

## **Principals' Administrative Strategies and Teachers' Productivity in Public Secondary Schools in Zamfara State, Nigeria**

**<sup>1</sup>Hassan Muazu, <sup>2</sup>Halima Yunusa Abdulkarim and <sup>3</sup>Ummi Haruna Tijjani**

<sup>1</sup>Nigeria Army College of Education, Ilorin, Kwara State, Nigeria. **Email:** mhassantsafe@yahoo.com

<sup>2</sup>Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria, Kaduna State, Nigeria. **Email:** halimayunusa2004@gmail.com

<sup>3</sup>Department of Educational Foundations and Curriculum Faculty of Education, Ahmadu Bello University, Zaria – Nigeria. **Email:** hummitijjani@gmail.com

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### **Abstract**

*This study assessed the “Principals’ Administrative Strategies and Teachers’ Productivity in Public Secondary Schools in Zamfara State, Nigeria”. Two research objectives and two research questions guided the study. Descriptive survey research design was used for the study. The population of the study was 3,426 teachers in public senior secondary schools in Zamfara State. The sample size used for this study was 333 respondents. Simple random sampling technique was used for the study. The questionnaire titled “Principals’ Administrative Strategies Questionnaire (PASQ)” was used as an instrument for data collection. Three (3) experts vetted the instrument (PASQ) and the reliability index yielded 0.87 using Cronbach’s Alpha Method. Mean score and standard deviation were used to answer the research questions while regression analysis was used to test the hypotheses formulated at the 0.05 significance level. Findings of the study revealed that principals’ motivation strategies for improvement in teachers’ productivity include regular meetings with teachers and involving them in decision-making process, giving gifts to teachers and initiating health and medical support scheme for teachers. The study recommended that Government should provide qualified teachers to ensure thorough teaching and full coverage of the syllabi in all subjects; this will also aid the coordinating activities of principals to be effective in achieving the desired productivity in secondary schools.*

**Keywords:** Administrative Strategies, Motivation, Supervision, Teachers’ Productivity

## Introduction

In Nigeria, the administrative leader of secondary school is the principal who is responsible for all the day-to-day administrative activities of the school with the purpose of adhering to the policy to achieve the educational set goals. The principal as the administrative leader is entrusted with the responsibility of improving the quality of administration and instructional activities through the effective use of various strategies to influence the teachers in carrying out their respective teaching jobs (Eze et al; 2023). Teachers are motivated by their principals to better their professional tasks with enthusiasm. The principal serves as a motivator and when teachers lack motivation, their excitement wanes, which in turn has an impact on the caliber of students they produce.

A school system's ability to accomplish its aims and objectives is largely dependent on how well its teachers perform. No matter how amazing the goals of a school may be, if there are no effective teachers to pursue them, they become very difficult to achieve. In this regard, Akinbode et al (2023) opined that the degree to which secondary schools achieve their aims and objectives depends on how well teachers are able to execute their teaching-learning activities. This is true since it is the teacher's responsibility to carry out pedagogical tasks and ensure that learning objectives are met. Secondary school teachers are expected to prepare lesson plans, deliver lessons using the best teaching techniques, maintain classroom order and manage students during lessons, assess students' progress throughout lessons, and, at the end of the term, give the school, students, and their parents or guardians accurate and insightful feedback on how well the students performed.

According to Akinbagbe in Akpakwu *et al.* (2024), principal administrative skills are various skills or technique used by the principal in running of educational institutions, which involves guidance, planning, leadership and controlling of efforts of individual in achievement of goals of the institutions. They are skills used by the principal in the management of raw material resources and evaluation of educational efforts (Fanan & Ategwu, 2023). Chukwu et al (2024) defined administrative strategies as mechanisms for controlling the affairs of activities to create an appropriate learning process. Administrative strategies in the secondary school setting refer to the roles played by school principals towards ensuring that goals are met within set standards by directing, supervising, and guiding every activity within their

mandate (Igwe, 2021). Principals' administrative strategies therefore refer to the application of the functional tasks in educational management by the principals towards achieving the goals of education.

Educational system in general and public secondary school in particular has experienced a number of setbacks in area of principals' job performance due to poor principal skills. Cletus (2023) observed that issues such as lateness to school by teachers, teachers' attrition rate, frequent conflict, absenteeism, inadequate coverage of schemes of work, indiscipline, gross misconduct, truancy among students, inadequate physical facilities, examination malpractice, poor performance in internal and external examination, shortage of funds, unprecedented high fee-charges and high student-teacher ratios have become the norm. Most of these challenges may be attributed to ineffective administrative strategies put forward by Principals (Bwoi et al; 2025). Several administrative strategies exist to assist the principal in carrying out his day-to-day activities. An administrator who ignores these strategies is likely to encounter problems in the task of school administration. Hence, administration is seen as a collection of processes dealing with the various ways in which human and material resources are utilized to achieve set goals in an organization. These strategies include such elements as planning, effective leadership, effective supervision, principal's communication pattern, decision-making, organizing, coordinating motivating, directing, evaluating, staffing and budgeting. Principals' administrative strategies particularly in the area of supervision, communication, motivation among others have been neglected across most secondary schools (Bwoi *et al.*, 2025).

Igwe and Agoha (2024) investigated principals' administration strategies and teacher's job performance in public senior secondary schools in Obio Akpor and Port Harcourt Local Government Areas in River State. The study revealed that principals' motivation, effective supervision and communication pattern strategies enhance teachers' job performance in senior public secondary schools in Rivers State. Akpakwu *et al.* (2024) reported that there is a great extent to which principals used teamwork for teachers' performance. Based on the findings, it was recommended that government should assist in the building of a supportive school networks among teachers and school administrators to develop cooperative and team spirit between teachers and their principals. Okoli and Nwanne (2024) study revealed among that there is strong relationship between principals' participative decision-making

strategies and teachers' job commitment in public secondary schools in Anambra State. It was also found that there is strong relationship between principals' delegation of duties strategies and teachers' job commitment in public secondary schools in Anambra State. Eze and Eze (2023) found that a high positive relationship exists between principals' strategies in open communication and management of staff welfare and teachers' job performance in Public secondary schools.

The productivity of teachers lies with the administrative abilities and styles of school principals. The extent of performance accomplished by the learner is a reflection of an increased change in behavior in an acceptable and positive direction, which is mostly measured by their academic performance. The need for effective principal administrative strategies in secondary school education is based on the assumption that human beings are naturally lazy, dislike work and enjoy pleasures more than work. This is counter-productive to the achievement of the set educational goals. Since the teachers are the hubs, on which the education system rests, their roles cannot be under-estimated if quality education is to be achieved. It is therefore expedient for the school principal to set achievable standards and goals which all teachers must strive to attain in the delivery of the school curriculum. In spite of the awareness of the goals of secondary education by the principals and teachers, it is still surprising that students' learning outcome in terms of performances in the Senior School Certificate Examinations conducted by the West African Examinations Council is relatively below 32% in Zamfara State (Usman, 2021). This is a matter of serious concern to the stakeholders in the education sector and something positive needs to be done in order to reposition secondary education system for better performance. In view of the above, this study examined the Influence of Principals' Administrative Strategies on Teachers' Productivity in Public secondary schools in Zamfara State, Nigeria

### **Objectives of the Study**

The following objectives were raised to guide the study:

- i. examine the influence of principals' motivation strategies on teachers' productivity in public secondary schools in Zamfara State; and

- ii. determine the influence of principals' supervisory strategies on teachers' productivity in public secondary schools in Zamfara State.

### **Research Questions**

The following questions were raised to guide the study:

- i. What are the principals' motivation strategies for improvement of teachers' productivity in public secondary schools in Zamfara State?
- ii. What are the principals' supervisory strategies for improvement of teachers' productivity in public secondary schools in Zamfara State?

### **Hypotheses**

The following hypotheses were formulated to guide the study:

**HO1:** Principals' motivation strategies have no significant influence on teachers' productivity in public secondary school in Zamfara State.

**HO2:** Principals' supervisory strategies have no significant influence on teachers' productivity in public secondary school in Zamfara State

### **Methodology**

Descriptive survey research design was used for the study. The population used for the study was 3,426 teachers in public senior secondary schools in Zamfara State. The sample size used for this study was 333 respondents. The selection of 333 sample was based on the recommendation of Research Advisors' Table for Sample Size (2006). The table recommended that for population of 2,500 – 3,500, at 95% confidence level and 5% margin error, the sample size of 333 respondents could be used. Simple ransom sampling technique was used for the study.

A self-designed questionnaire of twenty (20) items titled "Principals' Administrative Strategies Questionnaire (PASQ)" was used to collect data for the study. The instrument was structured on a 4 points Likert scale options of Very Often (VO): 3.50 – 4.0; Often (O): 2.50 – 3.49; Sometimes (S): 1.50 – 2.49; and Not at all (NAA): 1.00 – 1.49. Three (3) experts from Department of

Business and Entrepreneurship Education, Kwara State University, Malete and Usmanu Danfodiyo University, Sokoto vet the instrument and their observations were incorporated in the final draft of the instrument. The instrument reliability index yielded 0.85 using Cronbach's Alpha Method.

Descriptive statistics of mean and standard deviation were used to answer the research questions. By this, when the mean score of an item was higher than 2.50 set for the study, the item was regarded as agreed by majority of the respondents. On the other hand, when the mean score of an item was lower than 2.50, the item was considered disagreed by majority of the respondents. Regression analysis was used to test the formulated null hypotheses. By this, when the probability value was lower than 0.05 level of significance set for the study, the hypothesis was rejected, but when the probability value was equal or higher than the level of significance, the hypothesis was retained.

## Results

**Research Question One:** What are principals' motivation strategies for improvement in teachers' productivity in public secondary schools in Zamfara State?

Table 1: Principals' motivation strategies for improvement in teachers' productivity in secondary schools

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Adequacy of instructional materials to motivate teachers to put in their best.	3.25	0.88	Often
2.	Initiating health and medical support scheme for teachers to create healthier environment and productivity.	3.17	1.06	Often
3.	Giving gift to teachers by principal to increase their productivity.	3.36	0.85	Often
4.	Principals' regular meeting with teachers creates room for discussion on staff welfare matters to enhance motivation.	3.13	1.07	Often
5.	Good retirement plan and other benefits to encourage teachers to be more productive.	3.15	0.99	Often
6.	Regular meetings with teachers and involving them in decision making process.	3.30	0.90	Often
7.	Principal's good management strategies to increase the productivity of teachers.	3.32	0.99	Often
8.	Principal's good administrative strategies to increase the morale and zeal of teachers into putting in their best.	3.48	0.79	Often
<b>Weighted average</b>		<b>3.27</b>	<b>0.94</b>	<b>Often</b>

The results in Table 1 revealed that the respondents unanimously agreed with all the items stated above as principals’ motivation strategies for improvement in teachers’ productivity in public secondary schools. This was because the mean was far above the fixed mean of 2.50. This implies that all the items were principals’ motivation strategies for improvement in teachers’ productivity in public secondary schools in Zamfara State.

**Research Question 2:** *What are the principals’ supervisory strategies for improvement in teachers’ productivity in public secondary schools in Zamfara State?*

**Table 2:** Principals’ supervisory strategies for improvement in teachers’ productivity in secondary schools

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	The use of teachers’ attendance register.	3.53	0.67	Very Often
2.	Supervision of lesson note and diaries.	3.27	0.99	Often
3.	Delegating teachers to supervise student activities.	3.13	1.00	Often
4.	Teachers’ monthly assessment.	3.22	0.96	Often
5.	Principal’s discussion of performance as feedback with teachers after classroom supervision.	3.20	0.96	Often
6.	Follow up of teachers’ work by principal after performance review meeting.	3.18	1.03	Often
7.	Teachers are more committed to their duties when they are assessed by their students.	3.44	0.79	Often
8.	The productivity of the teachers is high when they are strictly monitored by their colleagues.	3.14	0.97	Often
<b>Weighted Average</b>		<b>3.26</b>	<b>0.92</b>	Often

Analysis of data in Table 2 reveals that the respondents unanimously agreed that all the items as demonstrated by principals’ as their supervisory strategies for improvement in teachers’ productivity in public secondary schools. This was because the means are far above the fixed mean of 2.50.

**Test of Hypotheses**

**H01:** There is no significant influence of principals’ motivating strategies on teachers’ productivity in public secondary school in Zamfara State.

**Table 3:** Summary of Regression Analysis on influence of principals’ motivating strategies on teachers’ productivity in public secondary schools

Model	N	R	R Square	Adjusted R Square
1	333	0.064	0.004	0.001

**Dependent Variable: Teachers’ Productivity**

**Table 4:** Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients		95% Confidence Interval		
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	63.221	8.502		7.436	0.000	46.495	79.946
	Principal's planning strategies	-2.805	2.400	0.064	-1.169	0.243	-7.526	1.917

### Dependent Variable: Teachers' Productivity

Table 4 summarizes the regression results of the influence of principals' motivating strategies on teachers' productivity in public secondary schools. The result indicated that there is a positive relationship between principals' motivating strategies and teachers' productivity ( $R = 0.064$ ) while R-squared is 0.004 which means that the independent variable (principal's motivating strategies) explained 0.04% variations of the dependent variable (teachers' productivity). It showed that principal's motivating strategies do not statistically significantly influence teachers' productivity in public secondary schools ( $B = -2.805$ ;  $t_{(332)} = -1.169$ ,  $P = 0.243$ ). It indicated that at 5% level of significance, there is enough evidence that the regression equation is well specified that principal's motivating strategies do not significantly influence teachers' productivity. Based on this, the null hypothesis was not rejected and it was concluded that principal's motivating strategies has no significant influence on secondary school teachers' productivity.

$H_{02}$ : There is no significant influence of principals' supervising strategies on teachers' productivity in public secondary school in Zamfara State.

**Table 5:** Summary of Regression Analysis of influence of principals' supervising strategies on teachers' productivity in public secondary schools

Model	N	R	R Square	Adjusted R Square
1	333	0.024	0.001	-0.002

### Dependent Variable: Teachers' Productivity

**Table 6:** Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients		95% Confidence Interval		
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	55.892	5.897		9.478	0.000	44.292	67.492

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Principal's planning strategies	-0.738	1.681	-0.024	0.439	0.661	-4.044	2.569
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### Dependent Variable: Teachers' Productivity

Table 5 summarizes the regression results of the influence of principals' supervising strategies on teachers' productivity in public secondary schools. The result indicated that there is a positive relationship between principals' supervising strategies and teachers' productivity ( $R = 0.024$ ) while R-squared is 0.001 which means that the independent variable (principal's supervising strategies) explained 0.01% variations of the dependent variable (teachers' productivity). It showed that principal's supervising strategies does not statistically significantly influence teachers' productivity in public secondary schools ( $B = -0.738$ ;  $t_{(332)} = -0.439$ ,  $P = 0.661$ ). It indicated that at 5% level of significance there is enough evidence that the regression equation is well specified that principal's supervising strategies do not significantly influence teachers' productivity. Based on this, the null hypothesis was not rejected and it was concluded that principal's supervising strategies have no significant influence on secondary school teachers' productivity.

### Discussion

The study found that principals' motivating strategies for improvement in teachers' productivity include regular meetings with teachers and involving them in decision-making process, giving gifts to teachers and initiating health and medical support scheme for teachers. In line with the findings, Igwe and Agoha (2024) revealed that principals' motivation, effective supervision and communication pattern strategies enhance teachers' job performance in senior public secondary schools in Rivers State. The finding corroborates the earlier findings of Okoli and Nwanne (2024) who revealed among that there is strong relationship between principals' motivation and participative decision-making strategies and teachers' job commitment in public secondary schools in Anambra State.

The study found that principals' supervisory strategies for improvement in teachers' productivity include the use of teachers' attendance register, supervision of lesson note and diaries, assessment by their students and following up of teachers' work by principals after performance review meeting. The finding agrees with Akinbode *et al.* (2023) who found that

majority of the principals mostly use supervisory skills, followed by communication skills, and motivational skills, a significant relationship was found between the principals' administrative skills and productivity of teachers. Also, Agu and Okoli (2021) found among others things that principals used instructional leadership strategies, instructional supervision as principals administrative strategies in the study area

## **Conclusion**

Following the analyses of the data collected as well as the findings of the study, it could be concluded that principals' motivating strategies for improvement in teachers' productivity contain regular meetings with teachers and involving them in decision-making process, giving gift to teachers and initiating health and medical support scheme for teachers. Also proper use of supervising strategies by school principals as documented in this study could be of help in ensuring good productivity of teachers. Despite the fact that the school principals make use of the administrative strategies, this has not yielded the desired results as the study established no significant influence on teachers' productivity in Zamfara State. The researcher therefore observed that the lack of significant influence could be partly attributed to teachers having excess workload, inadequate provision of learning resources in the libraries, inadequate motivation of teachers for teaching-learning process and un-seriousness on the part of the students towards learning

## **Recommendations**

In line with the research findings and conclusions, the study recommend that:

- i. Government should provide adequate qualified teachers to ensure thorough teaching and full coverage of the syllabi in all subjects; this will also aid the coordinating activities of principals to be effective in achieving the desired productivity in secondary schools.
- ii. Government should provide adequate classrooms to decongest large class sizes and improve working environment of teachers to influence them for greater productivity in secondary schools since it was observed that part of the reasons for low productivity could be unconducive classrooms for teaching and learning.

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