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**ASSIGNED STAFF TASK SUPERVISORY STRATEGY OF SCHOOL ADMINISTRATORS AS CORRELATE OF TEACHERS EFFICACY IN SECONDARY IN SOUTH EAST NIGERIA**

**By**

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**Abstract**

*This study explored Assigned Staff Task Supervisory Strategy 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, Assigned Staff Task of School Administrator Questionnaires (ASTSAQ) 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 moderate positive relationship between school administrator determination of staff task and assigned staff task as it relates to teachers self-efficacy. Based on the findings the study recommended among other things that, In order to have effective resource inputs, curriculum delivery and Students' learning outcome require effective task determination by school administrator. Also in order to have institutional governance there must be effective collaboration and goal-oriented synergetic interrelationship between the school and the relevant stakeholders in its environment.*

**Keyword:** School Administration, Assigned Staff Task, Supervisory Strategy, Teachers Efficacy

## **Introduction**

School administration entails working with teachers, non-teaching staff and students to get things done effectively. The primary aim of every school administration is the improvement of teaching and learning, and all the activities of the school. Jaiyeoba (2014) stated that improving quality of schools and the achievements of students is the concern of everybody and society. To monitor quality, maintain standard and checkmate the effectiveness of teachers is strongly a function of effective administration. According to Modebelu (2016) educational administration is the systematic arrangement of programmes, human, material and financial resources that are available for education and their judiciously and maximum utilization within defined guidelines and policies to achieve educational goals. It involves educational leadership through effective implementation of plans, policies and guidelines using available resources for effective day-to-day running of school affairs. School administration is concerned with the execution and implementation of goals, policies and programmes developed by school management. These functions are performed by school administrators known as school head or principals.

Teachers are the engine that steers the ship of every teaching and learning experience which is the most important factor in education. When the first schools were established in the second half of the 19<sup>th</sup> century, the concept of the teacher's roles was carried down to Nigeria by the missionaries. The teacher was expected to help in the conversion of people from paganism to Christianity, promote literacy, learning and the virtues of manual labour. The teacher is also expected to offer leadership in community development, help in preparing children for their future occupational roles, taking cognizance of our future innovative tendencies. In relation to this study, having established that teachers role is of paramount important, it is therefore important that they have self-worth and self-efficacy which can be derived from the way they are treated by school administrators, students and every other persons around them. Onyali (2014) emphasized the need for a clear working brief for members of staff as an effective way to identify with both groups and individual needs. She further pointed out that staff development is a process which includes all

developmental functions as of the supervisory strategies used by school administrators directed at the maintenance, updating and enhancement of professional competence of teachers.

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. Instructional supervisory techniques as posited by Gupton (2013), is seen as a direct and indirect behaviour that significantly affects teachers' instruction and as a result affects students' learning. This definition of instructional supervisory strategies emphasizes on the deeper involvement of the school administrator in the core business of schooling which is teaching and learning. Blasé and Blasé in Ibe (2018) observed that instructional supervisory strategies in schools includes organizing instructions, supervision of instruction, motivation of staff, encouraging collaboration among staff and students, making suggestions, giving feedback, modeling effective instruction, soliciting opinion, supporting, providing professional development opportunities and giving praise for effective teaching and learning. In the context of this study, instructional supervisory strategies are those specific behaviours or actions that the school administrators portray in the school to promote the business of effective teaching and learning. This implies that the school administrators play a pivotal role in bringing out the conditions that characterize effective teaching and learning in the school system. From the above discussion, instructional supervisory techniques of the school administrator cannot be ignored.

For the purpose of this study the research is delimited to assigned staff tasks supervisory strategy. Ayeni 2010 opined that in determination of staff task, the school administrator should assign teachers to duties, allocate teachers to classes, provide teaching aids, ensure students placement in classes. School administration entails working with teachers, non-teaching staff and students to get things done effectively. The primary aim of every school administration is improvement of teaching and learning, and all the activities of the school. Jaiyeoba in Okorji and Unachukwu (2014) stated that improving quality of schools and the achievements of students is the concern of everybody and society. To monitor quality, maintain standard and checkmate the effectiveness of teachers is strongly a function of effective administration. School administration is concerned with execution and implementation of goals, policies and programmes developed by school management. These functions are performed by school administrators known as school head or principals. In determination of staff needs which is one of the motivational strategies, as defined by Abu (2010) refer to the performance of management and reward systems and in particular to the type and scale of financial incentives which are to be provided. She further state that it concerned with other processes which should yield favorable attitudes including job design participation, joint objective setting, career development and other processes relating to the individual need to achieve and maintain a sense of personal wealth and importance.

Determining the staff task in the school simply means estimating the number of staff needed to adequately implement the school curriculum. The school administrator as the chief executive of the school has the responsibility to estimate the number of teaching and non-teaching staff for effective teaching and learning process. According to Onyali (2014) in doing this, the administrator bears in mind the standard teaching load of a teacher as well as the quantitative and qualitative aspect of teaching. Onyalifurther explained that the qualitative aspect of teaching involve: job description, job analysis, and regarding the identification of the qualitative aspects of manpower needs, she stated that the school administrator should identify and provide for professional and personal qualities, quality of performances and compensational structures which determines the basic salary schedule, sufficient infrastructural, provision of adequate staff room, facilities, equipment and supplies and job specification. Determination of staff tasks means assigning class room duties to teachers according to their specialization which will enable them to perform efficiently and have job satisfaction. School administrator who pay attention to the determination of staff task assigns teachers based on area of specialization, organization of orientation for new teachers, strives to get adequate number of teachers, delegate responsibilities according to ability by making him to belong to one school committee or another and by being in charge of a particular aspect of the school life such as labour, sport, social activities, the library, the school farm (Onyeali 2014). Such responsibilities are given to new teachers by the school administrator for the efficient running of the school, and for the health and efficiency of the head. This idea of assigning administrative functions to staff for a specific period is what is referred to as delegation of responsibilities to staff. From the above discussion motivational strategies and instructional supervisory techniques 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. Hoy 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, Umezioke (2015) posited that poor management of the human resources in any organization will inevitably lead to ineffectiveness or even total collapse of the organization. Recently in Nigeria, a number of similar researches have been carried out as regards supervisory strategies used by school administrators as it relates to teachers' self-efficacy. For instance, Afianmagbon and Mkpa (2008) studied enhancing teacher effectiveness with demonstration as a supervisory technique in Abia and Imo State. The objective of the research was to establish the relationship between demonstration as a supervisory technique and teacher effectiveness. One research question was posed to guide the study and one null hypothesis was formulated and tested at 0.05 level of significance. The research design was a survey carried out ex-post-facto; population of the study comprised of Six Hundred and Fifty Two (652) supervisors from Secondary Education Management Board (SEMB) and the Ministry of Education. Three Hundred and Sixty-five (365) supervisors were from Imo State while Two Hundred and Eighty-seven (287) supervisors were from Abia State. The sample for the study was the entire population. The instrument for the study was questionnaire titled "Teacher Effectiveness Assessment Questionnaire" (TEAQ) and the instrument was of two parts A and B. Part A is on personal data while part B is on effectiveness of the supervisor technique which on a 4 point likert type scale. The instrument was validated by lecturers in the department of educational administration and measurement and evaluation. The reliability of the instrument was test-re-test method using Pearson Product Moment Correlation Statistic, a reliability coefficient index of 0.085 and 0.73 was obtained for both first and second part of the instrument. The result of the analysis indicates that the technique of demonstration when applied in supervising teachers make the teachers to be very effective in their teaching. In addition, the analysis of the study reveals that apart from the technique of the demonstration enhancing the teaching effectiveness of the teachers, the researchers also states that it makes the teachers to perform other duties assigned to or expected of him or her better. The researcher also made some recommendations that teachers, principals and other educational administrators should embrace and adopt demonstration as one of the best techniques to be applied in the supervision process.

Also Adeolu (2010) studied assessment of principals' supervisory roles in determination of staff tasks for quality assurance in secondary schools in Ondo State. This study identified the nature of

principals' supervisory roles and the perceived effectiveness of principals in the supervision of teachers' instructional tasks. Further, it investigated the constraints faced by principals in the performance of supervisory duties in the teaching-learning process. This was with a view to providing information on the utilization of principals' roles in enhancing quality assurance in secondary schools. The study employed the descriptive survey design. The target population comprised principals and teachers in secondary schools in Ondo state. The sample consisted of 60 principals and 540 teachers randomly selected from 60 secondary schools. The secondary schools were selected using stratified random sampling method from 5 Local Government Area (LGAs). Three research instruments were used for data collection; they are principals' supervisory rating scale (PSRS), interview guide for principals (IGP) and teachers' focus group discussion guide (FGDG). Three research questions were resolved based on percentage and mean scores. The results showed that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed by many principals in secondary schools. The study concluded that challenges that principals faced in the tasks of institutional governance, resource inputs, curriculum delivery and Students' learning require effective collaboration and goal-oriented synergetic interrelationship between the school and the relevant stakeholders in its environment.

This study investigated assigned staff task supervisory strategy of school administrators as correlates of teacher's self-efficacy in secondary schools in South East, Nigeria. Specifically, the study seeks to:

3. ascertain the extent to which determination of staff task relate to teachers self-efficacy in public secondary schools;
4. ascertain the extent to which assigned staff task relate to teachers self-efficacy in public secondary schools

The following research questions guided the investigation of this study.

10. What is the extent of relationship between determination of staff task and teachers self-efficacy in public secondary schools?
11. What is the extent of relationship between assigned staff task and 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 determination of staff task by school administrator and teachers self-efficacy in public secondary schools.

H0<sub>2</sub> There is no significant relationship between assigned staff task by school administrator 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 and principals 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, Assigned Staff Task of School Administrators' Questionnaires (ASTSAQ) 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 analyse 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
+/- <b>.70 – 1.00</b>	Very Strong Extent relationship
+/- <b>.50 - .69</b>	Strong/High Extent relationship
+/- <b>.30 - .49</b>	Moderate/Medium Extent Relationship
+/- <b>.00 - .29</b>	No correlation/weak/Low Extent relationship

## Result

### Research Question one

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

**Table 1 Correlation matrix of relationship between determination staff task technique and teachers' self-efficacy**

Correlations		DST	SET
DST	Pearson Correlation	1	.448**
	Sig. (2-tailed)		.000
	N	960	960
SET	Pearson Correlation	.448**	1
	Sig. (2-tailed)	.000	
	R <sup>2</sup>	.47	
	N	960	960

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

The result in table one shows that the correlation coefficient obtained between school administrators' determination of staff task and teachers' self-efficacy was 0.45 and is within +/- 0.40-0.49 indicating moderate/medium relationship. This means that, there exists a moderate positive relationship between school administrator determination of staff task and teachers' self-efficacy. Table one also shows that, the coefficient of determination (R<sup>2</sup>) associated with the correlation coefficient of 0.45 was 0.47. This coefficient of determination (R<sup>2</sup>) indicates that 47% of Teachers' Self-efficacy correlate with school administrators' determination of staff task.

A corresponding hypothesis formulated to test whether there exist a significant relationship between school administrators' determination of staff task and teachers' self-efficacy is;

### Hypothesis one

There is no significant relationship between determination of staff task by school administrator and teachers self-efficacy in public secondary schools.

**Table 2 regression analysis of relationship between school administrators’ determination of staff task and teachers’ self-efficacy**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.799	1	49.799	128.188	.000 <sup>b</sup>
	Residual	379.824	958	.378		
	Total	429.623	959			

a. Dependent Variable: DST

b. Predictors: (Constant), SET

In order to test hypothesis 1 ( $H_{01}$ ), linear regression analysis was used. The result in Table 2 indicates that an F-ratio 128.188 with associated 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 between school administrators’ determination of staff task and teachers’ self-efficacy in public secondary schools, is therefore rejected. This implies that, there is a significant relationship between school administrators’ determination of staff task and teachers’ self-efficacy in public secondary schools.

### Research Question Two

What is the extent of relationship between school administrators’ assigned staff task and teachers self-efficacy in public secondary schools?

**Table 3 Correlation matrix of relationship between assigned staff task technique and teachers’ self-efficacy**

Correlations		AST	SET
	Pearson Correlation	1	.478**
AST	Sig. (2-tailed)		.000
	N	960	960

	Pearson Correlation	.478**	1
SET	Sig. (2-tailed)	.000	
	R <sup>2</sup>	.49	
	N	960	960

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

The result in table 3 shows that the correlation coefficient obtained between school administrators' assigned staff task and teachers' self-efficacy was 0.478 is within +/-0.40-0.49 indicating moderate/medium relationship. This means that, there exists a moderate positive relationship between school administrator determination of staff task and teachers' self-efficacy. Table 3 also shows that, the coefficient of determination (R<sup>2</sup>) associated with the correlation coefficient of 0.478 was 0.49. This coefficient of determination (R<sup>2</sup>) indicates that 49% of Teachers' Self-efficacy correlate with school administrators' assigned staff task.

A corresponding hypothesis formulated to test whether there exist a significant relationship between school administrators' assigned staff task and teachers' self-efficacy is;

### Hypothesis Two

There is no significant relationship between assigned of staff task by school administrator and teachers self-efficacy in public secondary schools.

**Table 4 regression analysis of relationship between school administrators' assigned staff task and teachers' self-efficacy**

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	298.749	1	298.749	832.020	.000 <sup>b</sup>
1	Residual	343.984	958	.359		
	Total	642.733	959			

a. Dependent Variable: AST

b. Predictors: (Constant), SET

In order to test hypothesis 2 (H<sub>02</sub>), linear regression analysis was used. The result in Table 4 indicates that an F-ratio 832.020 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 between school administrators' determination of staff task and teachers' self-efficacy in public secondary schools, is therefore rejected. This implies that, there is a significant relationship between school administrators' determination of staff task and teachers' self-efficacy in public secondary schools.

## Discussion of the Findings

### **The extent of relationship between school administrators' determination of task and assigned staff task and teachers self-efficacy in public secondary schools in South East, Nigeria.**

The research question one indicates a moderate positive relationship between school administrators' determination of staff task and teachers' self-efficacy. The result also implies 47% of Teachers' Self-efficacy to a moderate extent is determined by school administrators' assigned staff task. This implies that, there is a significant relationship between school administrators' ability to determine staff task and teachers' self-efficacy in public secondary schools. five indicates a moderate positive relationship between school administrators' assigned staff task and teachers' self-efficacy. The result also implies 49% of Teachers' Self-efficacy to a moderate extent is determined by school administrators' assigned staff task. This implies that, there is a significant relationship between school administrators' ability to assign staff task and teachers' self-efficacy in public secondary schools.

This in agreement with work of Adeolu (2010) who carried a study on assessment of principals' supervisory roles in determination of staff tasks for quality assurance in secondary schools in Ondo State. This study identified the nature of principals' supervisory roles and the perceived effectiveness of principals in the supervision of teachers' instructional tasks. The results showed that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed by many principals in secondary schools. The study concluded that challenges that principals faced in the tasks of institutional governance, resource inputs, curriculum delivery and Students' learning require effective collaboration and goal-oriented synergetic interrelationship between the school and the relevant stakeholders in its environment.

The study revealed that there exists a moderate positive relationship between school administrator determination of staff task and assigned staff task as it relates to teachers' self-efficacy. The corresponding hypothesis implies that, there is a significant relationship between school administrators' determination of staff task and teachers' self-efficacy in public secondary schools.

The results further showed that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed by many school administrators in secondary schools.

### Recommendations

The study recommended that;

1. In order to have effective resource inputs, curriculum delivery and Students' learning outcome require effective task determination by school administrator.
2. Also in order to have institutional governance there must be effective collaboration and goal-oriented synergetic interrelationship between the school and the relevant stakeholders in its environment.
3. In assigning task, provision of instructional materials, reference books, feedback and review of activities with stakeholders need to be attended to by school administrator.

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