

Principals' Organizational Management and Teachers' Efficiency among Public Basic Schools in Ilorin West Local Government Area, Kwara State

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Abstract

This study focused on the organizational management of the principals and the efficacy of the teachers in the public elementary schools of Ilorin West Local Government Area of Kwara State. The researchers used a survey, correlational study approach. As at August 20, 2022, the population for the research included all 29 principals and 789 teachers from the 29 public basic schools in Ilorin West Local Government Area, Kwara state. An overall of 303 respondents were chosen at random for this article, consisting of 274 instructors and 29 principals, respectively. For the study, questionnaires labeled "Principals' Organizational Management Questionnaire (POMQ) and Teachers' Efficiency Questionnaire (TEQ)" were employed. The instrument was validated and evaluated for validity and reliability by specialists. POMQ and TEQ achieved reliability ratings of 0.61 and 0.64, respectively. While inferential statistics of Pearson product-moment correlation statistics were employed to test the hypothesis at a 0.05 degree of significance, descriptive statistics of mean and standard deviation were utilized to answer research questions. The study's conclusions showed that: the organizational management of principals at public basic schools in Ilorin West Local Government Area, Kwara State, was average; and there was a strong link between principals' organizational management and teachers' efficacy in those schools. Based on the research's findings and conclusions, to raise the caliber of instruction, it was recommended, along with many other factors, that principals undertake effective and efficient ways supervision.

Keywords: Organisation, Management, Teachers' efficiency, Instructional supervision

Introduction

The improvement of social, economic, political, and technical progress of a nation is considered as requiring education at its core. All educational degrees are significant in Nigeria as well as other nations throughout the world. However, it may be argued that the fundamental degree is crucial since it serves as the starting point or basis for higher degrees of education. Principals are chosen to serve as the general overseers inside the schools to guarantee that elementary schools efficiently run towards the realization of the specified goals. Basic school principals must lead by example, enforce rules, include instructors in decision-making, and effectively supervise and instruct students in order to ensure successful organizational administration. The efficacy of instructors may depend on how principals handle all of these tasks while running formal organizations like schools.

According to Okendu (2012), instructional supervision holds a special role in the overall educational system, making it extremely necessary to pay it considerable attention. The development of instructors' classroom teaching methods, for example, might be improved by instructional monitoring. To properly set goals, school principals must make sure that teaching supervision is a democratic engagement. The goal of curriculum implementation in the contemporary period is to improve the teaching-learning atmosphere for the benefit of both instructors and students. It also helps identify the strengths and limitations of teachers and promotes follow-up actions geared at correcting those flaws (Nakpodia, 2010). This fosters a friendly working environment built on positive relationships between principals and teachers.

Discipline as defined by Mangkunegara and Octorend (2015) is a worker's capacity to exert self-control in order to behave or perform in accordance with the guidelines established by the organization. It is crucial for school administrators to maintain a high standard of discipline in their institutions in order to encourage instructors to adopt positive attitudes toward their work and increase productivity. If a teacher is not disciplined, he or she may struggle with

being ineffective in the performance of his or her obligations. A disciplined educator, according to Ali, Dada, Isiaka, and Salmon (2014), is one whose conduct complies with the norms and guidelines established by the educational system and the general ethics of the teaching profession. As a result, school administrators must continue to chastise teachers to help them recognize how important they are to achieving the objectives of the institution.

According to Ako (2013), administrators should employ participatory decision-making as a key tool to increase teacher efficiency. Teachers may oppose commands if they aren't involved in decision-making, which would find it tough for them to properly complete their jobs. Samuel (2016) said that certain principals in Nigerian public basic schools lack the systematic motivational skills necessary to fully use and accomplish the high degree of efficiency of the instructors working under them. According to Olapade (2018), there may be a number of reasons why ineffective instructors are employed in Nigeria's primary schools, but it is important to note the significance of administrators' poor inspiring of educators. Proceeding the basis of the conversations just had, this research aims to look at principals' organizational management and teachers' efficiency among public basic schools in Ilorin West Local Government Area, Kwara State.

According to concerns from certain education stakeholders, including parents, guardians, administrators, and students, some basic school instructors in Ilorin West have recently been less competent in managing the classroom, assessing their pupils, and delivering lessons (Adeyi, 2018). To address this worrying condition, several research have been conducted. Taking the Kwara State Basic Schools in Nigeria as an example, Oduwaiye, Sofoluwe, Akinnubi, and Ibrahim (2013) performed a research on student enrolment and instructors' efficacy. Samuel (2016) examined the relationship between teachers' efficacy and administrators' administrative abilities at junior high schools in Nigeria's Kogi State. Olapade (2018) investigated the connection between instructors' performance and administrators' motivating techniques at junior high schools in Lagos State, Nigeria. The efficiency of instructors at junior secondary schools in Sokoto State, Nigeria, was also the subject of research conducted by Umar (2018). In spite of the fact that each of the aforementioned research is somewhat linked to the one being analyzed principals' organizational management and teachers' efficiency among public basic schools in Ilorin West Local Government Area, Kwara state. Hence, this is the gap which this research aims to cover.

Purpose of the Study

The primary goal of the study was to evaluate teachers' productivity and organizational management skills in public elementary schools in the Ilorin West Local Government Area of Kwara State. The purpose of the research is to:

- I. examine the degree of principals' organizational management in Ilorin West Local Government Area public basic schools, Kwara state; and
- ii. investigate the degree of teachers' efficiency in Ilorin West Local Government Area public basic schools, Kwara state.

Research Questions

For the purpose of this work, the following research questions were posed:

- i. What is the degree of principals' organizational management in Ilorin West Local Government Area public basic schools, Kwara state?
- ii. What is the degree of teachers' efficiency in Ilorin West Local Government Area public basic schools, Kwara state?

Research Hypothesis

The research hypothesis was postulated to guide the paper:

Ho₁: There is no significant relationship between principals' organizational management and teachers' efficiency in Ilorin West Local Government Area public basic schools, Kwara state.

Methodology

To collect the relevant and necessary data for the paper, the research used a descriptive survey research design of the correlational type. As of August 20, 2022, the population for the research included all 29 principals and 789 teachers from the 29 public junior high schools in Ilorin West Local Government Area, Kwara state. For the purposes of this research, 303 respondents were chosen at random from a pool of 274 teachers and 29 principals, representing 37% of the

total population. Teachers and principals were chosen because they could supply the necessary information for the study's execution. For the study, questionnaires labeled "Principals' Organizational Management Questionnaire (POMQ) and Teachers' Efficiency Questionnaire (TEQ)" were employed. In order to determine the construct and contents validity of the self-designed instrument, the draft was provided to three professionals at the University of Ilorin in Ilorin, Nigeria. Three lecturers from the Faculty of Education were consulted: two from the Department of Educational Management and one from the Department of Test and Measurement. Their feedback and ideas were integrated into the final instrument used for pilot research and, subsequently, the responders when it was deemed appropriate. Test-re-test technique was adopted to decide the instrument's reliability. The coefficient correlations achieved from the test were 0.61 and 0.64 for POMQ and TEQ, respectively. This indicates that the device is quite reliable. Descriptive statistics of mean likewise standard deviation were utilized for answering research questions, while inferential statistics of Pearson product-moment correlation statistics was employed to test the hypothesis at the 0.05 degree of significance. A total of 333 questionnaires were sent, but only 272 were returned for examination, representing 29 principals and 243 instructors. This represents an 89.7% return.

Results

Research Question 1: What is the degree of principals' organizational management

Table 1: Mean and Standard Deviation of the Degree of Principals' Organisational Management

S/N	Degree of Principals' Organisational Management	N	X	SD	Decision
1	Motivation	243	2.13	.56	Average
2	Teachers Discipline	243	2.18	.58	Average
3	Supervision of Instruction	243	1.58	.77	Low
4	Participatory Decision Making	243	1.60	.65	Average
	Grand Mean		1.87	.64	

Source: Fieldwork, 2022

Key

\bar{X}

1.00 -1.59	Low
1.60 -2.59	Average
2.60 - 5.00	High

Table 1 shows the mean and standard deviation of the Ilorin West Local Government Area public basic schools in Kwara state had a high degree of organizational management by the principals, with mean scores of 1.58 for supervision of instruction and average mean scores of 2.13, 2.18, and 1.60 for motivation, teacher discipline, and participatory decision-making. The quality of organizational management among principals in the public elementary schools in Ilorin West Local Government Area, Kwara state, was determined to be average by the grand mean of 1.87.

Research Question 2: What is the degree of teachers' efficiency in Ilorin West Local Government Area public basic schools, Kwara State?

Table 2: Mean and Standard Deviation of the Degree of Teachers' Efficiency

S/N	Degree of Teachers' Efficiency	N	X	SD	Decision
1	Classroom Management	29	2.56	.36	Average
2	Students' Assessment	29	2.58	.37	Average
3	Lesson Delivery	29	1.89	.67	Average
	Grand Mean		2.34	.46	

Source: Fieldwork, 2022

Key

\bar{X}

1.00 -1.59	Low
1.60 -2.59	Average
2.60 - 5.00	High

Table 2 displays the classroom management, student assessment, and lesson delivery mean scores were found to be average with mean scores of 2.56, 2.58, and 1.89, respectively. This information was gathered from the mean and standard deviation of the degree of teachers' efficiency in Ilorin West Local Government Area public basic schools, Kwara state. Overall, the public basic schools in Ilorin West Local Government Area, Kwara state, had average teacher efficiency, as shown by the grand mean of 2.34.

Ho: There is no significant relationship between principals' organizational management and teachers' efficiency in Ilorin West Local Government Area public basic schools, Kwara State.

Table 3

Principals' Organisational Management and Teachers' Efficiency

Variable	N	\bar{X}	SD	df	Cal r-value	P-value	Decision
Principals' Organisational Management	272	1.87	.64	270	.687	.000	Ho Rejected
Teachers' Efficiency	272	2.34	.46				

***Significant P < .05**

Details in Table 3 demonstrate that for 270 degrees of freedom, the computed r-value is .687 while the p-value (0.000) is less than the significance threshold (0.05). Therefore, the claim that there is no meaningful connection between teachers' efficiency in Ilorin West Local Government Area public basic schools in Kwara State and the organizational management of principals is disproved. The results show a substantial association between teachers' performance and the organizational management of principals in public elementary schools in Ilorin West Local Government Area, Kwara State.

Discussion of Findings

This section presents numerous inferences extracted from the study's research questions and tested hypotheses are explained in great depth. For instance, the results of the study on the degree of principals' organizational management in Ilorin West Local Government Area public basic schools in Kwara state are shown in Table 1. Table 1 indicates that the degree of principals' organizational management in Ilorin West Local Government Area public basic schools in Kwara state was average, which suggests that principals' organizational management in terms of motivation, teachers' discipline, supervision of instruction, and participatory decision-making. This conclusion concurred with Samuel (2016) assertion that the importance of administrators' organizational management for teachers' performance cannot be overstated. The results were in line with those of earlier research by Samuel (2016), who discovered that most public schools in the South West had average degrees of principal organizational management, suggesting that principals' organizational management of schools is only moderately successful.

Additionally, the analysis of the degree of teachers' efficiency in Ilorin West Local Government Area public basic schools, Kwara state, as shown in Table 2, tends to support the conclusions made by earlier researchers like Ako (2013), who discovered that the degree of teachers' efficiency in Ilorin West Local Government Area public basic schools, Kwara state, was average, suggesting that the teachers' efficiency in term of classroom management, students' assessments, and other areas was average. This data implies that majority of the public schools in Yagba West, Kogi State, managed their classrooms, assessed their pupils, and delivered lessons on average.

The results of the premise analysis, which claimed that there is no significant relationship between principals' organizational management and teachers' efficiency in Ilorin West Local Government Area public basic schools, Kwara

state, showed that there is a significant relationship between principals' organizational management and teachers' efficiency in Ilorin West Local Government Area public basic schools, Kwara state. This suggests that the better the organization of the principals in the public basic secondary schools, the more effective the teachers will be. If the principals effectively engage and motivate their staff in day-to-day decisions at the school, the efficiency of the instructors will also improve, which will benefit students' academic performance. This result is in line with that of Okendu (2012), who found a substantial association between teachers' performance and the organizational management of their administrators.

Conclusion

According to the study's findings, principals' organizational management, particularly motivation, teacher discipline, supervision of instruction, and collaborative decision-making significantly increase teachers' efficiency in public elementary schools in Ilorin West Local Government Area, Kwara State.

Recommendations

To improve school's successful administration by the principal, the following suggestions were made:

1. The school administrators should implement an intrinsic reward system so that instructors' efficacy may be successfully increased, consequently raising pupils' academic achievement;
2. To improve the quality of education, administrators must effectively supervise classroom activities;
3. Principals should foster an atmosphere where staff members may actively engage in decisions that will raise the bar at the school; and
4. The establishment of guidelines for staff and student behavior by the school is necessary.

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