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## **PRINCIPALS' MANAGERIAL PRACTICES AS PREDICTOR OF TEACHER EFFECTIVENESS IN PUBLIC SENIOR SECONDARY SCHOOLS IN OGUN-EAST SENATORIAL DISTRICT, NIGERIA.**

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### **Abstract**

*The study examined the connection between the management strategies used by principals and the efficacy of their teachers in public senior secondary schools located in Ogun-East Senatorial District, Ogun State, Nigeria. Only two of the sub-variables—teacher effectiveness and principals' stress-management practices and principals' motivational practices were investigated in this study. For this study, a descriptive survey research design was chosen. 3,095 teachers, 134 principals, and 134 public secondary schools made up the study's population. Purposive random sampling was used in the study to choose 575 teachers, 76 principals, and 76 public secondary schools. Data were gathered using two instruments: the "Teacher Effectiveness Questionnaire" (TEQ) and the "Principals' Managerial Practices Questionnaire" (PMPQ). The Pearson Product Moment Reliability Index was used to determine the reliability coefficients of 0.86 and 0.82 for the two instruments, respectively. The developed hypotheses were tested at the 0.05 level of significance after the gathered data were examined using inferential statistics such as Pearson Product Moment Correlation and Regression Analysis. The study discovered a weakly significant correlation between the administrative practices of principals and the effectiveness of their teachers. According to the study, there is a low correlation between teachers' effectiveness and principals' stress management strategies and their motivational practices, but a moderately high significant relationship exists between the two. When considering other variables, the principal administrative practice demonstrated a stronger managerial practice. The study's conclusions indicate that since principals' management styles affect teachers' effectiveness, they are crucial to the continued existence of public secondary schools. To improve the managerial abilities and practices of principals, the state government ought to arrange*

*symposia, seminars, and workshops. To increase teachers' commitment to and effectiveness in teaching and learning, school principals should work in an environment that supports them in applying the knowledge and abilities they have gained.*

**Keywords:** *Education, conflict management, motivation, secondary education, stress management.*

## **Introduction**

Any nation that wants to eradicate poverty and ignorance must prioritize education because it directs people's thoughts from the present to the construction of a better future. A country should make educational investments for the good of its people as well as for the expansion and survival of the nation. Therefore, the government needs to invest a lot of money in this area. Nigeria, the largest nation in Africa, has failed to assume the lead in issues related to education both nationally and internationally. Nigeria has committed a large amount of money to higher education. Nigeria ranked 25th in Africa and 124th overall in the World Economic Forum's 2019 evaluation of 140 countries' educational systems, including thirty-eight (38) in Africa. This demonstrates a negative trend in Nigeria's educational system and attests to the apparent decline in the country's educational standards, particularly in secondary education.

The primary, secondary, and post-secondary levels make up Nigeria's three separate educational levels. Secondary education is one of these levels that is unique, important, and noticeable. Between the ages of 11 and 18, children can pursue secondary education after finishing primary school (Abdulrahman et al., 2017). The goal of secondary education, according to the National Policy on Education (2014), is to get students ready for both higher education and productive lives in society. According to Evans-Obinna, Ndieze, and Romanus (2017), all Nigerians must have equal access to public secondary schools that are affordable, accessible, and open to all students for them to acquire skills and spread knowledge. A system of education can only be as good as the teachers who teach it, according to the National Policy on Education (2014). As a result, one of the main requirements for a high-quality, proficiency-based teacher education program is effectiveness, which includes the knowledge, skills, and values that the trainee teacher must demonstrate to complete the program.

Effectiveness is defined as carrying out the correct activity or operation adequately to achieve set goals. According to the Wikipedia Encyclopedia (2020), effectiveness is the capacity to generate a desired output or outcome. The degree to which secondary school objectives are successfully met—predetermined or intended—determines how effective public secondary education is. While other factors are at play, the teacher component remains the most important. Various viewpoints and ideas exist regarding teacher effectiveness.

Teacher effectiveness encompasses educators' ability to carry out all tasks assigned to them in a manner that achieves planned and expected goals through lesson planning and delivery, classroom management, the use of instructional resources, student discipline, subject matter mastery, and effective communication skills. It also involves responding appropriately to the administrative actions of school principals and making suitable and sufficient use of teachers' skills to achieve desired outcomes. Goe, Bell, & Little (2008) described teacher effectiveness as how educators influence classrooms, schools, and their peers, as well as how they support other significant outcomes for students.

Teacher effectiveness in the strictest sense, is determined by how well students perform on standardized achievement tests. Thus, good teaching should foster in its students an aptitude for analysis, intellectual curiosity, cultural awareness, employability, and leadership. Ojikutu (2013) stated, among other things, that a teacher's performance in the classroom, lesson planning, lesson presentation, actual teaching, and dedication to the job may all be used to gauge their effectiveness. Additionally, according to Buari (2014), lesson notes serve as a teacher's curriculum vitae, outlining the tasks that need to be completed in a teaching-learning session. Without them, the instructor lacks direction, which can have a detrimental impact.

As the guardians of the secondary school system, principals continue to be the main source of managerial activity and leadership. To ensure the efficient operation, administration, and efficacy of the educational system, they demonstrate the uniqueness of the complete management of the school system, which includes the staff, students, facilities, and their role as liaisons between the schools and pertinent educational stakeholders. It is important to recognize the value of school principals' managerial responsibilities because they play a critical role in providing committed staffing, planning, coordination, effective leadership, and efficient use of resources to ensure staff productivity. The managerial abilities of the principals determine the effectiveness of the educational system. Mustapha et al. (2023)

confirmed that the administrative abilities of the principal, including financial and physical resource management, student and staff personnel services, instructional programs, and school community relations, are critical to the effectiveness of the educational system. According to Ibrahim (2014), motivation is the process of persuading or encouraging someone to take action to achieve a desired outcome. Motivation, according to Oviawe (2016), involves inspiring and motivating an employee to give their best effort. The need is what motivates employees to act. Ensuring instructors are satisfied is one approach to encourage the kind of behavior that will lead to their commitment to their work and to good teaching. Teachers play an unquestionably important role as stakeholders in ensuring that school goals and objectives are met, which affects organizational effectiveness. Every school organization has a role to play in providing instructors with non-financial motivation as well as financial motivation. Every business needs happy teachers to advance, and the idea of teacher motivation has always been and will continue to be essential to organizational effectiveness. Employers must offer a range of rewards to ensure that staff members are engaged. Accordingly, companies with highly motivated employees have a greater chance of being extremely effective at their jobs, while companies with demotivated employees will likely see a decline in productivity. Nkwoh (2011) concurred, saying that businesses should realize that a motivated and well-maintained workforce is an asset. Observation shows that there appears to be more teachers who arrive at work sporadically, inadequate supervision of school activities, and insufficient attention to students because many teachers are demotivated. It appears that instructors find it challenging to demonstrate their areas of expertise in the workplace, which makes it difficult for them to articulate their goals clearly and consistently. When teachers' motivation is compromised, it can lead to a decrease in their effectiveness at work. Stress, according to Gaurav (2011), is a condition of psychological and physiological imbalance brought on by a discrepancy between the demands of a circumstance and a person's drive and capacity to achieve those demands. Stress makes people feel tense physically, mentally, emotionally, and psychologically, which makes it difficult for teachers to handle the difficulties that come with their work. Coping or managing stress becomes inevitable because emotional issues and stress are hard to identify. Furthermore, stress is a state that develops when a person experience demands greater than their actual perceived capacity to meet those demands, upsetting their physiological and psychological balance. Stress can have long-term effects on educators and the organizations they represent. It can impede employees' creativity and productivity, as well as their general health, happiness, and

morale. Workplace stress can manifest in various ways, including irritability, agitation, difficulty relaxing, feeling overwhelmed, physical symptoms such as aches and pains, and psychological symptoms such as persistent worrying and burnout. The apparent reduction in teacher effectiveness may be caused by poor stress management among school administrators, particularly in the secondary school system where stress is rampant. Several factors contribute to inadequate stress management practices, including teachers' excessive workloads, lack of teamwork and collaboration, insufficient relaxation time, and an unfavorable work environment. While most schools have policies and procedures regarding leave, these do not adequately address stress management or improve staff health and job performance. Many teachers commute annual leave to working leave, during which they are expected to mark students' scripts and engage in other administrative duties. The managerial practices adopted by principals have a direct impact on teacher effectiveness. This study examines the managerial practices of principals and their influence on teachers' effectiveness in public secondary schools in Ogun-East Senatorial District, Ogun State, Nigeria.

#### Purpose of the Study

This study investigates the relationship between principals' managerial practices and teacher effectiveness in public secondary schools in Ogun-East Senatorial District, Ogun State, Nigeria.

#### Research Hypotheses

- H<sub>01</sub>: There is no significant relationship between principals' administrative practices and teacher effectiveness in public secondary schools in Ogun-East Senatorial District, Ogun State, Nigeria.
- H<sub>02</sub>: There is no significant relationship between principals' motivational practices and teacher effectiveness in public secondary schools in Ogun-East Senatorial District, Ogun State, Nigeria.
- H<sub>03</sub>: There is no significant relationship between principals' stress management practices and teacher effectiveness in public secondary schools in Ogun-East Senatorial District, Ogun State, Nigeria.
- H<sub>04</sub>: There is no significant relative contribution of principals' managerial practices, motivation, and stress management on teachers' effectiveness in public secondary schools in Ogun-East Senatorial District, Nigeria. Ogun State, Nigeria.

## Methodology

The descriptive survey research design was adopted for the study. The population of this study comprised of 134 public secondary schools, 134 Principals and 3,095 teachers in Ogun-East, Nigeria. The study adopted purposive random sampling to select 76 Public secondary schools, 76 Principals, and 575 teachers. Two instruments tagged “Principals’ Managerial Practices Questionnaire” (PMPQ) and “Teacher Effectiveness Questionnaire” (TEQ) were used for data collection. The reliability co-efficient index of 0.86 and 0.82 were obtained respectively for the two instruments using the Pearson Product Moment Reliability Index. The items on the PMPQ were structured on a four-point Likert scale rating ranging from Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1 point). These instruments were administered to the teachers and the Principals. The Likert five-point rating scale of Excellent = 5, Very Good = 4, Good = 3, Fair = 2 and Poor = 1 was used. The data collected were analyzed using inferential statistics of Pearson Product Moment Correlation and Regression Analysis tested at 0.05 level of significance.

## Testing of hypotheses

**H<sub>01</sub>: There is no significant relationship between Principals’ administrative practices and teacher effectiveness in Public secondary Schools in Ogun-East District, Ogun State, Nigeria.**

Table 1: Relationship between Principals’ Administrative Practices and teacher effectiveness in Public secondary Schools in Ogun-East District, Ogun State, Nigeria.

ITEMS		Principal AP	Teacher Effectiveness
Principal Admin Practice	Pearson Correlation	1	.594**
	Sig. (2-tailed)		.000
	N	1491	1491
Teacher Effectiveness	Pearson Correlation	.594**	1
	Sig. (2 tailed)	.000	
	N	1491	1491

Table 1 shows the relationship between principals' administrative practices and teachers' effectiveness in public secondary schools in Ogun-East District. The relationship is moderately high at 59% ( $r = 0.594$ ) in the positive direction and is statistically significant. Therefore, the hypothesis is hereby rejected, as there is indeed a significant relationship

between principals' administrative practices and teachers' effectiveness in public secondary schools in Ogun-East District, Ogun State, Nigeria.

HO<sub>2</sub>: There is no significant relationship between principals' motivational practices and teacher effectiveness in public secondary schools in Ogun-East District, Ogun State, Nigeria.

Table 2: Relationship between principals' motivational practices and teacher effectiveness in public secondary schools in Ogun-East District, Ogun State, Nigeria.

ITEMS		Principals' Practices	Motivational Practices	Teacher Effectiveness
Motivation	Pearson Correlation	1		.564**
	Sig. (2-tailed)			.000
	N	1491		1491
Teacher Effectiveness	Pearson Correlation	.564**		1
	Sig. (2 tailed)	.000		
	N	1491		1491

The above Table 2 shows the relationship between principals' motivational practices and teachers' effectiveness in public secondary schools in Southwest, Nigeria. The relationship is moderately high at 56% ( $r = 0.564$ ) in the positive direction and statistically significant ( $r = 0.564$ ;  $P < 0.05$ ). Therefore, based on the above findings, the hypothesis is rejected as there is indeed a significant relationship between principals' motivational practices and teachers' effectiveness in public secondary schools in the Ogun-East Senatorial District, Nigeria.

HO<sub>3</sub>: There is no significant relationship between principals' stress management practices and teacher effectiveness in public secondary schools in the Ogun-East Senatorial District, Nigeria.

Table 3: Relationship between principals' stress management practices and teacher effectiveness in public secondary schools in the Ogun-East Senatorial District, Nigeria.

ITEMS		Principals' Mgt Practices	Teacher Effectiveness
Stress Management	Pearson Correlation	1	.374**
	Sig. (2-tailed)		.062
	N	1491	1491
Teacher Effectiveness	Pearson Correlation	.374**	1
	Sig. (2 tailed)	.026	
	N	1491	1491

The above Table 3 shows a weak relationship between principals' stress management practices and teachers' effectiveness in public secondary schools in the Ogun-East Senatorial

District, Nigeria. The relationship is low at 37% in the positive direction. Based on the above, the hypothesis would not be rejected as there is no significant relationship between principals' stress management practices and teachers' effectiveness in public secondary schools in the Ogun-East District, Nigeria.

**H<sub>04</sub>: There is no significant relative contribution of principals' managerial practices, principals' motivation practices and principals' stress management on teachers' effectiveness in public secondary schools in Ogun-East Senatorial District, Nigeria. Ogun State, Nigeria.**

Table 4: The coefficient table showing the contribution of Principal Administrative Practice, Motivation Practices, and Stress Management Practices to Teachers' Effectiveness in Public Secondary Schools in the Ogun-East Senatorial District, Ogun State, Nigeria.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	22.993	3.616		9.401	
Motivation Practices	.232	.148	.153	1.571	.001
Principal Admin Practice	.233	.233	.672	1.534	.001
Stress Mgt Practices	.929	.216	.400	4.306	.001

a. Dependent Variable: Teachers' Effectiveness

From the coefficient table above, Principal Administrative practices (0.672), Principals' Motivational practices (0.153), and Principals' Stress Management practices (0.216) are observed to be significant ( $P < 0.05$ ). The hypothesis states that there is no significant relative contribution of Principals' Managerial practices, Principals' Motivation practices, and Principals' stress Management on teachers' effectiveness in public secondary schools in Ogun-East Senatorial District, Nigeria. Ogun State, Nigeria is rejected. However, Principals' Administrative practices exhibited the strongest Principals' managerial practices compared to other variables in the standardized coefficient (Beta). The prediction equation derived from the analysis performed above is as follows:

TEPMS = 2.993 + 0.232 \* Principals' Motivation practices + 0.233 \* Principals' Administrative Practices + 0.929 \* Principals' Management Practices. The above equation indicates that an increase in Motivation would lead to an increase of 0.232 in teachers' effectiveness. Similarly, an increase in Principal Administrative Practice would lead to an increase of 0.233 in teachers' effectiveness, as well as an increase in Stress Management would lead to an increase in teachers' effectiveness.



## **Discussions of findings**

Findings from hypothesis one revealed a significant relationship between principals' administrative practices and teacher effectiveness in public secondary schools in the Ogun-East Senatorial District, Nigeria. This implies that the level of instructional goal attainment by secondary school teachers could be aptly related to the extent of the principals' engagement in administrative practices. This finding could be attributed to the important role administrative functions play in synchronizing resources in the school system toward goal attainment. It aligns with the position of Omebe (2001), who established that well-managed teachers will always seek better ways to perform their teaching jobs in more quality-oriented and productive ways.

Findings from hypothesis two also revealed a significant positive relationship between principals' motivational practices and teacher effectiveness in secondary schools. This finding implies that the extent to which secondary school teachers prepare for lessons, deliver instructions, use instructional resources, evaluate learners, and manage the classroom's physical and psychological atmosphere is related to the principals' motivational practices. These practices may include giving gifts, recognizing exceptional performance, providing solutions to individual teachers' problems, and recommending teachers for rewards. This finding could result from the fact that teachers understand and appreciate when their ingenuity and services are recognized, leading them to naturally exert more effort when they feel that motivational practices will continue within the school system. It corroborates the findings of Oviawe (2016), Onyeike and Nwosu (2018), and Chidi, Lucky, and Ikechukwu (2019), who established a strong association between motivation and employee effectiveness. Additionally, it aligns with the findings of Halder and Roy (2018) and Ibrahim (2014), who found a significant relationship between indicators of motivation such as prompt payment of salary, promotion, fringe benefits, staff development, and staff job effectiveness.

Hypothesis three clearly showed that there was no significant relationship between principals' stress management practices and teachers' effectiveness in public secondary schools in the Ogun-East District, Nigeria. This indicates that teachers' instructional delivery in the classroom, lesson preparation, use of instructional resources, and classroom management do not correlate with the principals' stress management practices, such as workload assigning, provision of opportunities for relaxation, provision of fitness centers on the school premises,

provision of facilities that enhance teaching, and encouragement of collaboration among teachers. This finding could be associated with the apparent lack of provision for stress management in public secondary schools in the Ogun-East Senatorial District, Nigeria, where relaxation time is scarce, basic facilities such as fans are lacking in classrooms and staff rooms, conveniences are inadequate, and teachers' workloads are high. This finding aligns with the report of Usoro and Etule (2016) in a university-based study, which found that lecturers' stress management significantly affects their effective teaching, publication, and other self-development practices. It also aligns with the findings of the study conducted by Colker (2008), which found that almost all teachers describe their stress management as heavy, and when their stress management exceeds their capacity, their teaching effectiveness and efficiency are negatively affected.

The finding from hypothesis four showed the relative contribution of Principals' administrative practices, Principals' motivational practices, and Principal stress management practices on teachers' effectiveness is significant with Principals' Administrative practices having the highest contribution to teachers' effectiveness. This finding is in tandem with the finding of Oguejiofor (2023) which found a very high and positive predictive power of principals' administrative practices on delegation of duties to staff. The above finding is a testimonial that the principal exhibits good leadership styles, effective coordination of the school environment, and proper direction in the management of the school system.

### **Conclusion**

Teachers' effectiveness in public secondary schools depends largely on the Principals' managerial practices and this is achieved through the Principals' resourcefulness in adopting well-structured staff motivation strategies and effective stress-free management strategies. This, in effect, will have an impact on the efficient management of human, materials, financial and related resources.

### **Recommendations**

Based on the findings of this study,

1. The state government should organize workshops, seminars, and symposia for principals to sharpen their managerial skills and practices.

2. There should be an enabling environment for school principals to put the skills acquired into practice to improve teachers' commitment and effectiveness in teaching and learning.
3. The State Ministry of Education, Teaching Service Commission (TESCOM), and other supervisory agencies should ensure that the activities of principals are monitored regularly.
4. The State Education Quality Assurance should ensure that secondary school principals adhere strictly to the laid-down rules that would guarantee teachers' effectiveness.
5. Principals should establish in-house quality assurance teams to guarantee teachers' effectiveness.
6. State-of-the-art stress management facilities should be provided to enhance the effectiveness of teachers.

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