

PRINCIPALS' MANAGERIAL APPROACHES AND INSTRUCTIONAL MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE

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ABSTRACT

This examined principals' managerial approaches and instructional management in public secondary schools in Delta State. Correlation survey was adopted for this study. The objective of the study is to determine the relationship between principals' managerial approaches, principals' classroom observation, principals' workshop and instructional management. Study population embraced 14,768 secondary school principals and teachers in Delta State. Stratified proportionate sampling method was utilized to sample 1476 respondents from the study population. Two sets of instrument were developed by the researcher which were titled 'Principals' Managerial Approaches Questionnaire (PMAQ)' and 'Instructional Management Questionnaire (IMQ)' for data collection. The instruments were subjected to face and content validation by three experts in the field of education from Delta State University, Abraka. The instruments were further subjected to reliability test using 30 respondents excluded from the main study. Data obtained were subjected to test of internal consistency applying Cronbach Alpha. Cronbach Alpha was considered adequate in determining level of homogeneity of items in each cluster. The coefficient yielded 0.75 for PMAQ and 0.70 for IMQ respectively. The responses were converted into mean scores and standard deviation for the purpose of answering the research questions while Pearson Product Moment Correlation Statistics was used to test the hypotheses at 0.05 level of significance. Findings show that principals' managerial approaches such as classroom observation is significantly related to instructional management in public secondary schools in Delta State. The researcher recommended among others that school principals should adopt necessary managerial approaches to enhance their instructional management.

Keywords: Principals, Managerial Approaches, Effective Management, Instructional, Public, Secondary Schools

INTRODUCTION

Principals are leaders of teaching and non-teaching staff in school system and has the responsibility of intermingling with both the groups in order to advance learning situation for students through instructional management. Instructional management is an aspect by which school principals endeavour to achieve suitable standards in education. It is an approach for quality control in school system and an aspect of school administration which emphasizes predominantly upon the attainment of proper expectation of educational system (Peretomode, 2004). Teaching and learning efficiency depends largely on the use of significant instructional materials. Instructional materials denote to all items that assist teachers to accomplish teaching task such as audio-visual materials; chalkboard; textbooks; workbooks; charts and globes (Shuaibu, 2016). School cannot succeed in situation where principals do not frequently check the work of their subordinates. Beardwell & Claydon (2007) maintains that supervisors are responsible for quality; hence when school principals' carryout their functions judiciously, quality would not be debated.

Principals efficacy supervision is necessary to advance quality instructional management in schools which consequently leads to better performance of students. Hoy & Hoy (2009) logically positioned that an orderly school atmosphere that is managed efficiently, provides the prerequisites for enhanced student learning. Instructional management is generally predictable as the most significant characteristic of school administrators. In particular, Ukeje (2012) observed that a more in-depth supervision has become imperious because of the fast growing enrolment rate in schools without corresponding upsurge in the number of amenities and qualified teachers. Thus amenities used by less than 300 students are now shared by over a thousand students. This increases the need for an effective managerial programme to elevate both human and material resources. Iloh, Nwaham, Igbiniedion, and Ogor (2016) identified several managerial approaches of instructional management, these are classroom observation; team teaching practices; inter or intra school; workshops; clinical supervision; demonstration and micro-teaching. Ani (2007) recorded classroom visitation; micro-teaching; research-approach; workshop; demonstration approach and tape recording as managerial approaches to instructional management. The researcher is interested in looking at classroom observation and principals' workshop as they relate to instructional management.

Classroom observation is a visit made by principal to the classroom to observe teachers and students in learning process. Nworgu (2015), explained that such visits whether arranged or impromptu is to aid teachers improve and become effective on instruction. It is an avenue to study the nature and worth of students learning, and means by which a teacher is guides/directs at. Classroom observation allow the principal as supervisor to judge the curriculum in action. It offers principals opportunity to appreciate the status of curriculum and experiences which the students are given. Through observation principals can detect flaws in curriculum or in teaching and learning. During classroom observation, principals should take perception of the position of the teacher in presence of the students, and effect during teaching and learning activity (Ogunsanju, 2013). Classroom observation is a managerial approach where principals visit the classroom and observe teachers' delivery of instruction taking into account of their subject mastery, teaching tactics application, classroom organisation/management. Iloh et al (2016) pointed out that classroom observation involves realism in real classroom condition, where supervisee presents what they had set for they lesson, utilization of methodologies in teaching, application of instructional materials; interacting with the learners; jotting salient points on the instructional board; assessing the students using both formative and summative evaluations; coordinating class activities; while the supervisor (principal) inspects; observes and evaluates what and how the instructor has performed. In Ebonyi State Nigeria,

Nnebedum and Akinfolarin (2017) established a high positive connexion between classroom observation methods and teachers' job performance in secondary schools.

Principals' workshop as managerial approach to instructional management is a platform where principals, teachers and specialists in subject area are brought together in conversation of ideas, share teaching experiences. The goal is to advance knowledge and skills and meet current/emerging demands of teaching profession. Ekpoh and Eze (2015) pointed that workshop as managerial approach is a situation where teachers are brought together in an organized manner that enable principals communicate with teachers on matters of which concerns school and classroom management, most especially on instructional advancement. Akinfolarin and Rufai (2017) discovered instructional enhancement as the act of making evolution in instructional delivery for better academic attainment. Ideas are exchanged during workshop, new ideas are analysed, appraisals of concepts and recommendations are made, conclusion are drawn and decision taken (Ani, 2007). Ani (2007) pointed out that during workshop approach teachers are given opportunity of asking questions which can lead to ascertaining new methods. But the challenge is that most principals do not organise workshop for teachers However, Sule (2013) pointed out that principal has little or no time organising workshops for teacher which might impound on instructional management.

STATEMENT OF THE PROBLEM

In recent time, studies have shown that there has been an intensifying pressure for standard education at secondary level in Nigeria. It has been alleged that many principals have not considered their managerial approaches to instructional management which will enhance standard of education and teachers' job performance in their schools. It seems that some principals find it difficult to successfully administer their schools on area of instructional management. Researches have revealed that principals' managerial approaches to instruction occupies an important position in school management in Nigerian schools. Thus, school principals are in an exclusive position as the administrator who controls schools' resources for the purpose of attaining organizational goals. The researcher is therefore agitated by how principals' managerial approaches to instructional management particularly in public secondary schools in Delta State, thus the need for this study.

PURPOSE OF THE STUDY

The purpose of this study is empirically examine principals' managerial approaches and instructional management in public secondary schools in Delta State. It is specifically designed to;

1. determine the relationship between principals' managerial approaches and instructional management in public secondary schools in Delta State.
2. investigate the relationship between principals' classroom observation and instructional management.
3. examine the relationship between principals' workshop and instructional management.

RESEARCH QUESTIONS

The following research questions were raised;

1. What is the relationship between principals' managerial approaches and instructional management in public secondary schools in Delta State?
2. What is the relationship between principals' classroom observation and instructional management?
3. What is the relationship between principals' workshop and instructional management?

HYPOTHESES

1. There is no significant relationship between principals' managerial approaches and instructional management in public secondary schools in Delta State.
2. There is no significant relationship between principals' classroom observation and instructional management.
3. There is no significant relationship between principals' workshop and instructional management.

METHOD

Correlation survey was adopted for this study. Study population embraced 14,768 secondary school principals and teachers in Delta State. Stratified proportionate sampling method was utilized to sample 1476 respondents from the study population which represent about 10% of the population. Two sets of instrument were developed by the researcher which were titled 'Principals' Managerial Approaches Questionnaire (PMAQ)' and 'Instructional Management Questionnaire (IMQ)' for data collection. The instruments were subjected to face and content validation by three experts in the field of education from Delta State University, Abraka. The instruments were further subjected to reliability test using 30 respondents excluded from the main study. Data obtained were subjected to test of internal consistency applying Cronbach Alpha. Cronbach Alpha was considered adequate in determining level of homogeneity of items in each cluster. The coefficient yielded 0.75 for PMAQ and 0.70 for IMQ respectively. The responses were converted into mean scores and standard deviation for the purpose of answering the research questions while Pearson Product Moment Correlation Statistics was used to test the hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question 1: What is the relationship between principals’ managerial approaches and instructional management in public secondary schools in Delta State?

Table 1: Mean score and standard deviation analysis on principals’ managerial approaches and instructional management

Variables	Mean (\bar{x})	SD	r	r ²
Principals managerial approaches	5.07	1.19	.823	.677
Instructional management	4.36	1.35		

Data in Table 1 shows descriptive statistics on principals’ managerial approaches and instructional management. The result of the study revealed mean score of 5.07, SD=1.19 for principals’ managerial approaches and mean score of 4.36, SD=1.35 for instructional management. The computed r=.823 signified a positive relationship between principals’ managerial approaches and instructional management. The r² value of .677 indicates that principals’ managerial approaches influence instructional management by 67.7%. Conclusively, principals’ managerial approaches are positively related to instructional management in public secondary schools in Delta State.

Research Question 2: What is the relationship between principals’ classroom observation and instructional management?

Table 2: Mean score and standard deviation analysis on principals’ classroom observation and instructional management

Variables	Mean (\bar{x})	SD	R	r ²
Principals’ classroom observation	4.89	1.56	.621	.386
Instructional management	4.36	1.35		

Data in Table 2 shows descriptive statistics on principals’ classroom observation and instructional management. The result of the study revealed mean score of 4.89, SD=1.56 for principals’ classroom observation and mean score of 4.36, SD=1.35 for instructional management. The computed r=.621 signified a positive relationship between principals’ classroom observation and instructional management. The r² value of .386 indicates that principals’ classroom observation influence instructional management by 38.6%. Conclusively, principals’ classroom observation is positively related to instructional management in public secondary schools in Delta State.

Research Question 3: What is the relationship between principals’ workshop and instructional management?

Table 3: Mean score and standard deviation analysis on principals’ workshop and instructional management

Variables	Mean (\bar{x})	SD	r	r ²
Principals’ workshop	3.71	1.75	.202	.041
Instructional management	4.36	1.35		

Data in Table 3 shows descriptive statistics on principals’ workshop and instructional management. The result of the study revealed mean score of 3.71, SD=1.75 for principals’ workshop and mean score of 4.36, SD=1.35 for instructional management. The computed r=.202 signified a positive relationship between principals’ workshop and instructional management. The r² value of .041 indicates that principals’ workshop influence instructional management by 4.1%. Conclusively, principals’ workshop is positively related to instructional management in public secondary schools in Delta State.

Hypothesis 1 There is no significant relationship between principals’ managerial approaches and instructional management in public secondary schools in Delta State.

Table 4: Pearson (r) on principals’ managerial approaches and instructional management

		Motivation	Teachers’ Dedication
Principals’ managerial approaches	Pearson Correlation	1	.823*
	Sig. (2-tailed)		.284
	N	1476	1476
Instructional management	Pearson Correlation	.823*	1
	Sig. (2-tailed)	.284	
	N	1476	1476

*. Correlation is significant at the 0.05 level (2-tailed).

According to Table 4 above, the relationship between principals' managerial approaches and instructional management shows $r=.823$ and significance $P=.284$. Therefore, the null hypothesis which states that there is no significant relationship between principals' managerial approaches and instructional management in public secondary schools in Delta State was rejected. Thus, there is a significant relationship between principals' managerial approaches and instructional management in public secondary schools in Delta State.

Hypothesis 2 There is no significant relationship between principals' classroom observation and instructional management.

Table 5: Pearson (r) on principals' classroom observation and instructional management

		Motivation	Teachers' Dedication
Principals' classroom observation	Pearson Correlation	1	.621*
	Sig. (2-tailed)		.160
	N	1476	1476
Instructional management	Pearson Correlation	.621*	1
	Sig. (2-tailed)	.160	
	N	1476	1476

*. Correlation is significant at the 0.05 level (2-tailed).

According to Table 5 above, the relationship between principals' classroom observation and instructional management shows $r=.612$ and significance $P=.160$. Therefore, the null hypothesis which states that there is no significant relationship between principals' classroom observation and instructional management in public secondary schools in Delta State was rejected. Thus, there is a significant relationship between principals' classroom observation and instructional management in public secondary schools in Delta State.

Hypothesis 3 There is no significant relationship between principals' workshop and instructional management.

Table 6: Pearson (r) on principals' workshop and instructional management

		Motivation	Teachers' Dedication
Principals' workshop	Pearson Correlation	1	.202
	Sig. (2-tailed)		.397
	N	1476	1476
Instructional management	Pearson Correlation	.202	1
	Sig. (2-tailed)	.397	
	N	1476	1476

According to Table 6 above, the relationship between principals' workshop and instructional management shows $r=.202$ and significance $P=.397$. Therefore, the null hypothesis which states that there is no significant relationship between principals' workshop and instructional management in public secondary schools in Delta State was retained.

DISCUSSION OF RESULTS

Findings show that there is a significant relationship between principals' managerial approaches and instructional management in public secondary schools in Delta State. Also, there is a significant relationship between principals' classroom observation and instructional management in public secondary schools in Delta State. These findings are in line with Iloh, Nwaham, Igbiniedion, and Ogor (2016) who identified several managerial approaches of instructional management, these are classroom observation; team teaching practices; inter or intra school; workshops; clinical supervision; demonstration and micro-teaching. Ani (2007) who recorded classroom visitation; micro-teaching; research-approach; workshop; demonstration approach and tape recording as managerial approaches to instructional management. Nworgu (2015), who explained that such visits whether arranged or impromptu is to aid teachers improve and become effective on instruction. It is an avenue to study the nature and worth of students learning, and means by which a teacher is guides/directs at. Nnebedum and Akinfolarin (2017) who established a high positive connexion between classroom observation methods and teachers' job performance in secondary schools.

Furthermore, there is no significant relationship between principals' workshop and instructional management in public secondary schools in Delta State. This finding supports Ani (2007) pointed out that during workshop approach teachers are given opportunity of asking questions which can lead to ascertaining new methods. But the challenge is that most principals do not organise workshop for teachers. However, Sule (2013) pointed out that principal has little or no time organising workshops for teacher which might impound on instructional management.

CONCLUSION

In Delta State public secondary school principals' managerial approaches such as classroom observation is significantly related to instructional management. Conversely principals' workshop is not significantly related to instructional management in public secondary schools in Delta State. This implies that public secondary school principals should employ classroom observation to ensure instructional management.

RECOMMENDATIONS

The following were recommended from the findings;

1. School principals should adopt necessary managerial approaches to enhance their instructional management.
2. Principals particularly those in public secondary schools should make effort to visit classrooms and observe how teachers display their teaching methods and provide guidelines for those who they feel are going abstract from the aim of the curriculum.
3. There is an urgent need for state government to provide training opportunities for school principals on managerial approaches that will improve instruction.

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