



## **Principals' Administrative Skills and Teachers' Productivity in Public Senior Secondary Schools Alimosho Local Government, Lagos State Nigeria**

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### Abstract

The degree to which secondary schools will achieve their aims and objectives depends on how well teachers are able to execute their teaching-learning activities. This is true since it is the teacher's responsibility to carry out pedagogical tasks and ensure that learning objectives are met. Secondary school teachers are expected to prepare lesson plans, deliver lessons using the best teaching techniques, maintain classroom order and manage students during lessons, assess students' progress throughout lessons, and, at the end of the term, give the school, students, and their parents or guardians accurate and insightful feedback on how well the students performed. Therefore, this study assessed principal's administrative skills and teachers' productivity in public senior secondary schools in Alimosho local government of Lagos State, Nigeria.

A survey research design was adopted. Three hundred and three (303) respondents were estimated and participated in this study. All questionnaires were distributed, adequately filled and used in the analysis. Multi-stage sampling technique was employed for the select sample size from the population of the study. The information collected from the respondents were sorted, coded, and entered in data sheet created in the Statistical Package for the Social Sciences (SPSS). Descriptive statistics of frequency distribution mean and standard deviation was used to analyze the data and provide answers to the research questions.

The study showed that the level of teachers' productivity is good, encouraging and satisfactory; majority of the principals mostly use supervisory skills (Mean = 19.561 (78.2%), SD = 2.874), followed by communication skills (Mean = 22.878 (76.3%), SD = 3.608), and motivational skills (Mean = 18.823 (75.3%), SD = 3.772), a significant relationship was found between the principals' administrative skills and productivity of teachers ( $r = .120, p = .036$ ).

The study concluded that principal's administrative skills influence teachers' productivity in the areas of teaching methods, teachers' characteristics and students' evaluation in public senior secondary schools. The study recommended that principals should actively seek opportunities to enhance their administrative skills through professional development programs, workshops, and networking with other educational leaders.

Keywords: Communication Skill, Motivational Skill, Supervisory Skill, Teachers' Productivity

### **Introduction**

A school system's ability to accomplish its aims and objectives is largely dependent on how well its teachers perform. No matter how amazing the goals of a school may be, if there are no effective teachers to pursue them, they become very difficult to achieve. In other words, the importance of teacher productivity in achieving educational goals and objectives cannot be overstated. Okolocha and Onyeneke (2013) assert that the effectiveness of the instructors has a significant impact on whether Nigeria's educational goals, particularly those at the secondary school level, are ultimately achieved. A school can accomplish its goals by utilizing the services of effective instructors who are equipped to deliver high-quality education (Ofeimu & Kolawole, 2017) through engagement with students in the teaching-learning environment (Ayodele, Aladenusi, & Akinlana, 2014). Given the aforementioned, teacher productivity is significant.

In Nigeria, specifically, and throughout the world, effective teachers form the foundation of every educational system. According to Oviawe (2016), teacher productivity refers to a teacher's capacity to use the right methods and tactics to transfer the knowledge, skills, and competencies necessary to provide the intended, favorable learning outcomes to their students. According to Bongotons (2009), a productive teacher possesses the following qualities: devotion to his or her profession, competence in his or her subject matter, willingness to add to his or her knowledge, flexibility and open-mindedness, promotes learning in students, directs students in constructive activities, takes initiative and generally has a well-organized and presented lesson plan, is involved in the community, initiates parent contacts and cooperates with parents, faces reality in an honest manner, and so on.

It can be inferred that a teacher's productivity is determined by the academic performance of his or her students on examinations, punctuality to school and class, dedication to work, providing extra lessons to students, and contribution to the advancement of the school through involvement in extracurricular activities like sports, student discipline, and committee assignments as may be given by the principal (Stagier & Rockoff, 2010; Iro-Idoro, Ayodele, & Orija, 2014). According to this study, a teacher's productivity is influenced by their teaching strategies, personal traits, and evaluation systems.

Based on the aforementioned traits of a productive teacher, Oviawe (2016) claimed that the majority of secondary school teachers have low teaching productivity. They appear not to be productive and committed to their teaching job considering the perceived low-quality products produced by the institutions each year. According to Adu, Akinloye, and Adu (2015), they don't seem prepared to put in the necessary effort to bring out the best in their students. Parents, educators, school administrators, and other

educational system stakeholders are concerned about this due to low student performance and high dropout rates, which have an impact on both national development and educational goals (Oke, Ayodele, Aladenusi, & Oyinloye, 2016).

According to Akpagwu (2012), maintaining a school organization requires strong management and competent administrative abilities. The behavior patterns educational leaders use to try to sway group members and decide on the purpose, course of action, and management of group activities are known as principal administrative abilities (Kiboss & Jemiryott, 2014). The operational effectiveness of each school is ensured by the administrative abilities of the principals, who serve as the administrative head of secondary schools (Nwogu & Ebunu 2019).

Technical, conceptual, and human abilities are the three key competencies that provide good administration (Roger & Hartzell, 2022). The ability to build relationships with people is a skill that administrators should have in order to better relate to their staff. A crucial and essential component of the administrative process is the capacity to engage with people (Morgan, 2012). According to Roger (2022), human skills, which include empathy, communication, motivation, cohesion, fairness, and good will, are those that promote contact and a positive working environment between employees and administrators.

The principal needs these soft abilities in order to direct, carry out, and inspire people to achieve educational goals. Establishing positive interpersonal relationships and mutual respect between the principal and other members of the educational organization are some of the most significant administrative objectives in education (Taherreddini, Shaabani, & Khorshidi, 2013). Accordingly, the sort of administrative talents used may determine the effectiveness of any educational system. Without the proper administrative abilities, organizations would struggle to grow and develop, including educational institutions, and teachers could experience resentment, aggression, insecurity, and dissatisfaction (Abiodun-Oyebanji, 2015).

Teachers are motivated by their principals to better their professional tasks with enthusiasm (Wilson, 2012). Wambua (2012) likewise concurred that the principal serves as a motivator. When teachers lack motivation, their excitement wanes, which in turn has an impact on the caliber of students they produce.

According to Nwosu (2017), effective communication is the life force of all social systems, the sustaining force behind all organizations, and the key to meeting the requirements of its constituents. Communication is always necessary, and if the administrator doesn't work to create a positive flow of communication, teachers' attitudes toward their jobs will deteriorate. Teachers, who are the knowledge transmitters, should be aware of the school's goals (Ayoro & Onyeike, 2020).

According to Osakwe (2013), supervision is the process of giving academic staff members and students professional support and direction with the goal of achieving

successful and efficient teaching and learning in the classroom. In an effort to increase student learning and development, the principle, acting as a supervisor, offers professional supervision to teachers in order to help them develop their capacities for effective teaching.

According to Tobin (2014), school principals are attempting to improve teacher abilities by supporting them more under their control. As a result, good leaders prepare their staff for the future's difficulties and goals (Phuc et al., 2021). These two interrelated factors are likely to increase the value of global educational progress. However, a principal's undesirable administrative style may prevent teachers from attaining their mutually beneficial goals (Bickmore & Dowell, 2018). Due to the unfavorable actions of school administrators, many instructors choose to leave their jobs (Bickmore & Dowell, 2018; Jones & Watson, 2017). Some people fall short in providing good work or teaching students because of a weakness in their administrative skills (Oplatka & Arar, 2018; Uwannah et. al., 2022).

However, diverse research has examined teachers' principals' administration abilities and teachers' productivity in diverse contexts. Consequently, the goal of this study is to evaluate the impact of principals' administrative skills (supervisional skills, communication skills, and motivational skills) on teachers' productivity (teaching/teaching methods, student evaluation, and teachers' characteristics) in public senior secondary schools in Alimosho Local Government, Lagos State, Nigeria.

### **Research Questions**

The following research questions guided the study:

What is the level of teachers' productivity in public senior secondary schools in Alimosho local government of Lagos State?

What are the principals' administrative skills mostly used in public senior secondary schools in Alimosho local government Area of Lagos State?

Will there be any relationship between principals' administrative skills and productivity of teachers in public senior secondary school in Alimosho local government Area of Lagos State?

### **Methodology**

**Research design:** Survey research design was adopted for this study. This research design is considered appropriate for this study because it allow the researcher to collect data from selected respondents and the data's gotten can help find solution to significant problem in this study.

**Population:** The target population for this study is the 965 teachers in public senior secondary schools Alimosho Local government Lagos. There are 25 public senior

secondary schools in Alimosho Local government Lagos. However, the sample population for this study is the 319 teachers from eight selected public senior secondary school in Alimosho Local Government Area.

**Sampling Techniques:** Multistage random sampling technique was adopted for this Study. Multistage sampling is a probability sampling technique in which few areas that is believed to be representatives of the whole population is used; it helps to divide the total population into groups for conducting research. This technique is adopted to reduce the time taken to research the area of study and to also keep tab on the cost of this research.

Table 1: Sampled population

S/N	NAMES OF SELECTED SCHOOLS	Population	
1	Schools in urban areas	10	$30 \times 10/100 = 3$
2	Schools in Suburban areas	9	$30 \times 9/100 = 2.7$ (3)
3	Schools in rural areas	6	$30 \times 6/100 = 1.8$ (2)
	TOTAL SAMPLE	25	8

From each of the identified community types, simple random sampling technique was used in selecting 3 public secondary schools urban and sub-urban areas respectively, while 2 secondary schools were randomly selected from rural areas. This gives a total of 8 participating public secondary schools in all.

This stage involved the use of proportional stratified random sampling method for the selection of 303 teachers for the study. The reason for the use of proportional stratified random sampling method is to ensure that each stratum (school) has the same sampling fraction and that all the elements or groups under investigation are well represented in the sample.

**Instrument for Data Collection:** Data was collected using a researcher-structured questionnaire titled 'principal's administrative skills and teachers' productivity questionnaire (PASTPQ), which is divided into three sections.

Section A: Socio-demographic characteristics of respondents with 4 items.

Section B: Is designed to measure the principal administrative skills (PAS). It contains the subset of the three administrative skills. It is a 16-item scale designed to measure principal administrative skills (supervisory skills, communication skills and motivational skills). PAS will be rated on 5 points scale (Disagree Strongly = 1 to Agree Strongly = 5).

Section C: Is designed to measure the level of teachers' productivity. It is a 25-item scale designed to measure teachers' productivity in relation to teaching/teaching methods, teachers' characteristics and students evaluation. Teachers' productivity will be rated on

4 points scale (Very low productivity = 1 to Very high productivity = 4).

**Method of Data Collection:** Ethical clearance for the study was gotten from Babcock University Health Research Ethics Committee (BUHREC). A letter of introduction from the HOD of Education, Babcock University was presented to the respective principals of the schools and permission was obtained from the administration of the schools to carry out the study. Respondents were informed about the objectives and the course of the study. Consent was obtained and questionnaire was self-administered to the teachers in their staff rooms during the break (long). Questionnaires were collected after completion and checked for appropriateness and complete filling. Data collection was done within a period of 2 weeks.

**Method of Data Analysis:** In this study, the data was collected and analysed using statistical package for social science Version 23. Descriptive statistics of frequency distribution mean and standard deviation was used to analyse the data and provided answers to the research questions 1 and 2 while question 3 was analysed using Pearson Product Correlation. All the hypotheses were tested at 5 % level of significance using simple regression analysis tool

### Results and Discussion of Findings

This chapter presents the result of the analysis of collected data and result of findings with respect to Influence of Principal's Administrative skills on teachers' productivity in Alimosho Local government Lagos State. Three hundred and three (303) copies of questionnaire were distributed, returned and validated for analysis.

Table 1: Analysis of demographic characteristics of respondents N=303

Variables	Items	Frequency	Percentage
Gender	Female	175	57.8%
	Male	128	42.2%
Educational Qualification	N.C.E	96	31.7%
	B.sc(Ed)	81	26.7%
	B.Sc./HND	22	7.3%
	B.Edu	14	4.6%
	PGDE	5	1.7%
	M. Ed/M.Sc	51	16.8%
	PhD	34	11.2%
Years of Experience	Less than 1 year	35	11.6%
	1 - 5 years	25	8.3%
	6 - 10 years	122	40.3%
	11 - 15 years	61	20.1%
	16 - 20 years	9	3.0%
	21 years and above	51	16.8%

The Table 1 shows the demographic detail of the respondents. From the table it shows that females teachers are more than male teachers. Teachers with NCE qualifications have the greatest percentage in Alimosho public senior secondary schools, for a senior secondary school it is expected that the qualification of teachers should be at the M.Ed/M.Sc level. The table also revealed that greater percentage of teachers have within 6-10 years of teaching experience, longer teaching experience gives room for mastery in teaching profession.

Table 2: Level of teachers' productivity in public senior secondary schools

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error
Teachers productivity	303	53.00	91.00	73.9736	.36375
Valid N (list wise)	303				

Table 2 reveals the level of teachers' productivity in public senior secondary schools in Alimosho local government of Lagos State with a mean score of 73.974 (77.1%), which is good. This is because it is higher than the minimum score of 53 which is 55.2%. It could then be deduced generally that the level of teachers' productivity in public senior secondary schools in Alimosho local government of Lagos State is good, encouraging and satisfactory, which may be as a result of some factors inherent in their schools or circumstances around them.

Table 3: Summary of level of teachers' productivity in public senior secondary schools

Category	Criteria	Frequency	%	Remark
65-96	High	282	93.1	Respondents with high level of productivity in public senior secondary schools
33-64	Moderate	21	6.9	Respondents with moderate level of productivity in public senior secondary schools
1-32	Low	-	-	Respondents with low level of productivity in public senior secondary schools

The result presents the level of teachers' productivity in public senior secondary schools in Alimosho local government of Lagos State. Their productivity level was categorized as high (65-96), moderate/average (33-64) and low (1-32). Majority 282 (93.1%) of the respondents had high productivity level while the remaining 21 (6.9%) had moderate productivity level. This implies that there are some factors that enhance this productivity, which could be school factor such as school tone, principal leadership behaviour etc.

Table 4: Descriptive data showing the principals' administrative skills mostly used in public senior secondary schools

Principals' administrative skills		Freq.	%	Mean	Std Dev
Supervisory	High (17-25)	262	86.5	19.561 (78.2%)	2.874
	Moderate (9-16)	40	13.2		
	Low (1-8)	1	0.3		
<i>Total</i>		303	100		
Communication	High (21-30)	238	78.5	22.878 (76.3%)	3.608
	Moderate (11-20)	62	20.5		
	Low (1-10)	3	1.0		
<i>Total</i>		303	100.0		
Motivational	High (17-25)	244	80.5	18.823 (75.3%)	3.772
	Moderate (9-16)	48	15.8		
	Low (1-8)	11	3.6		
<i>Total</i>		303	100.0		

The principals' administrative skills mostly used in public senior secondary schools in Alimosho local government Area of Lagos State was assessed on three (3) dimensions. These are supervisory skills, communication skills and motivational skills. These skills were categorized as high, moderate/average and low. The results of this study revealed that majority of the principals mostly use supervisory skills (Mean = 19.561 (78.2%), SD = 2.874), followed by communication skills (Mean = 22.878 (76.3%), SD = 3.608), and motivational skills (Mean = 18.823 (75.3%), SD = 3.772).



Table 5: Relationship between principals' administrative skills and productivity of teachers in public senior secondary school

		Principals' administrative skills	Teachers' productivity
Principals' administrative skills	Pearson Correlation	1	.120*
	Sig. (2-tailed)		.036
	N	303	303
Teachers productivity	Pearson Correlation	.120*	1
	Sig. (2-tailed)	.036	
	N	303	303

\*. Correlation is significant at the 0.05 level (2-tailed).

The outcome of the research question one that stated that "Will there be any relationship between principals' administrative skills and productivity of teachers in public senior secondary school in Alimosho local government Area of Lagos State" was rejected. Table 4.6 revealed a significant relationship between the principals' administrative skills and productivity of teachers in public senior secondary school ( $r = .120, p = .036$ ).

### Discussion of Findings

The result shows that Majority of the respondents had high productivity level. The suggested that there are some factors that enhance this productivity, which could be school factor such as school tone, principal leadership behaviour. In support of this finding, Sophie and Ernest (2019) explained that the teachers' characteristics and method are highly important in determining the level of teachers' output. The study added that to the teacher's inputs such as test results, graduation rates, dropout rates, labour market outcome, school climate, teacher commitment and discipline. Kumari (2022) found that most teachers have high level of productivity in their teaching. The study also stated that the use of effective teaching methods leads to achieving better performances in students since the major aim of teaching is to bring about desirable change in learners. The study added that teachers in secondary schools employ a range of instructional strategies to promote student learning. Research suggests that using a combination of instructional methods, including lectures, discussions, cooperative learning, hands-on activities, and technology integration, can enhance student engagement

The results of this study revealed that the principals mostly used administrative skill is supervisory skills. A principal's supervisory skills are vital for effective leadership in a school setting. These skills encompass a range of abilities and competencies that

enable principals to support and guide teachers, promote a positive school culture, and enhance overall instructional quality. Nwabueze, Chukwuji and Ugwoezuonu (2018) the principal's supervisory skills is vital to the success of the productivity of the teachers in that it places a guide on their activities and ensures they are on the right direction in the discharge of their duties. Ayodele, Buari and Oguntuase (2016) also agreed that the principals should be able to adopt some administrative skills and also evaluate their teachers in order to ascertain the strengths and weakness of the instructional delivery system for better academic performance. Furthermore, Strong communication skills are essential for principals to establish positive relationships with teachers, students, parents, and other stakeholders. They foster open lines of communication, actively listening to concerns, ideas, and feedback from teachers and addressing them appropriately. Principals effectively communicate expectations, goals, and changes in policies, ensuring clarity and transparency within the school community. Similarly, Chinonye (2020) noted that the principal's administrative skills help the principal towards motivating the teachers to enhance their performances in secondary schools for improved productivity. Ezeudu (2021) submits that motivation predicts behaviour which is the bedrock upon which commitment stands and it's fed from. Hence principals who employ this skill tend to command more productivity from their teachers than those who do not. Ngeripaka, Nkporbu and Acheya (2019) further explained that when teachers are motivated, their capacity automatically rise towards high level. Thus, teachers' motivation is a key factor that had been shown to affect the quality of education. In order words when salaries are promptly paid and duly increased, the attitude of teachers to their job input is likely to increase greatly.

The study revealed a significant relationship between the principals' administrative skills and productivity of teachers in public senior secondary school. In line with other studies, there is a significant relationship between principals' administrative skills and productivity of teachers. According to Osakwe (2010) principal's administrative skills helps to boost the effectiveness of teachers there by making them more productive. The study contends that principals with strong administrative skills excel in planning and organizing school operations. They establish clear goals, objectives, and timelines, ensuring that administrative tasks and processes run smoothly. By effectively managing administrative responsibilities, principals free up teachers' time, allowing them to focus more on instructional activities and student engagement. Ngeripaka et al. (2019) found that there is a relationship between the administrative skills of the principals and the performance of teachers. The study asserted that Principals' supervision skills in the modern era centres on the improvement of the teaching-learning situation to the benefits of both the teachers and learners. Mphale and Mhlauli (2014). Corroborating these findings, Elujekwute (2021) stated that Principals with effective administrative skills establish streamlined processes and procedures for

administrative tasks such as scheduling, record-keeping, and data management. By simplifying and standardizing these processes, principals minimize administrative burdens on teachers, allowing them to dedicate more time and energy to instruction and student support. The study noted that principal's administrative skills is a platform for principal to involve teachers in the process of improving upon their short comings and deliver higher productivity

### **Conclusion and Recommendations**

This study evaluated the influence of principal's administrative skills on teachers' productivity in public senior secondary schools in Alimosho local government of Lagos State, Nigeria. The aforementioned empirical data led us to conclude that principal's administrative skills influences teachers' productivity in the areas of teaching methods, teachers' characteristics and students' evaluation in public senior secondary schools in Alimosho local government of Lagos State, Nigeria.

### **Recommendations**

Based on the findings and conclusions of the study, the following recommendations are made:

1. Principals should actively seek opportunities to enhance their administrative skills through professional development programs, workshops, and networking with other educational leaders as findings shows that it influences teachers teaching methods
2. Principals should support teachers in implementing differentiated instruction techniques to cater to the diverse learning needs of their students.
3. Schools should implement a system of regular and constructive students' evaluations which will enhance their academic performance as well as help the teacher plan for the students' areas of short coming.

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