



Principals' Managerial Techniques as Correlates of Teachers' Service Delivery in Public Secondary Schools in Rivers State

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Abstract

This study investigated principals' managerial techniques as correlates of teachers' service delivery in public secondary schools in Rivers State. Two research questions and two hypotheses guided the study. The study adopted a correlational design with a population of two hundred and forty-seven (247) public senior secondary school principals and six thousand eight hundred and fifty (6,850) teachers. 300 vice principals constituted the sample size. The data was collected using questionnaires titled "Principal Managerial Techniques Questionnaire" (PMTQ) and "Teachers' Service Delivery Questionnaire" (TSDQ). The instrument was validated by experts in the validation of research instruments. The reliability yielded index of 0.96 and 0.75 respectively. The research questions and hypotheses were answered and tested through Pearson Product Moment Correlation Coefficient (r) at 0.05 alpha level. The finding revealed among others that there was positive relationship between principals' instructional supervisory techniques and teachers' service delivery in public secondary schools. Recommendations were proffered.

Keywords: Principals, Managerial Techniques, Teachers, Service Delivery, Principals, Instructional Supervisory, Motivational Techniques.

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INTRODUCTION

The administration of secondary schools in Nigeria rests on the shoulders of the principal who is the leader, controller and custodian of both academic and extra-curricular activities of the school. The principal is the chief executive of the school, who provides instructional leadership by coordinating curricular, co-curricular programmes and also responsible for the general administration of secondary schools. As instructional leaders, principals are responsible for the supervision, monitoring, assessment, evaluation and dissemination of current information on academic and modern teaching techniques to teachers leading to effective teaching and learning process. As school managers, principals are expected to effectively guide and control administrative process for the purpose of achieving predetermined secondary education objectives as enshrined in the National Policy on Education (FRN, 2014).

The secondary education is designed to prepare students for higher education and useful living in the society. The attainment of this objective rests on the managerial ability of the school principal who is the instructional leader, motivator, co-ordinator, adviser, planner, and supervisor of school activities. Babayemi (2006) opined that principals owe it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals. The quality of managerial ability of principals to a large extent determines their successes or failures in the school system. The principals provide teachers with basic managerial techniques for effective teaching and learning to take place geared towards changing the behavioural pattern of the learner. The managerial techniques are support services provided by managers or chief executives of organization to improve the performance of staff. It implies the provision of enabling work environment for workers to render their services effectively. Ololube (2013) affirm that managerial techniques in secondary school revolve around putting in place all enabling environment by the principals' to boost teachers' morale commitment and professional development.

Asodike, Kaegon, Olawolu and Amadike (2012) opined that supervision is using experts knowledge and experience to oversee, evaluate and cooperatively improve the conditions and techniques of instructional programmes in teaching and learning process. Principals are expected to be instructional supervisors, motivators, co-ordinators and above all, instructional leaders. As an instructional supervisor, the school principal obtains and makes available materials for teachers to visit classrooms, observe his teachers teaching, and supervise the school. Ayeni (2012) puts it that most principals accorded desired/attention to monitoring of teachers attendance, preparation of lesson notes and adequacy of diaries of work, which improve their teaching performance in the schools. Kotride, Yanos and Annai (2014) asserted that school principals are in a better pace to provide constant and adequate feedback to the teachers on their instructional task performance to ensure periodic review and improvement of teaching and learning process.

Through motivation, the principal guides and encourages the teachers to work to increase productivity. Oyewole and Alonge (2013, p. 296) sees motivation as an inner state that energizes, activates a person and directs his behaviour towards achieving a goals. Motivation in the school is hinged on how satisfied or dissatisfied teachers are with their jobs. Kyte (2011) observed that the idea and willingness of organizational members to work together towards the achievement of organizational goals is an essential characteristic of organization in general. It is only through highly motivated staff programme that can facilitate student learning in certain directions; if teachers are well motivated, they will be happy to put in more effort on their jobs and better

results will be attained through the students. Motivation is valuable in predicting effects of organizational actions and in directing behaviour to achieve the goals of secondary education.

The school exist and will continue to exist primarily to inculcate desirable knowledge to students and anything that will enhance effective teaching and learning is of great importance to the educational managers. The relevance of motivation is crucial to the long term growth of any educational system around the world. The principal, being the school manager is seen as one who combines all efforts in the school system towards the realization of set objectives, and this can be achieved through the co-operation and support of his teachers. Consequently, the teachers have to be motivated to be in the right frame of mind to deliver qualitative instruction to the students. Akpan (2014) observed that in schools where the principals were able to reconcile the needs and aspirations of the teachers, with the needs of the school, students tended to achieve better academic performance than in those schools where principals did not show enough concern for both the welfare of the teachers and the needs of the school.

A study conducted by Ololube (2006, 2007) on teachers' job satisfaction and motivation for school effectiveness found that teachers are motivated by both the context and content, i.e., job security and working conditions, the work itself, reaching one's potential and personal growth. This shows that teachers are satisfied if these factors are present in their teaching job. The utmost satisfaction that teachers enjoy is a function of the degree of needs derived or experienced in the profession. It may not be easy to measure or quantify the level or rate of job satisfaction in teaching. However, teachers no longer believe that their "reward is in heaven", and from all indication, they would like to enjoy their reward on earth. The scholar contended that good salaries and allowances as well as condition of service which include sponsorship of staff development programmes are the internal and external factors that stimulate teachers' productivity. This implies when teachers are effectively motivated in this context, they will perform creditably towards quality service delivery aimed at learners' behavioural change.

Abraham (2013) asserted that a well-motivated teacher move enthusiastically towards the achievement of effective teaching and learning, process aimed at learners' behavioural change. To achieve this, there must be a harmonious relationship between the principals' managerial techniques in the area of instructional supervisor, motivation and teachers' service delivery. This requires knowledge, skill and expertise on the part of the principals and teachers for instance, most teachers in Nigerian secondary schools and Rivers State in particular, need to be properly guided, directed and controlled so as to get them put adequate effort towards the realization of predetermined educational goals. The principals on their part need to set up standards and formulate policies and plans for effective and efficient management of human and material resources in the school system for the attainment of coveted educational goals. It is against this backdrop this study investigates principals' managerial techniques as correlates of teachers' service delivery in public secondary schools in Rivers State.

Statement of the Problem

The secondary school system is designed to prepare students for future education and make them become useful individuals in the society. The attainment of these lofty goals hinges on the effective managerial techniques by the principal geared towards effective teaching and learning process. The principal co-ordinates the human and material as well as physical resources through their various managerial techniques, instructional supervision, motivation, and so on in the school system to achieve the desired educational objectives. In spite of the awareness of the

goals of secondary education by the principals' and teachers, it is highly surprising to observe incidences of unacceptable behaviour, examination malpractices, absenteeism, lateness to school, teachers doing private business at official time, drug addiction, loitering of teachers and students, and teachers' salaries are not promptly and regularly paid. These show that all is not well with our post primary education and has affected the effective instructional delivery. Thus, one is forced to ask questions such as: are the principals' motivating the teachers through instructional supervision and leadership for effective teachers' service delivery? Are the principals' providing the enabling working environment for teachers' service delivery? Which managerial techniques do the principals adopt leading to teachers efficiency?

Specifically, the concern of this study therefore, is to examine principals' managerial techniques as correlates of teachers' service delivery in public secondary schools in Rivers State.

Aim and Objectives of Study

The main aim of this study is to investigate principals' managerial techniques as correlates of teachers' service delivery in public secondary schools in Rivers State. The specific objectives of this study are to:

- Determine the relationship between principals' instructional supervisor and teachers' service delivery in public secondary schools in Rivers State.
- Examine the relationship between principals' motivational techniques and teachers' service delivery in public secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

- What is the relationship between principals' instructional supervisory techniques and teachers' service delivery in public secondary schools in Rivers State?
- What is the relationship between principal motivational techniques and teachers' service delivery in public secondary schools in Rivers State?

Hypotheses

Based on the above research questions, the following null hypotheses were tested at 0.05 significant level:

- There is no significant relationship between principals' instructional supervision and teachers' service delivery in public secondary schools in Rivers State.
- There is no significant relationship between principals' motivational techniques and teachers' service delivery in public secondary schools in Rivers State.

METHODOLOGY

The study adopted a correlational research design with a population of 247 principals and 6,850 teachers totaling 7,097. 300 vice principals constituted the sample size. Purposive sampling

technique was employed. The data were collected using questionnaires titled “Principal Managerial Techniques Questionnaire” (PMTQ) and “Teachers’ Service Delivery Questionnaire” (TSDQ). The instruments were validated by experts in the validation of research instruments. The reliability index was 0.96 and 0.75 respectively. The research questions and hypotheses were answered and tested using Pearson Product Moment Correlation Coefficient (r) at 0.05 alpha level. The researchers and three trained research assistants administered the instrument to the respondents.

RESULTS

Research Question One: What is the relationship between principals’ instructional supervisory techniques and teachers’ service delivery in public secondary schools in Rivers State?

Table 1: Correlation results indicating relationship between PIST and TSD

Variable	n	$\sum x^2$	$\sum y^2$	$\sum xy$	r	Result
PIST	300	76.9	79.46	79.99	0.99	Positive Relationship
TSD						

PIST: Principals’ Instructional Supervisory Techniques

TSD: Teachers’ Service Delivery

Data from table 1 shows that the calculated coefficient of 0.99 represents positive correlation at a very high magnitude of relationship between principals’ instructional supervisory techniques and teachers’ service delivery in public secondary schools in Rivers State. This result therefore affirmed existing positive relationship between understudied variables. Thus indicating that principals monitoring of teachers attendance, checking teachers lesson notes, proper recording of scheme of work, adequate provision of instructional materials, close supervision of teachers positively enhances teachers’ service delivery.

Research Question Two: What is the relationship between principals’ motivational techniques and teachers’ service delivery in public secondary schools in Rivers State?

Table 2: Correlation results indicating relationship between PMT and TSD

Variable	n	$\sum x^2$	$\sum y^2$	$\sum xy$	r	Result
PMT	300	70.14	79.46	74.16	0.98	Positive Relationship
TSD						

PMT: Principals’ Motivational Techniques

TSD: Teachers’ Service Delivery

The computed coefficient of r-value of 0.98 as reflected in table 2 indicates positive correlation at a very high magnitude of relationship between principals’ motivational techniques and teachers’ service delivery in public secondary schools in Rivers State. This result therefore revealed positive relationships between the variables. This result shows that principals encouraging welfare schemes, recommending teachers for promotion, principals teaching the

students directly, making open commendation of teachers, show of love/care for teachers, proper remuneration of teachers and appointment of teachers to duty post have positive result on teachers' service delivery.

Hypotheses

Ho₁: There is no significant relationship between principals' instructional supervision and teachers' service delivery in public secondary schools in Rivers State.

Table 3: Analysis of relationship between principals' instructional supervisory techniques and teachers' service delivery

Variables	n	r	r-crit	df	p	z-cal	z-crit	Remark	Decision
PIST	300	0.99	±0.500	298	0.05	3.82	1.96	Sig.	Rejected
TSD									

The data in Table 3 shows that the null hypothesis tested at 0.05 level of significance was rejected. This implies that the hypothesis presenting r-value 0.99 and z-cal 3.82 greater than r-crit ±0.500 and z-crit 1.96 respectively clearly revealed that the subsisting relationship between PIST and TSD was significant. This shows that there is a significant relationship between PIST and TSD in public secondary schools in Rivers State.

Ho₂: There is no significant relationship between principals' motivational techniques and teachers' service delivery in public secondary schools in Rivers State.

Table 4: Analysis of relationship between principals' motivational techniques and teachers' service delivery

Variables	n	r	r-crit	df	p	z-cal	z-crit	Remark	Decision
PMT	300	0.98	±0.500	298	0.05	2.66	1.96	Sig.	Rejected
TSD									

In table 4, the null hypothesis tested at 0.05 level of significance was rejected. This shows that the hypothesis presenting r-value 0.98 and z-cal 2.66 greater than r-crit ±0.500 and z-crit 1.96 respectively clearly revealed that the subsisting relationship between PMT and TSD was significant. This indicates that there is a significant relationship between PMT and TSD in public secondary schools in Rivers State.

DISCUSSION

The findings in this study revealed that the way principals' instructional supervisory techniques enhance teachers' service delivery in public secondary schools include: monitoring of teachers' attendance, checking teachers lesson notes, proper recording of scheme of work, adequate provision of instructional materials, close monitoring of teachers class attendance on daily basis, close supervision of teachers activities and adopting internal supervision techniques to help

teachers adapt to the changing needs of education system. The test for hypothesis one shows that, there is a significant relationship between principals' instructional supervision and teachers' service delivery in public secondary schools. In line with the findings, Ayeni (2012) was of the opinion that most principals' accorded desired attention to monitoring of teachers attendance, preparation of lesson notes and adequacy of diaries/scheme of work, which improve their teaching performance in the school. This finding synchronizes with the findings of Kotride, Yanos and Annai (2014) who stated that school principals' should provide constant and adequate feedback to the teachers' on their instructional task performance to ensure periodic review and improvement of teaching and learning process. Asodike, Kaegon, Olawolu and Amadike (2012) endorsed this findings contending that for effective supervision to take place, expert's knowledge and experience are used to oversee, evaluate and cooperatively improve the conditions and techniques of instructional programmes leading to effective teaching and learning process. Principals involvement in instructional supervision enhances the quality of teachers' service delivery.

The findings equally revealed that the ways principals' motivational techniques influence teachers' service delivery in public secondary schools in Rivers State include: encouragement of staff welfare schemes, recommending staff for promotion exercises. Principals teaching the students directly helps to stimulate effective teachers' service delivery, making open commendations for teachers spur them for higher performance, showing love and care to teachers boosts their morale for efficiency, adequate remuneration of teachers enhance their performance, appointment of teachers to duty post improves their devotion to duty.

The test of hypothesis two shows that there is a significant relationship between principals' motivational techniques and teachers' service delivery in public secondary schools in Rivers State. In line with the findings, Oyewole and Alonge (2013) showed a significant relationship between instructional performance of principals and the motivation of the teachers; and a significant relationship between administrative role performance of principals of large schools and small schools and the motivation of their teachers. Therefore, there is need for principals to pay more attention to their role performance because it has significant influence on the motivation of teachers. Abraham (2013) and Ololube (2006) endorsed this finding by asserting that a well-motivated teacher moves enthusiastically towards achieving effective teaching and learning geared towards change in the learners' behavioural pattern.

CONCLUSION

Based on the findings, this research concluded that principals' of secondary schools in Rivers State need to adopt the various managerial techniques that can improve teachers' service delivery which include among others instructional supervisory techniques and motivational techniques. All these when effectively adopted would enhance instructional delivery in public secondary schools.

Recommendations

The researchers recommended the following:

- Principals should adopt proper instructional supervisory techniques to enhance teachers' service delivery in public secondary schools by proper monitoring of teachers attendance,

checking teachers lesson notes, adequate provision of instructional materials and maintaining effective guidelines to teachers for productivity.

- Principals should possess proper motivational techniques to enhance teachers' instructional delivery by encouraging staff welfare schemes, recommending staff for promotion exercises, making open commendations for teachers and showing love/care for teachers to boost their morale positively. Principals to pay more attention to their role performance as it has direct/significant influence on the motivation of teachers.
- Government should regularly pay teachers' salaries as well as promoting deserved teachers for effective teaching and learning process.

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