the development level, at least they start now moving towards development. On the other hand, complete success lies in the real world of collaboration from top government officials down to the level of school principals, if only, to develop the educational system of the rural province of Sulu. Everyone has the role to play for development.

6. Effective Imposition of the Administrative Decision on the Teachers' Teaching Job Performance

The school unit is headed by the school principal. The subordinate teaching staff, non-teaching staff, and other man power were influenced largely by administrative decision of the principal. Igoni (2020) emphasized that principal is the coordinator of the entire secondary school activities, and maintains a harmonious relationship with the teachers as subordinates to ensure the success of school administration. Nwadiani (2008) asserted that, the principal is the fulcrum upon which the success or failure of school administration revolves around noting that, the principal must maintain close ties that collaboratively make efforts with the teachers in the achievement of school goals.

Moreover, principal's administrative decision clearly influenced the teachers' teaching job performance associated with issues of teachers' teaching job performance. The visibility of the loyal teachers easily accommodated whenever the teachers' teaching job performance improvement come up to the knowledge of the whole constituents of the MBHTE. At any rate, this involvement commences for the direction of getting up to the basic evaluation of the students' academic achievements. The notion of coming up with a proposition of a

relationship between the three subjects under discussion. The principal's administrative decision carried down to improve the teachers' teaching job performance which eventually made visible in the students' academic performance. The interpretation of this relationship shows that the power of the principal to initiate decision where the teachers' teaching job performance tend to improve which immediately effect on the students' academic performance. Principal could be seen as the administrative leader of secondary schools responsible for the day-to-day administration of the school for the achievement of education set goals and objectives (Ogbonnaya, 2010).

Principal as an administrator of secondary school is occupied by an administrative head in charge of tasks planning, controlling and coordinating, which include the management of human, material, financial and time resources aimed at achieving the school goals and objectives (Hillinger & Heck, 2012). According to Adeyemi (2011), among these roles include providing effective leadership, maintaining the welfare of teachers and managing instructional facilities in secondary schools through which the job performance of teachers and principals can be enhanced. The principal is entrusted with the responsibility of improving the quality of administration and instructional activities through effective use of various practices to influence the teachers in carrying out their respective duties for enhanced productivity and quality output (Nwabueze, et. al., 2018).

7. Conclusion

At a moment, one can pose to ponder over the role of the secondary school principal as indicative to the development of the teachers' teaching job performance. The effect of the functions of the secondary school principal in making decision

cannot be overemphasized since this directly involved with the leading influence towards the accomplishment of the schools' mission, vision, and goals. Nevertheless, the importance of the secondary school principal in decision making greatly effective maneuvering the whole school activities towards development of teachers' teaching job performance and the upliftment of the students' academic performance which all educational institutions are for. Principal's decision making may have directly involved in making the whole school environment reach the goal of attaining the quality of education in the province of Sulu.

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