STAFF-STUDENTS COLLABORATIONS OF SCHOOL ADMINISTRATOR AND TEACHERS'EFFICACY IN SECONDARY SCHOOLS IN SOUTH EAST, NIGERIA.

By

NWOKEDIUKO, ISSADAS CHINWENDU PhD
Department Of Educational Management and Foundational Studies,
Alex-Ekwueme Federal University Ndufu Alike Ikwo.
ORCID: 0009-0001-7827-0348
icnwokediuko@gmail.com
07032564895

EJEH, EMEKA IFEOMA PhD
Department Of Educational Management and Foundational Studies,
Alex-Ekwueme Federal University Ndufu Alike Ikwo.
ORCID: 0009-0007-6744-1600
ejehifeoma@gmail.com,

CHUKWU, IMMACULATA CHIAMAKA
Department Of Educational Management and Foundational Studies,
Alex-Ekwueme Federal University Ndufu Alike Ikwo.

Abstract

This investigated staff-students collaborations of School Administrator and Teachers' 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 used draw the sample. The instrument for data collection were two questionnaires, Staff-Students Collaborations of School Administrator Questionnaires (SSCSAQ) 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 coefficient of determinationwas used to

analysis the research question while Linear regression analysis was used to test the hypothesis at 0.05 level 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 use of effective staff-students collaborations should be encouraged by secondary School administrators so as to enable teachers develop professionally through learning from one another. The study further recommended that school administrators should align with Government to provide orientation programmes in the instructional supervisory techniques in order to enhance teachers efficacy.

Keyword: School Administration, Staff-Students Collaborations, School Administator, Teachers Efficacy

Introduction

School as an organization can be described as a group of people with common objectives. It is an organization ofactivities which are carried out by people and are coordinated by a person or persons. School as posited by Onyali (2014), is a complex formal organization that include behaviours of diverse actors, organized and interconnected by structure of authority and a network of relationships for mutual cooperation, resources and products passed from one group to another. The main aim of establishing schools is to produce well educated citizens who will serve effectively in all sectors of the economy where their services are needed. The creation and maintenance of an orderly working school environment is a prerequisite for effective school administration. Thus school administration is necessary in school organization such as secondary education.

Secondary education as posited by Eziuzo (2014) is that level of education which children receive after primary education and before the tertiary level. Secondary education level is the bridge between the primary and tertiary levels. Importance of secondary of education according to Nwanmadu(2017) is what made the federal government of Nigeria to state the broad aims of secondary education as preparation of individuals for useful living within the society and for high education, to equip the students to live effectively in our modern age of science and technology. The underlying principles here is that the secondary school should be able to provide quality secondary education to all who can benefits from it.In the secondary school system the world over and in Nigeria as well, the school administrator is conceived as the administrative head. School administrator according to Modebelu (2016) is the man at the hem of affairs in an educational organization or institutions. He or she is the administrative head; the chief executive and leader of the institution. An administrator in an educational set up could be described to an overseer of both curricular and extra-curricular activities of the school through planning, coordinating, organinzing,

controlling, communicating, decision making and implementation.An administrator is described by Okorji and Unachukwu (2014), as an executive head of his organisation. He may be seen as a coordinator who organizes activities and programmes in such a way those tasks or duties assigned to people will be done well, quickly and efficiently. The administrator gives orders and disciplines his staff in order to achieve maximum outcome. In order to achieve the objectives and goals of secondary education, there is need for staff-students collaborations as one of supervisory techniques used by school administrator. For the purpose of this study the research is delimited to staff-students collaborations supervisory techniques and teachers efficacy in public secondary schools in south, Nigeria.

In staff-students collaboration according to Ibe (2018), the school administrator should be able to value differences of opinions and perspectives of teachers and students, listen carefully to teachers' views, provide good channel of communication processes, involve teachers and students in decision-making and promote self-confidence in teacher and students. This implies that the instructional supervisory and motivational strategies of school administrator produce excellent performance in both staff and students. Both functions are geared towards effective and efficient instructional delivery, enhance school improvement and leaning outcomes. These strategies equally influence the teachers' ability to plan, organize, and carry out their instructional delivery roles.

Staff-students collaboration as one of the instructional supervisory strategies of the school administrator creates common group that serves to facilitate or compel action to the realization of common vision. The result of instructional supervisory strategies as reported by Okwor in Nwamadu (2017) is a collaborative learning environment where learning is not confined to the classroom but the objective of all educators. An instructional supervisory strategy according to Ibe (2018) is an important departure from the ancient model of administration which authoritarian inherent in the concept is the idea that learning should be a top-down process. If those in-charges of the school are excited about learning, then they will share their enthusiasm throughout the community.

The school administrator as instructional leader values differences of opinions and perspectives of teachers and students, listen carefully to teachers views, provision of good channel of communication processes for teachers, ensuring the processes for collaborative leadership are open to all teachers, involvement of teachers and students in decision making, promoting self-confidence in teachers and students, encouraging teachers to learn a new skills (fullan, 2011). A key task for school administrators is to create a collaborative atmosphere among teachers and the students in relation to their performances. School administrators must develop and sustain school structures and cultures that faster individual and group learning. That is school administrators must stimulate an environment in which new information and practices are eagerly incorporated into the

system. School where teachers collaborate and discuss issues related to students learning are more likely to be able to take advantages of internally and externally generated information (archer and Cameron, 2018). This implies that collaborative school administrators are those who recognize the importance of interpersonal relationships in the discharge of their instructional supervisory function roles in school to enhance teachers' performance and students learning at last.From the above discussion staff-students collaborations supervisory techniques of school administrators may relate to teachers' self-efficacy.

Teacher self-efficacy is the connection that teacher has about his or her ability to teach students efficiently and effectively. It is the ability for teachers to promote effective learning through the use of many strategies that could motivate even the unmotivated students. This connotes that teacher's self-efficacy is a strong self-regulatory characteristics that enables teachers to use their potentials to enhance students learning. The teacher' self-efficacy are factors of adequate motivational and instructional supervisory strategies. Therefore the following concepts were discussed under the concept of teachers self-efficacy; self-efficacy, teacher, teachers' role in Nigeria and teachers self-efficacy.

Teachers' self –efficacy according to Hoy in Ibe (2018) is made up two dimensions. They are personal teachers' efficacy (PTE) and general teachers' efficacy (GTE). Personal teachers' efficacy represent a teachers' belief that he or she possesses the skills and abilities to facilitate students learning, that is, it is the teachers' overall sense of his or her own teaching effectiveness. General teaching efficacy on the other hand, represents that belief that teaching (as in organization form of education) can affect students. Positively, even in light of external factors or conditions such as low motivation or poor home environment. Hoy in his study, observed that teachers who scored high on both dimensions of teachers' self-efficacy were less likely to criticize a student following an incorrect amassers and more likely to persist if a student faced a learning task initially. Brouwera and tomic (2013) observed that students learn more from teachers who have high self-efficacy and high efficacious teachers are more likely to use open-ended questions, recognize individual interest and differences among student during instruction know the students name, motivate students to ask questions, exhibit mastery of their subject, exhibit preparedness in their teaching, use teaching methods that make lesson interesting. This means that teachers'-efficacy is a strong self-regulatory characteristics that enables teachers to use their potentials to enhance students learning.

Recently in Nigeria, a number of similar researches have been carried out as regards staff-students collaboration used by school administrators as it relates to teachers' self-efficacy. For instance,Alike (2010) worked on the relationship between teachers work behaviour and students' achievement in public and private secondary schools in Anambra state. Two research question and two hypotheses guided the study. The population of the study comprised all the Principals in 259

and 216 public and private secondary schools in Anambra state. A simple random sampling technique was used to select three zones out of six education zones in the state and a proportionate random sampling technique was used to select 13 public schools and 11 private schools as sample for the study. 10% of all the Principals and Vice Principals of the selected schools were used for the study and this gave 24 Principals and 64 Vice Principals giving a total of 88 respondents. A-27 questionnaire was used to collect data for the study. Mean and grand mean were used to answer the research questions while t-test and correlation coefficient ® was used to test the hypothesis. The findings from the study revealed that a teacher's work behaviour is positively related to student achievement.. The result from work behaviour is positively related to students' achievement in public and private schools in Anambra state. Based on the findings of the study recommendations are made.

Frederick, Francis, and Daniel (2015) carried out a study on teachers' self-efficacy beliefs: The relationship between gender and instructional strategies, classroom management and student engagement in high schools in Ghana. The purpose of the study was to find out the relationship between gender and subscales of self-efficacy beliefs among senior high school teachers in Ghana. Two research questions guided the study. The design of the study adopted a cross sectional design. The population of the study was 2500 teachers. Simple random sampling was used to draw the sample size of 450. The instrument for data collection was the questionnaire. Data were analyzed using the t-test statistics.The findings were that there was no significant relationship between gender and teachers' self-efficacy in high schools in Ghana. This study is similar to the present study because it examined the relationship between gender and self-efficacy.These studies carried out by the researchers did not look at the contribution of staff-students collaborations as it relate to teachers efficacy. This gap informs the researcher's interest to carry out this study.

This studyinvestigated staff-students collaboration of school administrators and teacher's efficacy in secondary schools in South East, Nigeria. Specifically, the study seeks to:

1. ascertain the extent to which school administrator value staff-students opinions and teachers efficacy in public secondary schools;
2. find out the extent to which staff-students collaboration of school administrators relate to teachers' efficacy in public secondary schools.

The following research questions guided the investigation of this study.

1. To what extent doesschool administrator value staff-students opinionsand teacherseffficacy in public secondary schools?
2. What is the extent of relationship betweenstaff-students collaboration of school administrators and teachers efficacy in public secondary schools?

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

$H0_1$ There is no significant relationship between school administrator value of staff-students opinions and teacherseffficacy in public secondary schools.

$H0_2$ There is no significant relationship between staff-students collaboration by school administrator and teachers 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 use to draw the sample. The instrument for data collection were two, Staff-Students Collaborations of School Administrators' Questionnaires (SSCSAQ) 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. Product Moment Correlation Coefficient (PPMCC) 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 relationsip
+/- .30 - .49	Moderate/Medium Extent Relationship
+/- .00 - .29	No correlation/weak/Low Extent relationship

Result

Research Question One

To what extent does school administrator value staff-students opinions and teachers efficacy in public secondary schools?

Table 1 Correlation Matrix of Relationship between School Administrator value staff-students opinions and teachers' self-efficacy

Correlations

		SSC	SET
SSO	Pearson Correlation	1	.280**
	Sig. (2-tailed)		.000
	N	960	960
SET	Pearson Correlation	.280**	1
	Sig. (2-tailed)	.000	
	R^2	.078	
	N	960	960

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

The result in table 1shows that the correlation coefficient obtained between school administrators' value staff-students opinion andteachers' efficacy was 0.28 and is within +/-0.00-0.29 indicating a weak positive relationship between school administrators' value staff-students opinions andteachers' efficacy. Table 1 also shows that, the coefficient of determination (R^2) associated with the correlation coefficient was 0.78. This coefficient of determination (R^2) indicates that 8% of Teachers' efficacy to a weak positive correlate with school administrators' value staff-students opinions.

A corresponding hypothesis formulated to test whether there exist a significant relationship between school administrators' value staff-students opinions and teachers' efficacy is;

Hypothesis One

There is no significant relationship between school administrator value of staff-students opinions and teacherseefficacy in public secondary schools.

Table 2 Regression analysis of relationship between value staff-students opinions and teachers' self-efficacy

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	24.327	1	24.327	103.283	.000[b]
1	Residual	199.734	958	.207		
	Total	224.061	959			

a. Dependent Variable: SSO

b. Predictors: (Constant), SET

In order to test hypothesis 1 (H_{O1}), linear regression analysis was used. The result in Table 2 indicates that an F-ratio 103.283with 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' value staff-students opinions and teachers' self-efficacy in public secondary schools, is therefore rejected. This implies that, there is significant relationship between school administrators' value staff-students opinions and teachers' self-efficacy in public secondary schools.

Research Question Two

What is extent of relationship between school administrators' staff-students collaboration andteachers' sefficacy in public secondary schools?

Table 3 Correlation Matrix of Relationship between School Administrator staff-students collaboration andteachers' efficacy

Correlations

		SSC	SET
SSC	Pearson Correlation	1	.280**
	Sig. (2-tailed)		.000
	N	960	960
SET	Pearson Correlation	.260**	1
	Sig. (2-tailed)	.000	
	R^2	.088	
	N	960	960

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

The result in table 3shows that the correlation coefficient obtained between school administrators' staff-students collaboration strategy andteachers' self-efficacy was 0.26 and is within +/-0.00-0.39. This means that, there exists a weak positive relationship between school administrators' staff-students collaboration andteachers' self-efficacy. Table 3 also shows that, the coefficient of determination (R^2) associated with the correlation coefficient was 0.9 This coefficient of determination (R^2) indicates that 9% of Teachers' efficacy to a weak positive correlate withschool administrators' staff-students collaboration.

A corresponding hypothesis formulated to test whether there exist a significant relationship between school administrators' staff-students collaboration strategy and teachers' efficacy is;

Hypothesis Two

There is no significant relationship between staff-students collaboration by school administrators and teachers'efficacy in public secondary school.

Table 4 Regression analysis of relationship between staff-students collaboration and teachers'efficacy

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	37.416	1	37.416	81.490	.000[b]
1	Residual	439.864	958	.459		
	Total	477.280	959			

a. Dependent Variable: SSC

b. Predictors: (Constant), SET

In order to test hypothesis 2 (H_{O2}), linear regression analysis was used. The result in Table 4 indicates that an F-ratio 81.490with 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 staff-students collaboration instruction by school administrators and teachers' self-efficacy in public secondary schools, is therefore rejected. This implies that, there is significant relationship between staff-students collaboration by school administrators and teachers'efficacy in public secondary schools.

Discussion of the Findings

The extent of relationship between school administrators' value staff-students opinions and collaborations relate to teachers'efficacy in public secondary schools.

The research questions one and two indicates a weak positive relationship between school administrators' value staff-studentsopinions andcollaboration relates to teachers' efficacy. The result also implies that 8% and 9% of Teachers' efficacy to a weak positive extent is determined by school administrators' value staff-students opinions and collaboration. Consequently, there is significant relationship between staff-students collaboration by school administrators and teachers' self-efficacy in public secondary schools in South East, Nigeria.

Chikezie (2014) studied the impact of principal's supervisory role in staff-students collaboration that effective supervision enhanced teachers job performance and researcher result also indicates that principals' and teacher job performance in secondary schools in AkwaIbom State.The results indicate supervision improve the academic standard of the students. The researcher made recommendations that efforts should be made to supervise both the school and teachers in order to improve academic achievement of the school and students. This implies that collaborative school administrators are those who recognize the importance of interpersonal relationships in the

discharge of their instructional supervisory roles in school to enhance teachers' performance and students learning at last. As noted by fullan (2011), a key task for school administrators is to create a collaborative atmosphere among teachers and the students in relation to their performances. School administrators must develop and sustain school structures and cultures that faster individual and group learning.

Conclusion

Education could be seen as a process by which members of a society acquire the knowledge and skills that will enable them to fit in as useful members of the society. For to be achieved there is need for effective use of instructional supervisory techniques by school administrators which staff-students collaboration is one of them in order to enhanced teachers self-efficacy. The results of this study concludes among other variable that there exists a weak positive relationship between school administrators' staff-students collaboration and teachers' efficacy.

Recommendations

Based on the findings the study recommended among other things;

1. That use of effective staff-students collaborations should be encouraged by secondary Schools administrators so as to enable teachers develop professionally through learning from one another.
2. That school administrator should encourage and value staff – students opinions in decisions making.
3. The study further recommended that school administrators should align with Government to provide orientation programmes in the instructional supervisory techniques in order to enhance teachers efficacy.

References

Acher, A. &Camaron, A. (2018).*Role of principal in improving student achievement.* Retrieved from the reading Rocket. Website: h#p!//www.readingrockets.org /orticle/25981.

Alike, G.U. (2010).Relationship between teachers workbehaviour and student achievement in public and private secondary schools in Anambra state. *A journal of Educational leadership,1*(1): 21-28.

Brouwsera, A.&Tomic W. (2013). Teacher Bournont, Perceived Self-efficacy in classroom management and student disruptive behaviour in secondary education. *Curriculum and teaching 14(2), 2-26.*

Chikezie, O.J. (2014). *Impact of principal's supervision and teacher job performance in secondary schools in AkwaIbom State of Nigeria*. Unpublished M.Ed. Dissertation University of Maiduguri Borno State.

Eziuzo, G. O. (2014). Secondary school administration and supervision. In G. O. Unachukwu& P. N. Okworji (eds). *Educational management: A skill building approach.*Nimo: Rex Charles & Patrick Limited.

Fredrick, T., Francis S.M. & Daniel, P., (2015). Teachers self –effecacy beliefs; the relationship between gender and instructional strategies, class management and student engagement in high schools in Ghana: publisher. Available http/www.academicleadership.org/empiricalresearch/: (Accessed on 28th August, 2020)

Fullan, M. (2011).*Leading in a culture of change.*San francis. Co. jossey- Bass. Retrieved 08/08/2019. From h#p//www.academic leadership.org/empiricalresearch.

Ibe, A. (2018). *Personnel management and teacher self-efficacy in secondary schools in South East States, Nigeria*.Ph.D Thesis, Abia State University, Uturu.

Modebelu, M. N. (2016). Educational administration and management. In M.N. Modebelu, L.O. Eya& J.C. Obunadike (eds). *Educational management the Nigerian perspective.*Awka: SCOA Heritage Nigeria Ltd.

Nwamadu, O.G. (2017). *Principals' attitude to internal instructional and supervision and teachers' productivity in Abia and Imo States public schools.*M.Ed Dissertation, Abia State University, Uturu.

Okorji, P.N. &Unachukwu, G.O. (2014).Development of educational administration and management. In G. O. Unachukwu& P. N. Okworji (eds). *Educational management: A skill building approach.*Nimo: Rex Charles & Patrick Limited.

Onyali, L. C. (2014). School Discipline. In G. O. Unachukwu& P. N. Okworji (eds). *Educational management: A skill building approach.*Nimo: Rex Charles & Patrick Limited.