

ADMINISTRATIVE EFFICIENCIES AND TEACHER PRODUCTIVITY IN DELTA STATE SECONDARY SCHOOLS, NIGERIA.

Abstract

This study determined administrative efficiencies and teacher productivity in Delta State secondary schools, Nigeria. Three research questions and hypotheses gave the study a direction. The study adopted the ex-post facto design of the correlational survey method. The population for the study consists of 13,531 principals and teachers in government secondary schools in Delta State comprising of 467 secondary school principals and 13,064 secondary school teachers' in Delta state. Stratified sampling procedure was used to sample 862 principals and teachers' in secondary schools. The instrument used for data collection was a structured questionnaire on Administrative Efficiencies Questionnaire (AEQ) and Teachers Productivity Questionnaire (TPQ) which was used to gather information from respondents. Research questions were answered with mean score and coefficient of determination, Pearson Product Moment Correlation Statistics was used to test all hypotheses with a significance level of 0.05. Findings show that administrative efficiencies, principals' commitment to work and effective management of teaching facilities predicts teachers' productivity in Delta State secondary schools. It was recommended among others that effective management of teaching facilities determines teachers productivity, thus there is need for principals in Delta State secondary schools through ministry of education to make teaching facilities available for teachers use.

Keywords: Administrative Efficiencies, Teacher Productivity, Delta State, Secondary Schools, Nigeria.

Introduction

Education is Nigeria's largest corporation and serves as a weapon for academic advancement, social mobilization, political survival, and effective national development. The importance of secondary education to young people cannot be overstated. This is where solid foundations for the individual's continuous training are intended to be laid. The ultimate purpose of education at all levels is to promote inclusive, high-quality, relevant, and accessible education for self-sufficiency. This is motivated by the belief that good education contributes significantly to economic growth, greater job chances, and income-generating opportunities for long-term development. To attain the intended outcomes, effective secondary education management is required. (Akemolafe, 2011). A priority is ensuring fair access and enhancing the quality and efficacy of education at all levels. There is a designated administrator in any formal organization who is as significant as the organization itself. The school administrator's quality is a unique component to consider when assessing the success or failure of any institution, such as a school. To put it another way, the administrator manages financial, human, and material resources in order to attain the stated goals. However, while organizations (such as schools) require job productivity in terms of output, the teachers who comprise the workforce in achieving organizational goals must be debated first, and their employment ambitions and objectives may be abandoned. As a result, the administrator must be communicative and transactional when dealing with these two phenomena: school organization and personnel. A school's principal is a planner, director, controller, coordinator, organizer, adviser, and problem-solver (Hosseini, Mahdad, and Golparvar, 2013). He

determines and sets the school's goals and objectives, which must, of course, be consistent with national goals; analyzes tasks; and assigns responsibility to the personnel based on specialization and expertise (Kleinman, Siegel, and Eckstein, 2011). To achieve improved education administration, a competent principal should support quality assurance in his or her school. A principal's primary responsibility is to create an environment that allows teachers to make desired changes in students' learning (Ibukun, 2007). Principals can motivate teachers to be more productive by recognizing their needs and working to meet them. Principals' administrative efficacy is demonstrated in their operations, allowing them to be recognized as group leaders. The principle as an administrator pushes personnel to use their creativity and initiative as needed in making contributions toward the achievement of institutional goals. Principals play an essential role in maintaining school discipline, both via competent administration and by personal example aimed at ensuring teacher productivity. Babalola (2006) discovered a link between teacher productivity and principal administrative efficacy when it came to school disciplinary policy.

Planning, organizing, supervising, staffing, assessing, coordinating, leadership, and acquiring and maintaining instructional materials, equipment, and buildings are among the administrative duties that principals are expected to accomplish. Principals are also responsible for overseeing the school's finances, as well as maintaining staff and student discipline. The extent to which principals conduct the foregoing administrative responsibilities effectively determines their efficacy as administrators of their schools. Administrative efficiency emphasizes how administrators are likely to lead and realize the full capacities of staff in educational organizations, as well as teacher inspiration, competence, dedication, and student satisfaction (Okorie and Uche, 2004). Administrators must recognize that educational failure is a problem and a waste to a nation, and that competent administration is the final procedure for bringing about change in educational system.

Dinham (2005) used performance management to demonstrate administrative efficacy, which translates to "trying to infuse quality management principles and moving toward an emphasis on results or value for money." When it comes to the question of performance in terms of social service delivery in Nigeria, this assumption does not appear to approximate or explain the situation. To achieve this, deliberate and well-focused initiatives are required in order to achieve sustainable development. The importance of productivity in any organization cannot be overstated. The author goes on to describe an employee's productivity as the relationship between units of labour input and units of output, or the efficiency with which factors of production are used to produce goods and services (Nwachukwu 2005). Value of input cost of output, or simply put, value of input over the cost of production, is a connection between input and output. Productivity is defined as the output that results from a given resource input at a given time. In terms of measuring productivity in the public sector, there is a conundrum as to how productivity can be measured in a sector where public services are generally provided without charge, making it impossible to measure the concept using prices associated with services provided, as is the case with government sector organizations.

Afianmagbon (2009) did a study in Pakistan on the application and analysis of total quality management in colleges of education, and the results revealed that the quality of education in Pakistan is low owing to inadequate principal management. The quality of administration and

infrastructure in the public sector and schools is deteriorating due to a lack of dedication or inexperienced administrators, as well as a limited budget. According to the findings, effective communication may be developed for effective management in order to increase educational quality. In a study of the impact of administrative efficiencies on secondary school performance in Benue State, Akemolafekwu (2008) discovered that total commitment, adequate funding, and quality instructional supervision, as well as quality school facilities and effective communication, all have a significant impact on secondary school performance.

In order to provide a high-quality education, full commitment in school management can boost teacher productivity, encourage and reassure effective staff engagement, and improve organizational outcomes. School principals should continue their role as facilitators in the implementation of administrative efficiency and welcome all employees, professional and ancillary, as partners in achieving a common goal. Principals must be willing to sacrifice time and, in some cases, money in order to achieve the school's intended success. Holzer (2017), revealed that successful leaders retain an assertiveness of sacrifice to turn around organizations." Principals must be willing to go above and beyond to get to the next level. Principals (leaders) sometimes become agents and improve school management in order to develop an efficient school administration. Teaching is a complex process with many factors influencing instructional quality and learning, one of which is the teacher's work environment. Teachers around Nigeria appear to be sneering because of the terrible working environment, which manifests itself in poor service conditions. Classrooms in Nigerian schools are ill-equipped with the required amenities. Several teachers have been teaching for years without receiving any kind of retraining or professional development to keep their skills and approaches up to date. Most private schools have poor organizational climates when compared to government schools, and it is part of the principal's responsibility to maintain an adequate teaching and learning environment (Isola, 2010). Organizational climates, according to Ukeje (2000), are linked to productivity in terms of interpersonal relations, group cohesiveness, and job participation. General opinion of the workplace has a significant impact on employee productivity. When the principal is devoted to providing a good atmosphere for teaching and learning, a healthy organizational climate can be defined as one that supports high productivity, low tension, and high morale (Ayeni 2005).

Good administration begins with the creation of a mission statement, which is followed by the formulation of a strategy, which is then translated into action plans that are implemented throughout the organization or institution. Principals become committed to setting the goals, values, and systems that guide the pursuit of continuous performance and improvement as leaders when they use effective management, which can influence teacher productivity (Isola (2010). Issifu and Adinan (2014), stressed that entire commitment by the principal is highly crucial for teachers to be productive, as both the leader and subordinates are expected to display total dedication to the corporate vision and mission. From senior management down to the teaching and non-teaching employees, it is a primary function. Facilities are important inputs in educational institutions because they foster a positive learning environment, encourage interaction, and assist students in achieving their educational objectives (Kirkpatrick and Locke, 2006). In essence, if essential facilities are not given in acceptable quality and quantity at appropriate times through the principal's administrative finesse, the school curriculum will be meaningless and ineffective (Klier, 2005). Effective facilities management, necessitates knowledge, competency, and expertise in handling several aspects of the school system (Klier, 2005). The above necessitates the principal's competence to set required objectives, supervise facility utilization, formulate procurement strategies, and ensure actual management and supervision of available facilities in order to achieve the school system's set goals. Principal's role in educational facility management comprises

bringing together individuals to form a group that will govern, organize, and articulate actions in order to achieve concrete and holistic learning for the benefit of society as a whole (James & Daniel, 2014).

Statement of the Problem

In Nigerian society, the seeming lack of administrative efficacy of principals is an annoying issue. When this occurs in the school, it leads to inefficiency and low staff productivity. One of the issues that the educational system has always had to deal with is how to certify that the teaching and learning excellence, as well as administration, is maintained. However, despite the efforts to keep teachers happy in their jobs, productivity appears to be low. Administrative inefficiencies, such as insufficient facilities for actual teaching and learning, poor or non-maintenance of existing ones, lack of commitment by principals, lack of teamwork, poor communication methods, inadequate funding, supervisory skills used by principals during teaching and learning, and leadership styles, among others, can all contribute to this shortfall. Because administrative efficacy has such a big impact on educational outcomes, it's important to figure out what kind of administrative efficacy principals have in secondary schools. As a result, the research aim is to determine administrative efficiencies and teacher productivity in Delta State secondary schools. In particular, the study is looking into the relationship between administrative efficiencies, principal commitment, effective management of teaching facilities, and teacher productivity in Delta State secondary schools.

Hypotheses

The following hypotheses were formulated:

1. Relationship between administrative efficiencies and teacher productivity is not significant.
2. Relationship between principals' commitment to work and teachers' productivity is not significant.
3. Relationship between effective management of teaching facilities and teacher productivity is not significant.

Methodology

The correlational survey approach was used in this study with an ex-post facto design. The population for the study consists of 13,531 principals and teachers in government secondary schools in Delta State comprising of 467 secondary school principals and 13,064 secondary school teachers' in Delta state. A total of 862 secondary school principals and teachers in government secondary schools were sampled using a stratified sampling technique. The instrument used for data collection was a structured questionnaire on Administrative Efficiencies Questionnaire (AEQ) and Teachers Productivity Questionnaire (TPQ) which was used to gather information from respondents. Face and content validity were used to validate the instrument using expert judgment. The instrument's reliability was tested using the Cronbach Alpha method, which was used to determine the items' internal consistency, and a coefficient of .75 and .81 index for Administrative Efficiencies Questionnaire (AEQ) and Teachers Productivity Questionnaire (TPQ) respectively were obtained indicating a high index. To answer the study questions, the data was evaluated using descriptive statistics such

as mean and standard deviation. All hypotheses were tested at the 0.05 level of significance using Pearson Product Moment Correlation Statistics.

Presentation of Results

Research Question 1: What is the relationship between administrative efficiencies and teachers productivity in Delta State government secondary schools?

Table 1: Mean score and standard deviation analysis on administrative efficiencies and teachers productivity

Variables	Mean	SD	r	r ²
Administrative efficiencies	21.89	4.33	.72	.52
Teachers productivity	26.91	3.80		

Data in Table 1 shows mean score and standard deviation analysis on administrative efficiencies and teachers productivity. The result revealed administrative efficiencies with mean score of 21.89, SD of 4.33 and teachers productivity with mean score of 26.91, SD of 3.80. The relationship between administrative efficiencies and teachers productivity is .72 which revealed a positive relationship. r² value of .52 shows that administrative efficiencies determines teachers productivity by 52%.

Research Question 2: What is the relationship between principals' commitment to work and teachers productivity in Delta State government secondary schools?

Table 2: Mean score and standard deviation analysis on principals' commitment to work and teachers productivity

Variables	Mean	SD	r	r ²
Principals' commitment to work	28.11	3.98	.84	.71
Teachers productivity	26.91	3.80		

Data in Table 2 shows mean score and standard deviation analysis on principals' commitment to work and teachers productivity. The result revealed principals' commitment to work with mean score of 28.11, SD of 3.98 and teachers productivity with mean score of 26.91, SD of 3.80. The relationship between principals' commitment to work and teachers productivity is .84 which revealed a positive relationship. r² value of .71 shows that principals' commitment to work determines teachers productivity by 71%.

Research Question 3: What is the relationship between effective management of teaching facilities and teachers productivity in Delta State government secondary schools?

Table 3: Mean score and standard deviation analysis on effective management of teaching facilities and teachers productivity

Variables	Mean	SD	r	r ²
Effective management of teaching facilities	21.22	3.41	.71	.50
Teachers productivity	26.91	3.80		

Data in Table 3 shows mean score and standard deviation analysis on effective management of teaching facilities and teachers productivity. The result revealed effective management of teaching facilities with mean score of 21.22, SD of 3.41 and teachers productivity with mean score of 26.91, SD of 3.80. The relationship between effective management of teaching facilities and teachers productivity is .71 which revealed a positive relationship. r² value of .71 shows that effective management of teaching facilities determines teachers productivity by 50%.

Hypothesis 1: There is no significant relationship between administrative efficiencies and teachers productivity in Delta State government secondary schools.

Table 4: Pearson (r) Analysis on administrative efficiencies and teachers productivity

		Administrative efficiencies	Teachers productivity
Administrative efficiencies	Pearson Correlation	1	.721*
	Sig. (2-tailed)		.264
	N	862	862
Teachers productivity	Pearson Correlation	.721*	1
	Sig. (2-tailed)	.264	
	N	862	862

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

Table 4 above shows relationship administrative efficiencies and teachers productivity with r value of .721 and significance $P=.264$. Therefore, the null hypothesis which states that there is no significant relationship between administrative efficiencies and teachers productivity in Delta State government secondary schools was rejected. Thus, there is a significant relationship between administrative efficiencies and teachers productivity in Delta State government secondary schools.

Hypothesis 2: There is no significant relationship between principals' commitment to work and teachers productivity in Delta State government secondary schools.

Table 5: Pearson (r) Analysis on principals' commitment to work and teachers productivity

		Principals' commitment to work	Teachers productivity
Principals' commitment to work	Pearson Correlation	1	.843*
	Sig. (2-tailed)		.261
	N	862	872
Teachers productivity	Pearson Correlation	.843*	1
	Sig. (2-tailed)	.271	
	N	862	862

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

Table 5 above shows relationship principals' commitment to work and teachers productivity with r value of .843 and significance $P=.271$. Therefore, the null hypothesis which states that there is no significant relationship between principals' commitment to work and teachers productivity in Delta State government secondary schools was rejected. Thus, there is a significant relationship between principals' commitment to work and teachers productivity in Delta State government secondary schools.

Hypothesis 3: There is no significant relationship between effective management of teaching facilities and teachers productivity in Delta State government secondary schools.

Table 6: Pearson (r) Analysis on effective management of teaching facilities and teachers productivity

		Effective management of teaching facilities	Teachers productivity
Effective management of teaching facilities	Pearson Correlation	1	.714*
	Sig. (2-tailed)		.346
	N	862	872
Teachers productivity	Pearson Correlation	.714*	1
	Sig. (2-tailed)	.346	
	N	862	862

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

Table 6 above shows relationship effective management of teaching facilities and teachers productivity with r value of .714 and significance $P=.346$. Therefore, the null hypothesis which states that there is no significant relationship between effective management of teaching facilities and teachers productivity in Delta State government secondary schools was rejected. Thus, there is a significant relationship between effective management of teaching facilities and teachers productivity in Delta State government secondary schools.

Discussion of Results

According to the findings, in Delta State government secondary schools, there is a significant relationship between administrative efficiencies and teachers productivity. This study backs up Janz and Prasarnphanich's (2013) assertion that the principle as an administrator pushes workers to use their creativity and initiative while making contributions to help the institution achieve its goals. In the same vain Babalola (2006) revealed that teachers' productivity with the school discipline policy was linked to the principal's administrative efficacy. Also, Afianmagbon (2009), found that in Pakistani, education is of poor quality due to bad principal management. The quality of administration and infrastructure in the public sector and schools is deteriorating due to a lack of dedication or inexperienced administrators, as well as a limited budget. According to the findings, effective communication may be developed for effective management in order to increase educational quality but principals neglect this. Furthermore, Akemolafekwu (2008), revealed that total commitment, enough money, and excellent instructional supervision, quality school facilities, and effective communication have a substantial impact on secondary school teachers' success.

The findings reveal that in Delta State government secondary schools, there is a substantial association between the principal's commitment to work and teachers' job productivity. This research backs up Isola's (2010) findings that good administration begins with the creation of a mission statement, which is followed by a strategy that is translated into action plans that are implemented throughout the school. Also, the finding is linked to Ukeje (2000), discovery that productivity in terms of interpersonal relations, group cohesiveness, and job participation. Issifu and Adinan (2014), entire commitment by the principals is highly crucial for teachers to be productive since both the leader and the subordinates are required to display total dedication to the organizational vision and goal.

According to the findings, in Delta State government secondary schools, there is a substantial relationship between effective management of teaching facilities and teacher productivity. This discovery lends support to James and Daniel (2014), the principal's role in educational

facility management comprises bringing together individuals to form a group that will govern, organize, and articulate actions in order to achieve concrete and holistic learning for the benefit of society as a whole. In another discovery, Jagero (2012), found that school management by principals is the sum of all efforts made in the provision and delivery of education to ensure that both human and material resources given to education are used to their maximum potential in the achievement of educational objectives and goals. To face contemporary social issues, the school management team, led by the principle, must develop, support, and equip employees with the knowledge and skills necessary to respond positively to the ever-changing phenomenon of education. Aduke (2007), in order to achieve this, educational facilities must be continuously increased and adequacy must be maintained, as existing ones are often overburdened, badly maintained, and unable to give and promote desirable, innovative, and harmonious problem-solving skills.

Conclusion

Teachers' productivity in Delta State government secondary schools is determined by administrative efficiencies, such as the principal's commitment to work and effective administration of teaching facilities. As a result, it was suggested that Delta State secondary school principals should consider their administrative efficacies as a source of teacher productivity. Secondary school principals in Delta State should be devoted to improving teacher productivity. Effective management of teaching facilities determines teachers productivity, thus there is need for principals in Delta State secondary schools through ministry of education to make teaching facilities available for teachers use.

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