

Principals' School Management Strategies for Effective Teachers' Instructional Delivery in Public Senior Secondary Schools in Rivers State

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Abstract

This study investigated principals' school management strategies for effective teachers' instructional delivery in public senior secondary schools in Rivers State. Two research questions and two hypotheses guided the study. The study adopted descriptive research design. The population of the study consist 6,893 teachers in all the public senior secondary schools in Rivers State. Multistage sampling technique was used to draw the sample size of 371 teachers from three senatorial zones in Rivers State. A self-designed questionnaire titled: school management strategies for teachers' instructional delivery questionnaire was used for the study. The Cronbach Alpha method was used for the reliability of the instrument which yielded a reliability coefficient of 0.76 and 0.72 respectively. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The findings of this study revealed that there is no significant difference between the mean scores of male and female teachers on the supervisory strategies and instruction leadership strategies for effective teacher instructional delivery in public senior secondary schools in Rivers State. Based on the findings of the study, it was recommended that, principals in public senior secondary schools should strive to ensure that teachers adhere to general standards in instructional delivery as stated in the national policy and government should organize staff development programmes to train and motivate teachers for effective service delivery in line with the educational goals and objectives.

Keywords: Leadership, Management, Delivery, Utilization

Introduction

Formal education is an organized system of education given in an institution such as tertiary or higher institutions, colleges and schools. A school is a social organization with unique formation that influences the behaviour of its human component (Dike & Eric, 2017). In a nut shell school is an educational institution with a specific goal to attain within a specific period of time through teaching and learning. It is characterized into different levels such as pre-nursery, nursery, primary and secondary level, each of these levels has a specific goal to attain within a specific period of time. The attainment of set goals in the school requires the mobilization of both human and material resources. The human resources in the school includes teaching and non-teaching staffs, administrators and other controlling authorities, while the material resources include library, laboratory, building equipment school plant and finance. It is the function of the management to ensure that all these resources are put in the fullest use as to attain set goals (Osuji, Amaewhule & Dike, 2022). Armstrong (2012) opined that management is a process

which exist to get result by making the best use of human, material and financial resources, available to the organization or individual manager.

School management refers to the administration of all activities related to the operation of a school. It involves managing the resource, personnel and facilities in various aspects of school such as academic planning, curriculum development, financial management, students and staff management, facility management and community development. In the same vein Robert-Okah (2014), conceived that school management means harmonizing all aspect of school programmes, materials, human resource, policies and equipment in order to attain educational goals and objectives.

In a school setting, the principal or head teacher is the administrator of educational resources. Robert-Okah (2014), maintained that the principal performs management functions such as planning, directing, organizing, coordinating and even evaluating programmes in order to achieve educational goals and objectives, mapped out policies and decision. Principal's responsibilities in the management of the school entails bringing together individuals as a group, that will control, articulate and coordinate activities to achieve tangible and holistic teaching and learning for the overall benefit of the society.

Odumudo (2011) opined that the principals or head teachers occupy a central position in management of the school. The principal or head teacher perform certain administrative functions such as financial management, staff personnel management function, and school community relationship. The principal has to set strategies towards creating an environment that will be conducive for the attainment of educational goals and objectives.

The Oxford Advanced Learner Dictionary 9th edition by Hornby (2015) defined strategy as a plan of action designed to achieve a long-term or overall aim of an organization. School management strategy is the provision of enabling environment for teachers, students and their staff to render the needed services effectively (Onuma, 2012). In the same vein Osuji, Wey-Amaewhule and Dike (2022), maintained that school management strategies are series of techniques for controlling and directing a business (school) to achieve a set of predetermined goal. Omuma (2016) stated that school management is concerned with shaping an organization in the right path towards the achievement of its goal. Onuma identified some of the school management strategies necessary for teacher commitment. This includes: instructional leadership strategy, students-personnel strategy, staff supervision strategy, utilizing various organizing, planning coordinating and budgeting among others for enhancement of instructional delivery.

Teachers' instructional delivery: A teacher is a person who has been certified by an institution of education both in character and learning to be awarded a degree or certificate in education and employed to inculcate knowledge, skills and attributes to learners in a formal institution of learning (Koko & Dike, 2022). In a nut shell, instructional is an adjective derived from the concept of instruction and it means someone teaching people something. Instructional delivery is defined by Jeremiah and Alamina (2017), as all activities, engaged by the teacher with the aim of

facilitating changes in learner behaviour using different types of instructional methods and techniques.

Teachers instructional delivery is the conscious utilization of the training, knowledge, skills, values acquired and using it in order to change the behavioural position of the learner. Etuk and Umoh (2012) maintained that teachers' instructional delivery is the knowledge of teaching techniques and their application for learning to take place, in such a flexible manner that would not distort the original intent of the teacher, for being in the classroom. In the same vein, Nwafor (2015) maintained that instructional delivery are methods, strategies, approaches or even techniques that a teacher employ to deliver his/her subject matter to a learner. Buseri and Dorgu (2011) asserted that teachers' instructional delivery is the process showing every activity the teacher and learner does in the classroom setting, while Akpakwu (2012) opined that the teacher must have the skills and knowledge necessary to provide student with effective instruction, to accomplish these, teachers must prepare effective lesson, grade students' work, and offer feedback, manage classroom materials, navigate the curriculum and collaborate with staff. School management serves as a catalyst for identifying measures of infusing competency on teachers by definable and articulated management strategies such as supervision strategies staff-personnel strategies. Students-personnel strategies, instructional leadership strategies and utilization of various administrative components (Wey-Amaewhule & Nnebue, 2019).

Supervision strategies is a process of overseeing, monitoring, guiding, checking, directing, and evaluating one or more aspects of a school in order to improve the activities of the school personnel towards accomplishment of educational goals and objectives. Supervision will include the use of such strategies like full supervision, emergency, routine, casual visits, accreditation, survey visit and follow-up visit (Abraham, 2013). In the same vein, Nwaham (2011) defined supervision as the process of improving teaching and learning, monitoring and evaluation of the entire educational process for attainment of stated educational goals. Ekpoh and Eze (2015), outlined strategies available for supervisor to help teachers to facilitate effective instructional delivery in the school. This includes: self-appraisal method, micro-teaching, classroom visitation, clinical supervision, workshop demonstration method among others. These methods provide feedback to the teacher in the various learning outcomes and also help to realize the goals of teaching and learning.

Instructional leadership strategies, according to Armstrong (2012), means inspiring people to do their best in order to achieve desired result. Adieme and Asodike (2014) asserted that the principal is targeted at giving direction to the effort of all workers towards accomplishing the set goals using management strategies which involves developing and communicating a vision for the future, motivating, instructing people and securing their engagement. Thus, the choice of a particular leadership style adopted by principals largely affect teachers' instructional delivery. Moron (2014) maintained that, the quality and effectiveness of the leadership process rely heavily on the systematic embodiment of leadership and strategies fit of the leader.

Teachers' instructional delivery must be properly managed in order to uphold strong commitment to implement educational goals and objectives, through management strategies such as instructional leadership strategy, staff personnel strategy, students' personnel strategy and community relation strategy (Ekundayo, 2013). School managers experience a lot of administrative difficulties in management of schools in terms of supervision, instructional leadership style, mentoring, provision and management of teaching facilities, among others.

Furthermore, administrator's management strategies are a sine qua non to effective teachers' instructional delivery especially with the technological innovations and the nature of learners in schools who are exposed to digital world right from the home at very early ages. Creating a conducive classroom climate is very necessary. It is believed that creating an effective management strategy by the principals will stir up expected outcomes of teaching and learning that will facilitate effective instructional delivery and students' academic performance. It is against this background that this study examined principals school management strategies for teachers' instructional delivery in Rivers State.

Statement of the Problem

Recently, it has been observed that there is declining interest of students towards schooling. This is attributed to the poor performance of teachers which has led to a lot of social issues and reported poor performance of students in internal and external examinations.

The management strategies adopted by principals over the years have not yielded results positively for effective management of schools, although issues of paucity of fund, shortage of teachers, and lack of instructional materials and so on have been reported by other researchers. Not much has been done in ascertaining how administrator's management strategies affect teacher's productivity. The question then is what school management strategies do principals apply for effective teachers' instructional delivery in Rivers State?

Purpose of the Study

The aim of this study is to investigate principals' school management strategies on teachers' instructional delivery in public senior secondary schools in Rivers State. Specifically, the study sought to:

1. Determine the principals' supervisory strategies for teachers' instructional delivery in public secondary schools in Rivers State.
2. Investigate the principals' instructional leadership strategies for teachers' instructional delivery in public secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

1. What are the principals' supervisory strategies for teachers' instructional delivery in public senior secondary schools in Rivers State?
2. To what extent do principals apply instructional leadership strategies for teachers' instructional delivery in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide this study at 0.05 level of significance.

- ii. There is no significant difference in the mean responses of male and female teachers on the extent to which principal supervisory strategies are applied for teachers' instructional delivery in public senior secondary schools in Rivers State.
- iii. There is no significant difference in the mean responses of male and female teachers on the extent to which principals' instructional leadership strategies are applied for teachers' instructional delivery in public senior secondary schools in Rivers State.

Methodology

The study adopted the descriptive survey research design. The population consisted of 6893 teachers, comprising 3398 female teachers and 3495 male teachers in the 286 public senior secondary schools in Rivers State (Planning Research and Statistics Division of Rivers State Ministry of Education). The sample size of the study was three hundred and seventy-one (371) teachers, 198 male and 173 female in public senior secondary schools in Rivers state. Taro Yameni formula was used to decide the sample size. Cluster sampling technique was used in grouping the schools into three senatorial zones namely Rivers-East, Rivers-West and Rivers-South East. 54 schools were selected from three local government areas in each of the senatorial zone. Disproportionate stratified random sampling technique was used to assign to each of the three selected Local Government Areas having 54 schools, 126 teachers from each of the three LGA. The simple random sampling technique was used through balloting to select the sampled schools in each LGA in order to avoid bias, 6 teachers were randomly selected from each of the sampled schools. The instrument for the study was a self-designed questionnaire titled Perceived Influence of School Management Strategies on Teachers' Instructional Delivery Questionnaire (PISMSTIDQ). The questionnaire comprised two sections namely: A, and B Section A was used to gather demographic data of respondent schools while section B was used to elicit responses from the respondent on research questions and to test the hypotheses. It was patterned after 4-point rating scale, Very High Extent (VHE= 4), High Extent (HE=3), Low Extent (LE=2), Very Low Extent (VLE=1).

The instrument was validated by two experts, from Measurement Evaluation and Educational Management in Faculty of Education Rivers State University respectively. Face and content validity were used to validate the instrument by cross matching the items in the questionnaire with the research questions. The reliability of the instrument was established using Cronbach Alpha method to determine a reliable index of 0.74 and 0.72 respectively. Mean and standard deviation were used to answer the research questions while z-test was used to test the null hypotheses at 0.05 level of significance.

Research Question 1: What are the principals' supervisory strategies for teachers' instructional delivery in public senior secondary schools in Rivers State?

Table 1: Mean Responses of Male and Female Teachers on the Extent to which Supervision Strategies Influence Teachers' Instructional Delivery in Public Senior Secondary Schools in Rivers State

S/N		\bar{X}	Male SD	Decision	\bar{X}	Female SD	Decision
1	Supervision strategy provides knowledge about the performance of a teacher.	2.88	0.92	HE	2.75	1.03	HE
2	Supervision strategy encourages teachers to create a climate while teaching and enhance students' participation.	3.12	0.95	HE	2.86	1.09	HE
3	Supervision strategy examines continuously instruction for the assessment of teachers' instructional delivery.	2.94	1.03	HE	2.94	0.99	HE
4	Supervision strategy takes active in seeking solution to instructional problems and enhances teachers' instructional delivery.	2.71	1.15	HE	2.72	1.00	HE
5	Supervision strategy creates a working environment for teachers to pass through the developmental challenges in teaching	2.74	1.08	HE	2.78	0.92	HE
	Grand Mean/SD	2.88	1.03	HE	2.81	1.01	HE

Field survey 2023

Table 1 above shows that supervision strategies influence teachers' instructional delivery is to a high extent, mean values for items 1 to 5 for male teachers 2.88, 3.12, 2.94, 2.71, 2.74 and for female 2.75, 2.86, 2.94, 2.72, 2.78 respectively.

Research Question 2: To what extent do principals apply instructional leadership strategies for teachers' instructional delivery in public senior secondary schools in Rivers State?

Table 2: Mean Responses of Male and Female Teachers on the Extent to which Instructional Leadership Strategies Influence Teachers' Instructional Delivery in Public Senior Secondary Schools in Rivers State

S/N		\bar{X}	Male SD	Decision	\bar{X}	Female SD	Decision
1	Teachers' job responsibilities are clear to them.	2.55	1.15	HE	2.97	0.96	HE
2	Improve staff confidence among staff and enhance teaching method.	2.91	1.00	HE	2.56	1.01	HE
3	Develop a supportive relationship among staff and create a conducive atmosphere for organized skill transfer scheme.	2.93	0.90	HE	2.86	1.06	HE
4	Teaching facilities such as chalk, pen, lesson note, and marker are made available in your school.	2.22	2.89	HE	2.67	1.05	HE
5	Teachers receive information they need to do their job.	2.86	1.2	HE	2.89	1.02	HE
	Grand Mean/SD	2.89	0.99	HE	2.79	1.02	HE

Field survey 2023.

Table 2 above shows that supervision strategies influence teachers instructional delivery is to a high extent, mean values for items 1 to 5 for male teachers 2.55, 2.91, 2.93, 2.22, 2.86 and for female 2.97, 2.56, 2.86, 2.67, 2.89 respectively.

Hypothesis 1: There is no significant difference in the mean responses of male and female teachers on the extent to which principal supervisory strategies are applied for teachers' instructional delivery in public senior secondary schools in Rivers State.

Table 3: z-test Analysis

Respondents	n	\bar{X}	SD	df	Z _{cal}	Z _{crit}	LS	Decision
Male teachers	198	2.8	1.0	369	0.50	±1.96	0.05	Failed to reject
Female teachers	173	2.8	1.0					

The analysis from Table 3 revealed that Z_{cal} (0.50) is less than the Z_{crit} (1.96), this indicate that the null hypothesis is accepted. Therefore, there is no significant difference in the mean

responses of male and female teaching staff on the extent to which principal supervisory strategies are applied for teachers' instructional delivery in public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant difference in the mean responses of male and female teachers on the extent to which principals' instructional leadership strategies are applied for teachers' instructional delivery in public senior secondary schools in Rivers State

Table 4:

Respondents	n	\bar{X}	SD	df	Z _{cal}	Z _{crit}	LS	Decision
Male teachers	198	2.8	0.9	369	0.50	±1.96	0.05	Failed to reject
Female teachers	173	2.79	1.02					

The analysis from Table 4 revealed that Z_{cal} (0.50) is less than the Z_{crit} (1.96), this indicate that the null hypothesis is accepted. Therefore, there is no significant difference in the mean responses of male and female teaching staff on the extent to which principals' instructional leadership strategies are applied for teachers' instructional delivery in public senior secondary schools in Rivers State.

Discussion of Findings

The result of the findings of the research question one revealed principals' supervisory strategies for teachers' instructional delivery in public senior secondary schools in Rivers State. The results yielded grand mean scores of 2.88 and 2.81 which are greater than the criterion mean of 2.50. The corresponding hypothesis one also revealed that there is no significant difference in the mean ratings of male and female teachers on the extent to which administrators' management strategies influence teachers' instructional delivery in public senior secondary schools in Rivers State. This finding is in line with Ekoph and Eze (2015) who found that supervision help teachers improve on the job and also facilitate effective instructional delivery in schools.

The result of the finding of the research question two revealed principals' leadership strategies for teachers' instructional delivery in public senior secondary schools in Rivers State to a high extent with grand mean scores of 2.89 and 2.79 which are greater than the criterion mean of 2.50. The corresponding hypothesis two also revealed that there is no significant difference in the mean ratings of male and female teachers on the extent to which administrators' management strategies influence teachers' instructional delivery in public senior secondary schools in Rivers State. This finding is in line with Moran (2010) who found out that instructional leadership is a method of which designed is corrective or remedial measure.

Conclusion

Based on the findings of the study, it was concluded that principals' management strategies such as supervision, instructional leadership influence teachers' instructional delivery. The effective management of school is a sure investment for the achievement of educational goal.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Principals in public senior secondary schools should strive to ensure that teachers adhere to general standards in instructional delivery as stated in the National Policy on education.
2. Government should organize staff development programmes to train and motivate teachers for effective service delivery in line with the educational goals and objectives.

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