

PERCEIVED INFLUENCE OF ADMINISTRATIVE SUPPORT ON SECONDARY SCHOOL TEACHERS' EFFECTIVENESS

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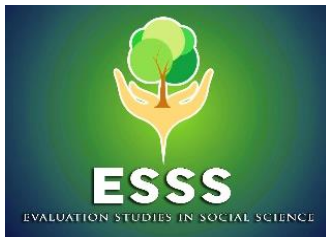
ABSTRACT

The study explores the impact of administrative support on the effectiveness of secondary school teachers in the Oriade Local Government area, Osun State. The effectiveness of teachers in this context refers to how well teachers perform their roles in the educational environment, particularly in secondary schools. The research uses quantitative surveys to gather respondents' views on the study. This study used a descriptive survey research design with an ex-post facto approach to study the influence of perceived administrative support on secondary school teachers' effectiveness in Oriade Local Government Area, Osun State. The sample consisted of 200 respondents from 20 secondary schools and ten teachers. A self-designed questionnaire was titled 'Influence of Perceived Administrative Support on Secondary Schools Teachers Effectiveness.' The data was analyzed using descriptive survey, frequency count, percentage, multiple regression analysis, T-test, and ANOVA to understand teacher effectiveness differences. The findings suggest that teachers who perceive strong administrative support report higher job satisfaction and effectiveness in their teaching practices. The study found that 54.5% of teachers perceive a moderate level of effectiveness, while 40.5% believe they have a high level. The study also found no significant difference in perceived teachers' effectiveness based on gender or years of experience. However, there was a significant difference in perceived teachers' effectiveness, indicating a significant difference in these factors. The study concludes that perceived administrative support significantly influences teachers' effectiveness, contributing to the ongoing discourse on educational effectiveness and emphasizing the critical role of administrative support in fostering an environment conducive to teaching excellence.

Keywords: *Administrative Support, Teachers' Effectiveness, Teaching and Learning*

INTRODUCTION

Education is crucial for global growth and freedom, and everyone needs to contribute to improving the quality of education, from elementary schools to universities. Teachers play a crucial role in transmitting knowledge and intellectual traditions from generation to generation, and their administrative support largely determines their effectiveness. Teachers are seen as the foundation of a nation, making significant contributions to nation-building and the success of a country. They are essential to every educational institution, providing instructions on how to

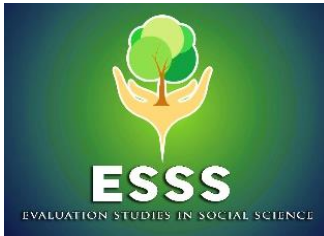


conduct the teaching and learning process. The administrative support of teachers is undoubtedly the most significant factor influencing their effectiveness and contribution to national development (Fontaine et al., 2011). Therefore, teachers are seen as indispensable to every educational institution, as they provide instructions on conducting the teaching and learning process. Teachers play a crucial role in the growth and direction of education, as they are the most important cog in the educational machine. Their effectiveness is essential for the success of educational programs initiated by governments. Teaching and learning are essential aspects of effective secondary schools, but other services like library, ICT, and counselling also contribute to holistic student training. Administrative support services such as library, ICT, and counselling, provide adequate facilities and learning resources to students, contributing to the overall well-being of the institution.

Administrative support services complement the overall teaching and learning in secondary education. Literature indicates that administrative support is a critical component in achieving the goals of secondary school education. Yidana et al. (2023) highlight the crucial role of administrative support services in efficient secondary education, which support, integrate, coordinate, and supervise teaching, learning, research, and public service. Administration systematically allocates and coordinates an organization's resources to achieve its established goals (Shauli Mukherjee et al., 2022). School administration aims to complete tasks to achieve predetermined goals, assembling personnel and resources for efficient instruction and learning within the school. The main goal of school management is to improve instruction and learning. School administrators organize and coordinate resources to meet system objectives (Armstrong, 2015; Maba & Mantra, 2018).

Administrative support significantly enhances teachers' effectiveness by easing the burden of state and federal accountability frameworks and considering them as professionals. This support contributes to class content, expedited training, and improved time management in the educational system. School administrators include teachers, vice-principals, and principals, who serve in management-support roles. Teachers who answer directly to the principal contribute to a professional learning community and develop an environment that supports student growth and academic excellence. Student performance is evaluated and communicated clearly, school activities are monitored and records are maintained. Staff relationships are harmoniously worked towards, and employee groups are encouraged and supported in their professional development. Effective communication and interaction with staff, students, parents, the community, and the superintendent's department are provided.

Effective teaching is crucial in education as it enhances students' learning and academic performance. Teachers' effectiveness goes beyond imparting knowledge and involves purposeful activities that enhance cognitive, affective, and psychomotor development. Ward Struthers and Perry (2023) use the cognitive theory approach to define teachers' effectiveness. Teachers' effectiveness is demonstrated when they use classroom procedures that align with students' cognitive characteristics, organize and present information effectively, promote problem-solving and original thinking, and demonstrate that students become more productive thinkers and problem-solvers. Administrative assistance significantly impacts teachers' effectiveness, as school administrators must understand their role and support them. Special educators often feel less isolated after meaningful discussions with administrative support. Like



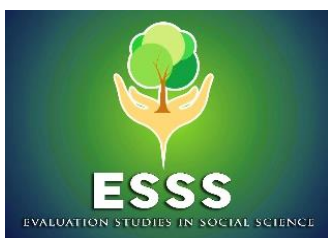
other key staff, teachers represent schools and play a crucial role in shaping youth into contributing members of society. Smith (2023) believes teachers must be dedicated to their profession to fulfill educational goals outlined in the National Policy on Education. To validate this claim, the researchers investigated the influence of perceived administrative support on teachers' effectiveness in senior secondary schools in the Oriade Local Government area, Osun State.

Problem Statement

The administrative support they receive significantly influences secondary school teachers' effectiveness. Teachers rely on administrators for resources, guidance, and a supportive environment to thrive professionally and achieve optimal teaching outcomes. Key factors contributing to the perceived influence of administrative support include resource allocation, classroom management support, professional development, respect and recognition, and workload management. The perceived influence of administrative support on resource allocation in public senior secondary schools in Oriade LGA, Osun State, Nigeria is influenced by several factors. These include inadequate government funding, centralized resource allocation, lack of transparency, bureaucratic processes and corruption, inadequate administrative capacity and training, cultural and societal factors, inadequate infrastructure and maintenance, low teacher morale, and lack of professional development.

Centralized resource allocation leads to chronic underfunding, causing a shortage of basic resources such as textbooks, equipment, and infrastructure. The allocation process is often centralized with limited discretion for school administrators to address local needs. Lack of transparency in resource allocation leads to perceived inequity and unfair distribution. Bureaucratic processes and corruption further exacerbate the shortage of resources. Lack of administrative capacity and training hinders effective resource management and advocacy for schools' needs. Inadequate infrastructure and maintenance also hinder the effective use of available resources. Teacher motivation and engagement are also affected by inadequate resources, leading to low morale and a lack of professional development. Rural locations in Oriade LGA may face additional challenges due to limited resource access and transportation infrastructure. Socioeconomic disparities across different communities within Oriade LGA may contribute to unequal resource allocation. The aforementioned limitation has prompted the researchers to assess the perceived influence of administrative support on resource allocation in Oriade LGA, Osun State, incorporating qualitative data to understand specific challenges and opportunities for improving resource allocation.

Oduola (2023) revealed that the influence of administrative support on classroom management in public senior secondary schools in Oriade LGA, Osun State, Nigeria, is influenced by several factors. These include the absence of clear policies, insufficient training, inadequate resources, overburdened administrators, lack of communication, socioeconomic and cultural factors, rural context, and population density and socioeconomic disparities. The absence of comprehensive guidelines can make teachers uncertain about their role and authority, while inconsistent enforcement can result in uneven rule application and lack of support. Teachers may also lack adequate training in effective classroom management techniques and inadequate support for addressing challenging behaviours. Insufficient

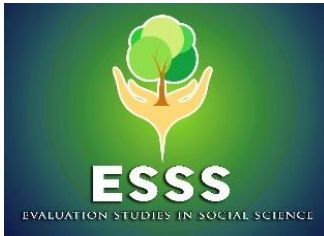


resources and infrastructure can contribute to disruptive behaviour and make it more difficult for teachers to manage the classroom effectively. School administrators face significant workloads and time constraints, which limit their ability to provide individual support to teachers struggling with classroom management issues. Socioeconomic and cultural factors can also influence classroom management approaches, sometimes creating conflicts between traditional practices and modern educational approaches.

Inadequate budget allocation and resources are common issues schools face, as they often face tight budgets and limited resources for professional development activities. Teachers may not receive financial assistance to cover travel expenses, accommodation, or registration fees for professional development opportunities. Additionally, schools may lack access to adequate training materials, facilities, and technology. Centralized control and lack of flexibility are also significant challenges, as professional development programs are often dictated by central authorities with limited input from teachers and school administrators, leading to a disconnect between teacher needs and training opportunities. Teachers may not be able to choose programs that address their specific needs and areas of interest. Limited time and release time for professional development are another issue, as teachers often face heavy workloads and limited time for professional development activities. Insufficient administrative support and involvement from administrators in planning and implementation further hinder the effectiveness of professional development programs. Cultural and societal factors also contribute to the perceived difficulties in professional development. Some teachers may not perceive professional development as valuable due to cultural beliefs or societal pressures. Limited access to technology and information in rural areas may also hinder the implementation of professional development programs. Socioeconomic disparities among schools within Oriade LGA may contribute to unequal access to professional development resources. Further research is needed to assess administrative support's perceived influence on workload management in Oriade LGA, Osun State, incorporating qualitative data to gather insights from teachers, administrators, and stakeholders. Addressing these factors through targeted initiatives, resource allocation strategies, and improved collaboration between teachers, administrators, and policymakers can enhance the perceived influence of administrative support on workload management, ultimately leading to a more balanced and sustainable workload for teachers in Oriade LGA, Osun State.

The study aims to investigate the perceived administrative support received by secondary school teachers in Oriade Local Government Area of Osun State. It will also examine the effectiveness of teachers in secondary schools and the influence of perceived administrative support on teachers' effectiveness, as well as determine if there is a significant difference in the influence of perceived administrative support on teachers' effectiveness based on gender. The research aims to provide valuable insights into the effectiveness of teachers in Osun State's secondary education system. This is expressed in the following specific objectives as follows:

1. to determine the perceived administrative support received by teachers in senior secondary schools in Oriade Local Government area, Osun State.
2. to examine the level of teachers' effectiveness in senior secondary schools in Oriade Local Government area, Osun State.



3. to examine the influence of perceived administrative support on teachers' effectiveness in senior secondary schools in Oriade Local Government area, Osun State.
4. to investigate if there is a significant difference in the influence of perceived administrative support on teachers' effectiveness in senior secondary schools based on gender.

Research Questions

The following research questions were raised to guide the study

1. What is the perceived administrative support received by teachers in senior secondary schools in the Oriade Local Government area, Osun State?
2. How effective are teachers in senior secondary schools in Oriade Local Government Area, Osun State?

Research Hypothesis

Ho₁: There is no significant correlation between administrative support on teachers' effectiveness in senior secondary schools in Oriade Local Government area, Osun State.

Ho₂: There is no significant correlation between administrative support received by teachers in senior secondary schools based on gender.

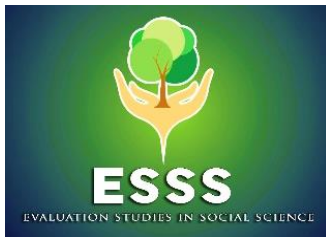
Ho₃: There is no significant correlation between teachers' effectiveness in senior secondary schools based on gender.

Ho₄: There is no significant correlation between administrative support and teachers' effectiveness in senior secondary schools based on years of experience.

LITERATURE REVIEW

Concept of Effectiveness

Effectiveness is a goal in administration that focuses on achieving objectives and solving targeted problems. It measures the extent to which goals, objectives, and targets are achieved in terms of quantity, quality, and time. Effectiveness is the product of both the quality and quantity of outputs and processes (Sudit, 2012). Angrist et al. (2023) stated that school's effectiveness is measured by the average achievement of students at the end of their formal education. Factors associated with school effectiveness include professional leadership, implementation of vision and mission, school environment, concentration on learning and teaching, high expectations, motivation, progress monitoring, student rights and responsibilities, teaching caring to achieve goals, organization learning, and participation and relationship with the home school (Laila, 2015). Effectiveness is the focal point of school management, with factors such as pupil control system, school, student involvement, academic discipline growth, teacher behaviour, classroom management, and management structure connecting it to school effectiveness (Cheng, 2022). Overall, effective schools demonstrate a correspondence between the results achieved and expected results.

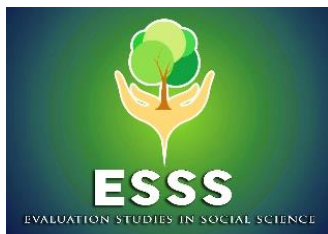


Effective administration involves skills that help managers address specific challenges and problems within an organization, particularly in the global competitive environment and rapid technological changes (Ireland & Hitt, 2005). These skills include creative problem-solving, communication, conflict management, negotiation, and self-awareness and improvement. A successful administrator controls the organization's environment, organizes and coordinates resources, uses information and communication channels to identify problems, and makes effective decisions (Cohen et al., 2013). They provide growth and development opportunities, motivate employees, handle conflicts, and use strategic problem-solving. Effective school administration focuses on using education inputs to produce quality graduates for market and employment competition.

Administrative Support in Schools

Administrative support plays a crucial role in the self-efficacy of teachers and their ability to grow professionally. School administrators must understand the role of teachers and treat them as professionals, reducing pressure from federal and state accountability systems. As schools continue to evolve and shift demographics, there is a need for different relationship paradigms to assist in the proper guidance of those placed in the classrooms. Principal-teacher relationships vary greatly among schools and even among teachers in the same school, and they affect student achievement. Teachers who see principals as facilitators, supporters, and reinforcers for the jointly determined school mission are more likely to feel personally accountable for student learning. In many respects, the teacher and the principal work as a team on major discipline problems. Parental issues are another area of great concern, especially during times when parents demand that schools should adequately prepare their children. It is important for principals and various staff groups, that is, teachers, to work together for mutual support and significantly influence student outcomes in schools.

Staff groups working together in healthy social environments substantiate the need for relationship development in their school environment. Relationships have many components, both individual and group in nature, which help to sustain them and add value. One of the most important of all the relational components is that of trust. School leaders must develop the trust factor necessary for teachers to follow and support their efforts. The building and sustaining of one-to-one relationships with teachers via communicative and supportive behaviours is the overarching trust-promoting behaviour of the principal (Bilal, 2022). Daily interpersonal interactions of a principal are necessary to garner trust and support from teachers. In schools, this means that instead of worrying constantly about setting the direction and engaging teachers and others in a successful march (often known as planning, organizing, leading, motivating, and controlling), the “leader” can focus more on removing obstacles, providing material and emotional support, taking care of the management details that make any journey easier, sharing in the comradeship of the march and the celebration when the journey is completed, and identifying a new, worthwhile destination for the next march (Sergiovanni, 2015). Essential to keep in mind is the notion that principals are the instructional leaders of their schools. All effective schools have this as a quality, and principals must fulfil this role. Principals can



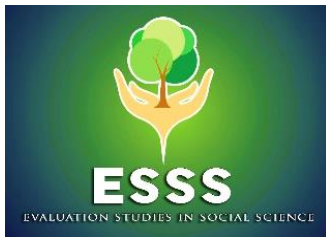
influence the working patterns of teachers by rearranging physical space and free time to promote norms of collegiality and experimentation. Effective collaboration is key to ensuring teaching effectiveness in schools and functional education as a derivative, though not always easy. Effective leaders must be consummate relationship builders with diverse people and groups, especially with people different from themselves.

A longitudinal study by Leithwood (2021) indicated that schools with supportive administrative teams exhibited substantial improvements in student success over five years, especially in high-poverty locations. A recent study has also focused on the function of dispersed leadership in providing full administrative support. Grissom et al. (2021) identified key aspects of administrative support for effective teaching, including regular feedback, protection of instructional time, professional learning communities, advocacy for teachers, district-level administration, and parents, and provision of necessary resources.

Teachers' Effectiveness

Teaching is a complex process that requires time, passion, high-quality materials, and tailored feedback to help teachers continuously grow and improve. Effective teaching is crucial in education as it helps students learn and enhances their academic performance or achievement (Stronge et al., 2011). Teachers must become students of their teaching, seeing their teaching in a new light and constantly trying to find out the effects of instruction on learning. Teaching effectiveness is an established field of study, with many scholars and researchers trying to define it in various ways (Creemers et al., 2010). Some definitions include stimulating student curiosity, encouraging analytical, logical, and creative thinking, increasing both their desire and capacity for future learning, maximizing student academic attainment, and measuring teacher and student course satisfaction using the Three-Ability Framework (3AF). Anyango (2019) asserts that a teacher's effectiveness is the extent to which student performance improves after a period of instruction in a manner consistent with the goals of instruction. Teacher's effectiveness goes beyond just imparting knowledge and is a purposeful activity carried out by someone with specialized knowledge in a skilful way to enhance the cognitive, affective, and psychomotor development of a person or group of persons.

Zama and Endeley (2023) emphasize the cognitive theory approach to define a teacher's effectiveness, stating that instructors use classroom procedures compatible with a student's cognitive characteristics, organize and present information to promote problem-solving and original thinking and show that students can become more productive thinkers and problem solvers. Evans (2016) defines teacher's effectiveness as a manifestation of knowledge of content, skills in lesson presentation, and creating a desirable atmosphere for learning. Classroom transactions between teachers and students result in increased knowledge, including communication skills, praise, rewards, and motivation. Davidson (2022) defines teacher's effectiveness as the type of teaching characterized by intellectual, social, and emotional stability, love for children, positive disposition towards the teaching profession, and ability to inspire good qualities in students.



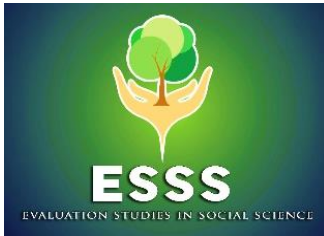
Importance of Teacher's Effectiveness in School

The importance of teacher effectiveness in schools cannot be overstated. In the 21st century, teachers demonstrate leadership by evaluating student progress, developing instructional plans, maintaining a safe and orderly classroom, and managing student behaviour effectively (Franklin & Harrington, 2019). They also participate in professional development activities, develop professional relationships, and advocate for schools and students. Teachers demonstrate high ethical standards and maintain ethical standards (Gulevska & Atanasoska, 2015). A respectful environment for diverse students is essential for teachers. Darling-Hammond and Cook-Harvey (2018) stated that teachers provide a positive learning environment, embrace diversity, treat students as individuals, adapt their teaching for special needs, and work collaboratively with families and significant adults. Teachers also know the content they teach, integrating literacy instruction throughout the curriculum and across content areas to enhance student learning (Shifflet & Hunt, 2019). They recognize the interconnectedness of content areas and make their instructions relevant to students by integrating 21st-century skills and content in instruction.

Teachers learn for their students by identifying the developmental levels of individual students and planning instruction accordingly (Romiszowski, 2024). They collaborate with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs. Teachers use a variety of methods and materials suited to all students and display their acumen and versatility by using a variety of methods and materials (Mandal, 2018). They are aware of technology's potential to enhance learning and help students grow as thinking individuals. Petre (2020) revealed that teachers help students work in teams and develop leadership qualities by organizing learning teams to develop cooperation and student leadership. They reach their students best by using a variety of methods to communicate effectively with all pupils and consistently encouraging and supporting students to articulate thoughts and ideas clearly and effectively. Teachers reflect on their practice by analyzing student learning using data to provide ideas for improvement, linking professional growth to professional goals, and functioning effectively in a complex, dynamic environment by using research-verified approaches to improve teaching and learning. Overall, teachers demonstrate leadership, respect for diversity, and a commitment to their profession.

Characteristics of an Effective Administrator

An Effective administrator is characterised by their sensitivity, optimism, confidence, and strong relationships with staff members (Baker, 2015). The optimistic, attentive and direct contact with students, helping them solve discipline problems. Klar and Brewer (2013) revealed that a successful principal must have a sound educational philosophy, high scholarship and professional training. Those principals should be able to handle students and teachers like combustible goods, requiring careful handling. Emotional stability is crucial for an effective principal, as it helps them create a calm, supportive atmosphere and confidently analyze crises. Ethical and moral strength are essential characteristics of an effective administrator, and they



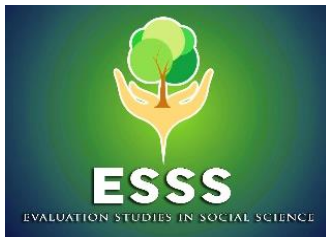
should follow the path of truth and good character. However, an effective principal's behaviour changes over time, reflecting their personality (Anele & Ogoni, 2024). They must adapt their behaviour to the specific environment and mould themselves accordingly. They should be aware of planning, decision-making, budgeting, and relationships with teachers and parents. They should give freedom of work to subordinates and maintain trust in them. Their behaviour is a balance between personal traits and the expectations of the institution.

EMPIRICAL REVIEW

The success of any school system is directly influenced by the managerial ability of the school head, who has the exclusive responsibility to plan activities, design tasks, organize teachers, communicate, direct, lead, and motivate them to put in their "all" for the effective achievement of school objectives. The school manager, also known as the school administrator, must create a task-oriented climate where teachers are committed to work. Hollyns (2017) states that motivated and satisfied teachers with high morale tend to be more committed to their duties and more productive in their work. To create job satisfaction, it is necessary to consider the application of the right style by the character owned by the teacher (Mutrofin, 2017). Olcum and Titrek (2015) conducted a study on the relationship between school administrators' decision-making styles and teachers' job satisfaction levels in Sakarya Province, Turkey. The results showed that teachers' job satisfaction levels were high, with administrators mostly using rational decision-making styles.

Wadesango (2012) examined the influence of teachers' participation in decision-making on their morale in Zimbabwean schools. The author maintained that decision-making is synonymous with administration and pervades all administrative functions. Chunda (2022) conducted a study on the influence of head teachers' leadership styles on learner's academic performance in public secondary schools of Mpika District. The results showed that the low participation of teachers in administrative creative decisions influenced their attitude to work and had a significant unwholesome impact on their attitude to school work, undermining the accomplishment of set instructional objectives/educational goals. Ryba (2018) found transformative leadership skills necessary for school effectiveness. These skills include identifying and maintaining a vision of the school, intellectual stimulation of other school members using a combination of technical and interpersonal skills, and individual consideration for others. The use of these skills enhances school effectiveness by increasing teacher commitment and motivating them to achieve school goals. Bolanle (2013) found transformational, managerial, and behaviour management skills essential for principals to achieve effective schools. McLeskey et al. (2016) discovered that principals who had interpersonal skills and viewed their primary role as providing support for their teachers achieved school effectiveness. Adegbesan (2013) investigated why some principals prefer certain leadership styles and the effect of such styles on teachers' attitudes to work. The administrative styles adopted by principals in Nigeria were found to be inadequate for effective school administration, with teachers not being adequately motivated and encouraged to carry out their duties.

Leithwood et al. (2020) performed a meta-analysis of over 100 studies and found that principal leadership is second only to classroom teaching in impacting student learning. Key



areas of principals' perceived influence include setting directions, understanding and developing people, redesigning organizations to support desired practices, and managing educational programs. Fullan and Edwards (2021) found that successful leaders build a sense of collaborative influence, leading to sustained school improvement and enhanced teacher involvement. Berkovich and Eyal (2017) found that teachers who felt their perspectives were heard and appreciated in policy talks were more likely to implement new initiatives and advocate for student needs at a systemic level.

The empirical review underscores the pivotal role that school administrators play in shaping the effectiveness of secondary schools through their leadership and management practices. The studies consistently highlight that the managerial ability of school heads, particularly in creating a supportive, motivating, and task-oriented environment, directly influences teachers' job satisfaction, morale, and overall productivity. Teachers who perceive strong administrative support, effective leadership, and participation in decision-making tend to exhibit higher levels of commitment and engagement, leading to improved school outcomes.

METHODOLOGY

A descriptive survey research design of the ex-post facto approach was adopted in the study. The population of this research study comprised of secondary school teachers in Oriade Local Government Area of Osun State. The study adopted simple random sampling techniques. Twenty (20) secondary schools were randomly selected in Oriade Local Government Area, Osun State. Furthermore, ten (10) teachers were randomly selected in each selected school. Therefore, two hundred (200) respondents constituted the sample of the study. The instrument that was used for data collection for this study was a self-designed questionnaire, titled "Influence of Perceived Administrative Support on Secondary Schools Teachers Effectiveness". Twenty (20) items would be self-developed, however, the developed items were before redesign by the supervisor. Responses were based on four Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Efforts were made during the construction of the instrument to ensure that it measure the desired objectives. Therefore, the items were carefully composed and submitted to the project supervisor for necessary correction and modification. Also, other experts in testing and measurement were consulted for their input on the instrument. Comments and corrections will be attended to establish the validity of the instruments. The reliability of the questionnaire was established through a test-retest method. This will involve administering the instrument to twenty (20) teachers from another school in Oriade Local Government Area of Osun State. Cronbach alpha was used to establish the reliability Coefficient of the research instrument. The researcher personally visited the schools and obtained permission from the school's authorities before embarking on data collection. Copies of the questionnaire were personally distributed to the respondents by the researcher and an effort will be made to see that the respondents understood the contents of the materials. The data collected was analyzed using descriptive survey, frequency count, percentage and inferential statistics of multiple regression analysis, T-test and ANOVA to show differences in the perceived administrative support and teachers' effectiveness in senior secondary schools based on years of experience.

RESULTS

Table 1

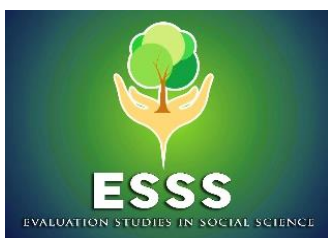
Respondent's Age Distribution

Age Range	Frequency	Percentage
18-30	111	55.5
31-50	84	42.0
50 & above	5	2.5
Total	200	100.0

Table 2

Frequency Distribution of responses on the perceived administrative support received by teachers

No	Item	Never		Rarely		Often		Always	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	I received administrative support with the use of ICT resources to carry out my day-to-day activities	81	40.5	42	21	33	16.5	44	22
2	I am provided with administrative assistance to help carry out professional paperwork tasks in the school	25	12.5	87	43.5	45	22.5	43	21.5
3	I make use of an administrative assistant to help arrange my student's portfolios	44	22	42	21	67	33.5	47	23.5
4	I used to make administrative staff assist with making attendance registers	41	20.5	40	20	67	33.5	52	26
5	I make my administrative staff assist in test score reporting	33	16.5	48	24	47	23.5	72	36
6	I am not provided with any administrative support that is related to my teaching activities	85	42.5	51	25.5	23	11.5	41	20.5



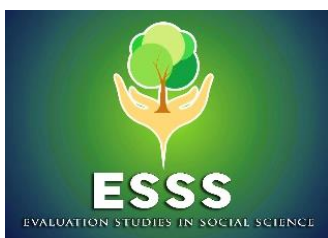
7	I make my administrative staff type my lesson plan or note	62	31	44	22	53	26.5	41	20.5
8	I allow my administrative officials to handle technological tools used during teaching	67	33.5	43	21.5	47	23.5	43	21.5
9	I make my administrative staff help source materials to use for instructional aids	43	21.5	48	24	53	26.5	56	28
10	The administrative staffs help support my record-keeping tasks in school	53	26.5	48	24	39	19.5	60	30

Table 2 presents the analysis of the perceived administrative support received by teachers in senior secondary schools. It can be seen that 40.5% of the respondents responded that I received administrative support with the use of ICT resources to carry out their day-to-day activities, and 43.5% of them opined that I am provided with administrative assistance to help carry out professional paperwork tasks in the school. It can equally be seen that 50.5% of the respondents supported that I make use of administrative assistants to help arrange my students' portfolios, and 53.3% of them responded that I use administrative staff to assist with making attendance registers. The table also reveals that 65.3% of the respondents responded that I make my administrative staff assist in test score reporting, 60.6% of them opined that I am not provided with any administrative support that is related to my teaching activities, 39.3% of the respondent believed that I make my administrative staffs type my lesson plan or note, 35.3% of them said that I allow my administrative officials to handle technological tools used during teaching, while 21.3% disagreed, 53.3% of them agreed that I make my administrative staffs help source for materials to use for instructional aids. The table also reveals that 65.3% of the respondents responded that the administrative staff helped support my record-keeping tasks in school. The results show that 57% (114) of the teachers in senior secondary schools perceived that they received low administrative support. However, 43% (86) of the teachers in senior secondary schools perceived that they received high administrative support.

Table 3

Descriptive Statistics on the Level of Teachers' Effectiveness in Senior Secondary Schools

No	Items	Never		Rarely		Often		Always	
		Freq	%	Freq	%	Freq	%	Freq	%
1	I practice improvisation of instructional materials when not available	72	36	38	19	32	16	58	29
2	I exhibit enthusiasm for teaching my students	15	7.5	56	28	50	25	79	39.5
3	I exhibit good mastery knowledge of the subject matter during teaching	45	22.5	37	18.5	52	26	65	32.5
4	I make students display evidence of cognitive gains after teaching	45	22.5	37	18.5	53	26.5	65	32.5
5	I make students display evidence of affective gains after teaching	27	13.5	40	20	59	29.5	74	37
6	I ensure proper classroom and management during instructional delivery	38	19	39	19.5	52	26	71	35.5
7	I used lesson notes to teach a particular subject matter	38	19	37	18.5	46	23	79	39.5
8	I used an appropriate choice of words, phrases and clauses by the students' cognitive level	30	15	36	18	53	26.5	81	40.5
9	I used to humanize the classroom through friendly interaction with my students	34	17	42	21	47	23.5	77	38.5
10	I cover to a large extent the content of my subject	31	15.5	46	23	47	23.5	76	38
11	I used appropriate words or phrases to communicate during teaching	35	17.5	31	15.5	46	23	88	44



12	I deliver my lessons systematically from simple to complex or from unknown to know	36	18	37	18.5	52	26	75	37.5
13	I make periodic questions to obtain and retain students' attention while teaching	37	18.5	32	16	53	26.5	78	39
14	I endeavour to obtain feedback from students during or after lesson delivery	38	19	33	16.5	51	25.5	78	39
15	I show dedication or passion for teaching through the use of a variety of teaching strategies to promote learning	29	14.5	28	14	38	19	105	52.5

Table 3 analyses the teacher's effectiveness in senior secondary schools. The table revealed that 35.3% of the respondents responded that I practice improvisation of instructional materials when not available, 36.7% of them opined I exhibit enthusiasm for teaching my students, and 37.4% of them responded that I show good mastery knowledge of subject matter during teaching t. The table also reveals that 64.0% of the respondents answered that make students display evidence of cognitive gains after teaching, 78.6% of the respondents showed they make students display evidence of affective gains after teaching, 53.3% of the respondents stated that I use lesson note to teach a particular subject matter. Overall, the results indicate that while most teachers exhibit behaviours indicative of high effectiveness, there are opportunities to enhance practices, particularly in areas requiring resource improvisation and consistent systematic approaches. This underscores the need for administrative support and continuous professional development to sustain and elevate teacher effectiveness in senior secondary schools. The results show that 54.5% (109) of the teachers in senior secondary schools perceived a moderate level of effectiveness. However, 40.5% (81) of the teachers in senior secondary schools perceived a high level of effectiveness, with only 5% (10) having a low level of effectiveness.

Relationship between Administrative Support on Teachers' Effectiveness in Senior Secondary Schools in Oriade Local Government Area, Osun State

Table 4
Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.354 ^a	.125	.121	9.46

a. Predictors: (Constant), perceived administrative support

The linear regression results in Table 4 revealed a significant influence of perceived administrative support on teachers' effectiveness in senior secondary schools in Oriade Local Government area, Osun State ($\beta = .354$; $t = 5.324$; $p < .001$) has a significant influence on the teachers' effectiveness in senior secondary schools. Hence, the hypothesis which stated that there is no significant influence of perceived administrative support on teachers' effectiveness in senior secondary schools is hereby rejected. As such, it was concluded that perceived administrative support significantly influences teachers' effectiveness in senior secondary schools in Oriade Local Government area, Osun State.

Table 5
Linear Regression Between Administrative Support On Teachers' Effectiveness In Senior Secondary Schools

	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	29.14	2.62		11.133	<.001
perceived administrative support	.55	.10	.35	5.324	<.001

Dependent Variable: Teachers' effectiveness

The linear regression results in Table 5 revealed that perceived administrative support ($\beta = .354$; $t = 5.32$; $p < .001$) significantly influences the teachers' effectiveness in senior secondary schools. Hence, the hypothesis that perceived administrative support has no significant influence on teachers' effectiveness in senior secondary schools is hereby rejected. As such, it was concluded that perceived administrative support significantly influences teachers' effectiveness in senior secondary schools in Oriade Local Government area, Osun State.

Table 5

Gender Differences in Perceived Administrative Support for Teachers

	Gender	N	Mean	Std. Deviation	Df	T	p-value
Perceived administrative support	Male	107	24.29	5.82	198	-0.91	0.366
	Female	93	25.14	7.29			

Given the t-value of -0.91, df=198, and p-value=0.366>0.05, the independent sample t-test result shows no difference in the perceived administrative support received by teachers in senior secondary schools based on gender. Hence, the null hypothesis failed to be rejected. Therefore, it was concluded that there is no difference in the perceived administrative support received by teachers in senior secondary schools based on gender.\

Table 6

Gender Differences in Perceived Teachers' Effectiveness

	Gender	N	Mean	Std. Deviation	df	T	p-value
Perceived teachers' effectiveness	Male	107	42	9.89	198	-0.91	0.364
	Female	93	43.3	10.32			

Given the t-value of -0.91, df =198, and p-value=0.364>0.05, the independent sample t-test result shows no differences in the perceived teachers' effectiveness in senior secondary schools based on gender. Hence, the null hypothesis failed to be rejected, and it was therefore concluded that there is no significant difference in the perceived teachers' effectiveness in senior secondary schools based on gender.

Table 7

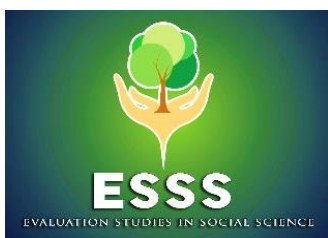
Anova Results for Differences in Administrative Support and Teachers' Effectiveness by Years of Experience

		Sum of Squares	Df	Mean Square	F	Sig.
Perceived administrative support	Between Groups	32.01	2	16.00	.371	.690
	Within Groups	8488.77	197	43.09		
	Total	8520.78	199			
Teachers' effectiveness	Between Groups	968.11	2	484.06	4.95	.008
	Within Groups	19285.69	197	97.90		
	Total	20253.80	199			

Given the F-value of 0.371, $df = (2, 197)$ and $p\text{-value} = 0.69 > 0.05$, the result shows no difference in the perceived teachers' effectiveness in senior secondary schools based on years of experience. Furthermore, given the F-value of 4.95, $df = (2, 197)$ and $p\text{-value} = 0.008 < 0.05$, the result shows a significant difference in the perceived teachers' effectiveness in senior secondary schools based on years of experience. Hence, the null hypothesis was rejected, and it concluded that there is a significant difference in the perceived teachers' effectiveness in senior secondary schools based on years of experience.

DISCUSSION AND IMPLICATIONS OF THE STUDY

Okumu et al. (2021) revealed that the effectiveness of secondary school teachers is pivotal to the educational outcomes of students. Perceived administrative support plays a significant role among various factors influencing teacher effectiveness. This discussion examines how perceived administrative support impacts teacher effectiveness, drawing from empirical studies and theoretical frameworks. Findings by Hughes et al. (2015) reported that perceived administrative support refers to teachers' perceptions of how school administrators provide the necessary resources, encouragement, and assistance to perform their duties effectively. This encompasses emotional support, provision of professional development opportunities, availability of teaching resources, and constructive feedback. Research consistently shows a positive correlation between perceived administrative support, teacher motivation, and job satisfaction. Teachers who feel supported by their administration are more likely to experience higher job satisfaction, which enhances their commitment and enthusiasm towards teaching. The findings of Hajovsky et al. (2020) support the reduction of burnout and increased retention rates among teachers. Consequently, Administrators who actively promote and facilitate professional development opportunities contribute significantly to teacher effectiveness. Support for ongoing training and education helps teachers stay updated with the latest teaching



methods and educational technologies. When teachers perceive that their professional growth is a priority, they are more likely to implement innovative teaching strategies that improve student learning outcomes.

Similar findings by Joseph et al. (2020) revealed that effective teaching heavily depends on adequate resources and infrastructure availability. Administrative support that ensures teachers access to necessary teaching materials, technological tools, and a conducive learning environment directly impacts their effective teaching ability. Teachers who perceive high levels of support in this area are better equipped to deliver quality education. The effectiveness of secondary school teachers is crucial for student success and overall school performance. One of the key factors that significantly influences teacher effectiveness is the level of administrative support perceived by teachers. This discussion synthesizes findings from various studies on how perceived administrative support impacts secondary school teachers' effectiveness. Studies consistently show a positive correlation between perceived administrative support and teachers' job satisfaction. When teachers feel supported by their administration, they are more likely to be motivated and committed to their work. Recent findings by Kabia (2022), which explored the role of administrative support in secondary school teaching, stated that administrative support fosters a positive work environment, which enhances teacher morale. High morale is linked to increased enthusiasm and effort in teaching, directly impacting student outcomes. Administrative support often includes opportunities for professional development. Teachers who perceive their administrators as supportive are more likely to engage in professional growth activities, improving their teaching practices. Research consistently indicates that perceived administrative support plays a crucial role in enhancing the effectiveness of secondary school teachers.

The result showed, among other things, that the low participation of teachers in administrative, creative decisions influenced their attitude toward work. Low participation was also found to have a significant unwholesome impact on their attitude to school work, thus undermining the accomplishment of set instructional objectives/educational goals. Another Nigerian study by Ekpenyong et al. (2022), as discussed by (Bassey et al., 2019), evaluated the administrative style of secondary school principals about teachers' job performance. The results showed that the principal's leadership and motivational behavior significantly affected his teachers' job performance regarding lesson note preparation, supervision of co-curricular activities, classroom teaching, student discipline, and use of teaching aids.

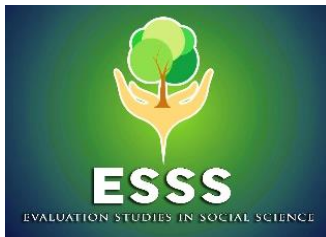
CONCLUSION

The study examined the influence of perceived administrative support on teachers' effectiveness in senior secondary schools in Oriade Local Government area, of Osun State. In conclusion, perceived administrative support significantly determines secondary school teachers' effectiveness. The findings underscore the importance of fostering a supportive school environment where administrators actively engage in teachers' professional lives. Administrators can create a positive and productive atmosphere that enhances teacher performance and student outcomes by prioritizing clear communication, providing necessary resources, offering professional development, and recognizing teachers' contributions. The

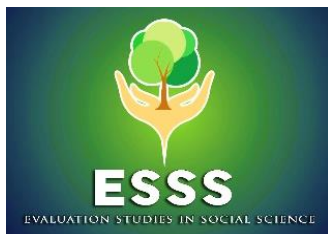
consistent evidence across studies highlights that investing in administrative support is beneficial and essential for the sustained success of secondary educational institutions. Based on the research findings, the recommendations include improving teacher performance; administrators should maintain open communication, hold frequent meetings, and provide multiple channels for feedback. Teachers should be offered continuous professional development opportunities, including workshops, seminars, and access to educational resources. Recognition programs should be implemented to celebrate teachers' achievements and contributions. Teachers should be provided with necessary resources, including teaching materials, technology, and classroom supplies. Teacher collaboration should be encouraged through team teaching, professional learning communities, and peer mentoring programs.

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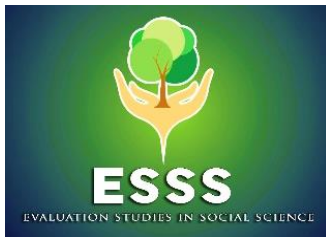
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