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Impact of Principal's Administrative strategies on Teacher Job Efficiency in Public Secondary Schools in Sokoto State, Nigeria

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Abstract

This study was designed to assessed the impact of principals administrative strategies and their influence on teachers job efficiency in public Secondary Schools in Sokoto State, Nigeria. Two hypotheses were formulated to guide the study and the survey design was used with a sample of 379 respondents using proportional, stratified and random sampling techniques. Data for the s tudy was gathered using self-constructed questionnaire. The questionnaire was designed using Likert scale of five points. The instrument was validated a reliability coefficient of 0.72 was obtained using split-half method. Copies of the instrument were administered.. The data collected was analyzed using mean and standard deviation for research questions while hypotheses were tested using One-way Analysis of Variance (ANOVA). The study found that principal administrative strategies on instructional supervision improves teachers' job efficiancy; principal administrative strategies on disciplinary measures positively influences teacher job efficiancy. The study concluded that teacher job efficiency are largely depends on strategies on Educational administrator on instructional supervision, are disciplinary measures. This study recommends that educational administrators should encouraged by the state ministry of education official to maintain their role of supervision as internal practices not only improve teacher job efficiency but

also enhance school effectiveness. Administrator should regulate roaming about of the people in the school vicinity as this distracts both teacher and students during classroom activities. There should be law banning the host community from carrying out any activities within school during the school hours. Such law can be enacted in the Board Meeting of School-Based Management Board and parent teachers associations.

Keywords: Strategies, Educational, Administrative, teachers, job efficiency.

Introduction

An educational administrator or school manager is made to provide strategic direction in a school system. This strategies that a Principal should be able to develop standardized curricula, assess teaching method, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget hire and evaluate staff and oversee facilities. (Yusuf, 2014).

Administrator may be also be described as an executive head of an organization because of the ways of making decisions and implementing policies and programmes. In addition, administrator is a coordinator, who has to organize activities in such a way that things must work smoothly, quickly and efficiently. Others words to describe administrator, leader, directors, problem solver, manager and so forth (Umar & Saratu 2019)

Educational administration of school manager specifically concerned with students, teachers and the rules and regulations and policies that govern the school system. The school is a community of adults, youths and children working together for the solution of common problems. In school administration both the school head and staff must of necessity see themselves as a team working for the growth and development of a child. This administration should be guided by certain basic ideas, some of which are described briefly below. First school administration must strive to create a community of learners who are both physically and mentally healthy, efficient, and responsible and whose behavior is acceptance to the society. (Suleiman, 2022)

Mera and umar (2019), stated that educational administrators are people who oversee the day to day functioning of schools at every level: daycare centers and preschools, elementary and secondary schools, colleges and universities. They provide leadership in times of crisis and layout optimistic

visions for the future of educational institutions they serve. Outlines the qualities of educational administrator as someone who is attentive to details, service oriented, good at planning and organizing, empathetic and sociable, highly diplomatic, skilled in identifying problems and brainstorming potential solutions, comfortable working independently and collaboratively, excellent at written and oral communication as well as presentation, passionate about connecting with teachers and students, service oriented.

However, teacher job efficiancy referrs to teacher assigned duties and tasks (in and out door) which quality of instruction is offered to bring about position change in the behavior of the learners. Teacher job performance is the professional execution of specific tasks as guided by the curriculum and a set of rules or regulations that regulates the teaching practices of the teacher pertaining to the standards of education, Teacher job performance on the other hand involves the teachers' ability to use qualitative teaching methods, have good skills of record keeping, and have a good classroom management, for the attainment of educational goals and objectives. Fagbamiye (2011)

The essence of good school leadership was further advanced by Bashir, (2019) who reported that leadership incompetence has been advanced as a reason responsible for various vices in secondary schools such as drug addiction, vandalism, violent demonstration, cultism, nudity and examination vices particularly in secondary schools in Nigeria and is very worrisome considering its effects on socio-economic prosperity of the nation.

However, secondary schools drive on high school performance there is need to examine how the Educational administrative excise of leadership is related to teachers' job efficiancy for the achievement of targeted tasks and school objectives.

Adeniji (2013) observed that teachers are directly responsible for the learning outcome of children than any other group of personnel in the school. If teachers do not perform, the tendency of the educational plans and objectives to collapse is very high. This is why the school leadership functions should focus mainly on how to improve teacher's job efficiancy. In school, people's feeling varies from one institution to another. One school might indicate a great deal of high moral fibred and satisfaction while another school may reveal a feeling of tension, friction, cliques and lack of cooperation among the teachers and school authority.

Adefuye (2013) pointed out that leadership entails recognition of the limitation of a single individual to understand and control what is happening in an organization employing more than 50 people. The willingness to delegate power and responsibility to competent colleague is one of the essential attributes of good school leadership.

This creates a sense of belonging and increased commitment of teachers. However, further found that it is impossible to gauge the mood of teachers to a proposal for change if head of sections is not involved in spreading the massage. Sometimes, the reluctance to delegate authority stems from the principal's lack of self-confidence and fear of being undermined by subordinates or colleagues some of whom are probably better exposed. Ibrahim (2008) discovered that "leadership within is not strictly a personal phenomenon but a result of interpersonal relationship within an organization. Contingent upon this background and probable factors that may prevail in the school system, it appears necessary therefore to investigate the extent to which the principals' administrative roles influence teachers' job performance in secondary schools in North West zone Nigeria.

Statement of the problem

At the secondary school level, the principal serves as a leader that holds strategic position. In addition to his academic responsibilities, he is sometimes faced with the problem of helping his staff to achieve individual as well as school goals. This is the role which the Sokoto States is expecting the Principals to perform within their respective schools. Based on this, the strategical ways of communication, human relations with staff, the students and immediate community with whom the principals must interact demands greater attention. This attention from time to time needs to be demanded from the strategical administrative roles. Sometimes a demand for accountability represents a demand for control over teaching activities and who to hire to teach. In this sense, teachers, administrators, researchers have been promoted to question what they have been doing to refine old technique and to experiment with new ones. The paucity of empirical studies on school Educational leadership efficiency and effectiveness therefore has made the present study inevitable.

The main thrust of this study therefore, is to find out the extent of how the educational administrator impact teachers job efficiancy in secondary schools in sokoto state, Nigeria with the view to improving the situation in the present schools of learning.

Objective (s) of the Study

The specific Objectives of this study are to:

1. Examine the impact of principals strategies of instructional supervision on teachers' job efficiancy in public Secondary Schools in Sokoto State, Nigeria.
2. Assess the impact of principals strategies of disciplinary measures on teachers' job efficiancy in public Secondary Schools in Sokoto state, Nigeria.

Research Questions

The following research questions were raised in order to guide the study:

1. What is the impact of principals strategies of instructional supervision on teachers' job efficiancy in public Secondary Schools in Sokoto State, Nigeria.?
2. In what ways the strategies of principal on disciplinary measures influences teachers' job efficiancy in public Secondary Schools in Sokoto state, Nigeria.?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the opinion of the respondents on the strategies of principals on istructional supervision on teachers' job efficiency in Secondary Schools in Sokoto State, Nigeria.
2. There is no significant difference in the opinion of the respondents on the influence of strategies of principals on disciplinary measures on teachers' job efficiency in Secondary Schools in Sokoto state, Nigeria.

Methodology

This study adopted a desciptive survey design. This study was carried out in public secondary schools of Sokoto States, Nigeria. The population of the study was 39,408 (from their ministry of Education Sokoto state, 2024). The Sample size is 379 for this study comprised 60 Principals, 49 officials of ministry of education, and 270 Teachers of secondary schools from sokoto states, Nigeria. Were drawn using proportionate stratified samples techniques. A self-constructed questionnaire titled ''Questionnaire on the Impact of principals Administrative strategies on Teachers Job efficiancy in public Secondary Schools in Sokoto State, Nigeria.'' (IPASTJEQ) with the reliability coefficient. Thus, the reliability coefficient of alpha level was used determine the consistency of the result at 0.05 significant level. Inferential statistics of Analysis of Variance (ANOVA) was used in testing formulated null-hypotheses, at 0.05 significant level.

Data Analyses and Results

Hypothesis One:

Principal's strategies on instructional Supervision have on significant influence on teacher job efficiency in public Secondary Schools in Sokoto State, Nigeria

Table 1: One-Way ANOVA showing difference in the opinion of the respondents on the impact of principal administrative strategies instructional Supervision on teacher job efficiency

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	1742.045	2	871.023	6.707	001	Rejected
Within Groups	48181.217	371	129.869			
Total	49923.262	373				

The study conducted One-way between-groups analysis of variance to explore if there is significant difference in the opinion of the respondents on the strategies of educational administrator of teaching supervision on teacher job efficiency by Respondents Category. There was significant difference in the responses of the respondents belonging to different categories: F (2, 371) = 6.707, p=0.00. Post-hoc comparisons using the Sheffe's test indicated that there was significant difference between the opinion of principals and MOE officials; teachers and MOE officials while there was no significant difference between the opinion of principals and teachers. Based on this, the hypothesis that says; there is no significant difference in the opinion of the respondents on the strategies of educational administrator of teaching Supervision on teachers' job efficiancy in Secondary Schools in Sokoto state, Nigeria is rejected.

Hypothesis Two:
Principal's strategies on Disciplinary Measures have no significant influence on teacher job efficiency in public Secondary Schools in Sokoto state, Nigeria

Table2: One-Way ANOVA showing difference in the opinion of the respondents on the impact of principal's administrative strategies on Disciplinary measures on teacher job egfficiency.

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	1742.045	2	871.023	6.707	001	Rejected
Within Groups	48181.217	371	129.869			
Total	49923.262	373				

The study conducted One-way between-groups analysis of variance to explore if there is significant difference in the opinion of the respondents on the startegies of

educational administrator of disciplinary measures on teacher job efficiency by Respondents Category. There was significant difference in the responses of the respondents belonging to different categories: F (2, 371) = 6.707, p=0.00. Post-hoc comparisons using the Sheffe's test indicated that there was significant difference between the opinion of principals and MOE officials; teachers and MOE officials while there was no significant difference between the opinion of principals and teachers. Based on this, the hypothesis that says; there is no significant difference in the opinion of the respondents on the strategies of educational administrator performance of disciplinary measures on teachers' job efficiancy in Secondary Schools in Sokoto state, Nigeria is rejected.

Discussions of Findings

The hypothesis one sought to know the impact of principal's administrative strategies of efficiency of instructional supervision. The study revealed that teacher's job efficiancy improved as a result of strategies of educational administrator interms of instructional supervision through regular marking of teacher lesson plan and note; allowing teachers to participate in the selection of textbooks and materials for curriculum implementation, engages in classroom visitation and demonstration of new methods of delivering instructions among others. This finding is bias of respondent status because opinion MOE officials is significantly difference from that of teachers and principals (p.value=0.001). Tyler (2016) found that the principal's impact is of significance due to the actions that they take to create the school-wide conditions that support student learning, and directly on teacher job performance. Adeniji (2013) study revealed similar findings that principals provide curriculum and instructional leadership to a little extent. In addition, he reported that principals were found to take actions such as planning with teachers to implement curriculum and further found to facilitate strategies that make for improvement of students' achievement standards and regular supervision. Kolawole (2011) on the other hand, reported that in Lagos principals and inspectors were alert to the possibilities for improvement of instructions, possess the ability to work and actively engaged in discharging their duties in terms of monitoring and evaluation. Contrary to the above findings, Sale (2016) revealed that that principal's demonstration strategy of learning supervision did not significantly influence teachers' job performance. The contradiction may as result of the scope of the previous study, which only focus on demonstration strategy while the present study exploited all the possible strategies of learning/instructional supervision. This implies that principal administrative role performance of learning

supervision are effectively carried out in the area under study and consequently improve teacher job performance.

The research question two corresponding hypothesis sought to reveal what characterized principal role performance of disciplinary measures and it consequence on teacher job performance. The study revealed that teacher's job performance improved due to principal's administrative role performance of disciplinary measures through application of disciplinary measures for absenteeism, showing concern for school discipline, suspension of students that regularly violate school rules and regulation and allowing staff on duty to discipline erring students among others. However, the principal under study show less concern on the roaming about of the people with the school vicinity and this distract both teacher and students during classroom activities. This finding is bias of respondent status because opinion MOE officials is significantly difference from that of teachers and principals (p.value=.001). This finding is similar to report of Uhaa (2017) who found that Principals in Kaduna State are effective in their role performances of maintenance of discipline through increased parental involvement, fairness, firmness, punishment and reward, assigning leadership role among staff and students.

Conclution

Infering from the opinions of the respondents in respect to the impact of principal's administrative strategies on teacher job efficiency in public secondary school in Sokoto State; whereby majority of respondent expressed positive impact of principal administrative strategies on teacher job efficiency. The study therefore concluded that teacher job efficiency largely depends on efficiency and effectiveness of principal's administrative strategies of instuctional supervision, disciplinary measures.

Recommendations

Based on the outcome of the study, the following recommendations were advanced to further enhance teachers' job performance through principal administrative role;

1. Principals under study should be encouraged by the ministry of education official to maintain their role performance of instructional supervision as such practices not only improve teacher job efficiancy but also enhance school effectiveness.
2. The Principals under study should regulate roaming about of the people with the school vicinity as this distract both teacher and students during classroom activities. There should be law banning the host community from carrying out

any activities within school during the school hours. Such law can be enacted in the Board Meeting of School-Based Management Board.

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