

## **PRINCIPALS' MANAGEMENT STRATEGIES: A VERITABLE TOOL FOR TEACHERS' EFFECTIVENESS IN KWARA STATE PUBLIC SENIOR SECONDARY SCHOOLS**

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### **Abstract**

*There is no doubt about the fact that principals' management strategies play a very significant roles in the achievement of teachers effectiveness in Kwara State public senior secondary schools. The contributions of principals management strategies to the development of entire level of secondary school education today make it necessary for the adoption of management strategies by the school authorities, administrators as well as the teachers in such a way that it is easier for the attainment of teachers' effectiveness. This would help to improve the quality of teaching-learning process and administrative effectiveness in Kwara State public senior secondary schools. This paper, therefore, attempts to examine the theoretical framework, concept of management, teachers' effectiveness, management strategies and teachers effectiveness. It suggested, among others, that teachers should be adequately rewarded in order to motivate them to seek for and develop interest in acquiring new skills for effective management of secondary school education.*

*Keywords: Kwara, Principals Management strategies, Teachers Effectiveness, Public senior secondary schools*

### **Introduction**

The management of the school cannot be left in the hand of the principal alone without involving other staff such as the teachers. The development of any nation, particularly on the students' academic performance, depends solely on the quality of its teachers. The teachers in Kwara State Public Senior secondary schools are the changers and correctors that redefining the future of the students in terms of academic performance. The involvement of teachers in school management is important because this will assist the school principals in planning, leading, directing and a number of other activities in order to achieve efficient and effective utilization of human and non-human resources (Akinnubi, 2021). The teacher is the key factor in the delivery of education process. It is widely recognised that the teacher plays a crucial role in shaping the minds of the students and that the availability of well qualified and teachers in adequate numbers is important to attaining quality education (Ibanez et al., 2020). According to Banka and Okwori (2019), the roles played by the teachers and school principals are central to all efforts to improve classroom transactions. Despite the roles being played by the teachers in the development of the students and the nation at large, however, series of factors are considered to be affecting teachers' effectiveness. Lack of reward and sanctions, communication skills, delegation of duties, community system, capacity building, supervision and non-availability of physical facilities among others are the pointers to the fact that the problem of falling standard of education has become a prominent topic in the realm of educational policy and reform (Balogun et al., 2023 ; Ogbona, 2019). However, it has been established by the forgoing scholars that some teachers in

Kwara State public senior secondary schools are not effective has a result of inadequate utilisation of principals' management strategies. As a result of the background, the paper intends to: i examine the concept of principals' management strategies, ii examine the concept of teachers' effectiveness, iii examine how principal management strategies can enhance teachers' effectiveness, iv. theory of motivation in relation to teachers' effectiveness, v. Suggestions, vi. conclusions.

## **Theoretical Framework**

### **Motivation Theory**

Motivation is a state of mind filled with energy and enthusiasm which drives a person to work in a certain way to achieve desired goals. Motivation is a force which pushes people to work with a high level of commitment and focus, even if things are going against them. Motivation translates into a certain kind of human behaviour (Shepard, Penuel & Pellegrino, 2018). In addition, motivation is the driving force behind human actions. Motivation is a way of creating high level of enthusiasm to reach organizational goals, and this situation is accommodated by satisfying some individual need. Basically, motivation refers to achieving organizational main goals by satisfying individual employee's needs or demands. There are many different forces that guide and direct our motivations. It is important to ensure that every team member in an organization is motivated. Various psychologists have studied human behaviour and have formalized their findings in the form of various motivational theories (Reaves & Cozzens, 2018). These motivational theories provide insights into the way people behave and what motivates them. Motivation is a huge field of study. Psychologists have proposed many different theories of motivation. Some of the most famous motivational theories include the following:

Having discussed the theory, it was discovered that motivational theory is the best suitable for this paper. Hence, this present paper was based on the premise of motivational theory. This is because the theory emphasised that motivation of teachers can ensure effectiveness in schools.

This theory is very important and relevant to the current situation of civilized nations particularly Nigeria where some stakeholders believe that some teachers are not effective as a result of their inability to incorporate management strategies in their teaching. Therefore, motivation theory provides the premise upon which this study investigated management strategies a veritable tool for teachers' effectiveness in Kwara State public senior secondary schools.

### **Concept of Principals' Management Strategies**

In any work organization there must be a person or a group of persons to pilot the affairs of the organization through planning, organizing, controlling and coordinating human activities toward goal attainment. These people are called managers, administrators, leaders or supervisors (Akpan, 2020). They are charged with the responsibilities of ensuring that what is to be done is done properly, effectively and efficiently in order to achieve standard and pre-determined objectives. Therefore, the effectiveness of any organization depends greatly on management (Akpan, 2015).

Management is a systematic arrangement and organization of resources in order to make them productive. It involves the process of working with and through people to achieve group goals and objectives. In management, the manager(s) create, direct supervise and monitor human

activities through coordinated and cooperative human efforts. United Nations Educational, Scientific and Cultural Organisation (UNESCO) cited in Ogunu (2014) defines management as a social process which is designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given or pre-determined objective. According to Fayol (1916) in Akpan (2020) to manage means to forecast and plan, to organize, to command, to coordinate and to control. Management is a technique of extracting work from others in an integrated and co-ordinated manner for realizing the specific objectives through productive use of material resources.

According to this paper, management strategies are reward and sanctions, communication skills, delegation of duties and committee system. Management strategies adopted by the principals involves committee system, team work, rewards and sanctions. The principal is saddled with many responsibilities such as planning, coordinating, and managing of teachers, students, staff, facilities and school funds. These many administrative tasks call for utilisation of committee as a means of delegating responsibilities and authority to competent members of staff in the school (Nnebedum, Akinwale & Obuegbe, 2018). Ogbomida, Obano and Emmanuel (2017); Madukwe et al., (2019) stressed that school administration is decentralized in a committee, thereby encouraging individual and collective participation. The principals' management strategies further embraced the following: Rewards and sanctions, communication skills, teamwork, delegation of duties and committee system.

### **Reward and Sanction Strategy**

Reward and sanctions might vary since different principals have different kinds of reward and penalty policies but nearly all the principals have a similar purpose of inspiring teachers to perform effectiveness. Madumere-Obike et al. (2018) opined that principals' rewards strategy is a process of supporting and assisting teachers to be more committed to their duties for the assurance of effectiveness. It is a service activity that exists to help teachers do their job better for individual growth and national competitiveness. It becomes imperative that principals' supervisory behaviour must be adequately positioned to effectively and efficiently influence teachers in their job tasks. Nwabueze et al., (2022) viewed the extent to which principals' reward strategies enhance teachers' effectiveness, commitment to work for national cohesion and global competitiveness to include: involving teachers in development/training programmes for knowledge update improves teachers' effectiveness, commitment to work, national cohesion and global competitiveness; involving teachers in decision making for school development, enhances their effectiveness, commitment to work and global competitiveness; promotes good working relationship among staff for the enhancement of teachers' effectiveness, national cohesion; regular financial rewards/awards for teachers' effectiveness enhances active commitment to their work ; job security for active commitment to work and national cohesion; sponsorship of staff for local and international seminars, conferences and workshop enhances their effectiveness, commitment to work for improved national cohesiveness and global competitiveness; conducive working environment enhances teachers' effectiveness, commitment to work, national cohesion and global competitiveness; and adequate instructional materials/teaching aids enhances classroom instruction for the improvement of teachers' effectiveness. Sanction refers to either involving or making the unpleasant happen or removing some reward or privilege (Henry & Florence, 2019). Were (2020) pointed out that the effect of sanction is to suppress the repeat of that behaviour on which sanction was administered. For many years, punishment has been used

as disciplinary measure. However, there are two approaches to sanction in schools of today. These are the traditional approach to sanction and the modern or humanistic approach to sanction. The traditional approach seems to have been based on the idea that the teacher is naturally bad, and that his/her badness must be controlled and dealt with. Some people even view the teacher's nature as being evil and this evil must be dealt with ruthlessly. Consequently, in the early days of education and schooling, sanction was considered as the only disciplinary measures to be used on wrong doers. Sanction is based on three major aims: Sanction as revenge, sanction as a deterrent and sanction as a means of reform (Henry et al., 2019).

### **Teamwork Strategy**

Teamwork is another principals' management strategy that some scholars such as Strom, Strom and More (2019), Ballangrund, (2017), Hwang and Ahn, (2015) and Skaalvik & Skaalvik, (2019) considered most appropriate for the achievement of teachers' effectiveness. Teamwork can be defined as the ability to work with others through cooperation and communication to accomplish a common goal (Baker, Salas, King, Battles & Barach, 2005; Ballangrund & Hall-lord, 2022). For teamwork to be effective, members must understand the team's purpose, work towards the purpose. This can be both independent and dependent on other members to accomplish the task (Baker et al., 2005; Career Guid (2023). Strom, Strom and More (2019) also advocated that the critical role of communication for teamwork success. Teamwork can lead to a decrease in workplace errors, higher rates of satisfaction among employees, clients and provide opportunities for continuous improvement among professionals ( Hwang & Ahn, 2015; Ballangrund, 2022). Teamwork also brings benefits to schools. Different forms of teacher teamwork are associated with greater impact on students, readiness to teach, teacher commitment, teacher entrepreneurial behaviour and higher student achievement in maths and reading (Ronfeldt, Farmer, McQueen & Grissom, 2015; Shapira-Lischshinky & Aziel, 2010; Tschida, Smith & Fogarty, 2015; van Dam, Schipper & Runhaar, 2020).

### **Delegation of Duties Strategy**

Delegation is the assignment of any responsibility or authority to another person normally from a principal to a subordinate (teacher) to carry out specific activities (Peter, Janet & Rose, 2022). Delegation is one of the core concepts of management leadership (D'Souza, 2018). Jackson (2019) observed that as a school principal, one cannot achieve the school goals and objectives if they do all the tasks alone. In addition, Jackson (2019) stressed that experiences have proven that teachers are more highly motivated to realize goals when they have played a predominant part in drawing upon the original plans of delegation. Therefore, the school principal will need to use the talents of the other teachers who work under them, not fearing that they will take over from them, but rather trusting them and having confidence in them leading to higher teachers' effectiveness. A study done by Al-Jammal, Al-Khasawneh and Hamadat (2022) focused on the effect of authority delegation on teacher retention at great Irbid municipality in Jordan and found that there is a substantial association amongst delegation of authority on efficacy, effectiveness and empowerment of teacher's retention. It was further revealed that incentives, attitudes and workload impact handing over responsibilities and duties in the schools' management.

### **Concept of Teachers' Effectiveness**

Darling-Hammond (2012) observed that an effective teacher is one who is intellectually challenging, motivating students, setting high standards and encourages self-initiating learning. Effective teacher as those teachers who achieved the predetermined set goals and objectives of school organisation. Effective teachers are very important for students learning. Also, teachers' effectiveness is difficult to define since there has not been a consensus agreement on what can be used to measure quality of a teacher. However, it is possible to measure some teachers' attribute such as interaction with students, teaching strategies, motivation, pedagogical content, knowledge and classroom management through qualitative research approach.

These teachers' attributes could act in a long way to determine teachers' effectiveness. Stronge, Ward and Grant (2014) identified four dimensions that were used to characterize an effective teacher as follows: Instructional effectiveness, uses of assessment for student learning, positive learning environment and personal quality of the teacher. An effective teaching should not only be concerned with students' academic goals, societal expectations but also on teachers' effectiveness. Teachers' effectiveness should encompass concern for students' personal goals. Students enter into classroom from different background and they have come to the class with different minds apart from academic which an effective teacher should bear in mind. An effective teacher should always maximize instructional time and make good use of it (Stronge, Ward and Grant, 2014). A teacher who wastes time in classroom discussing on nonessential thing is not effective. An effective teacher must have a high expectation about learning. A teacher who has low expectation of their students learning concept would not care if at the end of the teaching students does not understand the concept. If on the other hand, the teacher had aimed high on students understanding of the concept; but at the end of the lesson the students does not understand, the teachers should be moved to seek for the cause of the fault and possibly teach the concept again for improvement in understanding. Effective teacher especially in science make use of different type of technologies in their classroom (Aina & Olanipekun2015). There are many applications of technologies in teaching and learning depending on the knowledge of the user. The use of technologies is an imperative for all effective teachers in schools today. Effective teachers do not ignore complex concepts or topics in the curriculum but rather they will do everything possible as an effective teacher to ensure that such concepts are meaningful to the students (Aina & Olanipekun, 2015).

Assessment and feedback is very important to students learning. Feedback is very important in teaching and learning because it improve student learning. Every effective teacher should know how, when and the type of assessment and feedback needed in their lessons. Teachers have different types of assessment, whichever form it might take, assessment activities takes much times of the teachers and has an important place both in teachers and students' lives (Ceyhum and Erodogan, 2013). Maintaining a positive environment for learning is the responsibility of an effective teacher. It is easy to distinguish between a teacher who is effective and the one who is not effective by the way they manage their classroom when lesson is going on. Managing classroom very well for effective learning is the responsibility of an effective teacher. The ability of teachers to organize classrooms and manage the behaviour of their students is central to achieving good educational outcomes (Oliver and Reschly, 2012). Orji (2014) affirmed that effective teaching requires among other things, basic management skills which include understanding of the nature of classroom. Oliver and Reschly(2012) cited Berliner that the teacher who have problems in classroom discipline is frequently in effective in classroom. An

effective teacher will always interact well with students both within and outside the classroom because this is very important to students' learning. Interaction between teacher and students in school is very important and effective teachers should ensure maximum interaction that will enhance learning in the classroom. Teachers' effectiveness refers to the degree at which teachers are discharging their pedagogical duties in the school, which has the capacity to support or pull down the school from reaching its ends. Teachers' effectiveness has been one of the most important indicators used to assess the effectiveness of any school (Arop, Ekpang, & Owan, 2018). Aina (2013b) lamented that lack of adequate interaction between teacher and students is one of the reasons Physics students do not perform well academically. Interest and achievement of students lie within the teacher and students interaction/relationship in a given subject (Onah and Ugwu, 2013).

### **Principals Management Strategies as a Tool for Teachers' Effectiveness**

The efficient and effective management of any organization lies on the ability of the top management or its manager to motivate the workforce. Nwosu (2017) reported that teachers are arguably the most important group of professionals for our nation's future. Without teachers, the education system will be crippled. The increased importance of teacher's effectiveness has made it extremely important to identify the factors that influence teacher's effectiveness. Based on the above assertions, this paper sets out to examine management strategies that principals can use to improve teachers' effectiveness as a result of their position. Teachers cannot give what they do not have. Their output is a determinant of their input which also gives room for proper evaluation. Getange (2016) variables of teachers' effectiveness such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. Teacher's strategies enhance productivity and the effectiveness of the school. The effective application of teachers' strategies by the teachers is likely to attain the desired outcomes of the school organisation. Effectiveness on the part of the teachers is determined by their level of participation in the day to day running of the school, regularity in school, class attendance, proper use of instructional materials and students' level of discipline to facilitate learning process. Nwosu (2017) revealed that, communication strategy has been found to be a central factor for teachers' effectiveness. Investigations also revealed that teachers' ability to communicate effectively will increase teachers' morale, reduce misunderstanding and interpersonal conflict among staff and consequently enhanced teachers' effectiveness. Therefore, effective communication will have a positive impact on teachers' effectiveness. It has an influence on the perception and opinions about persons, positive school climate, effective implementation of goals and objectives amongst others. As a managerial tool, communication is frequently expected to share information with members to coordinate activities reduce unnecessary managerial burdens, rules and ultimately improve organizational performance (Nwosu, 2017). As an effective communication strategy, teachers should be involved in decision making in matters that affects them. Motivational strategies and teachers effectiveness is a related constructs that influence the quality of education, effectively and efficiently. Motivational strategies by the school principals ensure teachers' effectiveness in the school system (Sophie & Ernest, 2019).

## **Conclusion**

The primary purpose of principals' management strategies is the improvement and sustenance of a good educational programme in terms of teachers' effectiveness in the secondary school education in Nigeria particularly Kwara State Public Senior Secondary Schools. Whereas management strategies will add values to teaching-learning process but the exploitation of them have not been adequately accorded the attention they deserved especially in Kwara State public senior secondary schools.

There is no doubt about the fact that principals' management strategies in no small measure have contributed immensely to the improvement of teachers' effectiveness in terms of teaching and learning in the present era of globalisation. For this reason, management strategies in the school organisation will vehemently enhances the acquisition of knowledge and offer teachers and students unprecedented opportunities to optimise their academic pursuit and effectiveness in various ways than one. Both the school administrators, teachers and students have a lot of areas demanding improvements. On this note, there is the need for effective management strategies in order to ensure teachers' effectiveness. The achievement of goals and objectives of secondary schools required the optimal exploitation of management strategies.

Conceivably, if principals management strategies are properly exploited in Kwara State Public Senior Secondary schools system in terms of reward and sanctions, communication strategy, teamwork, delegation of duties and committee system to mention but few. This will make both the school administrators and teachers to be more proactive in their day-to-day activities. Thus, there is tendency of attainment of teachers' effectiveness which at the same time will bring about better students' academic performance in Kwara State Public Senior Secondary schools.

## **Suggestions**

Based on the foregoing discussions, the following suggestions were made:

1. Teachers should be adequately rewarded in order to motivate them to seek for and develop interest in acquiring new skills for effective teaching and learning process. This can be achieved by recognizing and commending outstanding performance of teachers and payment of salaries and allowance as at when due.
2. Staff capacity building in form of in-service training programmes should be provided for teachers. Such programmes should involve training on the use of modern managerial strategies such as communication strategy, teamwork, committee system, delegation of duties, effective time management, use of learning resources and classroom control in Kwara State senior secondary schools. They should be encouraged through sponsorship to attend conferences, workshops and seminars within and outside Nigeria. In this way, new knowledge, ideas, skills and competencies will be acquired which will help them in the implementation of effective management strategies of schools. Provision should also be made for Information and Communication Technology (ICT) training for school teachers. This will help them to acquire the needed skills for the use of ICT tools in school system.
3. Government should encourage teachers to develop interest in self professional development through reading of management textbooks, journals dealing with management skills and other technical reports. Government should also appoint people who specialize in educational management to serve as educational managers or school administrators. Those who do not specialize in educational management should be encouraged to get at least Post Graduate

Diploma in Educational Management (PGDE). The aforementioned steps are veritable tools for the improvement for self professional development in educational Management.

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