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ADMINISTRATIVE PRACTICES AS PREDICTORS OF TEACHERS' JOB EFFECTIVENESS IN PUBLIC PRIMARY SCHOOLS IN CROSS RIVER STATE

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ABSTRACT

In the past decades, research has consistently examined teachers' effectiveness due to their crucial role in delivering quality education. However, debates persist on the relationship between administrative practices and teachers' job effectiveness. This study investigated administrative practices as predictors of teachers' job effectiveness in public primary schools in Cross River State, Nigeria. Using a correlational research design, the study sampled 491 teachers from a population of 2,166 across 423 primary schools through stratified and purposive sampling techniques. Data was collected using a self-designed and validated 18-items questionnaire, with a reliability coefficient of .79 and .83. Data analysis was done using Simple and Multiple Linear Regression. The findings reveal that teacher supervision and teacher motivation significantly predict teachers' job effectiveness in public primary schools in Calabar Education Zone, Cross River State. The study concluded that principals' administrative practices significantly enhance teachers' job effectiveness. It is recommended that the government and school management implement policies aimed at enhancing teacher motivation. These should include competitive salaries, continuous professional development, structured recognition programs, and a conducive work environment. Such initiatives will foster greater commitment and improve teachers' job effectiveness.

Keywords: Administrative Practices, Supervision, Motivation, Teachers Job Effectiveness, Primary Schools.

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Introduction

Education is widely recognized as a crucial tool for both human and national development. Primary education serves as the foundation of formal learning that students acquire before progressing to secondary education. In Nigeria, the objectives of primary education include equipping learners with literacy and numeracy skills, instilling moral values, and imparting fundamental knowledge to young learners. Additionally, it aims to develop communication skills, enhance national awareness, and foster cooperation and appreciation essential qualities that support students' transition beyond primary school (Federal Republic of Nigeria, 2008; Obona & Etete, 2019). According to Etor et al. (2019) and Osha et al. (2024), by the time students complete primary school, they should have acquired essential skills, cultural awareness, and positive attitudes necessary for advancing their education. Given the significance of primary education, a competent and effective teaching workforce is fundamental to its success.

Teachers play a pivotal role in achieving educational objectives by delivering quality instruction, fostering critical thinking, instilling moral values, and equipping students with academic and vocational skills necessary for higher education, employment, and national development. According to Owan (2012), teachers are key determinants of a school's success or failure. They are regarded as invaluable assets and essential stakeholders in the education system, contributing significantly to its efficient operation, the delivery of quality education, and the holistic development of students (Obona & Etete, 2019; National Policy on Education [NPE], 2013). Based on this perspective, it can be inferred that teachers have the capacity to either enhance or impede the achievement of a school's objectives. Therefore, teacher effectiveness is a critical factor in sustaining a functional and thriving educational system.

Teacher job effectiveness is essential for achieving educational goals, as it entails consistent duty performance, timely goal attainment, and adherence to professional standards. Arop et al. (2018) define teachers' job effectiveness as the extent to which educators fulfill their pedagogical responsibilities, which can either support or hinder a school's ability to achieve its objectives. Thompson and Anachuna (2019), as cited in Adaku et al. (2024), describe job effectiveness as the consistent fulfillment of duties and the timely accomplishment of set goals. In the context of this study, teachers' job effectiveness refers to their ability to deliver quality instruction, manage classrooms efficiently, and positively influence students' academic performance, behavior, and overall development. It encompasses crucial aspects such as lesson planning, content delivery, student engagement, assessment practices, and professional commitment to achieving educational goals.

Since no education system can surpass the quality of its teachers (Federal Republic of Nigeria, 2013), teacher effectiveness is a key determinant of a school's overall performance (Arop et al., 2018). Teacher

effectiveness can be evaluated through three dimensions: input, process, and output, all of which collectively influence student learning and institutional success. The input dimension includes a teacher's qualifications, training, experience, motivation, and access to instructional resources—elements that form the foundation for effective teaching. The process dimension examines teaching implementation, encompassing lesson planning, instructional strategies, classroom management, student engagement, and assessment methods. Meanwhile, the output dimension focuses on the outcomes of teaching, such as students' academic performance, skill acquisition, behavioral development, and overall school improvement. Teacher effectiveness can also be assessed through an annual performance report that evaluates various aspects, including punctuality, instructional effectiveness, lesson preparation, subject matter expertise, job commitment, participation in extracurricular activities, supervision of students' work, motivation, classroom management, and disciplinary skills.

Analyzing these three dimensions enables school administrators and policymakers to assess teacher effectiveness and identify areas requiring improvement. Difoni et al. (2024) further emphasize that teacher effectiveness is reflected in attributes such as reliability, punctuality, professionalism, positive interactions with colleagues and administrators, discipline, motivation, student counseling skills, and adherence to ethical standards. Despite the importance of teacher effectiveness, concerns persist regarding teacher ineffectiveness, which has drawn considerable attention from researchers (Akinwale, 2017; Obona et al., 2023). A significant number of teachers demonstrate poor work attitudes, further exacerbating the challenges within the education sector (Obona et al., 2023).

In public primary schools in Cross River State, the researchers have observed with concern that many teachers frequently absent themselves from school, exhibit poor punctuality, and fail to maintain proper records. Additionally, numerous parents have raised complaints about cases of teachers attempting to sexually harass their children. These unprofessional and unethical behaviors have created significant challenges for families, particularly in cases where students lose interest in school activities due to teachers' misconduct.

Furthermore, these negative attitudes among teachers have not only disrupted the smooth functioning of schools but have also adversely affected students' academic performance in classroom assessments and terminal examinations. As a result, many students struggle to adapt to secondary school life, highlighting the long-term impact of poor teacher conduct on educational outcomes. Despite notable improvements in teachers' conditions of service in public primary schools in Cross River State—including the prompt payment of salaries, timely implementation of promotions, and enhanced supervision—these issues persist. Supporting this, Avwerosuo (2017) notes that while there have been slight improvements in teachers' conditions of service, such as relatively

prompt salary payments, salary increments following the recent minimum wage adjustment, and occasional teacher promotions, the overall impact on teacher performance remains uncertain. This discrepancy has led researchers to investigate whether there is a connection between administrative practices and teachers' job effectiveness in public primary schools in Cross River State, Nigeria.

In Nigeria, headteachers serve as the executive and administrative heads of primary schools, responsible for managing school activities, programs, and resources to ensure productivity and efficiency. They oversee various resources, including human, material, financial, energy, and time resources, to enhance teachers' job effectiveness. These responsibilities fall under administrative practices, which scholars define as the coordination of teachers' daily activities and the application of expertise to improve teaching and learning in schools (Igoni, 2020; Ndege, 2017; Oguejiofor, 2023). Administrative practices encompass the actions, strategies, and responsibilities undertaken by school heads to manage and lead school operations effectively. They play a crucial role in ensuring that teachers fulfill their instructional duties efficiently, thereby enhancing instructional delivery and overall school effectiveness (Ukaigwe et al., 2019). Specifically, Gakobo (2015) argued that administrative strategies significantly influence a school's success.

A key responsibility of school administrators is to provide strong leadership that motivates and inspires teachers to perform effectively (Ayeni, 2019). Effective administrative practices ensure that school objectives are met, teachers receive support, students are guided, and resources are efficiently utilized to create a conducive learning environment. These practices include planning, organizing, directing, supervising, and evaluating school activities, resources, and personnel. They also involve decision-making, policy implementation, staff development, and fostering a positive school culture. According to Ekpoh and Eze (2015), administrative practices include communication networks, leadership, coaching, coordination, staffing, evaluation, and acting as intermediaries between the school and the community to ensure teacher effectiveness. These practices also involve delegating responsibilities, managing teacher welfare, and fostering open communication channels (Oguejiofor, 2023). In this study, the administrative practices under consideration are teacher supervision and teacher motivation, as they are key factors in enhancing teachers' job effectiveness.

Supervision is essential for improving teachers' job effectiveness as it helps them refine instructional methods and address students' needs. It also ensures that schools provide high-quality education. According to Ogunsaju (2013), as cited in George (2023), supervision involves observation, discussion, and decision-making by principals and education inspectors to enhance teaching and learning. In this study, teacher supervision refers to the

activities and processes undertaken by a principal to monitor, guide, and support teachers in their professional duties. This includes observing teaching methods, providing feedback, evaluating instructional quality, ensuring adherence to curriculum standards, and fostering a conducive learning environment. Zikanga et al. (2022) suggest that supervisors significantly impact employees' morale and work behavior, influencing their psychological well-being. Effective supervision ultimately enhances teachers' performance, professional development, and the overall effectiveness of educational programs.

Motivation also plays a crucial role in enhancing teachers' job effectiveness by fostering a supportive and engaging work environment. Njideka (2022) explains that the term "motivation" originates from the Latin word "movere," meaning "to move," referring to the internal drive that compels individuals to take action toward specific objectives. Kakaba et al. (2024) define motivation as a force that shapes individuals' behavior, guiding them toward goal achievement and encouraging enthusiasm in their work. Eguridu (2016) describes motivation as a process that stimulates, directs, and sustains behavior, giving it focus and meaning. In the context of education, teacher motivation refers to strategies implemented by school leaders to inspire, support, and encourage teachers. These strategies may include providing recognition, offering professional development, rewarding efforts, fostering positive relationships, and ensuring a conducive work environment. Such motivational practices aim to enhance teachers' morale, job satisfaction, and overall performance. The relationship between principals' motivation and teachers' job effectiveness is critical, as motivated teachers are more engaged, committed, and productive, leading to improved teaching quality and better educational outcomes.

Given the crucial role teachers play in the teaching and learning process and their perceived ineffectiveness in public primary schools in Cross River State, this issue requires urgent attention, especially considering its negative impact on students' academic performance. This study was conducted in this context to examine the relationship between administrative practices and teachers' job effectiveness in public primary schools in Cross River State.

Statement of the Problem

Primary school teachers are the cornerstone of the education system; therefore, they are expected to demonstrate effectiveness in areas such as punctuality, lesson preparation, subject mastery, teacher development, job commitment, student supervision, class management, and discipline. However, despite these expected standards, observations indicate that many teachers in public primary schools in Cross River State do not meet these criteria. Their job performance is questionable due to disengagement, lateness, lack of instructional delivery, and failure to mark students' work. Additionally, issues such as truancy, inconsistent attendance, poor record-keeping, and lack of discipline

further highlight widespread ineffectiveness among teachers. Such behaviors undermine the education system and hinder its ability to achieve its goals. The declining quality of students transitioning to secondary schools, many of whom struggle with basic literacy skills, raises serious concerns among stakeholders. This decline ultimately impacts Nigeria's overall economic productivity.

In response, the government has implemented initiatives to improve teacher effectiveness, including retraining workshops, improved salary structures, and timely payment of wages. However, despite these efforts, many teachers remain unwilling to change or improve their performance. Therefore, addressing teacher effectiveness is essential. The central question of this study is whether administrative practices influence teachers' job effectiveness in public primary schools in Cross River State. The desire to find an answer to this question motivated this research.

Purpose of the study

The main purpose of this study was to examine administrative practices as predictors of teachers' job effectiveness in public primary schools in Cross River State, Nigeria. Specifically, the study sought to find out whether:

i. Teacher supervision predict job effectiveness in public primary schools in Cross River State.
ii. Teacher motivation predict job effectiveness in public primary schools in Cross River State.
iii. Teacher supervision and teacher motivation jointly predicts job effectiveness in public primary schools in Cross River State.

Research hypotheses

The study was guided by the following hypotheses

i. Teacher supervision does not significantly predict job effectiveness in public primary schools in Cross River State.
ii. Teacher motivation does not significantly predict job effectiveness in public primary schools in Cross River State.
iii. Teacher supervision and teacher motivation does not have any significant joint impact on job effectiveness in public secondary schools in public primary schools in Cross River State.

Review of related literature

Teacher supervision and job effectiveness

Supervision in the school context is crucial for improving teachers' job effectiveness. It helps in refining instructional methods with the aim of addressing students' needs. In a study, Zikanga et al. (2022) examined the relationship between head teachers' supervision practices and the job performance of teachers in government-aided secondary schools in Western Uganda. The study focused on head teachers' supervision practices in terms of supervision behavior, support, and communication, while teachers' job performance was evaluated based on classroom teaching, student management,

discipline, regularity, and interpersonal relations. A cross-sectional research design was used, employing a quantitative approach with a sample of 333 teachers. Data were collected through questionnaires and analyzed quantitatively. Inferential analysis revealed that supervision behaviors and support had a positive and significant impact on teachers' job performance.

In another study, Nwankwoala (2020) explored the relationship between instructional supervision and teachers' job performance in public senior secondary schools in Rivers State. The study utilized a correlation design and a sample of 347 teachers selected from a population of 7,145 across 278 public senior secondary schools in Rivers State using stratified random sampling. This sample represented 5% of the total population. Data were collected through self-constructed instruments: the Instructional Supervision Questionnaire (ISQ) and the Teacher Job Performance Questionnaire (TJPQ), which were validated by three colleagues from the Department of Educational Management at Ignatius Ajuru University of Education. The reliability of the instruments was assessed using the test-retest method, with a sample of 30 teachers outside the study population. The reliability coefficients of 0.87 and 0.89 indicated high reliability. The data were analyzed using mean, standard deviation, and linear regression through SPSS version 22. The results showed that classroom visitation by supervisors, clinical supervision techniques, and holding conferences with teachers before classroom observations were significantly related to teachers' job performance.

Similarly, Ogunode et al. (2023) explored the crucial role of supervision in achieving educational goals in secondary schools. By using secondary data from both print and online sources, the research identified a positive correlation between school supervision and teachers' job performance. The findings from the reviewed literature confirmed that school supervision positively influences teachers' performance in secondary schools. In similar study, Owan et al. (2023) conducted a study using a predictive correlation design to examine the impact of five principals' supervisory practices on teachers' job effectiveness in general and within three specific areas. The study involved 284 secondary school teachers, who were selected through simple and purposive sampling techniques. Data were collected via a questionnaire. For hypothesis testing, bootstrapping in covariance-based structural equation modeling (CB-SEM) and multiple linear regression analysis were employed, with a significance level of .05. The findings revealed a significant collective influence of classroom observation, supervision of sports activities, instructional aids, team teaching, and school record-keeping on teachers' overall job effectiveness, as well as on lesson note preparation and classroom management. However, no significant impact was found for the use of instructional materials.

Teacher motivation and job effectiveness

The term motivation which emanates from the latin word "movere," meaning "to

move," (Njideka, 2022), plays a crucial role in enhancing teachers' job effectiveness by fostering a supportive and engaging work environment. In a study, Echikpu (2021) explored the connection between principals' motivational strategies and teachers' job satisfaction in public senior secondary schools in Rivers State. Using a correlational design, the study surveyed 267 principals and 7,425 teachers, with a sample of 107 principals and 372 teachers. Data were collected via the Principals' Motivational Strategies Questionnaire (PMSQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The analysis revealed that principals' motivational techniques, including teacher involvement in decision-making, school management support, and positive reinforcement, had varying effects on job satisfaction. Specifically, teachers' involvement in decision-making was found to positively correlate with job satisfaction, while other strategies like school management support and positive reinforcement showed no significant impact.

In another study, Marietta (2021) investigated how principals' motivational strategies affect teachers' job satisfaction in Migwani Sub-County public secondary schools, Kitui County, Kenya. The study used a correlation descriptive survey design and included 42 principals and 314 teachers, with 109 respondents participating. The data were collected through questionnaires and interviews. Findings indicated that strategies such as recognition, staff professional development, incentives, and interpersonal relationships were pivotal in influencing teachers' job satisfaction. Okwatsa (2021) assessed the impact of principals' motivational strategies on teachers' job performance in public secondary schools in Mombasa County, Kenya. Using a cross-sectional survey design, the study targeted principals and teachers, with 228 respondents sampled. Data were collected via a questionnaire and analyzed using Pearson Correlation Coefficient and descriptive statistics. The study found that rewarding teachers and regularly recognizing their efforts positively influenced job performance. Similarly, Agu, Oputa, and Umeh (2021) examined principals' motivational techniques for effective teacher performance in public secondary schools in Awka South LGA, Anambra State. The study used a descriptive survey design with a sample of 250 teachers from a population of 640. Data were collected through questionnaires and analyzed using descriptive statistics. The study revealed that principals used welfare packages, a conducive environment, adequate teaching materials, and leadership behaviors as motivational strategies to enhance teachers' job performance.

Uzokife and Mbonu (2023) investigated principals' management strategies for improving teacher performance in public senior secondary schools in Anambra State. The study used a descriptive research design with a sample of 263 teachers from the Onitsha and Awka education zones. Data were collected via a researcher-designed questionnaire and analyzed using descriptive and z-test statistics. The study concluded that principals' motivational, supervisory, and staff training strategies

had a significant impact on teachers' job performance in public secondary schools in Anambra State.

From the review so far conducted, it is obvious that most of the studies were conducted in outside the geographical scope of this study. Additionally, although related, many of these studies did not specifically integrate the variables selected for this research. Variations in methodology, instruments, and procedures were also observed across the reviewed studies. Given these gaps, this study aims to investigate administrative practices as predictors of teachers' job effectiveness in public primary schools in Cross River State, Nigeria. By addressing these gaps, the research seeks to contribute to the existing body of knowledge and provide relevant insights within the study's specific context.

Methodology

The study employed a correlational research design. The study population comprised 2,166 teachers from 432 public primary schools in Cross River State. A stratified sampling technique was used to group schools into three strata based on the three Education Zones in the state namely, Calabar, Ikom and Ogoja education zone. Then purposive sampling technique was used to select 491 teachers as sample for the study from the population. Data was collected using a 18-item questionnaire designed by the researcher on a four-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) titled "Administrative Practices and Teachers' Job Effectiveness Questionnaire (APTJEQ)." The instrument was divided into three sections: Section A (demographic data), Section B (Administrative Practices), and Section C (teachers' job effectiveness).

The questionnaire items were reviewed by three experts in Educational Management, and Measurement and Evaluation at the University of Calabar. Irrelevant items were either dropped or modified, resulting in 18 items being retained for the study. The instrument's reliability was established through a trial test with 50 teachers from schools outside the study area. Using the Cronbach alpha formula, reliability coefficient of .79 and .83 was obtained, indicating the instrument's reliability. The researchers and 5 assistants administered the questionnaire after obtaining permission from the respective school authorities. The data collection was completed in three working days. Thereafter, researchers sorted the collected questionnaires to ensure all items were properly answered. Out of 502 distributed questionnaires, 491 were correctly filled and retrieved. The questionnaires were organized according to the variables, with positively worded items scored on a 4-point scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1), and negatively worded items scored in reverse order. The scores were then transferred to statistical packages for analysis. Data analysis was based on the null hypotheses guiding the study and was conducted using Simple and Multiple Linear Regression Analysis at .05 level of significance. The result is presented in tables.

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Result

Hypothesis one

Teacher supervision does not significantly predict job effectiveness in public primary schools in Cross River State. The two variables in this hypothesis teacher supervision and job effectiveness. Simple Linear Regression analysis was used to test the hypothesis and the result of the analysis is presented in Table 1. Table 1 showed that teacher supervision significantly predicts job effectiveness as shown by the simple linear regression coefficient (R) of .685 and a coefficient of determination (R^2) of .469 obtained. The R^2 (R^2=.469) meant that the variable of teacher supervision contributed 46.9% of the total variance in job effectiveness while the remaining percentage score 53.1% was predicted by other external factors not accounted for by teacher supervision. This showed that the independent variable (teacher supervision) significantly predicts the dependent variable (job effectiveness), F432.052, p (.000) <.05. Referring to the coefficients in table 1, the unstandardized coefficient for teacher supervision is .624. This meant that for every point increase in job effectiveness, there is .624 increase in teacher supervision scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that teacher supervision does not significantly predict job effectiveness in Calabar Education of Cross River State is rejected. This means that teacher supervision significantly predicts job effectiveness in public primary schools in Cross River State.

Table 1: Simple linear regression analysis for teacher supervision and job effectiveness. (N=491)

Anova[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.	Decision
1	Regression	2241.553	1	2241.553	432.052	.000[b]	Rejected
	Residual	2537.009	489	5.188			
	Total	4778.562	490				

*Significant p<.05; R=.685; R^2 =.469; Adj. R^2=.468

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.273	.588		12.369	.000
	Teacher supervision	.624	.030	.685	20.786	.000

a. Dependent Variable: Job Effectiveness

b. Predictors: (Constant), Teacher supervision

Hypothesis two

Teacher motivation does not significantly predict job effectiveness in public primary schools in Cross River State. The two variables in this hypothesis teacher motivation and job effectiveness. Simple Linear Regression analysis was used to test the hypothesis and the result of the analysis

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is presented in Table 2. Table 2 showed that teacher motivation significantly predicts job effectiveness as shown by the simple linear regression coefficient (R) of .861 and a coefficient of determination (R^2) of .741 obtained. The R^2 (R^2=.741) meant that the variable of teacher motivation contributed 74.1% of the total variance in job effectiveness while the remaining percentage score 25.9% was predicted by other external factors not accounted for by teacher motivation. This showed that the independent variable (teacher motivation) significantly predicts the dependent variable (job effectiveness), F1398.791, p (.000) <.05. Referring to the coefficients in table 1, the unstandardized coefficient for teacher motivation is .609. This meant that for every point increase in job effectiveness, there is .609 increase in teacher motivation scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that teacher motivation does not significantly predict job effectiveness in public primary schools in Cross River State is rejected. This means that teacher motivation significantly predicts job effectiveness in public primary schools in Cross River State.

Table 2: Simple linear regression analysis for teacher motivation and job effectiveness. (N=491)

Anova[a]

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	3540.757	1	3540.757	1398.791	.000[b]	Rejected
	Residual	1237.805	489	2.531			
	Total	4778.562	490				

*Significant p<.05; R=.861; R^2 =.741; Adj. R^2=.740

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	7.654	.320		23.935	.000
	Teacher motivation	.609	.016	.861	37.400	.000

a. Dependent Variable: Job Effectiveness
b. Predictors: (Constant), Teacher motivation

Hypothesis three

Teacher supervision and teacher motivation does not have any significant joint impact on job effectiveness in public primary schools in Cross River State. The Predictor variables in this hypothesis are teacher supervision and teacher motivation, while the criterion variable is job effectiveness. Multiple Regression analysis was used to test the hypothesis and the result of the analysis is presented in table 3. Table 3 showed that the analysis of variance in the regression output produced an F-ratio of 812.253, which is statistically significant .05 probability level. This indicated that the predictor variables of teacher supervision and teacher motivation are jointly significant

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in predicting the criterion variable of job effectiveness. This implied that teacher supervision and motivation are significantly potent in explaining the variance in job effectiveness.

The result also showed that multiple regression coefficients (R) of .877 and a coefficient of determination (R^2) of .769 were obtained. The (R^2=.769) meant that when the sub-variables of administrative practices (teacher supervision and teacher motivation) are taken together, they contributed 76.9 % of the variance in job effectiveness. This further implied that 23.9% of the variation in job effectiveness could be attributed to other extraneous variables to the study. By this result, the F-value of 812.253 (p<.05), R and R^2 of .877 and .769, indicated a high positive relationship between the predictor variables and the criterion variable. Therefore, hypothesis three is rejected. This meant that teacher supervision and teacher motivation have a statistically significant joint predictive effect on job effectiveness in public primary schools in Cross River. However, to find out the relative contribution of administrative practices sub-variables, a test of regression was performed. The result is presented in table 4. The result showed that teacher motivation is the strongest predictor of the variance in job effectiveness (r = 25.171). This is followed by teacher supervision (r= 7.695).

Table 3: Summary of multiple regression analysis for the contribution of teacher supervision and teacher motivation to job effectiveness in secondary schools in public primary schools in Cross River

Model	SS	Df	MS	F ratio	Sig.
Regression	3674.690	2	1837.345	812.253	.000
Residual	1103.873	488	2.262		
Total	4778.562	490			

*Significant p<.05; R=.887; R^2 = .769; Adj. R^2 = .768

a. Criterion: Job effectiveness
b. Predictors: Teacher supervision and teacher motivation

Table 4: Test of regression weight of administrative practices sub-variables

Variables	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.	Rank
Constant	5.719	.393		14.547	.000	
Teacher supervision	.200	.026	.220	7.695	.000	2nd
Teacher motivation	.509	.020	.719	25.171	.000	1st

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Discussion

Hypothesis one which stated that, teacher supervision does not significantly predict job effectiveness in public primary schools in Cross River State, was rejected while the alternate hypothesis was accepted meaning that teacher supervision significantly predicts job effectiveness. This may be because the level and quality of supervision provided to teachers have a meaningful impact on their performance. This suggests that effective supervision, including regular monitoring, guidance, and professional support, enhances teachers' ability to deliver quality instruction, manage classrooms efficiently, and achieve educational goals. The implication is that school administrators should prioritize strong supervisory practices to improve teachers' job effectiveness. Implementing structured supervision strategies, such as mentorship programs, regular feedback, and professional development initiatives, can lead to higher teacher commitment, motivation, and overall performance, which will in turn benefit student learning outcomes.

This finding is in tandem with that of Nwankwoala (2020) that classroom visitation by supervisors, clinical supervision techniques, and holding conferences with teachers before classroom observations were significantly related to teachers' job performance. The finding is similar to that of Zikanga et al. (2022) who examined the relationship between head teachers' supervision practices and the job performance of teachers in government-aided secondary schools in Western Uganda. The study revealed that supervision behaviors and support had a positive and significant impact on teachers' job performance. It aligns with the findings of Ogunode et al. (2023) who explored the crucial role of supervision in achieving educational goals in secondary schools. The findings revealed a significant collective influence of classroom observation, supervision of sports activities, instructional aids, team teaching, and school record-keeping on teachers' overall job effectiveness, as well as on lesson note preparation and classroom management. However, no significant impact was found for the use of instructional materials.

Hypothesis two which stated that teacher motivation does not significantly predict job effectiveness in public primary schools in Cross River State, was rejected while the alternate hypothesis was accepted meaning that teacher motivation significantly predicts job effectiveness. This result suggests that the teachers are adequately motivated through incentives, recognition, career growth opportunities, and a supportive work environment which make them to perform their duties more effectively. This is a clear indication that motivation enhances teachers' commitment, enthusiasm, and willingness to go the extra mile in lesson delivery, student engagement, and classroom management. The implication is that school administrators should implement strategies that enhance teacher motivation, such as fair compensation, professional development, and positive work culture, to improve their job effectiveness.

This finding support that of Echikpu (2021) who explored the connection between principals' motivational strategies and teachers' job satisfaction in public senior secondary schools in Rivers State. The analysis revealed that principals' motivational techniques, including teacher involvement in decision-making, school management support, and positive reinforcement, had varying effects on job satisfaction. Specifically, teachers' involvement in decision-making was found to positively correlate with job satisfaction, while other strategies like school management support and positive reinforcement showed no significant impact. The finding also is in tandem with that of Marietta (2021) who found that strategies such as recognition, staff professional development, incentives, and interpersonal relationships were pivotal in influencing teachers' job satisfaction. The finding equally supports that of Uzokife and Mbonu (2023) who investigated principals' management strategies for improving teacher performance in public senior secondary schools in Anambra State. The study used a descriptive research design with a sample of 263 teachers from the Onitsha and Awka education zones. The study concluded that principals' motivational, supervisory, and staff training strategies had a significant impact on teachers' job performance.

Conclusion

This study on administrative practices as predictors of teachers' job effectiveness in public primary schools in Cross River State, Nigeria highlights the crucial impact of effective administration on the effectiveness of the teachers in the school system. The finding revealed that the administrative practices such as teacher supervision and motivation significantly impact teachers' job effectiveness in public primary schools in Cross River State, Nigeria. The study thus conclude that effective supervision provides the necessary guidance, support, and accountability, while adequate motivation fosters commitment, enthusiasm, and productivity among teachers. These factors collectively contribute to improved instructional delivery, classroom management, and overall educational outcomes.

Recommendations

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

1. Headteachers in primary schools should implement structured and supportive supervision strategies, such as mentorship programs, regular classroom observations, and constructive feedback, to improve teachers' job effectiveness and overall school performance.
2. The government through the ministry of education and school management should develop and implement policies that enhance teacher motivation, including competitive salaries, professional development opportunities, recognition programs, and a conducive work environment, to boost teachers' commitment and enhance effectiveness.

Contribution to knowledge

This study investigated administrative practices as predictors of teachers' job effectiveness in public primary schools in Cross River State, Nigeria. It emphasized the importance of structured supervision and motivation in enhancing teacher job effectiveness, thereby adding to the existing body of literature on educational management and teacher productivity.

The findings serve as a valuable reference for policymakers, school administrators, and researchers seeking to improve educational outcomes through effective supervision and motivation frameworks.

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