

PRINCIPAL ADMINISTRATIVE CHALLENGES AND TEACHERS EFFECTIVENESS IN SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

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ABSTRACT

This study examined principals' Administrative challenges and teachers' effectiveness in secondary schools in Ekiti State. The study specifically examined the extent to which principals' administrative challenges have hindered teachers' effectiveness. It also investigated the level of teachers' effectiveness. The study adopted the descriptive research design of the survey type. The population of the study comprised all the 203 principals and 7,538 teachers in 203 secondary schools in Ekiti State. The sample consisted 30 principals and 300 teachers drawn from 30 public secondary schools in Ekiti state using multi-stage sampling procedure.. Two sets of instruments tagged 'principals Administrative Challenges Questionnaire (PACQ)' and 'Teachers Effectiveness Questionnaire (TEQ)' were used for the study. The two instruments were validated by experts in Educational Management and Test and Measurement to determine the appropriateness in order to ensure the face and content validity. The test retest method of reliability was used to ascertain the reliability of the PACQ and TEQ and a reliability coefficients of 0.82 and 0.80 were obtained respectively. The research questions were answered using frequency count and percentage scores why Pearson Product Moment Correlation was used to test the hypothesis. The findings showed that the level of principals' Administrative challenges in Ekiti State was moderate and the level of teachers' effectiveness in Ekiti State was low. There was a significant relationship between principals' administrative challenges and teachers' effectiveness. It was therefore recommended that government should ensure adequate funding for secondary schools as and when due and provision of other incentives for smooth running of the school administration.

Keywords: Principal, administrative challenges, teachers' effectiveness, secondary school

INTRODUCTION

Education is generally regarded as the bedrock of development in any nation. A nation where the larger part of the population is illiterate will most likely continue to live below its potentialities. Education can be regarded as the key that unlocks the development of personal and national potential and all other kinds of right and powers in the world. The increasing awareness of the importance for education for sustainable development in Africa is crucial. Sustainable educational development in Africa can be described as the educational process of accomplishing sustainable human development which includes economic growth, social development, environmental protection, scientific development and employment opportunities in an equitable manner. Balogun (2010) opined that education is the light, without which the world would be in darkness. It is the basis for modernity, scientific and technological breakthrough which makes many nations of the world accord immense priority to education.

Nigeria as a nation strives toward the provision of quality and affordable education for its citizen, through the guiding principle of National Policy on Education (2004). The guiding principles of education in Nigeria is to equip every citizen with knowledge, appropriate skills, positive attitudes and values to enable its citizens reach their maximum potential such that they are able to contribute meaningfully towards the development of the nation at large. Hence, secondary school education is one of the levels of education in Nigeria that is aimed at achieving this goal. Fabunmi (2005) defined secondary school education as the form of education which children receive after primary education and before post-secondary education. It is the second level of education in Nigeria and it is headed by a school administrator namely the principal. Realistically, the principal as the head of an institution occupies a pivotal position that requires taking initiatives and using critical thinking skills for the day to day administration of the secondary school. As a school leader, principals must possess the skill to navigate issues between the schools, the teachers, the students and the host community. Similarly, a principal is expected to have expertise in curriculum development, teaching method, evaluation as well as supervision of human and material resources. (Examples of material resources include; chairs, tables, chalk, computers, books) For maximum effectiveness, the principal must strive to explore resources that will enable students and staff to thrive such that the community is impacted positively. Therefore, a principal, who is the chief executive officer of the school, is expected to acquire the necessary skill to guide and inspire the teachers such that they are supported to perform effectively on the job. The principal should also put policies in place which will be the bedrock of acceptable standards for academic and behavioural achievements of students. Additionally, it is also the responsibility of the principal to establish a friendly school environment and to ensure that stakeholders in the society are committed to the achievement of educational goals.

The Principal as an administrator is also the liaison officer that mediates between the school and the society. A critical role of a principal is to mobilize teaching and non-teaching forces such that they collaborate to accomplish a common goal which is to achieve the objectives of the school. Ibukun (2004) viewed leadership as a position of dominance and prestige accompanied by the ability to direct, motivate and assist others in achieving a specific purpose. In the same way, Aina (2011) argued that leadership is about concern for social justice, compassion for the under privileged, dedication to the growth of self reliance, commitment, ability to communicate, courage to take risks, making bold decisions, the ability to achieve the desired result and having faith in the people's ability.

Accordingly, Aghenta (2006) considered a school principal as a leader that provides direction and expert advice on development of teaching and learning in the school. The principal as an administrator, has a duty to lead, guide, conduct, direct, and motivate both teaching and non-teaching staff towards achievement of the school goals and objectives. The principal's position can be termed as a "high pressure job" in the context of instructional supervision and funds management responsibility that characterise the day to day running of the school. Aghenta (2006) argued that the remuneration is not commensurate with the job description considering the enhanced responsibilities attached to the job. Consequently, principals face a lot of challenges that are enormous, these are barriers that can hinder teachers' effectiveness. Specifically, some of the challenges include: funding issues, disciplinary issues, inadequate staff, inadequate infrastructure, teachers' inability to keep proper record, teachers' qualification, time management and evaluation are some of the barriers principals encounter on the job.

According to the National Policy on Education (2004) (i.e., NPE), teachers are central in determining the future of any society. The NPE (2004) emphasizes that no nation can rise

above the quality of its teachers. Similarly, the progress of the educational system and the future of the nation clearly depend on the quantity, quality and effectiveness of its teachers.

Nigerian society today is faced with various challenges ranging from economic, religious, political, socio-cultural and above all lack of security which has promoted rape, cultism, abduction, kidnapping, insurgency and militancy. The teacher as a major facilitator of the school program is saddled with the responsibility of ensuring that the school instructional function is achieved based on societal values, exposing the learners to the moral principles of the society (Tyokyaa, 2015).

The process of evaluating teacher effectiveness has changed over time along with the definition of what effective teaching is, partly due to increasing state and federal attention to school-level and classroom level accountability for student learning. Measuring teacher effectiveness has remained elusive in part firstly, because of ongoing debate about who an effective teacher is and what he/she does. Secondly, there is a lack of clear consensus on what an effective teacher is and what he/she does, hence, there is no generally agreed method of evaluating teacher effectiveness. According to Ezocho (2001), an effective teacher should bring about learning in its cognitive, affective and technical component through the use of variety of activities.

The stakeholders often complain that the level of teacher effectiveness in secondary schools in Ekiti state seems to be poor. The outcome of students' performance in internal and external examinations shows the declining in the effectiveness of teachers in public secondary schools, one marvels if teachers' ineffectiveness is as a result of administrative challenges in the school.

The most important factor in teaching is the teacher, not technique, method or curriculum because the teacher translates all these into meaningful learning experiences (Abiogu & Ugwuja, 2008). Next to the quality of teachers is the quality of administrative services provided in the school to enhance teaching. By implication, teacher ineffectiveness goes along with the quality of administrative services provided. A teacher is supposed to be a person who guides and tutor learners towards acquisition of desirable knowledge and skills.

The concept of teacher effectiveness is elusive given that teaching is a complex activity (Zeichner, 2006). Teacher ineffectiveness refers to the process of the teachers' inability to interact with the students in educating them. (Hughes, 2001). In other words, the administrative challenges could be responsible for teachers' ineffectiveness.

PURPOSE OF THE STUDY

The study examined the level of principals' administrative challenges and the level of teachers' effectiveness. The study also examined the relationship between principals' administrative challenges and teachers' effectiveness in Ekiti state secondary school.

Research Questions

The following research questions have been raised in the study:

- i. What is the level of principals' administrative challenges in Ekiti state Secondary Schools?
- ii. What is the level of teachers' effectiveness in Ekiti state Secondary Schools?

Research Hypotheses

This hypothesis was also generated to pilot the study:

1. There is no significant relationship between principals’ administrative challenges and teachers’ effectiveness in Ekiti State Secondary school.

METHODOLOGY

The descriptive research design of the survey type was adopted for study. The population for the study consisted 203 principals and 7,538 teachers in 203 public senior secondary schools in Ekiti state, Nigeria as at the time of this study. The sample for the study consisted of 30 principals and 300 teachers from 30 public secondary schools in Ekiti State. Two research instruments tagged “Principal administrative Challenges Questionnaire (PACQ)” and “Teachers’ Effectiveness Questionnaire (TEQ) were used to obtain essential data for the study. Both face and content validity procedures were ensured by the experts in educational management and Tests and Measurement department to ascertain the appropriateness and representation of contents in measuring what it was supposed to measure. The reliability of the instruments was determined through test-retest method. A co-efficient value of 0.82 was obtained PACQ while 0.80 was obtained for TEQ. Both co-efficient values obtained were considered statistically high enough to make the instrument reliable. Both descriptive and inferential statistical tools were used for data analysis. The hypothesis formulated was tested at 0.05 level of significance.

RESULTS

Research Question 1: What is the level of principals’ administrative challenges in secondary schools in Ekiti State?

In answering the question, respondents’ scores on secondary school principal’s administrative challenges were used. Frequency counts, percentages, mean and standard deviation score were used to illustrate the responses on Principal’s Administrative Challenges Questionnaire (PACQ). To determine the level of principal’s administrative challenges (low, moderate and high), the mean score and standard deviation of the responses were used to analyse this.

The low level of principal’s administrative challenges was determined by subtracting the standard deviation from the mean score ($67.43 - 1.65 = 65.78$). The moderate level of principal’s administrative challenges was determined by the mean score (67.43), while the high level of principal’s administrative challenges was determined by adding the mean score and standard deviation ($67.43 + 1.65 = 69.08$). Therefore, low level of principal’s administrative challenges starts from 24.00 to 65.78, the moderate level start from 65.79 to 69.07 and the high level of principal’s administrative challenges is from 69.08 to 96.00. The level of principal’s administrative challenges in secondary schools is presented in table 1.

Table 1: Level of Principal’s Administrative Challenges in Secondary Schools in Ekiti State

Levels of principal’s administrative challenges	No of Schools	Percentage
Low (24.00 – 65.78)	2	6.7
Moderate (65.79 – 69.07)	23	76.7
High (69.08 – 96.00)	5	16.7
Total	30	100

Table 1 shows the levels of principal’s administrative challenges in secondary schools in Ekiti State. The result implies that in 30 schools, respondents from 2 schools representing 6.7% agreed that principal’s administrative challenges were low, while respondents from 23 representing 76.7% agreed that principal’s administrative challenges were moderate and

respondents from 5 schools representing 16.7% agreed that principal’s administrative challenges were high. This showed that the level of principal’s administrative challenges in secondary schools was moderate.

Research Question 2: What is the level of teachers’ effectiveness in secondary schools in Ekiti State?

In answering the question, respondents’ scores on secondary school teachers’ effectiveness were used. Frequency counts, percentages, mean and standard deviation score were used to illustrate the responses of Teachers’ Effectiveness Questionnaire (TEQ). To determine the level of teachers’ effectiveness (low, moderate and high), the mean score and standard deviation of the responses were used.

The low level of teachers’ effectiveness was determined by subtracting the standard deviation from the mean score ($66.87 - 1.61 = 65.26$). The moderate level of teachers’ effectiveness was determined by the mean score (66.87) while the high level of teachers’ effectiveness was determined by adding the mean score and standard deviation ($66.87 + 1.61 = 68.48$). Therefore, low level of teachers’ effectiveness starts from 20.00 to 65.26, the moderate level starts from 65.27 to 68.47 and the high level of teachers’ effectiveness was from 68.48 to 80.00. The level of teachers’ effectiveness in secondary schools is presented in table 2

Table 2: Level of Teachers’ Effectiveness in Secondary Schools in Ekiti State

Levels of teachers’ effectiveness	Frequency	Percentage
Low (20.00 – 65.26)	184	61.3
Moderate (65.27 – 68.47)	94	31.3
High (68.48 – 80.00)	22	7.3
Total	300	100

Table 2 presents the levels of teachers’ effectiveness in secondary schools in Ekiti State. The result showed that out of 300 respondents assessed by 30 principals in 30 schools, 184 respondents representing 61.3% had low level of effectiveness while 94 respondents representing 31.3% had moderate level of effectiveness and 22 respondents representing 7.3% had high level of effectiveness. This showed that the level of teachers’ effectiveness in secondary schools in Ekiti State is moderate.

Testing of Hypothesis

The null hypothesis was tested at 0.05 level of significance.

Hypothesis 1: There is no significant relationship between principal’s administrative challenges and teachers’ effectiveness.

In testing this hypothesis, data on principal’s administrative challenges were collected from the responses of the respondents to items in the questionnaire. Data on teachers’ effectiveness were collected from the responses of the respondents to items in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 3.

Table 3: Relationship between principal’s administrative challenges and teachers’ effectiveness

Variables	No of Schools	Mean	Stand. Dev.	r-cal	r-tab
Principal’s Administrative Challenges	30	67.43	1.65	0.565*	0.361
Teachers’ Effectiveness	30	66.87	1.61		

*P<0.05

Table 3 showed r-cal (0.565) is greater than r-table (0.361) at 0.05 level of significance. The null hypothesis was rejected. This implied that there was significant relationship between principal’s administrative challenges and teachers’ effectiveness. Hence, principal’s administrative challenges were significantly related to teachers’ effectiveness in Ekiti State.

DISCUSSION OF THE FINDINGS

The study showed that the level of principal’s administrative challenges was moderate in secondary schools in Ekiti State. The probable reason for experiencing some administrative challenges might be due to barriers faced by the principals, characterized by issues such as inadequate funding, poor infrastructural facilities, poor record keeping, indiscipline and unqualified staff. Also, the study reported that the level of teachers’ effectiveness was low in Ekiti State secondary schools. The probable reason for this finding might be due to administrative challenges encountered by school principals. This is consistent with the findings of Bukar and Buba (2006) who found out that teachers’ effectiveness was low.

This finding agrees with findings of Okedare (2001) and Ndana (2011) who found out that that some of the challenges that faced principals resulted from poor funding, indiscipline and working in poorly equipped buildings with inadequately trained staff etc.

The study found a significant relationship between administrative challenges and teachers’ effectiveness. This implies that the administrative challenges encountered by school principals could affect teachers’ effectiveness. When teachers find their school administration supportive and caring, they are likely to be committed to their work. Therefore, a school with low administrative challenges will promote teachers’ effectiveness.

CONCLUSION AND RECOMMENDATION

The study concluded that principals’ administrative challenges was moderate while the level of teachers’ effectiveness was low. Based on the findings of the study, it was recommended that the government should only recruit teachers who possess degree in education to reduce some of the challenges faced by school principals. The government and the school management should empower teachers and create resources to encourage further studies and sponsor training programmes to obtain higher qualification therefore promoting teachers’ effectiveness.

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