

**PROFESSIONAL LEARNING COMMUNITY OF SCHOOL ADMINISTRATOR AS  
CORRELATE OF TEACHERS SELF EFFICACY IN SECONDARY  
MANAGEMENTSCHOOL IN SOUTH EAST, NIGERIA.**

**By**

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**Abstract**

*This study explored Professional Learning Community of School Administrator as a Correlate of Teachers' Self-Efficacy in Public Secondary Schools in South East, Nigeria. Two research question and two null hypotheses provided direction for the study. The study adopted a Correlational Research Design. The population of the study comprised all the 18,758 teachers in the 1244 public secondary schools in 24 Education Zones in South-East, Nigeria. A sample of 960 teachers in 79 public secondary schools in South East Nigeria. was used for the study. Multi-stage sampling technique was use to draw the sample. The instrument for data collection were two questionnaires, Professional Learning Community of School Administrator Questionnaires (PLCSAQ) and Teachers Self-Efficacy Questionnaire (TSEQ) constructed by the researcher. Five experts in the area of Educational Management and Educational Measurement and Evaluation validated the instruments. The reliability of the instrument was determined using the test-retest reliability method and it yielded an overall reliability indices of 0.82 and 0.61. Pearson's  $r$ ,  $R^2$  (coefficient of determination) was used to analyses the research question while Linear regression analysis was used to test the hypothesis at 0.05 of significance. The result of the analysis revealed that there exists a strong positive relationship between school administrators' involving professional learning community and community relation as it relates to teachers' self-efficacy. Based on the findings the study recommended*

*among other things that school administrators should apply the principle of involving professional learning community and school community relation which involves teachers in order to enhance teachers self-efficacy for achievement of educational goals and learning objectives.*

**Keywords:** Professional Learning Community, School Administrator and Teacher Efficacy

## **Introduction**

Supervision is seen as a way to guide, advice, refresh, encourage, stimulate, improve and oversee a teacher in order to improve on the quality of his teaching and classroom management. Supervision concerns itself with the tactics of efficiency and effective management of human and material resources.

Instructional supervision according to Ibe(2018) is seen as a direct and indirect behaviour that significantly affects teacher's instruction and as a result, affects students' learning. This definition of instructional supervision entails deeper involvement of the school administrator in the core business of schooling which is teaching and learning. Instructional supervision as posited by Mgbodile in Nwamadu (2017) is one of the vital areas of school administration. This shows that the most important responsibility of the school administrators is instructional supervisory roles, bearing in mind that school exist for the purpose of learning through meaningful teaching.

According to Nakpodia in Ibe (2018) instructional supervisory techniques are the school administrators tools to give professional guidance to teachers in order to improve the conditions which affect learning and growth of the students and teachers. They are used to help teachers for a better task performance in preparation of lessons, make good use of instructional methods and instructional aids as well as keeping of records. Therefore it is expected of the school administrator in carrying out his or her instructional supervisory function should involve the professional learning community.

Professional learning community as one of the instructional supervisory strategies of the school administrator is based on the ideal of human worth and dignity. Involvement in professional learning community of the school as one of the school administrator instructional supervisory functions deals on the school administrator being able to: involve the teachers in discussing school issues, ensuring that teachers have accessibility to important information in the school, ensuring that a collaborative process exist among teachers, and encouraging teachers to share visions for school improvement.

It is therefore, the duty of the school administrator to ensure that cordial relationships exist between the school and the community in which it is located, one of the ways of doing that is to encourage a virile parents/teachers Association, ensuring stakeholders are actively involved in creating high expectations, involving teachers in discussing schools issues, incorporating advice from teachers to make decisions, ensuring decision making take place through

committees and communication across grade and subject areas, ensuring a collaborative process exist among teachers, ensuring teachers to share visions for school improvement. This provides a forum for the cross fertilisation of ideas, especially in the area of understanding what roles the community expects the school to play.

The school-community relationship can also be enhanced if indigenes of the community are given a sense of belonging by offering them appointment for which they are qualified. To further promote this relationship the culture and tradition of the community should be studied. Local crafts and arts could also be incorporated in the curriculum and indigenes of the area could be used as resources persons. In effectively teaching their job of school community relationship, the school administrator creates an institution that has two distinct emphases: - service to the entire community, not merely to the children of school age, and the discovery, development and use of the resources of the community as part of the educational facilities of the school. Haden and King in Nwosu (2011) aptly refer to that type of institution as “a school whose educational programme grows out of the life of the community and serves to improve that life” For the purpose of this study the research is delimited to determination of, involving professional learning community and school-community relationship of school administrators’ instructional supervisory strategies as it relates to teachers self efficacy. In involving professional community the school administrator should be able to provide opportunities for professional growth in the school, accept and encourage initiatives, avoid hostility and antagonism among teachers, identify staff personal and social problems, give praise and commendation to teachers. In school-community relationship school administrator can enhanced it by engaging the indigenes of the community, given them a sense of belonging by offering them appointment for which they are qualified. From the above discussion on professional learning community of school administrators may relate to teachers’ self-efficacy.

Teachers’ self-efficacy is a construct that was developed within the context of Bandura’ social cognitive theory of 1997. Teachers’ self-efficacy as defined by Bandura in Ibe (2018) is the extent to which a teacher is confident enough of his or her ability to promote students learning. Ormrod (2013) views teachers’ self-efficacy as the teachers personal believe in ability to plan instruction and accomplish instructional objectives. This simply means that teacher self-efficacy is the connection that a teacher has about his or her ability to teach students efficiently and effectively. Hoy in Ibe (2018) defined teachers’ self-efficacy as teachers’ confidence in their ability to promote students learning. Hot in Ibe (2018) further stated that efficacious teachers have the ability to promote learning, motivate and influence even unmotivated students. This agrees with Guskey and Passaro (2011) who view self-efficacy as believe or conviction that they can influence how well students learn, even those who may be considered difficult or unmotivated. This implies that teachers’ self-efficacy is a self-regulatory characteristics that enables teachers to use their potentials to enhance students learning. The teachers’ self-efficacy as stated by Gibson and Dembo in Ibe (2018) is made up two dimensions, personal teacher efficacy (PTE) and general teachers’ efficacy (GTE). Personal teacher efficacy represents a teachers; belief that he or she possess the skills and abilities to facilitate students learning, that is the teachers’ overall sense of his or her own teaching

effectiveness. General teaching efficacy on the other hand, represents that belief that teaching can affect students positively even in light of external factors or conditions such as low motivation or poor home environment.

In the context of this study, teachers' self-efficacy has to do with teachers' ability to plan, organize and carryout instructional delivery and classroom practice that are required to achieve or attain a given educational goal, this connote that the teachers' ability to plan, organize and carryout instructional delivery is paramount in achieving the business of teaching and learning. Teachers' self-efficacy development could differ on the basis of attitudes and behaviours. As noted by Nwankwo (2014), experts in organizationalbehaviour are of the view that workers and their needs should be uppermost in the leadership of any organization. In her own view, Umezie (2015) posited that poor management of the human resources in any organization will inevitably lead to ineffectiveness or even total collapse of the organization.

This study emerges as a result of the researcher's experience having worked in faith-base secondary school. It also shows that there appears to be poor connection of teachers' ability and teaching effectiveness, lack of self-worth and self-efficacy among teachers. This can be derived from the way they are treated by school administrators, students and every other persons around them. The secondary school administrator therefore is required to pay attention to the development of teachers' self-efficacy so as to achieve the educational goals of teaching and learning.

Recently in Nigeria, a number of similar researches have been carried out as regards professional learning communityCorike. (2016), carried out study on Leadership practices professional learning of teachers, as mediated by teacher self-efficacy. More specifically, how teachers' participation in the learning activities keeping up-to-date, experimenting and reflection and information sharing and asking for feedback is influenced by teacher self-efficacy and the leadership practices setting directions, developing people, redesigning the organization and improving the instructional program. Research design: The data were collected by the use of a survey and in total, 127 teachers of ten elementary schools in the Netherlands participated in the research. Findings: Results showed that collective leadership practices affected teachers' engagement in the social learning activity information sharing and asking for feedback.Leadership practices positively influenced teacher self efficacy. Teachers' self-efficacy beliefs directly and positively influenced the individual and social learning activities. Teacher self-efficacy partly mediated the effect of collective leadership practices on information sharing and asking for feedback. Conclusion: Leadership practices can enhance teacher self-efficacy and stimulate teachers' engagement in social learning activities. Teacher self-efficacy is a mediating variable in the influence of leadership practices on social learning, which indicates that teachers, who perceive more collective leadership practices, have more self-efficacy beliefs, which enhances the sharing of information with and asking for feedback from colleagues.

Furthermore, Chukwu (2012) carried a research on professional learning community and personnel policy implementation on teachers' retention among secondary school teachers in

Abia State using descriptive survey research design. Four research questions and two hypotheses guided the study and were analyzed using mean and standard deviation and chi-square respectively. The sample for the study was 621 drawn from a population of 6201 using simple random sampling. The result of the study found out that payment of attractive wages and salaries to workers and involving teachers in discussing school issues are sources of encouragement of performance. School principals are therefore encouraged to arrange for prompt and regular payment of teachers salaries. These studies carried out by the researchers did not look at the contribution of professional learning community of instructional supervisory strategies of school administrators as it relates to teachers' self-efficacy in secondary schools in South-East, Nigeria. Hence, to the best knowledge of the researcher, no known research work has been carried out on professional learning community of instructional supervisory strategies of school administrators as correlates of teachers' self-efficacy in secondary schools in South-East States, Nigeria. This gap informs the researcher's interest to carry out this study.

This study investigated professional learning community of school administrator as correlates of teacher's self-efficacy in public secondary schools in South East, Nigeria. Specifically, the study seeks to:

- 1 determine the extent to which involving professional learning community relate to teachers' self-efficacy in public secondary schools;
- 2 ascertain the extent to which school community relation relate to teachers' self-efficacy in public secondary schools in south East, Nigeria;

The following research questions guided the investigation of this study.

- 1 To what extent does involving professional learning community relate to teachers' self-efficacy in public secondary schools?
- 2 To what extent does school community relation of school administrator relate to teachers' self-efficacy in public secondary schools?

The following null hypotheses were tested at 0.05 level of significant.

H<sub>01</sub> There is no significant relationship between involving professional learning community and teachers' self-efficacy in public secondary schools.

H<sub>02</sub> There is no significant relationship between school community relation and teachers' self-efficacy in public secondary schools.

## **Methodology**

The study adopted a Correlational Research Design. The population of the study comprised all the 18,758 teachers in the 1244 public secondary schools in 24 Education Zones in South-East, Nigeria. A sample of 960 teachers in 79 public secondary schools in South East Nigeria was used for the study. Multi-stage sampling technique was used to draw the sample. The instrument for data collection were two, Professional Learning Community of School Administrators'

Questionnaires (PLCSAQ) and Teachers Self-Efficacy Questionnaire (TSEQ) constructed by the researcher. Five experts in the area of Educational Management and Educational Measurement and Evaluation validated the instruments. The reliability of the instrument was determined using the test-retest reliability method and it yielded an overall reliability indices of 0.82 and 0.61. Pearson's  $r$ ,  $R^2$  (coefficient of determination) was used to analyses the research question while Linear regression analysis was used to test the hypothesis at 0.05 of significance.

The strength and decision of relationship will be established using Creswell (2008) correlation coefficient scale shown below.

Correlation coefficient (r)	Extent/strength of relationship
+/- .70 – 1.00	Very Strong Extent relationship
+/- .50 - .69	Strong/High Extent relationship
+/- .30 - .49	Moderate/Medium Extent Relationship
+/- .00 - .29	No correlation/weak/Low Extent relationship

## Result Presentation

### Research Question One

What is the extent of relationship between school administrators' involving professional learning community and teachers' self-efficacy in public secondary schools?

**Table 1 correlation matrix of relationship between school administrator involving learning professionals and teachers' self-efficacy**

Correlations		IPS	SET
	Pearson Correlation	1	.431**
IPS	Sig. (2-tailed)		.000
	N	960	960
	Pearson Correlation	.431**	1
SET	Sig. (2-tailed)	.000	
	No wahala fv	960	960
	$R^2$	.11	

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

The result in table 1 shows that the correlation coefficient obtained between school administrators' involving professional learning community and teachers' self-efficacy was 0.431 and is within +/-0.30-0.49 indicating moderate/medium Extent relationship. This means that, there exists a moderate positive relationship between school administrators' involving professional learning community and teachers' self-efficacy. Table 1 also shows that, the coefficient of determination ( $R^2$ ) associated with the correlation coefficient of 0.431 was 0.11. This coefficient of determination ( $R^2$ ) indicates that 11% of Teachers' Self-efficacy correlate school administrators' involving professional learning community.

A corresponding hypothesis formulated to test whether there is relationship between school administrators' involving professional learning community and teachers' self-efficacy is;

### Hypothesis One

There is no significant relationship involving professional learning community by school administrators and teachers' self-efficacy in public secondary schools.

**Table 2 Regression analysis of relationship involving professional learning community and teachers' self-efficacy**

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	78.443	1	78.443	627.258	.000 <sup>b</sup>
1	Residual	133.844	958	.128		
	Total	212.287	959			

a. Dependent Variable: IPS

b. Predictors: (Constant), SET

In order to test hypothesis one linear regression analysis was used. The result in Table 2 indicates that an F-ratio 627.258 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis, which stated that; there is no significant relationship involving professional learning community by school administrators and teachers' self-efficacy in public secondary schools, is therefore rejected. This implies that, there is significant relationship between involving professional learning community by school administrators and teachers' self-efficacy in public secondary schools.

### Research Question Two

What is the extent of relationship between school administrators' school community relation and teachers' self-efficacy in public secondary schools?

**Table 3 correlation matrix of relationship between school administrators’ school community relation and teachers’ self-efficacy**

Correlations		SCL	SET
SCL	Pearson Correlation	1	.626**
	Sig. (2-tailed)		.000
	N	960	960
SET	Pearson Correlation	.626**	1
	Sig. (2-tailed)	.000	
	N	960	960
	R <sup>2</sup>	0.39	

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

The result in table 3 shows that the correlation coefficient obtained between school administrators’ school community relation and teachers’ self-efficacy was 0.63 and is within +/-0.50-0.69 indicating Strong/High Extent relationship. This means that, there exists a strong positive relationship between school administrators’ school community relation and teachers’ self-efficacy. Table 3 also shows that, the coefficient of determination (R<sup>2</sup>) associated with the correlation coefficient of 0.63 was 0.39. This coefficient of determination (R<sup>2</sup>) indicates that 39% of Teachers’ Self-efficacy correlate school administrators’ school community relation.

A corresponding hypothesis formulated to test whether there exist a significant relationship between school administrators’ involving professional learning community and teachers’ self-efficacy is;

### Hypothesis Two

There is no significant relationship school community relation by school administrators and teachers’ self-efficacy in public secondary schools.

**Table 4 Regression analysis of relationship school community relation and teachers’ self-efficacy**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	130.441	1	130.441	616.443	.000 <sup>b</sup>
	Residual	202.715	958	.212		
	Total	333.156	959			

a. Dependent Variable: SCL

b. Predictors: (Constant), SET

In order to test hypothesis 6 ( $H_{06}$ ), linear regression analysis was used. The result in Table 4 indicates that an F-ratio 616.443 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis, which stated that; there is no significant relationship school community relation by school administrators and teachers' self-efficacy in public secondary schools, is therefore rejected. This implies that, there is significant relationship between school community relation by school administrators and teachers' self-efficacy in public secondary schools.

## Discuss

Extent of relationship between professional learning community of school administrator and teachers' self-efficacy in public secondary schools.

The research question one indicates a moderate positive relationship between school administrators' involving professional learning community and teachers' self-efficacy. The result also implies 11% of Teachers' Self-efficacy to a medium extent is determined by school administrators' involving professional learning community. While research question two indicates a strong positive relationship between school administrators' community relation and teachers self-efficacy. The result implies 39% of teachers' efficacy to a strong extent is determined by school administrators' community relation. This implies that, there is significant relationship between involving professional learning community and community relation by school administrators and teachers' self-efficacy in public secondary schools. This is in agreement with Corike. (2016), who carried a study on Leadership practices professional learning of teachers, as mediated by teacher self-efficacy. More specifically, how teachers' participation in the learning activities keeping up-to-date, experimenting and reflection and information sharing and asking for feedback is influenced by teacher self-efficacy and the leadership practices setting directions, developing people, redesigning the organization and improving the instructional programme. Results showed that collective leadership practices affected teachers' engagement in the social learning activity information sharing and asking for feedback. Leadership practices positively influenced teacher self-efficacy. Teachers' self-efficacy beliefs directly and positively influenced the individual and social learning activities. In support of this Nwamadu (2017) carried out a research on relationship between principals' attitudes to internal instructional supervision and teachers' productivity in Abia and Imo States public secondary schools. The study revealed among others revealed a positive significant relationship between principals' attitudes in lesson plan and notes, instructional materials, curriculum implementation, principals' working experience and involvement of relevant stakeholders in the environment enhanced teachers productivity.

## Recommendations

Based on the findings and educational implications of this study, the following recommendations were made.

1. That school administrators should apply the principle of involving professional learning community and school community relation which involves teachers in order to enhance teachers self-efficacy for achievement of educational goals and learning objectives.
2. That there is need to consult professional learning community in decision making and implementation of school policy.

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