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RELATIONSHIP BETWEEN PRINCIPALS' ORGANISING EFFICIENCY AND TEACHERS' EFFECTIVENESS IN SENIOR SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA

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ABSTRACT
Declining effectiveness of teachers seems to put to question the organising efficiency of principals in Senior Secondary School in Adamawa State, Nigeria. This study therefore, investigated the relationship between principals' organising efficiency and teachers' effectiveness in the study area. The study used a survey research design. The data were quantitatively generated. Multi-stage sampling technique was adopted. Stratified random sampling technique was used to select the three education zones. Simple random sampling technique was employed to select 20 schools for the conduct of this study. Based on the population size of 5, 698, five percent error margin, and 95 percent confidence level, the Internet Based Sample Size Calculator (Raosoft) yielded an estimate of 598 as the sample for this study. One research question was raised, and one null hypothesis was formulated and tested at 0.05 alpha level of significance. Data were collected using questionnaire. The instrument's reliability coefficient 0.88 was calculated using Cronbach Alpha Method. The data were analyzed using descriptive statistic of mean and standard deviation to answer the research question, and linear regression to test the hypothesis. The finding of the study on the research question raised revealed that, the level of principals' organising was low in the study area. The hypothesis tested, depicted a significant relationship between principals' organising efficiency and teachers' effectiveness. This implied that, the principals' organising efficiency significantly predicted teachers' effectiveness considering the ANOVA F-ration ($F_{1, 598} = 1.6393$), $p = 0.000$. The study concluded that principals' organising efficiency significantly predicted teachers' effectiveness in the study area. Based on these findings, the following recommendations were made: workshops and seminars should be organised to train principals on how to organise school activities effectively and efficiently.
Keywords: Principal, Organising Efficiency, Teachers Effectiveness, Secondary Schools**.**

Introduction

The question of what makes a teacher effective seems to lack a definite answer. To some scholars, teachers' effectiveness can be measured in terms of teachers' ability to perform their teaching roles optimally so that the desired educational goals are achieved. Other scholars agree that performance index of teachers alone does not suffice the prerequisites of teachers' effectiveness because, to them, some teachers actually perform their responsibilities effectively, yet it does not translate into success of the educational system in which they operate (Tobin, 2014**)**. Teachers' effectiveness translates to learning

effectiveness. Learning effectiveness is the positive attitudinal, emotional and behavioural change that takes place in the learners as a result of effective teaching and learning process. The evidence of effective learning is seen when the learner exhibits the following attributes: attentiveness in the classroom during lesson delivery with keen interest, timely submission of assignments and exercises given by the teacher, active participation in group's project, and ability to read and work extra hours to accomplish a given task (Arthur &Kallick, 2008).

The roles teachers play in the positive transformation of learners is enormous and well recognised by the advanced economies of the world. In contrast, the developing countries are still grappling with the issues of teachers' welfare and teacher education which invariably hinders effectiveness of teachers (Hananiya, 2019). Teachers are generally expected to perform their pedagogical responsibilities with high level of effectiveness in all facets of their encounter both in the classroom and outside the classroom. The general claim of governments and individuals around the world is that, the successes in technological breakthrough, political advancement, and economic stability depend largely on teachers' effectiveness. To buttress this claim, the National Policy on Education in Nigeria (NPE) for instance, outlines that effective, qualified, competent and dedicated teachers are the major instrument for achieving educational goals and national development (Federal Government of Nigeria (FGN), 2014).

The principal's organising function is next to the principal's planning function. Principal's planning function invariably encapsulates all aspects of organising function. There is a very close relationship between the planning and organising functions of a principal. Planning phase at school precedes the organising stage. Whereas planning charts exactly where the school organisation goes, organising helps the school to reach its destination. Organising function depicts the educational administrator how the school is to be structured or how the existing one is modified to ensure that the school's goals set in the plans are realised (Ylimaki & Jacobson, 2011).

There will not be an effective school administration if the organising function is phased out. Proper structuring of instructional activities and the teaching personnel, school productivity increases, teachers' workload is minimised, attrition of teaching personnel is reduced, duplication of function is restricted and effective delegation becomes possible. Where there no proper organisation growth is inhibited and lack of clarity of functions and confusion would characterise the school system. School organisational structuring, decentralisation and efficient delegation of authority by the principal are made possible through organising function. Moreover, organising also encourages creativity and enhances interaction among different levels of management which leads to the unification of efforts of all (Corcoran &Tormey, 2013).

It can rightly be said that the organising function is a tool used by the principal and other school administrators to implement the plans of the school. A well organised school

will be responsive to the changes in the plan. The educational system which has taken the time, energy, and money to develop quality plans needs educational administrators with organising prowess (Sasic, 2011). When principals organise school activities effectively it will not only translate to learning effectiveness but can also encourage teachers to exhibit positive attitude and personality in their daily interactions both in school and out of school encounter with the learners (Welye and Hananiya, 2020)

In a well-structured school organisation, the principal is alleviated of some of his functions because the work is shared among the subordinates based on their qualifications, abilities and skills. Where this is done efficiently, the teachers feel motivated and are willing to put in their best for the progress of the school system in which they operate in. Teachers that are learning to take up assigned responsibilities become highly effective. The process of organising involves determining what work is needed, assigning those tasks, and arranging them in a decision-making framework (organisational structure). If this process is not conducted well, the results may be confusion, frustration, loss of efficiency, and limited effectiveness (Pashiardis & Savvides, 2011).

The organizing process can be done efficiently if the principals have certain guidelines so that they can take decisions and act. To organise in an effective manner and ensure teachers' effectiveness, the principals need to apply the principles of specialization. This is in line with what Wallace Foundation (2009) asserted that teaching roles and responsibilities should be carefully divided or apportioned amongst the teachers on the basis of qualification, abilities and skills. Jon and Gene (2011) further added that, "it is through division of work teachers' effectiveness and specialization can be achieved for the ultimate realization of school's goals and objectives." In the same vein, Rice (2010) chronicled that principle of specialization is not enough to predict or influence teachers' effective unless it is coated with the principle of functional definition. In more elaboration about the principle of functional definition as one of the leadership constructs of principals,

Mitgang and Gill (2012) stressed that the functions of the principals and their teachers should be clearly defined. This can be done by clearly defining the duties, responsibilities, activities and relationship of teachers towards each other. In like manner, Horng, Klasik and Loeb (2010) stressed that clarification of authority-responsibility relationship helps in achieving organisation and coordination and thereby schools can take place effectively. Viewed from another perspective are Hitt, Tucker and Young (2012) who asserted that principals can only perform and execute their organizing functions effectively if they judiciously apply the principle of scalar chain. For teachers to be highly effective there must be a free flow of information from top to bottom, meaning from principal to their teachers with little or no noise in the channel. Mendels (2012) further consolidated this fact by saying, with a chain of authority available, wastages of resources are minimised, communication is effected, overlapping of teachers' roles and responsibilities are avoided and easy organisation takes place.

Theoretical Framework

This study was based on the Contingency Management Theory propounded by Fred Fieldler (1958). The contingency approach to management finds its foundation in the contingency theory of leadership effectiveness developed by management psychologist Fred Fieldler. The theory states that leadership effectiveness, as it relates to group effectiveness, is a component of two factors: task motivation, or relation motivation, and circumstances. In other words, the way you manage should change depending on the circumstances. One size does not fit all. You measure task motivation, or relation motivation, by the least preferred co-worker (LPC) scale. The LPC scale asks the manager to think of the person they least like working with and then rate that person on a set of questions, each involving an 8-point scale. For example, a score of one would be uncooperative, and a score of eight would be cooperative. Fieldler believed that people with a higher LPC score try to maintain harmony in their work relationships, while people with a lower LPC score are motivated to focus on task accomplishment.

Research Questions

The following research question guided this study:

What is the level of principals' organising efficiency in Senior Secondary Schools in Adamawa State, Nigeria?

Hypotheses

The following hypothesis was formulated and used to guide this study.

Principals' organising efficiency does not significantly predict teachers' effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

Methodology

This study investigated the relationship between principals' organising efficiency and teachers' effectiveness in the study area. The study used survey research design. The data were quantitatively generated. Multi-stage sampling technique was adopted. Stratified random sampling technique was used to select the three education zones. Simple random sampling technique was employed to select 20 schools for the conduct of this study. Based on the population size of 5, 698, five percent error margin, and 95 percent confidence level, the Internet Based Sample Size Calculator (Raosoft) yielded an estimate of 598 as the sample for this study. One research question was raised, and one null hypothesis was formulated and tested at 0.05 alpha level of significance. Data were collected using questionnaire. The questionnaire is tagged Principals' Managerial Efficiency and Teachers' Effectiveness Questionnaire (PMETEQ). Both principals and teachers selected from the sampled schools responded to the items of this questionnaire. The questionnaire contains the following sections: Section (A) instruction, Section (B) collected data

concerning principals' organising efficiency and teachers' effectiveness respectively. The participants were asked to respond to all items on this questionnaire. The questionnaire is a five-point Likert like scale with the ratings as follows:

Exceptionally High Level	(EHL)	5
Very High Level	(VEL)	4
Moderately High Level	(MHL)	3
Low Level	(LOL)	2
Exceptionally Low Level	(ELL)	1

The instrument's reliability coefficient 0.88 was calculated using cronbach alpha method. The data were analyzed using descriptive statistic of mean and standard deviation to answer the research questions, and linear regression, ANOVA and multiple regression analyses to test the hypotheses.

Results

This section is presented under the research questions and hypotheses.

Research Question: What is the level of principals' organising efficiency in Senior Secondary Schools in Adamawa State, Nigeria?

Table 1: Level of Principals' Organising Efficiency

S/N	ITEMS n=598	Mean	SD	Remark
1	Level to which principals organise curriculum implementation	2.58	1.15	LOL
2	Level to which principals organise students' enrolment	2.69	1.14	LOL
3	Level to which principals organise management of school plant	2.58	1.13	LOL
4	Level to which principals organise financial transactions	2.63	1.15	LOL
5	Level to which principals organise school-community relations	2.65	1.13	LOL
	Grand mean	**2.63**	**1.14**	**LOL**

Key: n=Valid number of participants, LOL= Low Level

Table 1 shows that the level at which principals organise the curriculum implementation, students' enrolment, management of school plant, financial transactions and school-community relations is low with a grand mean response of 2.63.

Hypothesis: There is no significant relationship between principals' organising efficiency and teachers' effectiveness in Senior Secondary Schools in Adamawa state.

Table 2: Summary of ANOVA: Principals' Planning Efficiency and Teachers' Effectiveness.

Model		Sum of Squares	df	Mean Squares	F	Sig.
1	Regression	716.564	1	716.564	1.6393	0.000[a]
	Residual	261.488	598	0. 437		
	Total	978.052	599			

a. Predictors: (Constant), Principals' Organising Efficiency

b. Dependent Variable: Teachers' Effectiveness

Table 2 shows linear regression analysis was conducted to test whether principals' organising efficiency predicts teachers' effectiveness. The results show that principals' organising efficiency significantly predicted teachers' effectiveness, $F_{1, 598} = 1.6393$, $p = 0.000$. Therefore, the null hypothesis was rejected since the p – value (0.000) is less than 0.05 level of significant. This implies that there is significant relationship between principals' organising efficiency and teachers' effectiveness.

Table 3: Model Summary of Principals' Organising Efficiency and Teachers' Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0 .73[a]	0.530. 51		0.7167

a. Predictors: (Constant), Principals' Organising Efficiency
b. b. Dependent Variable: Teachers' Effectiveness

The result in Table 3 reveals a model summary which shows how the independent variable explains the variance in the dependent variable. The result shows that the model (principals' organising efficiency) predicted 53.0% of the variance in teachers' effectiveness. Principals' planning efficiency and teachers' effectiveness were found to have strong positive relationship which is indicated by r value = 0.73.

Discussion of the Findings

The findings of this study were discussed in relation to the research question raised and the hypothesis formulated and tested at 0.05 level of significance.

The findings from Table 1 show that principals' organising efficiency level was low with a grand mean of 2.63. This finding is consistent with Corcoran and Tormey (2013); Sasic (2011) who asserted that that there will be no effective school administration if principals' organising functions of the school is phased out. In a well-structured school organisation, the principal is relieved of some of his functions because work is shared among the subordinates (Pashiardis & Savvides, 2011).

The finding from Table 2 show that principals' organising efficiency has predicted teachers' effectiveness considering $F_{1, 598} = 1.6393$, $p = 0.000$. This indicated that there was a strong positive significant relationship between principals' organising efficiency and teachers' effectiveness as indicated by the r-value (0.73). This may be due to orderly arrangement of school activities by the principals. The results agree with the findings of James and Elaine (2012) that carried out a study on the influence of principals' leadership on classroom instruction. The findings of the study indicated that variations in classroom instruction are associated with principals' leadership through multiple pathways, the strongest of which is the quality of professional development and coherence of programme obtainable through proper organising of the overall school processes. To organise school properly, the principals should consolidate their relationships with the teachers. Principal-teacher interaction is an ideal thing if the school environment should be organised to bring out teachers' effectiveness. This is in line with what Healther (2012) who found out that, the principals' relationship with the teachers significantly

enhances teachers' effectiveness. Principals that possess organising skills make sure all school activities and school calendar are issued promptly and strictly adhered to by the teachers, and other professional behaviours which invariably increase effectiveness in schools.

Conclusion

The results received from the study of the relationship between principals' planning efficiency and teachers' effectiveness in Senior Secondary Schools in Adamawa State, Nigeria indicated that:

1. Level to which principals organise curriculum implementation, students' enrollment, management of school plant, financial transaction and school-community relationship is low in Senior Secondary Schools in Adamawa State, Nigeria.
2. There was also a significant relationship between principals' organising efficiency and teachers' effectiveness in the study area.

Recommendations

Based on the results of the findings of the study, the following recommendations were made:

1. Workshops and seminars should be organised by both governmental and non-governmental organisation on regular basis to train principals on how to organise school activities efficiently. This recommendation if implemented would boost the level of organising efficiency of the secondary schools' principals.
2. Government should come up with welfare packages to motivate principals to carry out their organising functions effectively and to supervise teachers' pedagogical process properly. Since, the results indicated that there was significant relationship between principals' organising efficiency and teachers' effectiveness.

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