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PLANNING FOR PRINCIPAL'S JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN IKPOBA OKHA LOCAL GOVERNMENT AREA: DEMOGRAPHIC FACTORS

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Introduction

An effective school principal is mandatory in the process of providing quality education, hence principal is pivotal for effective tasks delivery at the secondary school level (Yusuf & Sofolume, 2014). Onyango (2021) asserts that the principal is vested with the responsibility of all the administrative tasks. The principals' instructional leadership through curriculum design, goal setting, supervision and monitoring the academic process is imperative for school effectiveness (Asiyai, 2020). Thus, the principals play a major role in ensuring that teachers perform their job effectively which is reflected in the students' performance (Wallace Foundation, 2015). School principal is the head of management in a secondary school. Making an effective person as a principal could render a school ineffective. School principals in Nigeria are primary contributors to the failure of secondary schools Victor (2017). The study of Ofeimu, Abdulrahman and Kolawole (2018) found that in Edo North Senatorial District that principals encounter challenges of enforcement of discipline in of public secondary schools the than their counterparts in private secondary schools.

According to Onuma (2015), for effective management of secondary education system, the school principal is expected to have certain essential leadership and administrative skills such as values and vision, creation of motivation; communication and collaboration with teachers, organisational characteristics, pedagogical characteristics, decision-making process, and evaluation of teachers among others being that he/she is the leader and administrator of the system. Principal performance manifest according to Wallace Foundation (2013) - in Shaping a vision of academic success for all students; one based on high standards; creating a climate hospitable to education in order that safety is assured; a cooperative spirit and other foundations of fruitful interaction prevail; cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision; improving instruction to enable teachers to teach at their

best and students to learn their utmost and managing people, data and processes to foster school improvement.

Adequate planning must be embarked upon in the educational system in order to make choice of principals who would perform their duty optimally. Asiyai and Akporehe (2020) maintained that educational planning is determining in advance through analytical and systematic process what needs to be done in order to achieve educational goals. For educational goals to be attained, demographic variables of a principal go a long way to enhance his/her performance and hence must be one of the educational plan agenda.

Performance in the educational system means doing what ought to be done in order to achieve a goal. A principal who is performing in her/his school must carry out functions and activities that will ensure high internal efficiency. Duke (2019) states that performing principals engage in walking around, greeting students and teachers and informally monitoring possible problem areas as part of management. Demographic factors of principal could or not accentuate the performance of a principal hence it is the focal point of the study. Demographic variables are unique characteristics of individuals or a people that differentiate them from others. Ezeani and Akubueze (2017) explained demographic variables as important similar features of individual or sample group that differentiate them.

The demographic variables used in this study are age, experience and gender. Age, gender and experience are the indices of the demographic factors that could influence principals' job performance. Both male and female, experienced and inexperienced, young and old principals' perform activities that are important for school effectiveness but could be of different intensity. Age can be referred to as the number of years that a person has lived. Principals' biological age plays an important role in effective secondary schools management. Abiodun (2013) perceived that inactive age as a result of old age affects productivity in Nigerian schools. He also emphasized that the principals' active achievement age depicts managerial skills and relationship amongst the teachers, students and the host community. Akpan (2021) carried out a study in River State to assess the influence of some administrators' demographic variables on public secondary schools management in Rivers State, Nigeria. The finding showed that administrators' marital status and age influence public secondary schools in that state.

Experience is the knowledge gained through repeated trials (Tom, 2017). Akpan (2017) defined experience as a process of gaining knowledge or skill. Therefore, experience is the professional growth that takes place in an individual as a result of continued stay, self-educational development, training and retraining on the job and other related processes. Bojawoye (2016) opined that principal experience is the totality of characteristics, both past and present with reference to knowledge, understandings, practices, skills, evidences, trails, contacts, expertise, proofs, exposures, observations, familiarities, events, affairs, incidents, tests and occurrences that make-up the quality of the principal. Clark, Martorell and Rockoff (2009) found a positive impact of principal experience on school performance in a study carried out in New York City to estimate how the characteristics of school principals relate to school performance.

Gender refers to the social attributes and opportunities associated with being male and female and the relationship between men and women, boys and girls (Hannan, 2021). Gender also refers to roles and responsibilities of men and women socially-constructed (Akinboye, 2014). Federal Ministry of Women

Affairs and Social Development (FMWASD) (2016) defined gender as the social roles allocated respectively to men and women in a particular society and at a particular time.

Job performance is a dynamic, multidimensional construct assumed to be an indication of a principal's behaviour in executing the requirement of a given organisational role (Chandraseker, 2021). Globally job performance of principals is an important issue in schools and it is an important factor that determines organizational productivity (Herrmann, Clark, James-Burdumy, Tuttle, Kautz, Knechtel, & Deke, 2019).

Conceptual Framework

Demographic factors are personal attributes of individuals. These attributes which differ in individuals could contribute to job performance. For instance, experience, age and gender can to a large extent contribute to performance in an organization. Eysenck (1994) enunciated on four types of personalities-melancholic (pessimistic non-risk taker; sanguine (sensible and balanced; choleric(impulsive) and phlegmatic (slow and lazy). These four types of personalities correspond with various ways that principals take decisions to position the school for optimum performance. Shalabi (2019) stressed that individual differences can result from personality. The performance of principals is determined by these personalities and which make him to carryout his/her functions of planning, coordination, controlling, supervision as well as leadership roles. As noted by Akporehe (2022), teaching is a profession that demands all the capabilities of a person and good conditions of work ought to be provided.

Statement of the Problem

The use of young, inexperienced male and female school principals may have contributed to low performance of principals interns of discipline, school supervision, communication and others in public secondary schools in Ikpoba-Okha local government area of Edo State. Observations showed that in area of communication and instructional supervision of the teachers in the teaching and learning process, principals of secondary schools in Benin Metropolis (comprising Oredo, Egor and Ikpoba Okha Local Government Areas) were performing poorly. This seems to suggest that demographic variables such as age, gender and experience may not have been effectively planned in determining headship of the secondary schools. The researcher therefore found out the relationship between demographic variables and principals' performance in schools.

The purpose of the study is for planning in respect of Principals' Job Performance in Public Secondary Schools in Ikpoba Okha Local Government Area with reference to demographic factors.

Research Questions

1. To what extent does principals' age have a relationship with job performance in public secondary schools in Ikpoba-Okha LGA of Edo State?
2. To what extent does principals' administrative experience have a relationship with job performance in public secondary schools in Ikpoba-Okha LGA of Edo State?
3. To what extent does principals' gender have a relationship with job performance in public secondary schools in Ikpoba-Okha LGA of Edo State?
4. What is the level of job performance of principals in public secondary schools in Ikpoba-Okha LGA of Edo State?

Hypothesis

1. There is no significant relationship between principal's administrative experience and job performance in public secondary schools in Ikpoba-Okha LGA of Edo State.

Empirical Literature

Onyango (2021) asserts that the head teacher is vested with the responsibility of all the administrative tasks. The capacity of the principal to make reasonable decisions for effective administration determines his performance in the school. Demographic variables could have great impact on the performance of a school principal. The findings of a study carried out by Ibukun, Oyewole and Abe (2021) revealed that there was a significant difference between principals' age and their leadership effectiveness. That the older the principals were perceived to be more effective in schools leadership. Also, Ogunsanya's (2021) study showed that a positive relationship existed between principals' productivity and age. Okolo (2021) research on primary school head teachers' performance showed that age tended to affect the head teachers' administrative and supervisory performance. That older head teachers had generally spent more years on the job, attended more seminars and participated in relevant professional discussions that exposed them to new techniques of administration and supervision. However, on the contrary, Glasscock (2019) research study showed that age did not affect principals' performance of their leadership responsibilities.

Research studies showed that experienced principals operate from a deeper and more sophisticated knowledge base. Their years of experience have given them extensive repertoires of effective management, counseling, supervision and evaluation of teachers under them (Ezike, 2015). The findings of Ruggai and Agih (2018) showed a high relationship between experience and job performance of supervisors. Studies carried out by Davies (2015) showed that experienced principals operate from a deeper and more sophisticated knowledge base than the inexperienced principals. Nwangwu (2016) observed that work experience is a major feature of many professions. Ofeimu, Abdulrahman and Kolawole (2018) found that in Edo North Senatorial District, administering school by principal with less experience pose more challenges in enforcing students discipline than their counterparts who were more experienced. Also studies carried out by Ibian (2015) indicated that experience has significant influence on principals' effectiveness. On the contrary, Emeh (2014) found out that principals' administrative experience do not influence their job

performance. Also, Achunine (2018) stated that the length of time one stays in a job does not necessarily make one efficient.

Some research studies carried out on gender rated male and female principals as equal in ability and personal qualities (Barter, 2021). A study of Adigwu (2014) on comparative study of performance of female and male principals observed that both male and female principals had above average performance in their supervisory roles. Also, Akpan and Eno (2016) carried out a study aimed at comparing male and female secondary school principals' administrative competencies in supervision showed that male principals were not significantly better in supervision than their female counterparts. Uko (2012) carried out a study on gender leadership styles and administrative effectiveness of principals and the findings revealed that men are better school administrators. A study on principals' supervisory strategies and secondary school discipline by Ugboko and Adediwuara (2012) showed that there is no significant relationship in the supervisory strategies used by principals and their gender. A study carried out by Crossman and Crossman (2014) showed that females perform better in school administration and supervision.

Methodology

The study is a descriptive survey design. The study used this method because it is aimed at describing the demographic factors of principal and job performance in public secondary schools in Ikpoba-Okha local government area of Edo State, Nigeria. The study population is made up of 435 teachers and 20 principals in public secondary schools in Ikpoba-Okha local government area of Edo State. A total of 218 (50%) teachers was purposefully sampled from the schools through simple random sampling procedure.

The research instrument used for data collection was the "Demographic Factors of Principals and Job Performance Questionnaire" (DFPJPQ), administered to teachers. The face and content validity of the instrument was by two experts in the Department of Educational Management in Delta State University, Abraka and corrections were effected. The test-retest method was used to determine the reliability of the instruments. The instrument was administered to the respondents twice within an interval of two weeks, according to the test-retest principle. The data were correlated using Pearson Product Moment Correlation (PPMC) with reliability coefficient of 0.86. This implies that the instrument was reliable. The researcher and two research assistants administered the instrument. Descriptive statistics of mean and standard deviation were used to answer research questions one and two, while hypothesis was tested using Pearson Product Moment Correlation (PPMC) at significant level of 0.05.

Results

Research Question 1: To what extent does principals' age influence job performance of public secondary schools in Ikpoba-Okha LGA of Edo State?

Table 1: Principal's age and job performance in public secondary schools

Principal's Age	\bar{x}	Std	Rank	Extent
1. Age contributes to principals' job performance.	3.13	1.24	2 nd	High
2. Age has some bearing on principals' relationship with staff and students	3.12	1.04	3 rd	High.
3. Age determines the punctuality of principals as disciplinary example to teachers and students.	2.44	1.11	4 th	Low
4. Age is one of the criteria for posting secondary school principals.	3.46	1.28	1 st	High
5. Age can determine principal smartness in decision making.	1.81	1.02	5 th	Low
Total	2.79	1.54		

Theoretical mean of 2.50 was used to analyze the result in table 1. The data revealed that age is one of the criteria for posting secondary school principals with a mean value of 3.46. Age contributes to principals' job performance with a mean value of 3.13. Age has some bearing on principals' relationship staff and students with a mean value of 3.11. Also the opinion of the teachers were that age determines the punctuality of principals as disciplinary example to teachers and students with a mean value of 2.44. Finally, the table also revealed that age determine principal smartness in decision making with 1.81, meaning that age does not determine principal smartness in decision making. On the average the mean is 2.79. In conclusion, age is one the criteria for posting secondary school principals which affects their job performance to a high extent.

Research Question 2: To what extent does principals' administrative experience influence job performance of public secondary schools in Ikpoba-Okha LGA of Edo State?

Table 2: Principal's administrative experience and job performance in public secondary schools

Principal's Experience	\bar{x}	Std	Rank	Extent
1. Principals' in-service training ignite quality experience on students.	3.41	0.68	1 st	High
2. Academic experience proffer solutions to educational problems, issues and challenges.	3.31	0.97	2 rd	High
3. Capacity building workshops, seminars and conferences enhance principal's experience.	3.15	0.82	3 th	High
4. Academic experience foster principal's managerial skills and functions.	3.04	0.94	4 th	High
5. Principal's experience promotes mutual and cordial school-community relations.	3.02	1.06	5 th	High
Total	3.19	0.89		

The theoretical mean of 2.5 was used to analyze the data which revealed that principals' administrative experience determines in-service training which ignites quality experience on students with a mean value of 3.41. Academic experience proffers solutions to educational problems, issues and challenges with a mean value of 3.13. Also capacity building workshops, seminars and conferences enhance principal's experience a mean value of 3.15. Academic experience foster principal's managerial skills and functions with a mean value of 3.04. Finally, the table also revealed that Principal's experience promotes mutual and cordial school-community relations with a mean value of 3.02. In conclusion, administrative experience is one the criteria for high extent in job performance.

Research Question 3: To what extent does principals' gender influence job performance in public secondary schools in Ikpoba-Okha LGA of Edo State?

Table 3: Principal's gender and job performance in public secondary schools.

Principal's Gender	\bar{x}	Std	Rank	Extent
1. Gender enhances principals' level of teacher evaluation.	3.02	1.21	5 th	High
2. Principals' gender determines how often they hold meetings with staff to discuss problems confronting the school.	3.21	1.12	3 rd	High
3. Gender determines the extent to which principals advise teachers on effective methods of teaching	3.14	1.11	4 th	High
4. Principals' gender determines the extent to which they hold conferences with teachers to discuss their performance with them.	3.45	1.28	1 st	High
5. Principals' gender determines the extent to which they ensure that schools are being run in line with the government policies.	3.11	1.02	2 nd	High
Total	2.79	1.54		

The Theoretical mean of 2.5 was used to analyze the data in table 3 which revealed that principals' gender enhances their level of teacher evaluation with a mean value of 3.02. Principals' gender determines how often they hold meetings with staff to discuss problems confronting the school with a mean value of 3.21. Advising teachers on effective methods of teaching is determined by principals' gender with a mean value of 3.14. Principals' gender determines the extent to which they hold conferences with teachers to discuss their performance with a mean value of 3.45. Finally, the table also revealed that Principals' gender determines the extent to which they ensure that schools are being run in line with government policies.

Research question 4: What is the level of job performance of principals in public secondary schools in Ikpoba-Okha LGA of Edo State?

Table 4: Level of principals' job performance in public secondary schools in Ikpoba Okha LGA

Principal's Job Performance Indicators	\bar{x}	Std	Remark
1. Values and vision	3.11	0.65	High
2. Creation of motivation	3.20	0.57	High
3. Communication and collaboration with teachers	3.29	0.51	High
4. Pedagogical characteristics	3.22	0.48	High
5. Decision-making process	3.14	0.68	High
6. Evaluation of teachers	3.24	0.41	High
Total	3.20	0.55	High

The theoretical mean of 2.5 was used to analyze the data. The result showed that the level of principals' job performance in public secondary schools in Ikpoba-Okha local government area of Edo state was high (3.20). Analysis according to the indices of job performance showed that communication and collaboration with teachers was highest (3.29), followed by evaluation of teachers (3.24), followed by pedagogical characteristics (3.22), followed by creation of motivation (3.20), followed by decision-making process (3.14). Values and vision was the least (3.11).

Hypothesis one: There is no significant relationship between principal's administrative experience and job performance in public secondary schools in Ikpoba-OkhaLGA

Table v: Pearson correlation analysis of principal's administrative experience and job performance in public secondary schools in Ikpoba-Okha LGA

Variable	N	Mean	Std	r	p	Remarks
Administrative Experience	218	3.54	0.61			
Job Performance	218	3.52	0.43	0.455	0.000	Significant

$p \geq .05$

Table v shows Pearson r value of 0.455 with a p-value of 0.000 at an alpha level of 0.05. The p-value (0.000) is lesser than the alpha value (0.05), therefore the hypothesis which states that there is no significant relationship between principal's administrative experience and job performance in public secondary schools in Ikpoba-Okha local government area was rejected. Thus, there is significant relationship between principals' administrative experience and job performance in public secondary schools in Ikpoba-Okha local government area Edo State.

Discussion

The finding on research question one corroborates Akpan (2021), Ogunsanya (2021) and Okolo (2021) who agreed that that administrator's age influence on management of public secondary schools. The finding of research question two is in agreement with Adigwu (2014), Akpan and Eno (2016) who found that male and female secondary school principals' administrative competencies in supervision were not significantly different. However the finding conflict with Uko (2012) study which revealed that men are better school administrators than females. The finding on research question four of the study revealed that the level of principals' job performance was high. In consonance, Onyango (2021) asserts that the success of the

principal relies on their administrative capacities to make reasonable decisions for effective administration. In the same vein Kavanagh (2018) maintained that job performance is a dynamic, multidimensional construct assumed to be an indication of a principal's behaviour in executing the requirement of a given organizational role.

The findings on hypothesis one showed that there is significant relationship between principals' administrative experience and job performance in public secondary schools in Ikpoba-Okha local government area Edo State. This is in line with Bojuwoye (2016) who opined that principal's administrative experience is the totality of characteristics, both past and present with reference to knowledge, understandings, practices, skills, expertise, exposures, and occurrences that make-up the quality of the principal. In agreement, Akpan (2017) asserted that administrative experience of the principal is very crucial for the school effectiveness. However, on the contrary, Emeh (2014) found out that administrative experiences do not influence their job performance. Also, Achunine (2018) held the same view that the length of time one stays in a job does not necessarily make one efficient. The study of Salwa and Bukman (2019) carried out in Primary Schools in Kalidoni, Palembang, found that there was significant influence of work experience on the principal's performance.

Implications of the Findings for Planning.

Educational planners must ensure that in appointing school principals, demographic variables of age, gender and administrative experience must be taken into consideration. For instance, a new comer into the school cannot be made a principal as he has no experience about school administration and leadership no matter his qualification. It is also import to consider the age of person in selection of a school principal.

Conclusion

The study established that principals' demographic factor of age influenced their level of job performance in public secondary schools in Ikpoba-Okha LGA of Edo State. The level of principal's job performance was high. A high positive relationship existed between principals' administrative experience and job performance. No significant difference existed in principals' job performance in public secondary schools Ikpoba-Okha LGA of Edo State according to the demographic factor of gender.

Recommendations

The following recommendations were made:

1. Since the demographic factor of age influence principals' job performance, relevant authorities like the Ministry of Education should as a matter of priority encourage principals to raise the level of their punctuality and discipline in schools as example to teachers and students.
2. School principals should be encouraged to maintain their high level of job performance by relevant stakeholders in the education system.
3. Relevant agencies like the Ministry of Education should put adequate measures on ground to facilitate principals' exposure to administrative programmes that would make them harness their potentials.
4. Principals should be encouraged by the relevant authorities to excel in their jobs irrespective of gender.

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