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The Impact of School Administrators on Teaching and Learning as Strategies for Effective Leadership: A Case Study of Jema'a Lgea

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A R T I C L E   I N F O

A B S T R A C T

This paper explores the critical impact of school administrators on teaching and learning, focusing on strategies for effective leadership in educational settings in Jemaa Local Government Area. School administrators play a pivotal role in shaping the quality of education by creating a conducive learning environment, fostering professional development, and implementing policies that support instructional excellence. The study examines key leadership strategies, such as fostering collaboration among teachers, promoting data-driven decision-making, and encouraging innovative teaching practices. It also discusses the importance of effective communication, resource management, and building a positive school culture. By understanding these strategies, educational leaders can better support teachers and enhance student outcomes. This paper aims to highlight the essential contributions of school administrators in driving educational success and suggest best practices for sustaining a high-quality learning environment.

1. INTRODUCTION

In the ever-evolving landscape of education, the role of school administrators has become increasingly critical in shaping the effectiveness of teaching and learning. School administrators, including principals, vice-principals, and other educational leaders, are tasked with creating and sustaining an environment conducive to academic excellence. Their leadership extends beyond administrative duties, encompassing the development and implementation of strategies that directly impact instructional practices and student outcomes.

Effective leadership in schools requires a nuanced understanding of how various administrative actions influence teaching and learning. From setting educational goals to providing professional development and fostering a collaborative culture, administrators play a crucial role in driving educational success. This introductory note explores the multifaceted impact of school administrators on teaching and learning,

emphasizing the importance of strategic leadership in achieving educational objectives in Jemaa local government area of Kaduna State.

In this context, the paper will delve into various leadership strategies that have been shown to enhance instructional quality and student achievement. By examining successful case studies and best practices, we aim to provide valuable insights into how school leaders can effectively navigate the complexities of their roles to support teachers and students. Understanding these dynamics is essential for both current and aspiring school administrators seeking to make a positive difference in their educational communities.

2. LITERATURE REVIEW

2.1. The Nature and Purpose of Administration

One of the primary objectives of administration in any organisation or institution is that of co-ordinating the efforts of people towards the achievement of goals. In school administration the

primary aim has to do with the improvement of teaching and learning, and all the activities of the school administrator must be directed towards this end. Laying credence to this assertion, Albert Ozigi maintained that, in order to achieve this aim, the school administrator must work with various groups within the school community and with lay people outside it; he must work the school board as well as with the appropriate state and national agencies (Ozigi, 1976). That is to say that, as his administrative decisions affect other people, so his programmes and policies are influenced by other people with whom he is constantly interacting. For example, a school administrator may find that the aspirations of his students, the expectations of the parents and staff and the demands of the state are conflicting and not easy to resolve, yet the activities and efforts of the people with whom he deals must be co-ordinated towards the attainment of common educational goals.

2.2. Concept and Principles of School Administration
The school is an organisation and for the success of this organisation some elements and principles of administration should as a matter priority be strictly adhered to for effectiveness (Ede, 2000). These concepts and principles should serve as guides and tools for better decision making. Some of these concepts and principles of educational administration are as follows:
Aims and Objectives of the School: All human organisation should have a clearly defined aims and objectives. This necessary to provide specific direction and focus for the organisation to achieve its goal. Aims and objectives are also necessary in order to check if the organisation is making progress or not.
Principles of Division of Labour: This is an important element in public administration as it is not possible for one person to carry out all the jobs in the organisation. In view of this, jobs are divided according to each person's ability. Division of labour is necessary in the school to enable the head teacher know who is responsible for what in the school. Therefore, for any human organisation to succeed and achieve its aims and objectives effectively and efficiently, the principle of division of labour must be applied (Ede, 2000).
Unity of Command: the principle of unity of command required that orders must be given by one person, usually the super-ordinate to subordinates. This is necessary to avoid confusion and chaos. There must be one head teacher in the school for order to prevail. Administration of the school can be effective, when everybody from the teaching staff to non-teaching knows to whom and for what they are responsible.
Unity of Purpose: Goals and purpose of the organisation must be clearly defined to all groups who work and do business in the system. This could be done through formal or informal methods to prevent conflicts in the system.
Single Executive: An organisation can easily achieve its goals when it has a single executive directing and coordinating the various activities in the departments, units, division. We need one head teacher and principal to direct and coordinates the activities of the school for effectiveness.
 Security: Any organization that wants to remain in business must provide necessary and adequate security for its members. The need for security is universal as groups, organisations, tribal bodies are formed for the purposes of security of its members. Security for members of staff either in the school system or other organisations must be a top priority of an administrator if the organisation is to survive.
Standardization: the purpose of standardization is to develop standard procedure for routine administration. Standards are necessary and applicable for data gathering, records, statistics and accounting. This principle is necessary too as it can assist management information systems (Ede, 2000).

2.3. The Role of the Administrator in Teacher Retention
Leadership at the building and district levels must be committed to improving working conditions (Pettigrew, 1987). Principals, superintendents, and special education administrators are important individuals in keeping teachers on staff. Furthermore, considering that many special educators have a history of exclusion and isolation from general education, the administration's involvement in retention and support is very important. This document's Section One enumerates the crucial role that administration plays in teacher retention.
To make sure that children are taught by highly qualified instructors, school administrators at all levels of education can bolster their efforts by

utilizing the tools and tactics in this article. Note that being a "school leader" refers to more than just being the principal or superintendent. As you read through the suggested solutions, keep in mind that vice principals, assistant superintendents, and other people are frequently in charge of particular regions. To help them become great leaders, they also require professional development.

2.3.1. Leadership/Decision Making

Working conditions are directly affected by the decisions made by school administrators and the manner in which they make them. Instructors often gripe about decisions being made that impact them typically happening behind their backs. Leaders must include educators in the decision-making process. As per Price (2003), leaders have the ability to involve staff members in departmental scheduling, student scheduling, and duty assignments. With this leadership in place, administrators can make the best possible learning environment for students by making sure that resources are used effectively.

Administrators must be knowledgeable about available resources to serve the different needs of children, families, and staff, as well as how to obtain further assistance, to provide appropriate education for all kids and teacher support. Leaders can, for example, ensure that English as a Second Language and multilingual programs receive adequate support. They can include special education considerations in professional development, material and book distribution, classroom space, and equipment design. They can guarantee that special education is not overlooked (CEC, 2000).

Based on common values and beliefs, every school ought to have a mission statement and vision. To create a mission statement and vision for the school that will give everyone engaged direction and purpose, leaders can involve all stakeholders in the process. Walther-Thomas (2003). Review the mission and vision statements with the relevant stakeholders on a regular basis if the school already has them. Effective leaders inspire others to take up leadership roles and accentuate their own strengths. Teachers should therefore share their knowledge with the rest of the staff upon their return from conferences or workshops. According to Spitz (2003), leaders have the ability to assemble a team of seasoned educators to tackle

an educational quandary.

Reward is a key factor in keeping teachers on staff. It is recommended that school administrators create remuneration packages for teachers that reflect their worth (Gareis, Strong, et al., 2003). Pay and bonuses are two tools that managers might use to keep instructors on staff (Billingsley, 2002). In order to create an incentive compensation program, they can also assemble a group of administrators and educators (Morice and Murray, 2003).

2.3.2. School Climate

In a wholesome and comfortable setting, educators and learners will perform at their highest level. It is the responsibility of school administrators to create a welcoming environment and an environment where students desire to be. Examining the "fun and caring factors" in the school is where leaders might begin, according to Price (2003). Is laughing present in the school? Are people grinning? Would educators like to attend? Is there unity among the school staff, or are there cliques? Are newly hired employees welcome? Are there any celebrations at the school? Does the school view errors as opportunities for criticism or as teaching moments? Does the school promote taking chances?

Each institution possesses its history and culture. Even during difficult times, instructors who feel a sense of belonging and connection to their school may be more likely to stick with it. To provide incoming teachers with a sense of belonging and engagement, the school leader must take on the role of "developer and nurturer of the school's culture" and provide them with information about it. According to Colley (2002), leaders can convey information about the school's past, customs, myths, and legends, as well as tales of its shining stars.

If teachers have mistrust for the administration, they won't want to work at the school. In order to foster trust between educators and all parties involved, including parents, kids, community members, central office personnel, and school board members, leaders must be forthright and honest with them. During lunch, bus duty, extracurricular activities, classrooms, hallways, and staff meetings, leaders can be observed by parents, students, and staff (Hopkins, 2000).

Two of the main causes of teacher turnover are worries about discipline and safety. Much can be

achieved by creating uniform regulations for student behaviour (Johnson and Birkeland, 2003) and taking care of concerns related to discipline and safety. Leaders can take action to halt harassment and bullying. They can increase access to peer mediation, counselling, and anger control. They can offer channels of communication for kids to discuss rumours and threats with adults. In after-school education and recreation programs, leaders can provide opportunities for kids to work with adult role models and instil respect and responsibility (NEA, 2003).

Leaders should keep an eye out for the little things while putting a lot of effort into creating a welcoming school environment. At faculty meetings, the principle or special education administrator may be the one to check that the copiers are operating well, plan less disruptions during class, turn on the air conditioning when necessary, and supply food (Scherer, 2003).

2.3.3. Infrastructure

A suitable infrastructure that enables teachers to devote the majority of their time and energy to teaching must be in place for schools to be successful in keeping teachers. In light of this, administrators ought to assign new instructors to fewer demanding classes with less tasks and obligations so they may focus on teaching (Sargent, 2003). Leaders should lessen the load of unnecessary paperwork by employing paraprofessional special education clerks or delegating the responsibility to assistant principals, as excessive paperwork is a prevalent problem among special education instructors (Fielding and Simpson, 2003).

Having the right tools and supplies for teachers to perform their duties is another responsibility of leaders. As stated by Darling-Hammond (2003) and Ingersoll and Smith (2003). To effectively address educational requirements and classroom difficulties, specialists and classroom instructors should arrange enough time for joint planning (DiPaola and Walther-Thomas, 2003). It's also critical to stick to regular timetables and processes. Everyone will experience less confusion and stress if changes are well communicated in advance, especially new teachers (Public Education Network, 2003).

2.3.4. Content/Skills

According to a wealth of data, kids learn best from excellent teachers who are knowledgeable about the material and how to present it. It is essential to make sure educators are capable and given the chance to further their careers. In addition to communicating standards for instructional practices, grading, and student progress, the school leader must also be an instructional leader who shares opinions on what constitutes good teaching. Experimentation with excellent practices should be shared, modelled, and encouraged by administrators. Teachers view immediate feedback in the form of comments or notes as very supportive, as does making oneself accessible for brief, impromptu counselling sessions (Colley 2002). To effectively communicate with staff, families, and the community about special education issues, school leaders should possess a working grasp of both IDEA and NCLB, according to Walther-Thomas (2003)..

2.3.5. Community Involvement and Support

Effectively involving parents, families, and the community is crucial for the academic achievement of kids and can impact an educator's choice to remain at a certain school or seek employment elsewhere. Administrators at schools must find methods to engage the community.

2.3.6. Transformational Leadership Theory

This study is theoretically underpinned by the notions of teacher-students relations that comes to life as a result of the activities of a good administrator within a school environment. Hence, the theoretical framework that is being proposed for this research work is "Transformational Leadership Theory"

Transformational Leadership Theory, developed by James MacGregor Burns in the late 20th century, emphasizes the role of leaders in inspiring and motivating followers to achieve extraordinary outcomes. This theory was first introduced by sociologist James V. Downton in 1973 and later expanded by political scientist James MacGregor Burns in 1978. Burns distinguished between transactional and transformational leadership, suggesting that transformational leaders elevate the motivation and morality of both themselves and their followers. Transformational leadership theory is a leadership style that emphasizes inspiring and motivating followers to achieve extraordinary outcomes and, in the process,

develop their own leadership capacity (Avolio, et al., 2004).

2.4. Effective Transformational Leaders Typically Possess Several Key Traits:

Self-Awareness: They understand their strengths and weaknesses. **Open-Mindedness:** They are receptive to new ideas and perspectives. **Adaptability:** They can adjust their strategies based on changing circumstances. **Pro-activity:** They take initiative rather than waiting for change to occur. **Humility:** These characteristics enable transformational leaders to foster a positive organizational culture that promotes engagement, collaboration, and innovation. This Transformational leadership theory is composed of four components, namely: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

2.5. Summary of Findings (Gap In Literature)

Summarily, this research has unveiled or has brought to lamplight the different conceptual frameworks whose expression gave credence and meaning to the topic under review, and in addition proposed a theoretical framework that will stand as a working principle for an administrator. This research has also bring to light some administrative strategies and principles that an administrator whose duty is to pilot the affairs of a given educational administrative sector with the aim of achieving the desired goals has to abide with for the sake of maintaining standards in schools and to enhance teaching and learning. The research highlighted some supportive man power like the teachers and students and some non-supportive man power like the infrastructure that the administrator must take into consideration if he/she wants to enhance teaching and learning.

However, in exploring the topic of the role of school administrators towards enhancing the teaching and learning process in our schools, it is essential to identify gaps within the existing literature. This can provide valuable insights for future research and practical applications.

After reviewing the literature, it becomes evident that many studies emphasize the positive correlation between effective school administration and improved educational outcomes. Common findings include:

Effective communication between administrators and teachers enhances collaboration. Supportive leadership fosters an environment conducive to innovative teaching practices. Administrators who prioritize teacher well-being contribute to higher job satisfaction and retention rates.

While there is some discussion about technology's role in education, there is limited research specifically focusing on how school administrators can effectively lead technological integration into curricula and teaching methods. Investigating this could reveal strategies that enhance both teaching efficacy and student engagement.

Based on these identified gaps, future research could be directed towards:

Conducting qualitative studies that explore how school leaders navigate technology integration challenges.

Investigating the relationship between administrative policies related to mental health support systems and their effectiveness in improving student outcomes.

Engaging in comparative analyses across different educational systems worldwide to understand varying approaches to administration.

Implementing longitudinal studies that track specific interventions by school leaders over extended periods.

Finally, by addressing these gaps, researchers can contribute significantly to understanding how school administrators can enhance teaching and learning processes more effectively.

3. METHODOLOGY

This study adopts the analytic, expository and normative approaches. Analytical research is the type of research that involves critical thinking skills and the evaluation of facts and information relating to the research been conducted. In addition, this study also adopts a case study approach to examine the impact of school administrators on teaching and learning in Jema'a Local Government Education Authority (LGEA), focusing on leadership strategies that influence educational outcomes.

3.1. Research Design

The case study method allows for an in-depth exploration of leadership practices within the real-life context of Jema'a LGEA.

3.2. Population and Sampling

The study targets school administrators, teachers,

and education officers within Jema'a LGEA.
- **Population:** Includes 10 school administrators, 50 teachers, and 5 education officers.
- **Sampling: Purposive sampling** was used to select 5 school administrators, 20 teachers, and 3 education officers.

3.3. Data Collection
- **Qualitative Data:**
  - **Interviews** with school administrators and education officers to explore leadership strategies.
  - **Focus Group Discussions (FGDs)** with teachers to gather their perceptions of leadership and its impact on teaching.
- **Quantitative Data:**
  - **Questionnaires** distributed to teachers to assess the effects of leadership on teacher performance and student outcomes.

4. DATA ANALYSIS
- **Qualitative Data:** Analyzed through thematic analysis to identify key patterns and themes.
- **Quantitative Data:** Descriptive statistics (mean, percentages) and correlation analysis were used to examine the relationship between leadership practices and teaching effectiveness.

Data presentation and interpretation

The study required presentation in a tabular form and descriptive analysis of the data. In this regard, respondents were asked various question concerning the "The Impact of School Administrators on Teaching and Learning: Strategies for Effective Leadership: A Case Study of Jema'a Local Government Education Authority (LGEA)", the ratio rate of the questionnaire were analysed on satisfactory frequency table with frequency with sample percentage ratio. From the above, the rate of return is 65% which is valid and reliable.

Demographic characteristic of respondents

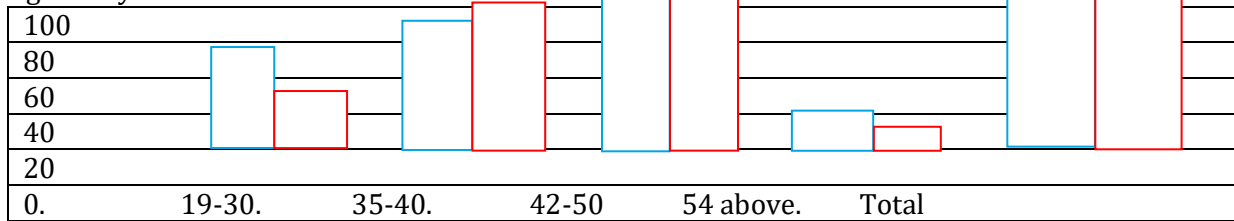The demographic characteristics of respondents are as follows:

Table 4.3 (1) Age of Respondent

Category	Frequency	Percentage
19 – 30	*20*	10%
35 – 40	*30*	35%
42 – 50	*45*	52%
54 and above	5	3%
Total	*100*	100%

 Source: Field work 2024

The table above shows that 10% of the respondents are between the ages of 19 – 30 years, 35% fall between the ages of 35-40 years, 52% are between 42-50 years, while 3% falls between 54 years and above. This implies that most of the respondents are within the matured men.
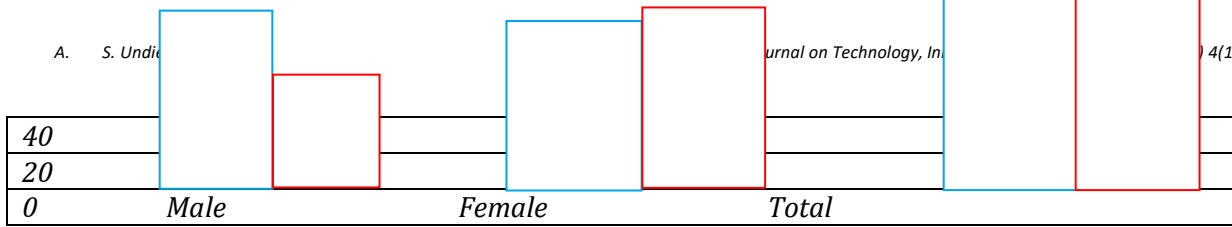
Age Analysis

Frequency.   Percentage

Total	100	100%

Table above shows that 63.3% of the respondents are males, while 36.7% are females. This shows that most of them are males.

Table 4.3 (2) Sex of the respondents

C	Frequency	Percentage
Male	*65*	63.3%
Female	*35*	36.7%

Analysis of sex of respondents

100
80
60

Frequency   Percentage

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Table 4.3 (3) Religion of respondents

Category	Frequency	Percentage
Christians	75	75%
Non-Christians	25	25%
Total	100	100%

The table above shows that 75% of the respondents are Christians, while 25% are non-Christians.

Analysis of Religion of respondents
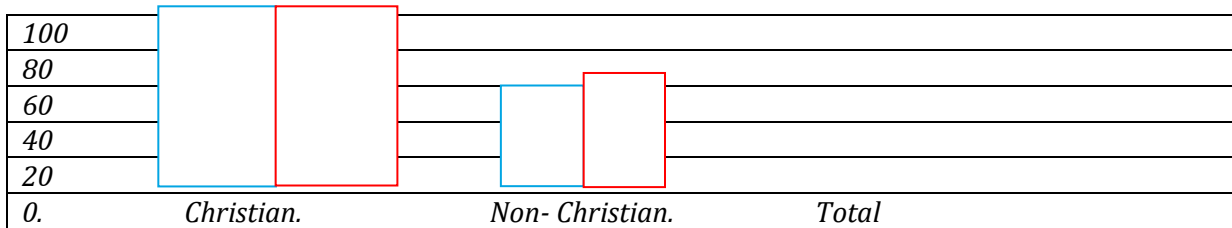
Frequency   Percentage

5. DISCUSSION OF FINDINGS

In the course of investigation, the researcher employed the use of questionnaire as instruments for data collection and the following were the findings of the research work:

It was discovered that most of the respondents, 75% of them are within the adolescent age. This has proved that most of the responses given are genuine and quite reasonable. It has also justified their ability to decode how effective an administrator can be in an institution of learning in providing strategies for leadership.

It was also observed that 91.7% of the respondents answered in affirmation that their school principal engages himself/herself in teaching one of the subjects, as against 8.3% of the respondents who did not give a positive answer. This shows that the effectiveness of learning and teaching, is to a great extend the degree of involvement of the administrator in class room activities.

The researcher also observed that a certain percentage (61.7%) of the respondents believed that the school management do conduct a routine check on both the teachers and the students. This shows that for learning and teaching to be effective in any given school, there is the need for checks and balances, and adequate provision of infrastructures.

It was also observed most of the respondents respectively agreed with the fact that a good leadership style of an administrator can influence positively to create a conducive environment that will make both teaching and learning to be effective by creating a good working relationship within the management team will certainly bring about an increase in the learning and teaching process in any given school.

It was observed that 91.7% of the respondents believed that if there is an understanding in relationship between the management and the Parents Teachers Association of a school, will create an atmosphere of growth and development both infrastructural and academically. To crown it all, most of them in (75%) attest to a fact that a good managerial skills of an administrator will convincingly bring about a situation that be gearing towards enhancing teaching and learning in our schools.

During the course of this research, I have discovered that the success of any meaningful development that involves learning and teaching in any given institution largely depends on the level of commitment on the part or role that the

administrator most play. That is to say that the downward trend of educational standard in most schools can be attributed to lackadaisical attitude of the management in their quest not to provide the necessary learning and teaching environment as reflected in the responses received from the questionnaires that was administered.

6. SIGNIFICANCE / IMPLICATIONS

The study provides valuable insights into the leadership strategies that school administrators can adopt to improve teaching and learning outcomes. It highlights effective practices that can be replicated in other educational contexts to enhance school performance.

Findings from this research can help education policymakers in Jema'a LGEA and beyond to develop policies that support leadership development in schools. It can guide decision-makers in creating training programs that enhance the leadership skills of school administrators.

By examining how leadership impacts teachers' motivation, job satisfaction, and classroom practices, the study can help school leaders adopt strategies that support teachers in delivering better educational outcomes.

The research directly addresses how school administrators influence the quality of teaching and, by extension, student performance. It offers actionable strategies to improve students' learning experiences, leading to better academic results.

Focusing on Jema'a LGEA, this study provides context-specific knowledge on educational leadership in a local government area, which can be useful for other similar regions facing leadership and educational challenges.

The study contributes to the existing body of knowledge on school leadership and provides a foundation for further research on the topic in other local governments or regions, enhancing the understanding of the link between leadership and educational outcomes.

7. CONCLUSION

In conclusion, the impact of school administrators on teaching and learning is profound and multifaceted. Effective leadership is not merely about managing resources and overseeing daily operations; it is about inspiring and guiding educators, setting a vision for academic excellence, and creating a supportive environment that fosters both teaching and learning. Through strategic initiatives such as setting clear educational goals, investing in professional development, and encouraging collaborative practices, administrators can significantly enhance the quality of education.

This paper has explored various leadership strategies and their direct influence on instructional practices and student outcomes. The evidence highlights that successful school leadership involves a combination of vision, communication, and adaptability. Administrators who embrace these elements are better equipped to address challenges, implement effective changes, and ultimately drive improvements in educational achievement.

As the educational landscape continues to evolve, the role of school administrators will remain crucial in shaping the future of teaching and learning. By continuously refining their leadership strategies and remaining responsive to the needs of their schools, administrators can contribute to a more effective and dynamic educational environment. This ongoing commitment to excellence will ensure that schools are well-positioned to meet the diverse needs of students and prepare them for success in an ever-changing world.

- **Recommendations**

1. Foster a Visionary Leadership Approach: School administrators should develop and communicate a clear and inspiring vision for educational excellence. This vision should align with the needs and goals of the school community and serve as a guiding framework for decision-making and strategic planning (Bass & Avolio, 1993)

2. Invest in Professional Development: Administrators should prioritize ongoing professional development for teachers and staff (Kilag & Sasan, 2023). By providing access to high-quality training and resources, school leaders can ensure that educators are equipped with the latest teaching strategies and skills, ultimately enhancing instructional quality.

3. Promote Collaborative Practices: Encouraging collaboration among teachers, staff, and administrators can lead to improved teaching practices and student outcomes (Garet, M. S.,et al. 2021). Implementing regular team meetings, peer observations, and collaborative planning sessions

can facilitate the sharing of best practices and innovative approaches.

4.   Utilize   Data-Driven   Decision-Making: Administrators should leverage data to inform their decisions and measure the impact of their initiatives (Michel Y. 2015). By regularly analyzing student performance data, feedback from educators, and other relevant metrics, school leaders can make informed adjustments to improve teaching and learning outcomes.

5. Create a Supportive School Culture: Building a positive and supportive school culture is essential for effective leadership. Administrators should focus on creating an environment where teachers feel valued, students feel safe and motivated, and open communication is encouraged (Pettersen, et al. 2004). This includes recognizing achievements, providing constructive feedback, and addressing any concerns promptly.

6. Engage with the Community: Effective school leadership involves engaging with parents, guardians, and the broader community. Administrators should actively seek input from these stakeholders, build partnerships, and ensure that the school's goals and initiatives are aligned with community expectations and needs (Harris, et al. 2019).

7. Adapt to Change: School leaders should be adaptable and responsive to the changing educational landscape. This includes staying informed about emerging trends, technologies, and best practices, and being willing to implement new approaches that can enhance teaching and learning.

By implementing these recommendations, school administrators can effectively impact teaching and learning, driving improvements in educational outcomes and fostering a positive and productive school environment within Jemaa LGA.

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