

ADMINISTRATIVE CHALLENGES AND THEIR IMPACT ON TEACHER PERFORMANCE: EVIDENCE FROM PUBLIC SCHOOLS IN LAGOS STATE, NIGERIA

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Abstract

This study examined the impact of administrative challenges on teacher performance in selected public secondary schools within Lagos State Education District V, Nigeria. It explored three major dimensions of educational administration (leadership practices, quality assurance mechanisms and funding adequacy) and their collective influence on teacher performance, productivity, motivation and job commitment. A quantitative research design was adopted, utilizing a structured questionnaire administered to 150 respondents (teachers and administrators). Data were analyzed using SPSS 23.0, applying descriptive statistics, Pearson Product-Moment Correlation and Multiple Regression Analysis. The findings revealed a significant positive relationship between administrative leadership and teacher performance ($r = 0.562, p < 0.01$). Quality assurance mechanisms were found to significantly influence teacher productivity ($\beta = 0.583, p < 0.001$), while funding adequacy substantially affected teacher motivation and job commitment ($\beta = 0.459, p < 0.001$). The study concludes that effective school leadership, functional quality assurance systems and adequate funding are critical to enhancing teacher performance and sustaining educational quality. It recommended that educational administrators should strengthen leadership capacities through continuous professional development, institutionalize monitoring and evaluation mechanisms and ensure timely funding allocation to improve teacher morale and commitment. The research

contributes to the body of knowledge by integrating multiple administrative variables into a single empirical framework, providing actionable insights for policymakers, educational managers and government authorities committed to achieving Sustainable Development Goal 4 (quality education) in Nigeria and other developing contexts.

Keywords: Administrative challenges, teacher performance, quality assurance, leadership practices, funding adequacy, Lagos State.

Introduction

Education remains a cornerstone of national development, with teachers serving as the primary agents of knowledge transmission, value formation and skill acquisition. Across the world, the performance of teachers has been identified as a critical factor influencing the quality of education and the achievement of educational goals (Ukonu & Atukpa, 2025; Yahya & Azeez, 2024). However, despite the growing emphasis on teacher effectiveness, many educational systems continue to struggle with administrative challenges that hinder optimal performance. These challenges often manifest in inadequate leadership, poor funding, ineffective policy implementation and limited support systems, which together compromise the ability of teachers to deliver quality instruction (Hassan, Groot, & Volante, 2025).

Globally, the dynamics of educational administration are evolving in response to the increasing complexity of school systems. Countries with well-structured administrative frameworks, such as Finland, Canada and Singapore, have demonstrated that effective school leadership, clear communication and efficient resource management contribute significantly to teacher motivation and performance (Usi, Ibi & Zando, 2025; Yahya & Azeez, 2024). Conversely, developing regions continue to face difficulties in maintaining accountability, coordination and policy execution within their educational systems. The World Bank and UNESCO have repeatedly emphasized that weak administrative structures remain one of the significant barriers to achieving Sustainable Development Goal 4 (quality education) in low and middle-income countries (Rwigema, 2022).

In Africa, the educational landscape reflects a mixture of progress and persistent administrative inefficiencies. Many African countries, including Ghana, Kenya, Uganda and Nigeria, have invested heavily in expanding access to education, yet the performance of teachers continues to fluctuate due to systemic administrative constraints. Studies in East and West Africa indicate that poor funding, inadequate supervision, unclear job roles and insufficient professional development opportunities reduce teacher morale and instructional quality (Albert, Esia-Donkoh, & Afia, 2021; Rwigema, 2022). In Ghana, for instance, Albert et al. (2021) observed that head teachers' administrative duties strongly influence teachers' job satisfaction and classroom performance, suggesting that management efficiency directly affects teaching outcomes. Similarly, in Kenya and Uganda, teacher welfare and administrative bottlenecks have been linked to declining educational standards, absenteeism and teacher attrition.

Within the Nigerian context, the situation is even more concerning. Nigeria's public secondary schools are often characterized by bureaucratic delays, leadership deficiencies and inconsistent policy implementation, all of which impede teacher performance and educational effectiveness. Administrative challenges such as poor record management, inadequate funding, insufficient infrastructure and weak quality assurance mechanisms have become recurring issues (Olorunsola & Belo, 2018; Elujekwute, Okigbo, & Elujekwute, 2021). These challenges not only affect teachers' productivity but also influence students' academic outcomes and the overall learning environment. For instance, Oghenede, Daremola and Uzoewulu (2020) highlighted that stress resulting from poor administrative coordination negatively affects teachers' mental health and job commitment in Lagos State.

Moreover, differences in administrative practices between public and private schools further expose the structural weaknesses in Nigeria's public education system. While private schools tend to have more flexible administrative processes, public schools often operate under rigid bureaucracies that stifle innovation and responsiveness (Atandaa & Wambugu, 2022; Lanre-Babalola et al., 2023). Inadequate supervision and lack of recognition also contribute to low teacher morale, particularly among female teachers who often face additional barriers related to leadership participation and decision-making (Yahya & Azeez, 2024; Ajala, 2024).

Teachers play a significant role in attaining a good education, but their services in Nigerian public secondary schools remain poor due to rampant administrative issues in the institutions. Many reforms have been implemented to enhance the effectiveness of teachers over the years, but issues with administrative coordination, insufficient funding and ineffective quality assurance mechanisms remain unresolved (Orunbon & Isaac-Philips, 2020; Elujekwute, Okigbo and Elujekwute, 2021). The bureaucratic systems of many Nigerian public schools are inefficient and slow down the decision-making process, restricting teachers' autonomy and discouraging innovation. This scenario not only demoralizes teachers but also affects student performance and the achievement of educational goals.

Studies have shown that effective administration is central to teacher motivation, supervision and overall school success (Olorunsola & Belo, 2018; Akinfoyewa & Ileuma, 2024). However, in many Nigerian schools, principals often face managerial constraints such as inadequate training, lack of administrative support and insufficient resources. These constraints result in poor monitoring of instructional practices, inconsistent evaluation of teacher performance and weak communication channels within schools. Consequently, teachers experience low job satisfaction, high stress levels and reduced commitment to teaching duties (Oghenede, Daremola, & Uzoewulu, 2020; Yahya & Azeez, 2024).

While studies across various states have examined leadership styles, quality assurance and funding (Ikegbusi, Manafa, & Edor, 2025; Olorunsola, 2020), there remains a lack of integrated understanding of how these administrative factors collectively affect teacher performance across different public-school contexts in Nigeria. Furthermore, most previous research has focused on either school leadership or funding issues in isolation, leaving a gap in knowledge about the interrelationship between administrative effectiveness, teacher motivation and

instructional outcomes. Therefore, this study seeks to critically examine the administrative challenges confronting Nigerian public schools and their consequent impact on teacher performance. It aims to identify strategies to enhance effective school management and educational quality nationwide.

The main objective of this study is to examine administrative challenges and their impact on teacher performance: evidence from public schools in Lagos State, Nigeria. Specifically, the study aims to:

- examine the relationship between school administrative leadership practices and teacher performance in Nigerian public secondary schools.
- assess the influence of quality assurance mechanisms on teacher productivity in Nigerian public secondary schools. Please check your certificate in the platform here from the date you submitted the Google Form till date because we have released all certificates up to January 25th
- determine the extent to which administrative funding adequacy affects teacher motivation and job commitment in Nigerian public secondary schools.

The following research questions have been formulated for this study:

- (i) How do school administrative leadership practices influence teacher performance in Nigerian public secondary schools?
- (ii) What is the influence of quality assurance mechanisms on teacher productivity in Nigerian public secondary schools?
- (iii) To what extent does administrative funding adequacy affect teacher motivation and job commitment in Nigerian public secondary schools?

Research Hypotheses

H0₁ There is no significant relationship between administrative leadership practices and teacher performance

H0₂ Quality assurance mechanisms have no significant influence on teacher productivity

H0₃ Administrative funding adequacy does not significantly affects teacher motivation and job commitment

Literature Review

Concept of Administration in Education

Educational administration refers to the systematic arrangement and coordination of human and material resources toward achieving institutional goals. In schools, administration encompasses leadership, planning, organization, supervision, budgeting, record-keeping and evaluation (Olorunsola & Belo, 2018). Administrative effectiveness determines how efficiently

teachers execute their instructional duties and how conducive the learning environment becomes. Effective administration aligns with the goals of national education policy and ensures that teaching staff have adequate motivation, materials and supervision to perform optimally (Ikegbusi, Manafa, & Edor, 2025).

Administrative Challenges in Public Schools

Administrative challenges refer to internal and external constraints that hinder the smooth operation of school management. These include inadequate funding, poor leadership, ineffective record management, weak quality assurance mechanisms and low teacher welfare (Elujekwute, Okigbo, & Elujekwute, 2021). In Nigeria, public schools often face bureaucratic delays, mismanagement of resources, political interference and insufficient supervision from education authorities, all of which undermine teacher performance (Hassan, Groot, & Volante, 2025). These challenges affect administrators' ability to plan, implement and monitor teaching activities effectively.

Teacher Performance

Teacher performance is a multidimensional construct that encompasses lesson preparation, classroom management, student assessment, punctuality and participation in co-curricular activities. High-performing teachers are consistent, innovative and committed to student learning outcomes. According to Orunbon and Isaac-Philips (2020), teacher productivity reflects not only individual competence but also the quality of administrative support systems in place. When teachers receive guidance, motivation and feedback from administrators, their efficiency and morale improve.

Theoretical Review

Transformational Leadership Theory

Proposed by Burns (1978) and expanded by Bass (1985), this theory posits that leaders inspire subordinates through vision, motivation and intellectual stimulation. In educational settings, transformational leaders build trust, empower teachers and promote innovation. This theory underpins the study's examination of leadership as an independent variable influencing teacher performance. Principals who demonstrate empathy, integrity and shared vision enhance teachers' morale and instructional effectiveness (Ikegbusi et al., 2025).

Herzberg's Two-Factor Theory

Herzberg's (1959) theory distinguishes between motivators (achievement, recognition, responsibility) and hygiene factors (salary, working conditions, policies). In Nigerian public schools, poor hygiene factors such as delayed salaries or lack of recognition lead to dissatisfaction even when teachers are passionate about teaching. This theory explains how administrative neglect of welfare, incentives, or conducive working environments directly affects teacher performance (Rwigema, 2022; Yahya & Azeez, 2024).

Systems Theory

Developed by Ludwig von Bertalanffy (1968), Systems Theory views an organization as an interdependent set of components working toward common goals. Schools, as open systems, depend on inputs (funding, leadership), processes (administration, record management) and outputs (teacher performance, student achievement). This framework supports the analysis of multiple administrative factors together rather than in isolation. A breakdown in one subsystem (e.g., funding) inevitably affects others (teacher motivation and supervision).

Gap in Literature

The reviewed literature shows consensus that effective administration marked by strong leadership, quality assurance, welfare, adequate funding and efficient record management is essential for teacher performance. However, existing studies in Nigeria often examine these factors separately. Few have integrated them into a comprehensive model showing their combined influence. Moreover, limited empirical evidence exists specifically for Lagos State's public schools, despite their unique administrative and urban challenges. This study, therefore, bridges this gap by empirically examining multiple administrative challenges collectively and determining their combined and relative effects on teacher performance in Lagos State's public secondary schools.

Methodology

This study adopted a quantitative research design, specifically a descriptive survey method, to examine the relationship between administrative challenges and teacher performance in selected public secondary schools within Lagos State Education District V. The design was appropriate because it enabled the collection of numerical data that could be statistically analyzed to test the formulated hypotheses objectively. The population comprised all teachers and administrative staff in the selected public secondary schools within Education District V. A sample size of 120 teachers and 30 administrators was selected using a stratified random sampling technique to ensure adequate representation across various schools and job roles. Data were collected through a structured questionnaire Administrative Challenges and Impact on Teachers' Performance Questionnaire (ACITPQ) developed based on the study variables, administrative leadership practices, quality assurance mechanisms, funding adequacy, teacher performance, productivity, motivation and job commitment. Educational management experts validated the instrument and a pilot test was conducted to determine its reliability using Cronbach's Alpha, with a coefficient threshold of 0.70 accepted for internal consistency.

The data collected were analyzed using both descriptive and inferential statistics. Descriptive statistics of table, frequency and percentage were employed to analyze the demographic characteristics of the respondents. At the same time, Pearson Product-Moment Correlation (r) and Multiple Regression Analysis were used to test the hypotheses. Specifically, Hypothesis 1 was tested using Pearson correlation to determine the relationship between administrative leadership and teacher performance. In contrast, Hypotheses 2 and 3 were analyzed using

regression to assess the influence of quality assurance and funding adequacy on teacher productivity and motivation. The significance level was set at 0.05.

Data Analysis and Interpretation

Table 1 below presents the demographic characteristics of respondents in Lagos State Education District V.

Variable	Category	Frequency	%
Gender	Male	62	41.3
	Female	88	58.7
Age (years)	20–29	34	22.7
	30–39	58	38.7
	40–49	40	26.7
	50+	18	12.0
Teaching experience	0–5 yrs	29	19.3
	6–10 yrs	51	34.0
	11–20 yrs	43	28.7
	21+ yrs	27	18.0
Highest qualification	NCE/OND	36	24.0
	B.Ed/B.Sc	84	56.0
	M.Ed/M.Sc	27	18.0
	PhD	3	2.0

Interpretation:

The majority of respondents were female (58.7%) and aged 30–39 years (38.7%). Over half (56.0%) held a Bachelor's degree, suggesting an experienced, well-qualified teaching workforce.

Hypothesis One (H0₁): There is no significant relationship between administrative leadership practices and teacher performance.

Variables	Administrative Leadership Practices	Teacher Performance
Administrative Leadership Practices	1	.562**
Teacher Performance	.562**	1

N = 150, Sig. (2-tailed) = .000, p < 0.05,

Correlation is significant at the 0.01 level (2-tailed).

Interpretation

The Pearson correlation coefficient ($r = 0.562$, $p < 0.01$) shows a moderate positive and statistically significant relationship between administrative leadership practices and teacher performance. This implies that improved leadership practices, such as supervision, delegation and communication, enhance teacher performance.

Hypothesis Two (H0₂): Quality assurance mechanisms have no significant influence on teacher productivity.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.683a	.467	.458	.43625

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	37.416	3	12.472	41.632	.000b
Residual	43.725	146	.299		
Total	81.141	149			

Coefficientsa

Model	Unstandardized B	Std. Error	Beta	t	Sig.
(Constant)	1.023	.282		3.627	.000
Quality Assurance Mechanisms	.671	.080	.583	8.376	.000
Experience	.022	.011	.115	2.050	.042
Qualification	.048	.058	.049	.831	.409

Interpretation:

The regression model is significant ($F(3,146) = 41.632, p < 0.05$) with $R^2 = .467$, meaning that quality assurance mechanisms explain 46.7% of the variance in teacher productivity. The quality assurance variable significantly predicts teacher productivity ($\beta = .583, p < .001$), confirming the hypothesis.

Hypothesis Three (H0₃): Administrative funding adequacy does not significantly affects teacher motivation and job commitment.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598a	.358	.342	.47210

Coefficientsa

Model	Unstandardized B	Std. Error	Beta	t	Sig.
(Constant)	2.153	.341		6.317	.000
Funding Adequacy	.541	.100	.459	5.405	.000
Leadership Practices	.208	.089	.143	2.331	.021
Experience	.010	.010	.067	1.010	.314

Interpretation:

Funding adequacy significantly predicts teacher motivation ($\beta = .459, p < .001$), explaining 35.8% of the variance in motivation. Adequate funding—through timely salaries, teaching materials and professional support—boosts motivation and morale.

Summary of Findings

Hypothesis	Statistical Tool	Findings/Decision	Interpretation
H ₁	Pearson Correlation	Significant ($r = .562, p < .01$) Reject null hypothesis	Leadership positively relates to teacher performance
H ₂	Multiple Regression	Significant ($\beta = .583, p < .001$) Reject null hypothesis	QA significantly influences teacher productivity

H₃	Multiple Regression	Significant ($\beta = .459, p < .001$; $\beta = .408, p < .001$) Reject null hypothesis	Funding improves motivation and commitment	adequacy
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Discussion of Results

The findings for the first hypothesis revealed a significant relationship between administrative leadership practices and teacher performance. This aligns with Leithwood et al. (2004), who found leadership to be second only to classroom instruction among school-related factors affecting learning. Similarly, Orunbon and Isaac-Philips (2020) reported that effective leadership significantly improves teachers' productivity in Lagos State. The second hypothesis showed that quality assurance mechanisms have a significant influence on teacher productivity. This is consistent with Darling-Hammond et al. (2021), who assert that consistent quality monitoring enhances teaching standards. Locally, Orunbon and Isaac-Philips (2020) found that quality assurance interventions (inspection and feedback) directly improve teacher outcomes in Lagos schools.

The last hypothesis depicts that administrative funding adequacy significantly affects teacher motivation and job commitment. These findings confirm Herzberg's Two-Factor Theory, which identifies financial incentives and working conditions as key motivators. Similar findings by Ofoegbu (2019) and Orunbon & Isaac-Philips (2020) show that inadequate funding demotivates teachers, whereas adequate funding fosters loyalty and performance. The results collectively support all three hypotheses, indicating that effective administrative leadership, quality assurance and adequate funding are central to enhancing teacher performance and productivity. These findings echo global literature (Leithwood et al., 2004; Darling-Hammond et al., 2021) and Nigerian studies (Orunbon & Isaac-Philips, 2020), emphasizing that strategic school administration directly impacts teacher motivation, effectiveness and commitment.

Conclusion

This study examined the impact of administrative challenges on teacher performance in selected public secondary schools within Lagos State Education District V, focusing on three key dimensions: administrative leadership practices, quality assurance mechanisms and administrative funding adequacy. Using empirical evidence derived from SPSS 23.0 analyses, the study confirmed that all three independent variables significantly influence various aspects of teacher outcomes, performance, productivity, motivation and job commitment.

Collectively, the findings highlight that teacher performance in public secondary schools is not solely dependent on personal effort or classroom dynamics but is significantly shaped by administrative structures, resource allocation and institutional support systems. Therefore, strengthening these administrative dimensions is essential for achieving sustainable improvement in educational quality and outcomes. In summary, the study concludes that effective leadership, robust quality assurance and adequate funding are indispensable pillars

for improving teacher performance and sustaining educational excellence in Nigerian public secondary schools. Implementing these recommendations will strengthen administrative capacity, enhance teacher motivation and ultimately promote quality education delivery across Lagos State and beyond.

Recommendations

Based on the findings, the following recommendations are proposed:

1. Education authorities should organize regular leadership and management training programs for school heads and administrators.
2. The Ministry of Education and Quality Assurance Department should implement continuous monitoring, evaluation and feedback mechanisms.
3. Government and education stakeholders must ensure timely disbursement of funds to schools for instructional materials, infrastructure and teacher welfare.
4. Incentive programs such as recognition awards, promotion opportunities and performance-based allowances should be introduced to reward teachers' commitment and productivity.
5. Administrators should involve teachers in decision-making processes related to curriculum implementation, assessment strategies and school improvement plans.
6. The Lagos State government should enact policies mandating minimum standards for administrative efficiency, funding transparency and quality assurance compliance in public schools.

Contribution to Knowledge

This study contributes to knowledge by empirically establishing the significant influence of administrative leadership, quality assurance mechanisms and funding adequacy on teacher performance, productivity, motivation and commitment in Nigerian public secondary schools. It extends existing educational management literature by integrating these variables into a unified analytical framework using SPSS-based quantitative analysis. The findings provide evidence-based insights that strengthen theoretical models of educational administration, particularly within developing contexts like Nigeria, where administrative capacity often determines school effectiveness. The study also offers practical policy implications for improving governance, accountability and teacher-centered reforms in public education systems.

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