PROVOST'S ADMINISTRATIVE SKILLS AND TEACHER'S JOB SATISFACTION IN SHEHU SHAGARI COLLEGE OF EDUCATION, SOKOTO STATE, NIGERIA

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ABSTRACT

This study examined role performance of college Provost's Administrative Skills on Teachers' Job Satisfaction in Shehu Shagari College of Education Sokoto State, Nigeria. The study adopts survey research design. The study population consists of 1500 academic and non-academic staff of the college, Kriejie and Morgan (1970) table for determining sample was used to arrive at a sample size of 306 respondents, which were selected using stratified and simple random sampling techniques. A structured questionnaires based on five Likert scale rating was used to collect data. Descriptive statistic was used to analyze data while corresponding hypotheses were tested at 0.05 level of significance. The result indicates that the college Provost maintains smooth human relations with teachers. The study concluded that college Provost's, human relation with teachers can be effectively maintained through conducive and enabling working environment with zero tolerance for nepotism and if sustain will result in the attainment of organizational goals and objectives, not only in the college but at all categories of our educational institutions.

Introduction

A school is an institution established for the purpose of teaching and learning. It is a place where the minds of student are developed through formal education. The successful, coordination of instruction and administrative task within the school system depends largely on human and material factors. Okore (2008) argues that school administration encompasses managing, administering, teaching, discipline and staff appraisal and relationship with the immediate environment. An administrator is a leader who has much obligation to carry out which ranges from planning, coordinating, directing and controlling organizational activities. Organization is seen as a collection of people who have united together to pursue and achieve a common goal through collective effort and pulling of resources. Organization comes in many forms one of such forms is the school. Every organization has group of people who are saddled with the responsibility of running such an organization to ensure that the mission and

vision of such organization are realized. The school as one of such organization has the headmaster, principal, rector, provost and vice chancellor as leader and administrator managing the various levels of the school system. The provost as the head of college must possess some administrative skills which will help him to perform his task efficiently and effectively. A skill is seen as an ability to perform an activity in a competent manner. According to educational world.com there are some administrative skills that a school administrator must exhibit in order to effectively carryout some administrative activities and obtain satisfaction of his subordinate. The administrative skills include good human relations, effective communication and motivational skills.

Teachers as key facilitators of knowledge play a pivotal role in nation building. It is particularly important to find out how comfortable teachers feel in their work place, as satisfied teachers can fill freely and realize their assigned duties. Researches such as Velmurugan, (2016), Whasemizal, Amarian and Bagheri (2012) has shown that lack the basic administrative skills required for efficient management of the school system is the major factor responsible for teacher's dissatisfaction within the work, A competent provost with competent administrative skills has a great impact on the teachers he manages.

Administrative head must take care of members feelings and interest thus, a good provost is required to act within the framework of human relation rules and skill guiding the cooperate existence of the system. Communication has been found to be a vital factor for effective job satisfaction. Arlestry (2008) opined that administrative head's ability to communicate, increase teacher's moral, reduce misunderstanding and interpersonal conflict among staff and thus increase teacher's effectiveness on their job. Motivation stands as one of the good administrative skill the school provost needs to possess in order to get job satisfaction.

There is a widely held believe that in Nigeria there is low morale and low teachers' satisfaction (Kayode 2012). Teachers' job satisfaction is an important element in human resource management and thus should attract school provost attention as it directly or indirectly affects the school organization. Satisfaction itself is the feeling an individual has towards his job and this feeling is as a result of some factors which range from human relations, communication and motivational skills of the school head. The impact of these administrative skills on the success or failure of any administrative head makes the researchers inquisitive to examine the role performance of college Provost's administrative skills on teachers' job satisfaction in Shehu Shagari College of Sokoto State, Nigeria.

Conceptual Clarifications

i. **Human relations**: Velmurugan (2016) opined those human relations involves the interaction, operation and cooperation of people in groups which operates in different fields such as business, schools, homes and governmental organizations. It involves recognition of workers as human being and treating them as such. This implies that the worker is more important than the work. Dartey-Baah (2010) maintains that human relation encompasses learning about human behavior to obtain a systematic knowledge about it. In ethical sense, it involves individual's dignity, individual effort and valued contributions to the attainment of the assigned goals.

ii. **Motivation**: As administrative skills is described by Hoy and Miskel (2007) as the complex forces, drivers, needs, tension, states or other mechanism that starts and maintain voluntary activity directed towards the realization of personal goals. Guerin et al. (2011) opined that motivation is the process that gives behavior purposes and direction. It appears to be one of the major standings in management of an organization, its status has caused many scholars to devote a lot of energy to researching into what constitutes the nature of this phenomenon. In recent years, emphasis has been placed on the vital role motivation plays in getting employees to give in their best toward attaining organizational goal.

iii. **Communication**: - The impact of proper communication in any organization has been long recognized. Hardly can any action take place without communication leading to it. Fodio and Saidu (2021) perceived communication as a process of creating transmitting, interpreting facts and ideas, feeling and thought about an organization. Communication is a means where by people

in organization exchange information regarding the operation of an organization. The form which a communication takes can profoundly affect the attitude of the employees and the degree to which they put in their effort to support the policies and actions of the organization they work. The provost thus, needs effective communication to coordinate, control, organize as well as delegate responsibility to his staff.

Concept of Job Satisfaction

Kreitner and Kinicki (2012) perceive job satisfaction as the extent to which an individual likes his or her career. Job satisfaction is the fulfillment which an employee feels in relation to his job and work place. Teachers' job-satisfaction is very central to the continuous growth of our educational system as teachers are crucial life wires in the school setting. Robbins (2005) describes job satisfaction as the attitude of an individual towards his work. A person shows a positive attitude towards the work when he has high level of satisfaction and someone who is not satisfied within his work will show a negative attitude towards his job.

Theoretical framework

Equity Theory of Motivation was adopted for this study given its role in explaining the attainment of job satisfaction in an organization. The theory was popularized by Adams (1963) when he considers working situations as a combined relationship of benefits and contributions among employers and employees, for which benefits include salary, recognitions and promotions (Daft, 2003). The theory opined that people can be evaluated by the fairness of their inputs and out puts in a balance for others or the individual relative to the one`s experience from initial point in time. The equity model explains that under conditions of equity, individuals experience job satisfaction. For the same reasons under conditions of perceived inequity, individuals experience dissatisfaction. The state of equity may only exist whenever the ratio of inputs and outputs are on one level.

The theory is relevant to this study in the sense that it helps the provost to develop both human relations and communication skills which enables him to develop a rewarding system to overcome individual perception of inequity and as well enables the administrative head to balanced work-related activities in the school among the teachers.

Review of Related Empirical Studies

Abdulrahman (2014) investigated heads' human relation skills and teachers' job satisfaction in selected colleges in Kogi State Nigeria. The study used descriptive survey research design and population of the study consists of 228 respondents. The study used Questionnaire based on four (4) modified likert scales rating, to measure the respondents' responses, independent t-test was used to test null hypothesis at 0.05 level of significance using (SPSS). The results of the analysis indicated that heads' human relation skill was found to be a criterion that can enhance teachers' job satisfaction in school setting. The study concluded that effective human relations encourage teachers' job satisfaction in school. The study recommended the need to maintain a better human relation with teachers to facilitate job satisfaction towards attaining school objectives.

Aja (2015) examines the influence of school head human relations skill and teachers' effectiveness in selected schools in Ebonyi State, Nigeria. Descriptive survey research design was adopted for the study with a population of 3675 respondents. A stratified, proportionate and simple random sampling technique was used for the study. A questionnaire based on 4 likert scale rating was used to measure respondents' responses. Simple Regression Analysis was used to test null hypotheses at 0.05 level of significance. The results of the analysis indicated that school heads' human relation was found to be prerequisite to teachers' effectiveness. This implies that human relation was found to have greater influence on teachers' effectiveness in school. The study concluded that school principals' human relation enhances teachers' effectiveness in school.

Sulaiman, Mustapha and Ibrahim (2016) investigated influence of administrative head's motivation skill on administrative effectiveness in selected schools in Taraba State, Nigeria. Descriptive survey research design was used, with a study population of 1510 respondents. Research Advisors (2006) was used to select 306 respondents while purposive and simple random sampling techniques were used. The study used questionnaire based on 4 likert scales rating while independent t-test was used to test null

hypothesis at 0.05 level of significant with the aid of (SPSS) version 20. The results of the analysis indicated that school heads' motivation skill was found to be a key determinant of administrative effectiveness. The study concluded that school heads' motivation skill is a source of inspiration to improve administrative effectiveness in school. The study recommended that more should be done by the Ministry of Education to improve motivation skill of school heads to enhance administrative effectiveness in schools.

Adepegba (2017) investigated school head motivation skills and teachers' productivity in secondary schools in south west Nigeria. Descriptive survey research design was used to carry out the study with a population of 5368 respondents while purposive, proportionate and simple random sampling techniques were used for the study. A structured questionnaire was used to measure respondents' responses. The study used descriptive statistics to answer research questions, while hypotheses were tested using independent t-test at 0.05 level of significance. The result of the analysis shows that School heads' motivation skill was found to be the strategy used to enhance teachers' productivity. The study concluded that school heads can improve teachers' productivity constantly, through motivation skill. The study recommended that school head should endeavor to use his motivation skill to enhance teachers' productivity.

Arop, Owan and Ekpang (2018) examine school heads' communication skill and teachers' job performance in selected schools in cross River State Nigeria. The study employed survey research design with a population of 2368 respondents. Research Advisors (2006) was used to select 326 respondents while stratified, proportionate and simple random were used as sampling techniques. Self-constructed questionnaire was used to collect data. The data was analyzed using independent t-test and the results of the analysis showed that school heads' communication skill was found to have significant effect on teachers' job performance. This implies that effective channel of communication has great effect on teachers' job performance. The study concluded that school heads' communication skill is a criterion to improve teachers' job performance and recommended that school heads should use their communication skill to continue improve teachers' job performance through effective channel of communication to endure free flow of information in school.

In summary, the study is distinctive from other research work because it touches extensively most aspect of administrative skills required by the provost in his daily activities in the college, most of the literature reviewed only touch one or two administrative skills. The study found out that quality administrative skills are the major ingredient to be considered in enhancing teachers' job-satisfaction. A review of relevant literature on the relationship between Provost administrative skills and teacher's job satisfaction was highlighted but to the best of the researcher's knowledge no study has been conducted on the relationship between provost administrative skills and teachers job satisfaction in SSCOE with all the above-mentioned variables.

Methodology

The research design for this study is survey research. The purpose is to enable the researchers examine the opinion of the respondents regarding relationship between administrative skills of college provost and teachers job satisfaction in Shehu Shagari College of Education Sokoto. The population of the study comprises of 1500 staff of the College, comprising both academic and non-academic. Based on the population of the study, a samples 306 respondents using Kriejie and Morgan (1970) table was used. A stratified sampling technique was used to ensure fair and equal representation across different strata of both academic and nonacademic staff of the college while simple random sampling was later used to sample the respondents of the study.

The study used structured questionnaires based on five point Likert rating scale, while the corresponding hypotheses were tested using Pearson Product Moment Correlational Co-efficient. The analysis was done with the aid of (SPSS) version 25, while the corresponding hypotheses were tested using Pearson Product Moment Correlational Coefficient at 0.05 level of significance.

Results and Discussions

This section presents the result and the analysis of data obtained from the regression analysis**.** Out of the 306 questionnaires distributed to the sample respondents, a total of 300 were retrieved, the analysis and result presentation was based on the 300 retrieved questionnaires.

The analysis was based on the three hypotheses formulated:

Hypothesis One

$H0_1$: There is no significant relationship between Provost human relation skills and teachers' job satisfaction. This hypothesis was tested by subjecting the scores of school Provost human relation skills and teachers' job satisfaction scores to Pearson analysis as shown in Table 1

Table 1: Relationship between Provost Human Relation Skills and Job Satisfaction (N= 300)

Variables	N	Mean	SD	r-Cal	P-value	Decision
Provost Human Relation Skills	300	21.71	4.25	.519	.000	Significant
Teachers' Job satisfaction	300	19.98	3.48			

Source: Field Work 2024

Table 1 indicated college Provost human relation skills and teachers' job satisfaction in the college is positively related and significant, Pearson's r = .519, p = .000. This indicates that there was significant relationship between college Provost human relation skills and teachers' job satisfaction because the p-value (.000) is less than the .05 level of significance. Thus, the first hypothesis was rejected. This means that provosts' human relation with teachers is paramount to creating enabling working environment that would facilitate teacher's job satisfaction in the college.

Hypothesis Two

H_{O2}: There is no significant relationship between Provost motivational skills and teachers job satisfaction in the college. The hypothesis was tested by subjecting the scores of college provosts' motivational skills and that of teachers' job satisfaction to Pearson correlation analysis as shown in Table 2 below.

Table 2: Summary of the Relationship between College Provost Motivational Skills and Teachers' Job Satisfaction in the College (N= 300)

Variables	N	Mean	SD	r-Cal	P-value	Decision
School Provosts' Motivational Skills	300	19.98	3.48	1.000	.000	Significant
Teachers' job satisfaction	300	19.98	3.48			

Source: Field Work 2024

Table 2 Presents Provost motivational skills and teachers' job satisfaction were positively related and significant, Pearson's r = .1.000, p = .000. This indicated that there was significant relationship between school provosts' motivational skills and teachers' job satisfaction because the p-value (.000) is less than the .05 level of significance. Therefore, the hypothesis which states that there is no significant relationship between Provost' motivational skills and teachers' job satisfaction was rejected. This means that Provost use his motivational skills as a means to enhance the interest of teachers in order to improve their job satisfaction in the college.

Hypothesis Three

H_{O3}: There is no significant relationship between Provost Communication skills and teachers job satisfaction in the college. The hypothesis was tested by subjecting the scores of college provosts' communication skills and

that of teachers' job satisfaction to Pearson correlation analysis as shown in Table 3

Table 3: Summary of the Relationship between College Provost Communication Skills and Teachers' Job Satisfaction in the College (N= 300)

Variables	N	Mean	SD	r-Cal	P-value	Decision
School Provost' Communication Skills	300	19.45	3.19	.321	.000	Significant
Teachers Job Satisfaction	300	19.98	3.48			

Source: Field Work 2024

Table 3 indicated that provosts' communication skills and teachers job satisfaction, were positively related and significant, Pearson's r = .321, p = .000. This indicated that there was significant relationship between college Provost Communication skills and teachers job satisfaction, because the p-value (.000) is less than the .05 level of significance. Thus, the hypothesis which states that there is no significant relationship between provosts' communication skills and teacher's job satisfaction was rejected. This means that Provost Communication skills play important role in the process of coordinating and directing, as well as, inflow and outflow of information hierarchically to enhance teacher's job satisfaction in schools.

Discussion of Findings

This section discussed findings derived from the study:

First finding indicated that Provost maintains smooth human relations among teachers through enabling environment without given room to favoritism and nepotism to facilitate teachers' job satisfaction. This finding agreed with Abdulrahman (2014) who found that human relation skill was found to be a criterion to enhance teachers' job satisfaction in school. The finding also is in line with Aja (2015) who found that human relation was found to be prerequisite to teachers' effectiveness in all categories of schools.

Second finding indicated that adequate provision of instructional materials, regular payment of salary and benefits, constant promotion and staff development training were found to be the motivational strategies used by Provost to enhance teachers' job satisfaction. This finding corroborated with Sulaiman, Mustapha and Ibrahim (2016) who found that school heads motivation skills were found to be a key determinant of administrative effectiveness. Adepegba (2017) also found out that school heads motivation skills were found to be strategies used to enhance teachers' productivity in school environment.

Third finding indicated that communication skills was found to be effective and result oriented through open door policy that created channels for free flow of information in school that could enhance teachers' job satisfaction. This finding corroborated with Arop, Owan and Ekpang (2018) that communication skill was found to have significant effect on teachers' job performance.

Conclusions and Recommendations

Based on the findings of the study, the study concluded that provost's human relation with teachers can be effectively maintained through conducive and enabling working environment to facilitate their job satisfaction without giving room to favoritism and nepotism. It is also concluded that Provost's motivational skills such as adequate provision of instructional materials, regular payment of salary and benefits, constant promotion and staff development constituted strategies used to enhance teachers' job satisfaction. Furthermore, the study concluded that Provost's communication skills enhance and significantly improved teacher job satisfaction through open door policy that created channels for free flow of information.

In the light of the findings and conclusions drawn, the study recommends the following:

1. Provosts should endeavor to maintain good rapport and human relations with the teachers by creating conducive and

enabling working environment that could facilitate and enhance their job satisfaction without giving consideration to nepotism and favoritism.

2. Provosts should continue to use their motivational skills to ensure constant and adequate supply of instructional materials for smooth academic activities, as well as, periodic salary increment and staff development to improve teachers' job satisfaction in schools.

3. Provosts of Colleges of Education should improve their communication skills to enhance teachers' job satisfaction by ensuring that there is free flow of information through channels of communication. Suggestions and complaints box should be available on notice boards, as well as, creating room for feedback.

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