

IMPACT OF PRINCIPALS' MANAGEMENT TECHNIQUES IN THE ATTAINMENT OF SCHOOL GOALS IN DELTA STATE.

Dr. Gladys Uzoechina
Chukwuemeka Odumegwu Ojukwu University,
Ighariam Campus, Nigeria.

and

Adaeze Oguegbu
Kaplan University, 6301,
Kaplan University Ave, Fort,
Lauderndale, Fl, 33309,
U.S.A.

Abstract

The study examined the impact of principals' management techniques in the attainment of school goals in Delta State. Three research questions and three hypotheses guided the study. The nature of this study was descriptive cum survey type. Population of this study comprised of 14,745 teachers in various public secondary schools in Delta State. For choosing the sample from this population, the simple random sampling technique was used. The sample consisted of one hundred (100) teachers. A questionnaire was used as research instrument for collection of data. The data obtained were tabulated and analyzed by using statistical techniques of t-test. On the basis of analysis it was concluded that there is no significant difference in views of teachers on the impact of principals management techniques in the attainment of school goals; there is no significant difference in views of teachers on the management techniques used by principals for the attainment of school goals; there is significant difference in views of teachers on the effective and ineffective management techniques used by their principals in the attainment of school goals. Therefore, it was recommended that The principals should develop their management capacities generally on school vision, capacity building, collaboration and motivation; school principals should ensure effective supervision and management of teachers' as this will go a long way to enhance teaching and learning in schools; principals should learn how to implement their management techniques to situations in so as to sustain better working atmosphere for teachers' and other staff in their schools.

Education is significant to the development of any nation, and in all educational system and the teachers make up a very important constituent. In the face of the noteworthy improvement in technology in all aspects of teaching and learning process through the production of instructional materials such as electronics of various kinds, the teacher is still an imperatively significant element for inspiring and conveying skills and knowledge to the learners at every level of education. The degree to which teachers take up this vital responsibility of imparting skills and learning experiences is dependent on their effective and efficient job performance.

Management is an important tool that is often under-utilized by principals in today secondary schools (Ball, 2003). Principals use management and administrative techniques in the school to inspire teachers to work, both individually and in groups, to produce the best results for education and the attainment of school goals in the most efficient and effective manner (Ricks, Glinn & Daughtrey (1995)). In the educational institutions (secondary school inclusive) it is largely the work of the teacher that determines the degree of success or failure in the institutions efforts to achieve or attaining its goal (Beard, Clegg & Smith, 2007). It's the teacher who gives the institution its credibility and determines its character.

Management refers to an executive function for carrying out agreed policy. It is concerned with efficiently operating in the current set of circumstances and planning in the shorter term. It is the personnel administration. According to Abiodun (2004) management is simply the process of decision making and control over the action of human beings for the express purpose of attaining pre-determined goals. Management is a collection of processes, including such things as decision-making, problem-solving and action-planning. These processes involve the management of resources including human, material, financial and time. These processes are also known as the functions of managers.

However, what is clear is that educational management in schools involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals (Okumbe, 2001). This effectiveness according to UNESO (2009) is judged by the extent to which schools generally meet the expectations of the society within which they are established. School management is a process of leading the school towards development through not only the optimum use of the human resources, physical sources, principles and concepts that help in achieving all the objectives of the school but also the proper coordination and adjustment among all of them.

Education institutions require management to plan, organize, direct, control and evaluate day to day activities to accomplish education goals through coordination education personnel and allocated budgets. To motivate others is one of the most important management tasks (Rowland, 2008). It comprises the abilities to understand what drives people, to communicate, to involve, to challenge, to encourage, to obtain feedback and to provide a just reward (Rowland, 2009). The challenge lies not in the

Impact of Principals' Management Techniques in the Attainment of School Goals in Delta State.

work itself, but in you, the person who creates and manages the work environment (Cook, 1991). In any educational institution there is a need for a dynamic leader to emerge. Leadership is the exercise of authority and the making of decision (Maton, 2009). Educational management is important wherever two or more people are involved in the execution of some task. The choice of rewards, recognition, reprimands or punishments to motivate personnel help to project the management style of the principals (Schunk & Silver 2002). Finding the management techniques to put meaning and purpose in our school system, developing a vision and becoming highly motivated can lead to the attainment of school goals. There are different management techniques used by principals in secondary schools which ensure that the teachers' augment their professional output there by attaining the school goals. Therefore, the main purpose of this study is to investigate the impact of principals' management techniques in the attainment of school goals in Delta State.

Hypotheses

1. There is no significant difference in views of teachers on the impact of principals' management techniques in the attainment of school goals.
2. There is no significant difference in views of teachers on the management techniques used by principals for the attainment of school goals.
3. There is no significant difference in views of teachers about the effective and ineffective management techniques used by their principals in the attainment of school goals.

Methodology

The study adopted the descriptive survey research design. The population of this study was 14,745 teachers from the three senatorial districts of Delta State. The sample for this study consisted of one hundred (100) teachers that were drawn from nine (9) public secondary schools in the three senatorial districts of Delta State. To provide a sampling frame, the researcher conducted the simple random sampling technique to draw the sample for the study. The research instrument for the study was a Principals Management Techniques in the Attainment of School Goals Questionnaire" (PMTASGQ) constructed by the researcher. The instrument consisted of two sections, section 'A', and 'B'. Section 'A' contained personal information of the respondent, while Section "B" comprised of 20 items designed to elicit information on the impact of principals' management techniques in the attainment of school goals. The items were rated on 4 points scale as follows: SA. (Strongly Agree) 4, A. (Agree) 3, D. (Disagree) 2, and SD. (Strongly Disagree) 1. To validate the instrument, both the face and content validity were established. The reliability of the instrument was also established. The instrument had a reliability co-efficient value of 0.71. Therefore, the instrument was

considered adequate for the study. Data collected were later statistically analyzed using t-test at 0.05 level of significant.

Results

Hypothesis 1

There is no significant difference in views of teachers on the impact of principals motivation techniques in the attainment of school goals.

Table 1: One-Sample t-test on Impact of Principals Management Techniques in the Attainment of School Goals.

Variable	N	Mean	SD	df	t.Cal.	t-Crit
Impact of principals Management Technique	100	18.85	3.24	98	1.92	1.96

The independent t-test statistic in table 1 reveals t-calculated value of 1.92, while the t-critical value was 1.96. From the table it showed that t-calculated of 1.92 was less than t-critical of 1.96. This means that there is no significant difference in views of teachers on the impact of principals' management techniques in the attainment of school goals. Consequently, the null hypothesis which states that there is no significant difference in views of teachers on the impact of principals' management techniques in the attainment of school goals is hereby retained.

Hypothesis 2

There is no significant difference in views of teachers on the management techniques used by principals' for the attainment of school goals.

Table 2: One-Sample t-test on Management Techniques used by Principals.

Variable	N	Mean	SD	df	t.Cal.	t-Crit
Management Technique used by Principals	100	17.84	2.66	98	1.65	1.96

The independent t-test statistic in table 2 reveals t-calculated value of 1.65, while the t-critical value was 1.96. From the table it showed that t-calculated of 1.65 was less than t-critical of 1.96. This means that there is no significant difference in views of teachers on the management techniques used by principals for the attainment of school goals. Consequently, the null hypothesis which states that there is no significant difference in views of teachers on the management techniques used by principals for the attainment of school goals is hereby retained.

Hypothesis 3

There is no significant difference in views of teachers about the effective and ineffective management techniques used by their principals in the attainment of school goals.

Table 3: One-Sample t-test on Effective and Ineffective Management Techniques used by Principals.

Variable	N	Mean	SD	df	t.Cal.	t-Crit
Effective and Effective Motivation Technique used by Principals	100	1.50	7.27	98	2.73	1.96

The independent t-test statistic in table 3 reveals t-calculated value of 2.73, while the t-critical value was 1.96. From the table it showed that t-calculated of 2.73 was greater than t-critical of 1.96. This means that there is significant difference in views of teachers on the effective and ineffective management techniques used by their principals in the attainment of school goals. Consequently, the null hypothesis which states that there is no significant difference in views of teachers on the effective and ineffective management techniques used by their principals in the attainment of school goals is hereby rejected.

Discussion of Results

The study found that teachers did not differ in their view on the impact of principals' management techniques in the attainment of school goals. Teachers were of the view that teachers' performance can be increased with the impact of management technique used by the principals. The findings of this present study showed that principals' management techniques do impact on teachers' performance and a factor of effective teaching. This study seems to suggest that there is an influence of motivation technique used by school principals on teachers' effective teaching. The finding is in line with the finding of Smit (1994) and Steyn (2002) whose study reported that teachers' opinion did not differ on the impact of principals' management techniques in the attainment of school goals. It therefore means that teachers understood the meaning and purposes of management techniques in the attainment of school goals. The result suggests that principals' management techniques plays a significant role on the job performance of teachers in terms of instructional ability, classroom discipline, communication effectiveness, teaching method and use of teaching aids.

Result of hypothesis two revealed that there is no significant difference in views of teachers on the management techniques used by principals for the attainment of school goals. The findings showed that teachers in their view indicated that principals used management techniques like reward, incentives, constructive criticism,

promotion, recognition and praise, encouragement on hard work opportunity for growth and caring of self-respect for teachers to enhance the performance of teachers. This finding is in agreement with Marshall (1993), Kruger (2003) and Barnett & McCormick (2003) who found no significant difference in views of teachers on the management techniques used by principals. This supports the fact that the quality of principals' management techniques is also a function of teachers' job performance in the attainment of the school goals. A principals' that is rich in practical management techniques ideas, new techniques and current information about teachers' assessment and evaluation, instructional ability, teachers' discipline and communication effectiveness is likely to create awareness to teachers with regards to techniques, skills, methods and competence to carry out their responsibilities effectively.

The result of hypothesis three revealed significant difference on the effective and ineffective management techniques used by principals in the attainment of school goals. Some teachers are of the view that ineffective management techniques used by principals are favouritism through improper application of leave rules, inequality in assignment of examination duties, discrimination in fringe benefits, while others are of the view that ineffective motivation techniques used by principals are lack of feedback on academic matters and irregular evaluation of the teacher. This finding is in agreement with the study of Akinwumi (2002), Osika (2002), Aniah (2005), Nakpodia (2010) and Osakwe (2010) who reported significant difference on the effective and ineffective motivational techniques used by principals. The findings from this study showed that the more effective management techniques' used by principals', the higher the teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids. This means that a principal's supervisory technique of visiting classrooms on regular basis to observe, not only how teachers teach, but also the total learning situation and teachers-students relationship, enhances teachers' job performance. This is not surprising because there are individual differences. What motivates the individual differs from one person to the other. Hence, there was significant difference on the effective and ineffective management techniques used by principals.

Conclusion

The result of the study showed that teachers hold that principals' in their various schools uses management techniques from time to time which impact on teachers performance thereby bring about the attainment of school goals. The result also showed that teachers agreed that some of the management techniques used by school principals include reward, incentives, constructive criticism, promotion, recognition and praise, encouragement on hard work opportunity for growth, caring, self-respect for teachers.

Impact of Principals' Management Techniques in the Attainment of School Goals in Delta State.

It was also observed that teachers view about the effective and ineffective management techniques used by principals in the attainment of school goals showed significant difference. Therefore, teachers view on the effective and ineffective motivational techniques used by principals was influenced by their individual differences.

Recommendations

1. The principals should develop their management capacities generally on school vision, capacity building, collaboration and motivation.
2. Effective management techniques should be included in detail in training courses of teachers and a special training course may be arranged for principals to use management techniques appropriately to achieve school aims and objective.
3. School principals should ensure effective supervision and management of teachers' as this will go a long way to enhance teaching and learning in schools.
4. Principals should learn how to implement their management techniques to situations in so as to sustain better working atmosphere for teachers' and other staff in their schools.
5. Principals should in believe in justice and fair play.

References

- Abiodun Oyeboji O (2004) Principals Supervisory Practices and Teachers' Performance in Secondary School in Ekiti State. *Unpublished M.Ed. the University of Ado-Ekiti*, Nigeria.
- Akinwumi, F. G. (2002). The Supervisory Practices of Secondary School Principals in Egbado South Local Government Area of Ogun State. Unpublished M.Ed Thesis, *University of Ibadan*, Ibadan.
- Aniah, S. A. (2005). Supervision and Teachers Productivity in Public Secondary Schools in Cross River State, Nigeria. *Unpublished M.Ed Thesis, University of Calabar*, Calabar.
- Ball, S. J. (2003). The teacher's Soul and the Terrors of Performativity. *Journal of Education Policy*. 18(2), 215–28.
- Barnett, K. & McCormick, J. (2003). Vision, Relationships and Teacher Motivation: A Case Study. *Journal of Educational Administration*. 41(1), 55-73.
- Beard, C., Clegg, S. & Smith, K. (2007). Acknowledging the Affective in Higher Education. *British Educational Research Journal*. 35(2), 235–52.

- Cook, M. (1991). *10-Minute Guide to Motivating People*. New York: Alpha Book Publishers.
- Kruger, A. G. (2003). Instructional leadership: The Impact on the Culture of Teaching and Learning in Two Effective Secondary Schools. *South African Journal of Education*. 23(3), 206-211.
- Marshall, J. (1993). Teachers and Schools- What Makes a Difference; A Principal's Perspective. *Daedalus*. 122(1), 1.
- Maton, K. (2009). Cumulative and Segmented Learning: Exploring the Role of Curriculum Structures in Knowledge-Building. *British Journal of Sociology of Education*. 30(1), 43-57.
- Nakpodia, E. D. (2010). The dependent outcome of teacher performance in secondary schools in Delta State: an empirical assessment of principal's supervisory Capacity. *African Journal of Education and Technology*, 1(1), 15-24.
- Okumbe, J. A. (2001). *Human Resource Management: An Educational Perspective*. Nairobi: Educational Development and Research Bureau.
- Osakwe, N. R. (2010). Relationship between Principals' Supervisory Strategies and Teachers' Instructional Performance in Delta North Senatorial District, Nigeria. *Pakistan Journal of Social Sciences*, 7(6), 437-440.
- Osika, E. O. (2002). Principals' instructional supervision and Job performance of secondary schools in Southern Senatorial District of Cross River State. *Unpublished M.Ed thesis*, University of Calabar, Calabar.
- Ricks, B. R., Glinn, M. L. and Daughtrey, A. S. (1995). *Contemporary Supervision, Managing People and Technology*. New York: McGraw-Hill, Inc.
- Rowland, S. (2008). Collegiality and Intellectual Love. *British Journal of Sociology of Education*. 29(3), 353-360.
- Rowland, S. (2009). Kindness. *London Review of Education*, 7(3), 207-210.
- Schunk, Silver D.H. (2002). *Motivation in Education, theory, Research and applications*, 2nd edition. N.J Merrill: Prentice Hall.

Impact of Principals' Management Techniques in the Attainment of School Goals in Delta State.

Smit, B. (1994). Management Strategies of the School Principal with a View to Satisfaction among Teachers. *Unpublished Med Dissertation*. Pretoria: University of Pretoria.

Steyn, G. M. (2002b). The Changing Principalship in South African Schools. *Educare*. 32(1 &2), 251-254.