

## Administrative Constraint's on Teachers' Effectiveness in Government Secondary Schools in Kebbi State, Nigeria.

DANASABE UMARU, KULU ALHAJI  
Adamu Augie College of Education, Rngungu, Kebbi State, Nigeria.

**Abstract.** This paper focuses on the administrative constrain of teacher effectiveness of secondary schools in kebbi state, where it tries to discuss on the curriculum implementation, community relation and motivational factors which are part of the contributing factors that stem as a constrain to teacher effectiveness; with the following objectives: to examine the relationship between administrative constrain and teacher effectiveness and to measure the level of teacher effectiveness and administrative constrains. The instrument used for the collection of data is questionnaire, where by descriptive approach was used as the design for the study. The concept of teacher effectiveness was elaborated. The findings reveal that 85% of teachers are not motivated by their administrators which affect their effectiveness. Finally this paper gave recommendation that will help to improve the teacher effectiveness in secondary schools of kebbi state.

### 1. Introduction / Background

Conscious of the fact that success in the realization of educational goals depends largely on the teacher, the National Policy on Education, FRN (2004), recognizes that the quality of education is guaranteed by teacher effectiveness. The teacher's task is to teach, educate, provide educational guidance, promote the quest for scientific knowledge and conduct regular assessment (FRN, 2004). 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 favorable 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. This is particularly important because the practice in the state has been that education zonal offices are located in the local government council headquarters and they appear to concentrate on schools nearby. As a result, teachers in the distant areas stand the risk of being deprived of needed motivation because the officers in the zonal offices do not extend their services to such areas. The most important factor in teaching is the teacher, not technique method or curriculum because he translates all these into meaningful learning experiences for students, (Abiogu and Ugwuja 2007). Next to the quality of the teacher is the quality of administrative services provided in schools to enhance effective teaching. By implication, teacher effectiveness goes along with the quality of administrative services provided. A teacher here refers to one who guides and tutors another towards the acquisition of desired knowledge and skills, The concept of teacher effectiveness is elusive given that teaching is a complex activity (Zeichner, 2006) 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 student's performance in tests and examinations (Hughes, 2001).

In kebbi State constraints to teacher effectiveness are multiple Ada, (2000) identifies some to include: (a) lack of professional training, (b) physical characteristics of the teacher, (c) personality traits, and (d) Administrative constraints. In the first instance, teaching is one of the most difficult jobs because Human behavior is complex and difficult to modify or change especially if one is not equipped to do so, (Abottchampan, Hughes & Wyld, 1992). 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 (Dimmock, 2005). Therefore a teacher who lacks these qualities will likely fail to foster the social, emotional and psychological development of the child. Other personal attributes that can affect teacher effectiveness include: good health, punctuality, regularity and fairness (Okoh, 1990). In addition, personality traits such as self-concept, aggressiveness, locus of control and attitude to work in general, are believed to affect effectiveness. These personal attributes are particularly desirable if the teacher is to view teaching as a cause beyond oneself (Dimmock, 2005). This implies that love for the job itself will lead to greater commitment and self-sacrifices, without which teaching becomes a stopover 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. In KEBBI State, 90% of teachers in government secondary schools are trained, (KEBBI State Education Summit Digest, 2005). 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 KEBBI State, due to lack of industrialization, some people going into teaching are just looking for job and need to be highly motivated by school administrators to be effective.

Kebbi state is often listed among the educationally backward states in Nigeria. The administrative structure of schools in all ramifications should be enabling rather than constituting a constraint to teacher effectiveness as presently seems to be the case here. However, it is appalling to note that Statistics from the State Ministry of Education and its affiliate agencies reveal that SSCE students are performing below expectation. The problem of this paper therefore put in question form is: what are the administrative constraints to teacher effectiveness in government secondary schools in kebbi State?

## 2. Literature

The scientific study of administration began with the works of several people. One of the first was Frederic K. W Taylor (1939-1971).. Taylor is today regarded as the father of scientific management or efficiency movement. In his view an organization must attain its objectives and that those responsible for its administration must aim at achieving result, CarvelinOdo (2006) reported that Taylor being the founder of scientific management perceived administration from the mechanistic point of view.

Another pioneer scholar in this area was Henri Fayol (1940-1975)..According to Edem (1998), Fayol describes administration as a function involving, to a varying degree, everybody in the administrative behaviour, namely, division of work authority, discipline, unit of command, unit of direction, subordination of individual interest to the interests of the Organization, remuneration, co-ordination, scalar chain (line of authority). Order, equity, stability of personnel, initiative, spirit de-corps. These principles Presupposes that administration must make provision for the co-ordination and Supervision of organizational functions and that the responsibility for doing so rests with the chief executive who is the legitimate authority and the focal point of the organization. Fayol looked at administrations planning of programmes and goals of an enterprise and the organization of human and material resources for the implementation of the plans in accordance with the established policies, codes and regulations.

The purpose of this paper is not to find out the level of teacher effectiveness in government secondary schools in Kebbi State Nigeria but to examine what constitutes constraints to their effective teaching, it is however important to underline correlates of teacher effectiveness. What then constitutes teacher effectiveness? What must a teacher do to be considered effective? And what prevents him from doing these duties? Teaching is a complex activity which makes the definition of teacher effectiveness difficult. To Brown and Atkins (1993) effective teaching can be determined in relation to the set goals. Since the goals of teaching may be cognitive, affective or psychomotor, a single definition of effectiveness hardly suffices. It may also be observed that “good teaching is the direct function of the judges’ value system and judges do not always agree” Brown and Atkins

(1993) further states that, although good teaching is in the eyes of the beholder, it can be reflected in students' performance. Consequently an effective teacher is one who enables students to perform well in tests and examinations. This definition is upheld by Akuezuilo (1999), who suggested that good teaching must bring about learning. An effective teacher therefore can be assessed by student outcomes. If students show signs of having learnt meaningfully, then the teacher can be said to be effective. According to Ezeocha (2001) an effective teacher should bring about learning in its cognitive, affective, and technical components through the use of a variety of activities. While Wilson (2000) talks of "quality delivery" in teaching which includes a range of objectives; whole class instruction, group activities and individual attention, An effective teacher is seen here as one who attains these objectives. Because of this plethora in definition teacher effectiveness is often associated with the degree to which a teacher uses desirable skills in task performance and the level of students achievements in examinations.

The personality traits that make a teacher effective are largely inborn. A few may be acquired through training, but a person who is born to be interested in working with people and who has personal characteristic such as patience, love for children, interest in helping others, a sense of humor; a pleasant personality, smartness, sympathy; alertness; good human relations, emotional stability among others, will certainly be more effective as a teacher. Such attributes as skills in imparting knowledge, scholarliness, good judgment and professional ethics can be acquired through training. An effective teacher is thus born and made (Denga 2002)

### 3. Methodology

The design of the paper was a descriptive survey research design. It centered on individuals and their opinions on a given subject.

A population of 66 principals and 1,590 teachers formed the population of the study, this represents all teachers and principals in all government secondary schools in Kebbi State. This is in accordance with statistics from the Kebbi State Teaching Service Board for 2010/2011 academic session, which indicated that this is the number of principals and teachers under government employment in the state.

The instrument for data collection is questionnaire titled "Administrative Constraints to Teacher Effectiveness Questionnaire"(ACTEQ); it is a structured questionnaire, developed along the lines of the research questions formulated For study.

### 4. Conclusion

The following conclusions have been drawn from the major findings of the study:

Principals and teachers both indicated that organization for curriculum implementation constituted a constraint to teacher effectiveness in Kebbi State. The factors that constituted constraints to a very high extent included the fact that recommended textbooks are not accompanied by teachers' hand books, the approved syllabus is too vast considering the academic year, and that recommended work load is too heavy on teachers and students as well as lack of special programs and materials for such special students as the blind, the dumb, the deaf, the gifted and the slow learners. Principals and teachers both indicated that instructional supervision does not constitute a constraint to teacher effectiveness in Kebbi State. Both were of the opinion that on a regular basis the principal supervises instruction and pedagogic advisers (specialist subject supervisors) supervise instruction, there is usually time for post-supervision conferences and colleagues help supervise each other regularly, recommending measures to help improve incompetent teachers.

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