



## Assessment of School Administrative Constraints on the Effectiveness of Teachers in Public Secondary Schools in Umuahia Educational Zone, Abia State Nigeria

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### ABSTRACT

This study was centered on the assessment of the school administrative constraints on the teachers' effectiveness in public secondary schools in Umuahia educational zone, Abia state Nigeria. Three research questions and one null hypothesis was formulated to guide the study, using a descriptive survey and tested at 0.05 level of significance. The population of the study was made up of all the principals and Teachers of the public secondary schools in the 13 local government areas that constitute the three educational Zones of Abia state, numbering about 338 principals and 3042 teachers (3380 members). The sample size for the study was 269 respondents consisting of 184 teachers and 85 principals of the public secondary schools who were randomly selected from the population across the LGAs while a researchers' self-developed questionnaire formed the instrument for data collection, which was validated by three experts and a Cronbach Alpha reliability coefficient of the instrument was established using Cronbach alpha, which yielded a co-efficient index of 0.83. The researcher and 7 research assistants administered and retrieved the questionnaire, with a 98.3% return rate. Mean and standard deviations was used to answer the research questions and t-test statistic were used to test the null hypotheses at.05 level of significance. The analyzed data found out that the following constitute constraints to teacher effectiveness in public secondary schools in Umuahia educational zone: inadequate organization for curriculum implementation, poor school community relations and in-adequate motivation factors. The study recommended among others that staff development programs should include training in the rudiments of instructional supervision to endow teachers with the necessary skills to carryout peer supervision.

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### INTRODUCTION

The National Policy on Education acknowledges that the efficacy of teachers ensures the quality of education. It is the responsibility of the instructor to impart knowledge, guide students' learning, encourage the pursuit of scientific understanding, and carry

out routine evaluations (FRN, 2014). Given the significance and variety of the work that teachers do, it is imperative that they have access to the tools and a supportive atmosphere that will enable them to carry out their duties in an efficient and effective manner. The job of school administrators is to provide a positive physical and psychological

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work environment. Since the quality of these administrative services is expected to be location-neutral, principals and teachers in every school should have an equal chance to be successful. This is especially significant because, historically, the state's education zonal offices have been housed in the local government council headquarters, with a focus on the surrounding schools.

As a result, the officials in the zonal offices do not provide their services to these remote places, teachers in those areas run the risk of losing essential motivation. The teacher is the most crucial component of education, not the curriculum, the technique, or the method, as he transforms all of these into meaningful learning experiences for the students (Odo, 2016). The caliber of administrative services offered in schools to support efficient teaching is ranked second in importance after the caliber of teachers and by extension, the caliber of administrative services rendered influences how effective teachers are. The concept of teacher effectiveness is elusive given that teaching is a complex activity (Omu, 2011) However for the purpose of this study, teacher effectiveness refers to the process of the teacher's interaction with the students in educating them and students performance in tests and examinations (Okoli, 2013). In Benue State constraints to teacher effectiveness are multiple Ogunsaju (2017) identifies some to include: lack of professional training, physical characteristics of the teacher, personality traits, and administrative constraints. In the first instance, teaching is one of the most difficult jobs because human behaviour is complex and difficult to modify or change especially if one is not equipped to do so, (Okoli, 2019). This lack of professional training becomes a major constraint to teacher effectiveness. Physical characteristics such as voice quality and non-verbal communication skills and such effective qualities as fairness, patience, humour and concern for students can enhance teacher effectiveness (Okoro, 2015).

Therefore, a teacher who lacks these attributes is probably not going to be able to support the child's social, emotional, and

psychological growth. Good health, punctuality, regularity, and fairness are other personal qualities that can influence a teacher's efficacy (Orseer, 2006). Furthermore, it is thought that personality qualities including aggression, self-concept, locus of control, and general work attitude influence effectiveness. If a teacher wants to see teaching as a cause bigger than themselves, these personal qualities are very important (Olivia, 2019). This implies that love for the job itself will lead to greater commitment and self sacrifices, without which teaching becomes a stop over to other jobs or just another boring means of earning a living. In such a situation teacher effectiveness is sacrificed. Some of the contributing factors to teacher effectiveness, of course, lie on the school administration. The decision to dwell on administrative constraints stems from various factors.

The premise is that they possess adequate professional competencies. Secondly, this researcher shares the views of Bello, (2000) that it is possible for teachers lacking desirable physical and effective traits to be given adequate training and provided conducive working environment. Thirdly, because of fewer job opportunities in Benue State, due to lack of industrialization, some people going 4 into teaching are just looking for job and need to be highly motivated by school administrators to be effective. Finally, many of the decisions involving the organization and running of schools in the state are made by school administrators. Such decisions as organization for curriculum implementation, supervision of instruction, provision of adequate facilities and equipment, provision of favourable school community relations and staff motivation, rest with the school administration (Yawe, 2013).

Evidently, a proper articulation by school administrators of these issues will enhance effective teaching or quality delivery which will be reflected in high students' performance in examinations. On the contrary, if these issues are not handled satisfactorily by school administrators, dissatisfaction sets in reducing motivation and effectiveness while promoting teacher stress, (Hastings, 2012). A constraint here

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may be taken to mean a hindrance, therefore, administrative constraints may include those hindrances emanating from the way schools are managed. The term school administrator is not limited to any one person or position, rather it refers to any one involved in the management process of the school. These include principals, vice-principals, subject masters, state ministry of education, teaching service board, and local government education officers, director of secondary schools, curriculum planners, the state government, the minister of education and the federal government. Considering that teacher effectiveness is a function of teacher 5 characteristics (professional, and personal) and the quality of administrative service, it is evident that administrative constraints can make a teacher ineffective despite the possession of desired characteristics.

Another indication of constraints to teacher ineffectiveness which may be due to administrative factors is noticeable in the fact that many students in the researcher's school attend private evening classes to ensure content coverage and better understanding. Their complaint is that their regular teachers neither teach well nor do they cover the scheme of work. This also seems to be the trend in other parts of the state. Another evidence of constraints to teacher effectiveness is noticeable in the frequent radio announcements made by principals on the state radio demanding some teachers to report for work or face disciplinary actions. (Ijoho, 2005). There are also obvious cases that some government secondary school teachers are involved in other income generating activities. Constraints to teacher effectiveness are again reflected in student's poor performances in external examinations. Results from the Senior Secondary School Certificate Examinations, which are administered by the West African Examination Council (WAEC) and the National Examinations Council of Nigeria (NECO), support the claim that Benue children enrolled in Government Secondary Schools do poorly on external exams. Refer to Appendix III for further information. There have been complaints of a steady decline in performances. Therefore

indications of teacher ineffectiveness in some government secondary schools in Benue State do abound. In an effort to look at causes of teacher ineffectiveness fingers seem to be directed to school administrators. From the researcher's experience there is little instructional supervision leading to lack of quality control and technical support to teachers. Teachers in the researcher's school tend to do as they please because no one really checks if they follow or complete the syllabus. Furthermore, teachers are often in conflict with the principal and this often degenerates to exchange of angry words during staff meetings.

These same teachers frequently voice their displeasure with the textbooks, the schedule, the length of the syllabus, the workload, the size of the class, and the insufficient allowances, which exacerbates the issue. Two basic issues emerged from the foregoing: first, what precisely are the working conditions for teachers like, and second, are school administrators creating an environment that is conducive to learning? Second, is this illness specific to the researcher's school, or is it widespread throughout the state? Teachers in other schools have comparable issues, according to conversations with educators in the study area. This researcher believes that the scope and severity of the issues faced by teachers are not fully understood by the Benue State education officials. Probably, the issues raised by teachers at joint meetings are not properly oriented. For example, teachers complain of poor working conditions and inadequate motivation but the nature and extent of these problems have not been fully delineated. Therefore, it becomes imperative to investigate the school administrative constraints on the teachers' effectiveness in public secondary schools in Umuahia educational zone, Abia state Nigeria.

#### STATEMENT OF PROBLEM

In all cases, the administrative structure of schools should support teacher effectiveness rather than acting as a barrier, as it appears to be the situation at the moment. Nevertheless, it is horrifying to learn that SSCE students are not performing up to par, according to data from the

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State Ministry of Education and its affiliated organizations. Positive educational outcomes can be hampered by the unfavorable conditions under which many students learn in government secondary schools in Abia State. These conditions can also render teachers ineffective. These findings were obtained through the researchers' interactions with principals, parents, and teachers. Thus, the Abia situation seems to be such that factors relating to poor teacher disposition towards quality delivery and consequent administrative constraints to efficient productivity are both at play here. The later however as a consequence of the former and needing investigation especially in government secondary schools where the situation seems most deplorably glaring. The problem of this study therefore put in question form is: what are the school administrative constraints on the teachers' effectiveness in public secondary schools in Umuahia educational zone, Abia state Nigeria?

#### **Purpose of the Study**

The main purpose of this study was to examine the school administrative constraints on the teachers' effectiveness in public secondary schools in Umuahia educational zone, Abia state Nigeria. Specifically, the study seeks to;

1. examine how inadequate organization for curriculum implementation constitutes constraints to teacher effectiveness in Umuahia educational zone, Abia state Nigeria.
2. determine how poor school- community relations may constitute constraints to teacher effectiveness in Umuahia educational zone, Abia state Nigeria
3. examine how in-adequate motivational factors act as constraints to teacher effectiveness in Umuahia educational zone, Abia state Nigeria.

#### **Research Questions**

The following research questions guided the study;

1. To what extent does inadequate organization for curriculum implementation constitutes constraints

- to teacher effectiveness in Umuahia educational zone, Abia state Nigeria?
2. To what extent does in-adequate motivational factors act as constraints to teacher effectiveness in Umuahia educational zone, Abia state Nigeria?
4. To what extent does poor school-community relations may constitute constraints to teacher effectiveness in Umuahia educational zone, Abia state Nigeria?

#### **Hypotheses**

The following hypotheses was tested at 0.05 level of significance;

H<sub>01</sub>: There is no significant difference in the mean ratings of male and female teachers on the extent in-adequate motivational factors act as constraints to teacher effectiveness in Umuahia educational zone, Abia state Nigeria

#### **METHODOLOGY**

The study adopted descriptive survey research design and it was considered suitable because the opinion of a representative sample of respondents was sought using questionnaire and the finding was generalized on the entire population. The population of the study was made up of all the principals and Teachers of the public secondary schools in the 13 local government areas that constitute the three educational Zones of Abia state, numbering about 338 principals and 3042 teachers (3380 members). The sample size for the study was 269 respondents consisting of 184 teachers and 85 principals of the public secondary schools who were randomly selected from the population across the LGAs. The instrument for data collection was questionnaire titled: School Administrative Constraints On Teachers' Effectiveness In Public Secondary Schools Questionnaire (SACTEPSSQ).

The questionnaire was developed from literature by the researchers and used for data collection. The instrument was a four-point response scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) with corresponding values of 4, 3, 2, and 1 respectively. The instrument was face – validated

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by three experts: Two from Department of Business Education- Michael Okpara University of Agriculture, Umudike Abia state and one from Measurement and Evaluation Department- Michael Okpara University of Agriculture, Umudike Abia state. Their corrections and suggestions were utilized to improve the initial copies of the questionnaire to produce the final copies. Cronbach Alpha reliability method was adopted to determine the internal consistency of the questionnaire items. A Cronbach Alpha coefficient of 0.81 was obtained and the collected data was analyzed using mean for research

questions. Any mean response of 2.50 and above was considered agreed while any mean response below 2.50 was considered disagreed.

## RESULTS

**Research Question 1:** To what extent does the inadequate organization for curriculum implementation constitutes constraints to teacher effectiveness in Umuahia educational zone, Abia state Nigeria?

**Table 1.1** Analysis of the responses of the respondents on the extent organization for curriculum implementation constitutes constraints to teacher effectiveness

S/N	Item statements	Mean(x)	SD	Decision
1	Appropriate instructional materials are not provided for use during lessons	3.17	0.79	High Extent
2	Teachers are assigned to teach subjects they are not specialized in	3.06	0.87	High Extent
3	Special programmes and materials are not provided for special students	3.02	0.84	High Extent
4	The class size is more than the recommended number per class	3.06	0.87	High Extent
5	The recommend work load is too heavy on teachers and students	3.50	0.50	High Extent
6	The approved syllabus is too vast considering the academic year	3.53	0.51	High Extent
7	Recommended textbooks are not accompanied by teachers' hand books	3.17	0.79	High Extent

The data presented in table 1.1 revealed that all the 7 items had their mean values ranges from 3.02 to 3.53 which are all greater than the cut-off of point of 2.50 on 4-point rating scale, indicating that the inadequate organization for curriculum implementation constitutes constraints to a high extent to the teacher effectiveness. The table also showed that the standard deviation of the items ranged from 0.50 to 0.94 indicating that the respondents were not far from the mean and

from one another in their responses on the extent the organization for curriculum implementation constitutes constraints to teacher effectiveness.

**Research Question 2:** To what extent does poor school- community relations may constitute constraints to teacher effectiveness in Umuahia educational zone, Abia state Nigeria?

**Table 1.2:** Analysis of the responses of the respondents on the extent poor school- community relations may constitute constraints to teacher effectiveness

S/N	Item statements	Mean(x)	SD	Decision
1	PTA does not have high opinion of school administration	3.17	0.79	High Extent
2	School does not often engage other schools in co-curricular activities	3.33	0.71	High Extent
3	Cordial, principal, staff, and student relations do not exist	3.07	0.94	High Extent
4	The host community is hostile to teachers	3.33	0.76	High Extent

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5	School management is hostile to teachers involved in community politics	3.50	0.50	High Extent
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The data presented in table 1.2 revealed that all the 5 items had their mean values ranges from 3.07 to 3.50 which are all greater than the cut-off point of 2.50 on 4-point rating scale, indicating that the respondents further agreed that poor school- community relations constitute constraints to teacher effectiveness in a high extent. The table also showed that the standard deviation of the items ranged from 0.50 to 0.94

indicating that the respondents were not far from the mean and from one another in their responses.

**Research Question 3:** To what extent does inadequate motivational factors act as constraints to teacher effectiveness in Umuahia educational zone, Abia state Nigeria?

**Table 4.3:** Analysis of the responses of the respondents on the extent in-adequate motivational factors act as constraints to teacher effectiveness

S/N	Item statements	Mean(x)	SD	Decision
1	Teachers are not transferred with due consultation	3.17	0.79	High Extent
2	Salaries and allowances are not paid promptly	3.06	0.87	High Extent
3	Staff advancement is not done regularly	3.02	0.84	High Extent
4	Salary structure is not favorable to staff	3.06	0.87	High Extent
5	Principal shows appreciation to teachers' work	3.50	0.50	High Extent
6	Staff dismissal policies are not clearly stated	3.53	0.51	High Extent
7	Salaries and allowance are not comparable to other professions	3.17	0.79	High Extent

The data presented in table 1.3 revealed that all the 7 items had their mean values ranges from 3.02 to 3.53 which are all greater than the cut-off of point of 2.50 on 4-point rating scale, indicating that in-adequate motivational factors constitutes constraints to teacher effectiveness to a high extent to the teacher effectiveness. The table also showed that the standard deviation of the items ranged from 0.50 to 0.94 indicating that the respondents were not far from the mean and

from one another in their responses on the extent the in-adequate motivational factors constitutes constraints to teacher effectiveness.

**Hypothesis one:** H<sub>01</sub>: There is no significant difference in the mean ratings of male and female teachers on the extent in-adequate motivational factors act as constraints to teacher effectiveness in Umuahia educational zone, Abia state Nigeria

**Table 4.4:** t-test for the mean responses of male and female teachers on the extent in-adequate motivational factors act as constraints to teacher effectiveness in Umuahia educational zone, Abia state Nigeria

Gender	N	X	SD	Df	t-cal	t-crit	Sig.	Decision
Male	184	2.702	.521	50	1.22	1.67	.063	Accepted H <sub>01</sub>
Female	85	2.889	.613					

Data on table 4 shows that t-cal of 1.22 is less than the t-cal of 1.67 at 0.05 level of significance. Therefore, the hypothesis of no significant difference in the mean response of male and female teachers on the extent in-

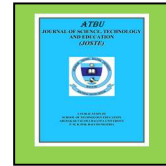
adequate motivational factors act as constraints to teacher effectiveness in Umuahia educational zone, Abia state Nigeria was accepted.

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## DISCUSSION OF FINDINGS

The findings were discussed based on the following sub-heading derived from the study objectives and research questions: extent inadequate organization for curriculum implementation constitutes constraints to teacher effectiveness, extent poor school- community relations may constitute constraints to teacher effectiveness and extent in-adequate motivational factors act as constraints to teacher effectiveness in public secondary schools in Umuahia educational zone, Abia state Nigeria.

The responses of the respondents on the extent inadequate organization for curriculum implementation constitutes constraints to teacher effectiveness, the result presented in table 1.2 revealed that all the 5 items had their mean values ranges from 3.07 to 3.50 which are all greater than the cut-off point of 2.50 on 4-point rating scale, indicating that the respondents further agreed that poor school- community relations constitute constraints to teacher effectiveness in a high extent. The table also showed that the standard deviation of the items ranged from 0.50 to 0.94 indicating that the respondents were not far from the mean and from one another in their responses. However, the findings of the above study were in agreement with the view of Denga (2013) who pointed out that, the length and depth of curriculum content as well as the guides, books and materials are matters that affect teaching. More so, the views and observations of the authors cited on the extent inadequate organization for curriculum implementation constitutes constraints to teacher effectiveness in public secondary schools in Umuahia educational zone, Abia state Nigeria helped to justify the findings of the study on research question 1.

The responses of the respondents on the extent poor school- community relations may constitute constraints to teacher effectiveness, the result revealed that all the 5 items had their mean values ranges from 3.07 to 3.50 which are all greater than the cut-off point of 2.50 on 4-point rating scale, indicating that the respondents further agreed that poor school- community relations constitute constraints to teacher effectiveness in a high extent. The table also

showed that the standard deviation of the items ranged from 0.50 to 0.94 indicating that the respondents were not far from the mean and from one another in their responses. The findings was in agreement with Adesina (2010) who stated that for a better school community relations, the involvement of the local PTA in school affairs since teachers become more committed and accountable and parents become more committed in helping to enforce school rules and regulations which are jointly formulated. Also, Akarue (2013), lamented that school government and community maltreatment of teachers and consequent strikes, is likely to affect the image of the teacher and lower his morale. The views and observations of the authors cited on the extent poor school- community relations may constitute constraints to teacher effectiveness in public secondary schools in Umuahia educational zone, Abia state Nigeria helped to validate the findings of the study in Table 2.

The responses of the respondents on the extent in-adequate motivational factors act as constraints to teacher effectiveness in public secondary schools in Umuahia educational zone, Abia state Nigeria, the result indicated that all the 7 items had their mean values ranges from 3.02 to 3.53 which are all greater than the cut-off of point of 2.50 on 4-point rating scale, indicating that in-adequate motivational factors constitutes constraints to teacher effectiveness to a high extent to the teacher effectiveness. The table also showed that the standard deviation of the items ranged from 0.50 to 0.94 indicating that the respondents were not far from the mean and from one another in their responses on the extent the in-adequate motivational factors constitutes constraints to teacher effectiveness.

However, the findings also agreed with the views Ijoho (2005) who studied the influence of the economic crises on teachers' behaviour from six schools in Katsina – ala Local Government Area of Benue State and concluded that, due to salary cuts and delay in salary payment there was increased teacher absenteeism and less student evaluation. Similarly Apavlar's (2017) showed that teachers have a low level of commitment to their job due to

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dissatisfaction with; salary, advancement opportunities, poor library facilities and principal's leadership style. Comparing the various cluster means, motivational factors seem to constitute the most serious constraint to teachers effectiveness. The view and observation of the authors cited on the extent in-adequate motivational factors act as constraints to teacher effectiveness in public secondary schools in Umuahia educational zone, Abia state Nigeria helped to justify the findings of the study in Table 3.

### CONCLUSION

In view of the important and diverse nature of the teacher's job, the necessary resources and conducive working environment must be provided to facilitate the effective execution of his/her task. The provision of favourable physical and psychological working environment is the task of school administrators. The quality of such administrative service transcends location so that principals and teachers in all schools are supposed to be offered a fair and equal opportunity to be effective. Thus, many of the decisions involving the organization and running of schools in the state are made by school administrators. Such decisions as organization for curriculum implementation, supervision of instruction, provision of adequate facilities and equipment, provision of favourable school community relations and staff motivation, rest with the school administration.

Evidently, a proper articulation by school administrators of these issues will enhance effective teaching or quality delivery which will be reflected in high students performance in examinations. On the contrary, if these issues are not handled satisfactorily by school administrators, dissatisfaction sets in reducing motivation and effectiveness while promoting teacher stress.

### RECOMMENDATIONS

On the basis of the findings of this study, the following recommendations are

1. Teachers should be involved in textbook selection; for each subject, competencies to be taught should be

specified to guide selection of textbooks.

2. Staff development programs should include training in the rudiments of instructional supervision to endow teachers with the necessary skills to carryout peer supervision.
3. Seminars, workshops and conferences should be organized each term at national, state and local government levels. This will give each teacher the opportunity to attend at least one staff development program a year.
4. The school authorities should use the PTA's to constantly sensitize parents on the need to provide all school needs for students, checking homework and enforcing discipline.
5. Principals should look for ways and means of motivating teachers in their schools. They should not ignore the potential motivating factors of verbal praise and encouragement, teacher of the year awards, free school parties.

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