

**Administrative Strategies and Teaching Effectiveness of Business Studies Teachers in Secondary Schools in Uyo Local Government Area****Stella Iniobong Ufot, PhD**

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**Abstract**

*This study focused on administrative strategies and teaching effectiveness of business studies teachers in secondary schools in Uyo Local Government Area of Akwa Ibom State. To guide the study, three research questions and three hypothesis were formulated and tested at '0.05' alpha level of significance. The study employed a survey research design. The population for the study comprised 300 school administrators and teachers from the secondary schools in Uyo local government area of Akwa Ibom State. Two questionnaires containing 34 items each and designed on a four point scale was used to generate data for the study. The instruments were validated by experts from business education and Measurement and evaluation departments. A test re-test method was used in establishing the reliability of the instruments which yielded a coefficient of .87. Data collected were analyzed using simple regression analysis. Based on the findings of the study, it was revealed that there is a significant influence of provision of adequate facilities, provision of convenient teaching environment; and interpersonal relationship on effectiveness of business studies teachers. It was therefore recommended that effectiveness of business studies teachers could be boosted through the use of good administrative strategies by school administrators. More so, in-service professional development for school administrators, seminars, workshops and conferences should be organized for business studies teachers.*

**Keywords:** Administrative strategy and teaching effectiveness.**Introduction**

The administrative style and qualities of the school administrator are perhaps the most important contributors to an effective school organization. The school is an original environment formed to give the student a formal delivery of instruction with the purpose of development of the personality, talent, mental and physical abilities of the child to the fullest potential, in order to meet the national objectives of education and societal expectation. Educationists all over the world are concerned with how teaching and learning could be organized in order to achieve educational goals of any nation and teachers constitute the hub upon which the success of any educational system lies (Akpan, 2005). It is against this background that the National Policy on Education (2004) stated emphatically that no educational system can rise above the quality of its teachers. Teachers can therefore make or mar the entire school programmes.

The teaching of Business Studies in Nigerian secondary schools is geared towards achieving the National Education objective and goals as it involves developing

crucial skills and knowledge which allow them to access, understand and contribute to the dynamic and complex business environment (Akpan, 2007). Business Studies is an integrate subject that comprises bookkeeping, commerce, office practice, short hand and typewriting in secondary schools in Nigeria. It is a pre-vocational subject that lays emphasis on practice.

The grasp of effective teaching of Business Studies is enhanced by convenient teaching environment. According to Akpan (2005) a good school administrator ensures a favorable environment for learning and adequate care for school facilities. A convenient teaching environment also involves the development of a good educational programme and this according to (Peretomode, 2005) should strongly influence the design of school buildings. He maintains that no educational facility should impose unwanted restrictions upon educational program. Apart from provision of good buildings, chairs, tables, chalkboard etc. a convenient teaching environment was noted by Akpan (2005) to include cleaning, disinfecting, caring for the grounds, making minor adjustments and other housekeeping duties which are performed on a daily, weekly and monthly basis.

According to Peretomode (2005) maintenance of conducive teaching environment is an on-going process and is always necessary in any school however well built, furnished and equipped. To him, planned and preventive maintenance is the best approach open to a school administrator if he has what it takes financially to do so. Ogobodo (2004) further states that rehabilitation of school buildings, remodeling, modernization and replacement are good strategies in providing a conducive teaching environment and teaching effectiveness. Rehabilitation in this context refers to such work as restoration of floors, walls or ceilings and or replacement of parts or entire service systems with the intent of restoring the facility to its original state. Remodeling has to do with reshaping of existing spaces within a school building either through relocating portion for installing new ones in a school building. Remodeling has been known to improve teaching effectiveness in schools (Bloom, 2001). There is no doubt that proper conducive of school environment is critical for effective teaching especially in business studies.

Provision of adequate facilities are of paramount importance in enhancing teaching effectiveness of business studies teachers. It is one of the administrative strategies that school administrators could use to improve teachers productivity. Educational facilities include buildings, classrooms, laboratories, workshop, assembly hall and libraries; teaching aids and devices such as modern educational hardware and their software in form of magnetic tapes, projectors, films and transparencies. It may not be out of place to note that they are materials that facilitate teaching and learning processes in the school.

Ufot (2005) defines facilities as those things of education which enable a skilled teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. The 'things of education' or educational facilities are therefore numerous. Whatever materials and/or services that help to facilitate teaching and learning rightly fall under the term educational facilities. To make sure that teachers discharge their responsibilities with ease through the provision of adequate facilities in the school, Akpan

(2005) opined that the principal should provide teachers under him with furniture, equipment, books, and expendable materials to work with. This, she said will reduce boredom and make the staff effective and efficient. In support of the above assertive, Akpan (2001) confirmed that lack of these materials brings about stress in the teacher which eventually result in their ineffectiveness. He said that money given by the government should be judiciously disbursed for the procurement of these materials. Still on the importance of facilities provision and teaching effectiveness, Usoro (2006) maintained that the environment must take some of the needs of all personnel, teachers and non-teaching staff. The modern school provides suitable offices, store-rooms, classrooms and staff rooms for the comfort and convenience of the personnel. He stated that these facilities enable them, especially the teaching staff to carry out their responsibilities with greatest efficiency and satisfaction. Hence, the need for adequate provision of facilities in schools for teaching effectiveness of business studies teachers in Uyo Local Government Area.

The importance of providing adequate facilities for teaching effectiveness cannot be over-emphasized. As lack of these resources in school contribute to teachers job dissatisfaction and low morale. In an interview with public school teachers in New York City, a large percentage of new teachers said they did not have access to adequate basic supplies. In addition to this most teachers report that they do not have enough textbook or the textbook they have are in poor condition (Tapper, 2005). Another area in which research has linked school facilities to teachers' effectiveness and performance is thermal comfort. Lowe (2001) found that the best teacher in the country (winner of State Teachers of the year awards) emphasized their ability to control classroom temperature as central to the performance of both teachers and students. Lackney (2001) showed that teachers believe thermal comfort affect both teaching quality and students achievement. In the same vein, Usoro (2006) focused on how the physical condition of school facilities, including thermal factors affects teacher morale and effectiveness.

On the other hand, Birch and Ladd (2007) maintained that organizational factor contributes to teachers' commitment to the work place. Their evidence shows that school management affect new teachers' commitment much more than it does experienced teachers. Good interpersonal relationship among teachers and administrator, teachers and other teachers, teachers and students, school staff personnel, and parents is another administrative strategy that could generate teaching effectiveness in business studies teachers in secondary schools. It was found that emotionally warm relationships between administrators and teachers and students provide students with a sense of security within school settings. It is believed that this sense of wellness promotes exploration and comfort as well as social, emotional, teaching effectiveness and academic competence among students. Similarly, Birch and Ladd (2007) found that students who had closer relationships with teachers were better adjusted academically than students with conflicted student teacher relationships. Bloom (2001) found that teachers who perceived their administrators as personally positive and supportive were more likely to feel a greater sense of effectiveness and to be more intrinsically motivated. In addition, Akpan (2005) affirmed that the principal's level of

interpersonal relationship with the staff influences the effectiveness of the staff in the school and that where there exists a high interpersonal relationship between the principal and the staff, the staff will be able to discuss their problems freely with the principal which will result in a positive working relationship between them. Lafarge (2006) also conceptualized interpersonal behavior as an important dimension that contributes to administrative effectiveness. He maintained that functioning in administrative roles requires satisfactory interpersonal relations capabilities with respect to association, power and love. The relationship between the supervisor and those who work with him is often a major factor in developing a productive and satisfactory work climate. According to him, the major interpersonal relations role of the administrator is to develop a work climate in which people are motivated toward worthy achievement. He also expressed the need to provide school administrators with training in human relation. Well run organizations according to Lafarge, are characterized by constructive and pleasant personal relationships, by intelligent and strong leadership, and by day to day accomplishment. Communication involves the process of conveying information with the aim of influencing the attitudes and action of others through proper expressions, guidance and directives to achieve a desirable goal. Studies conducted on good interpersonal relationship among teachers have so far produced some consistent findings on the positive influence on teaching effectiveness. Akpan (2010) confirmed that teachers who are highly inter-related with the school administrators are motivated to be disciplined and to be effective in teaching.

### **Statement of the Problem**

The aims of education can best be achieved in a conducive learning environment. The myriads of problems in the school system seem to emanate from the administrative strategies adopted by the secondary school administrators. It is observed that business studies teachers in secondary schools unhappy, frustrated, uninspired, unmotivated and discouraged. This has translated into teachers' low morale which negatively affects the quality of instructional delivery (Akpan, 2005). There's also the problem of lack of appropriate of adequate business studies teachers, teaching facilities in schools, the teaching environment, used by the teachers are not conducive. There is also absence of good interpersonal relationship between the administrators, other teachers and students. Since business studies teachers are discouraged and instructional facilities are not provided, teaching effectiveness and the interest of students in business studies subjects is farfetched. Based on these problems in schools, this study sought to find out the extent to which administrative strategies influence the teaching effectiveness of business studies in secondary schools.

### **Purpose of the Study**

The purpose of this study was to investigate the influence of administrative strategies and the teaching effectiveness of Business Studies teachers' in secondary schools in Uyo Local Government Area of Akwa Ibom State.

Specifically, the study sought to achieve the following objectives:

1. Examine the influence of conducive teaching environment on teaching effectiveness of Business Studies teachers in secondary schools.
2. Determine the influence of provision of adequate teaching facilities on the teaching effectiveness of Business Studies teachers.
3. Determine the influence of good interpersonal relationship on the teaching effectiveness of Business Studies teachers in secondary schools.

### **Research Questions**

1. How does the provision of a conducive teaching environment influence the teaching effectiveness of Business Studies teachers?
2. How does the provision of adequate facilities influence the teaching effectiveness of Business Studies teachers?
3. How does good interpersonal relationship among teachers influence the teaching effectiveness of Business Studies teachers?

### **Null Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant influence of conducive teaching environment on teaching effectiveness of Business studies teachers in secondary schools.
2. There is no significant influence of provision of adequate teaching facilities on teaching effectiveness of business studies teachers in secondary schools.
3. There is no significant influence of good interpersonal relationship on teaching effectiveness of business studies teachers in secondary schools.

### **Methodology**

A survey design was adopted for the study. This design is the most appropriate in the study because survey is the best technique for obtaining the necessary data from a group through the use of questionnaire, observation and interview. This research work was conducted in fourteen (14) public secondary schools in Uyo Local Government Area of Akwa Ibom State, which offer business studies subjects. Uyo is the capital of Akwa Ibom State and is made up of 4 clans namely: Offot, Oku, Ikono and Etoi. The population of the study consisted of three hundred administrators, comprising principals; vice principals and heads of departments in secondary schools in Uyo Local Government Area. A purposive sampling technique was used to select all the three hundred (300) school administrators and Business Studies teachers from fourteen (14) public secondary schools in Uyo Local Government Area. A researcher developed instruments named Administrative Strategies Questionnaire and

Teaching Effectiveness of Business Studies Teachers' Questionnaire was used for the study. The instrument was a 34- structured questionnaire which was used to collect data for the research work. The instrument divided into two sections. Section A was made up of items on personal information about the respondents. Section B is divided into three (4) parts. Part A contains information on convenient teaching environments and teaching effectiveness, Part B, solicited information on provision of adequate facilities and teaching effectiveness, and Part C, contained information on good interpersonal relationship among teachers and Part D, elicited information on teaching effectiveness of Business Studies teachers. The research instruments were subjected to face validation in order to test the clarity of the items by experts. The reliability test was carried out to further ascertain the reliability of the instruments. Test re-test technique was used in establishing the reliability of the instruments and it yielded the coefficient of .87. Simple Linear Regression analysis was used to analyze the data obtained and the null hypotheses were tested at 0.05 level of significance.

**Null Hypothesis 1:** There is no significant influence of conducive teaching environment on teaching effectiveness of Business studies teachers in secondary schools.

**Table 1:** Regression analysis for influence of conducive teaching environment on teaching effectiveness

Source of Variables	Df	Sum of square	Mean square	F-ratio
Between Groups	1	1988.64	1988.64	
Within Groups	298	28346.22	95.12	20.91*
<b>Total</b>	<b>299</b>	<b>30334.86</b>		
Regression Coefficient (R)		0.6534		
Regression Coefficient Square R <sup>2</sup>		0.4269		
Standard Error SE		5.2341		

Source: Field Survey, 2019, N = 300, \* = Significant at F-ratio of 3.84

Data presented in Table 1 showed that the computed F-ratio of 20.91 was greater than the critical F-ratio of 3.84 at df of 1,298 and at 0.05 level of significant. Hence, the null hypothesis was rejected. This therefore implies that conducive teaching environment significantly influence teaching effectiveness of business studies teachers. The R<sup>2</sup> value of (0.4269) revealed that 42.69% of teaching effectiveness of teachers were contributable to conducive teaching environment.

**Null Hypothesis 2:** There is no significant influence of provision of adequate teaching facilities on teaching effectiveness of business studies teachers in secondary schools.

**Table 2:** Regression analysis for influence of teaching facilities on teaching effectiveness

Source of Variables	Df	Sum of square	Mean square	F-ratio
Between Groups	1	2162.43	2162.43	
Within Groups	298	38367.46	129.75	16.79*
<b>Total</b>	<b>299</b>	<b>40529.89</b>		
Regression Coefficient (R)		0.5828		
Regression Coefficient Square R <sup>2</sup>		0.3396		
Standard Error SE		5.2282		

Source: Field Survey, 2007, N = 300, \* = Significant at F-ratio of 3.84

Table 12 indicated that the computed F-ratio of 16.79 was greater than the critical F-ratio of 3.84 at df of 1,298 and at 0.05 level of significant. Hence, the null hypothesis was rejected. This therefore implies that teaching facilities significantly influence teaching effectiveness of teachers in business studies. The R<sup>2</sup> value of (0.3396) indicated that adequate teaching facilities contributed for 33.96% of the variation in teaching effectiveness of business studies teachers.

### Null Hypothesis 3

There is no significant influence of good interpersonal relationship on teaching effectiveness of business studies teachers in secondary schools.

**Table 3:** Regression analysis for influence of good interpersonal relationship on teaching effectiveness

Source of Variables	Df	Sum of square	Mean square	F-ratio
Between Groups	1	2035.53	2035.53	
Within Groups	298	37382.44	125.44	16.23*
<b>Total</b>	<b>299</b>	<b>39417.97</b>		
Regression Coefficient (R)		0.5583		
Regression Coefficient Square R <sup>2</sup>		0.3117		
Standard Error SE		4.9931		

Source: Field Survey, 2007, N = 300, \* = Significant at F-ratio of 3.84

Table 3 indicated that the computed F-ratio of 16.23 was greater than the critical F-ratio of 3.84 at df of 1,298 and at 0.05 level of significant. The null hypothesis was rejected. This therefore implies that good interpersonal relationship significantly influences teaching effectiveness of business studies teachers. The R<sup>2</sup> value of (0.3117) indicated that good interpersonal relationship account for 31.17% to the variation in teaching effectiveness of business in secondary schools.

### Findings of the Study

1. Conducive teaching environment significantly influence teaching effectiveness of business studies teachers.
2. Adequate teaching facilities significantly influence teaching effectiveness of business studies teachers.

3. Good interpersonal relationship significantly influences teaching effectiveness of business studies teachers.

### **Discussion of Findings**

#### **Conducive Teaching Environment and Teaching Effectiveness of Business Studies Teachers**

The result of statistical analysis indicated that provision of conducive teaching environment influences teaching effectiveness of business studies by secondary schools teachers in Akwa Ibom State. The study showed areas of influence of conducive teaching environment on teaching effectiveness to include furnishing and equipping classroom, maintaining normal class-size, teaching under a deplorable condition and teaching a noise free environment.

Akpan (2005) affirmed the fact that maintaining a conducive teaching environment increases teaching effectiveness. The author however, listed the conducive teaching environment to include clearing environment, caring for grovels making necessary class adjustment and providing all necessary facilities needed for daily, weekly and monthly class management. However, contrary to selected opinion on provision of conducive teaching environment in schools, rehabilitation and modernization of school buildings should be considered by school administrators. Ogbodo (2005) supporting this findings observed that rehabilitation of school buildings, remodeling, modernization and replacement of facilities were good strategies in providing a conducive teaching environment and promoting teaching effectiveness.

#### **Adequate Teaching Facilities and Teaching Effectiveness of Business Studies Teachers**

Findings of the study indicated that provision of adequate teaching facilities influences teaching effectiveness of teachers in business studies. Areas where adequate teaching facilities influence teaching effectiveness include provision of laboratories for practical, provision of staff rooms and provision of good business studies building for teachers effective performances of their assigned duties.

Supporting the findings of this study, Ufot (2005) and Usoro (2006) affirmed that provision of adequate teaching facilities were of paramount importance in enhancing teaching effectiveness of business studies teaching. He further states that, it is one of the most vital administrative strategies that school administrators could use to improve teachers productivity (effectiveness). Educational facilities such as school buildings, classrooms, laboratories, workshops, assembly halls and libraries were effective teaching aids and devices. Others include electronic devices such as magnetic tapes, projectors, films and transparencies that facilitate teaching and learning processes

Akpan (2003) opined that instructional facilities assist teachers' discharge their responsibilities with ease thereby becoming effective on the job. Other researchers had linked school facilities to teachers effectiveness in the performance of their duties (Lowe, 1990; Tapper 1995).

## **Good Interpersonal Relationship and Teaching Effectiveness of Business Studies Teachers**

The results of the findings of this study revealed that good interpersonal relationship significantly influences teaching effectiveness of business studies teachers. Indeed, personal relationship among teachers and administrators, teachers and teachers, teachers and students, teachers and other personnel including parents has been and effective administrative strategy that generate teaching effectiveness in secondary schools.

Birch and Ladd (2007) supporting this findings explained that students who had closer relationship with their teachers were better adjusted academically than students with conflicting student –teacher relationship. Akpan (2000) found out that the principals' interpersonal relationship with the staff influences the effectiveness of the staff in the school.

This finding is in perfect agreement with a study conducted by Harill (2000). The investigation on the competencies and skills needed as a strategy by educational administrators. Shows that interpersonal communications, human relations and human resource management were most important strategy needed for teaching effectiveness of staff.

### **Conclusion**

Observations from the study informed the following conclusions:

1. Provision of conducive teaching environment in schools have a significant influence on teaching effectiveness of business studies teachers.
2. Provision of adequate facilities in secondary schools has a significant influence on teaching effectiveness of business studies teachers.
3. Good interpersonal relationship between administrators, teachers and the students has a significant influence on teaching effectiveness of business studies teachers.

### **Recommendations**

Based on the findings made and conclusions drawn, the following recommendations were made:

1. To enhance teaching effectiveness of business studies teacher's good administrative strategies should be used by school administrators.
2. The traditional autocratic administrative style should be replaced with a more motivating and rewarding democratic style by the school administrators to ensure teaching effectiveness of business studies teachers in schools.
3. Secondary school administrators should be retrained to updated their knowledge in innovative administrative strategies which will enhance teaching effectiveness.
4. Seminars, workshops and conferences should be organized for business studies teachers and administrators to appraise them with the need to adopt administrative strategies that will enhance teaching effectiveness.

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