

PRINCIPALS' MANAGEMENT SUPPORT PRACTICES TO PROMOTE TEACHERS' INSTRUCTIONAL IMPROVEMENT FOR SUSTAINABLE DEVELOPMENT IN SECONDARY EDUCATION IN ANAMBRA STATE, NIGERIA

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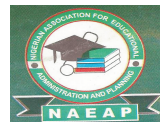
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Abstract

This study ascertained the principals' management support practices to promote teachers' instructional improvement for sustainable development in secondary education in Anambra State. Two specific purposes were formulated and two research questions guided the study. The study adopted a descriptive survey design. The study was conducted in the six education zones in Anambra State namely: Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The study population comprised 257 principals in public secondary schools in the six education of the State. No sampling was used due to the manageable size of the population. The instrument used for data collection is a structured 15 items researchers' developed instrument titled; Principals' Management Support Practices to Promote Teachers' Instructional Improvement Questionnaire (PMSPTIIQ). The face validation of the instrument was established by three research experts. The Cronbach alpha was used to determine the reliability of the instrument. Coefficient value of 0.84 was obtained. Data were analyzed using mean and standard deviation. The findings of the study

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revealed among others that secondary school principals in Anambra State do not engage in instructional supervision practices of observing classroom instruction to ensure curriculum coverage, monitoring teachers' compliance to school schedules, meeting regularly with teachers to discuss instructional challenges and providing feedback to teachers after class observation. The study also found out that secondary school principals' do not engage in adequate motivational practices to promote teachers' instructional improvement for sustainable development in secondary education in Anambra State. Based on the findings, it was recommended that school administrators' should always engage in instructional supervision practices by observing classroom instruction to ensure curriculum coverage, monitoring teachers' compliance to school schedules, meeting regularly with teachers to discuss instructional challenges and providing feedback to teachers after class observation among others. Conclusion was drawn.

Keywords : *principals', management support practices, instructional improvement, sustainable development*

Introduction

Principals' by virtue of their position are the managers and the quality of managerial functions determine to a large extent their success or failure (Odumodu, 2011). Principals should as well provide teachers with needed management support to effectively function in their schools (Castler, 2010). Peretomode (2013), opined that management practices are the social interaction processes involving a sequence of co-ordinated events of planning, organizing, coordinating, appraising monitoring and controlling employed to use available resources to achieve a desired outcome in the fastest and most efficient way. Management support practices are integral part of management practices provided to enhance workers productivity. Nwite (2016) pointed out that management support practices include: the provision of supervision, motivation, professional growth and welfare. For the purpose of this study, management support practices in schools involve the provision of supervision, motivation, ensuring professional development of staff and application of other supportive management functions to improve instructional delivery for the attainment of school goals and objectives. Management support practices are geared towards providing a friendly climate for workers productivity. Supervising and motivating workers is central to management support practices.

According to Osakwe (2010), supervision is concerned with the provision of professional assistance and guidance to teachers geared towards the achievement of effective teaching and learning in the school. The duty of principals, as supervisors is to identify the strengths and weaknesses of their supervisees in order to guide and assist them professionally to achieve their targets and those of the organization as well. Burton, Carper and William (2011) summarized supervision as "efforts made by the school head to support teachers to become more effective in their job and equally access professional development on the job". Clark (2015) on the other hand sees supervision as a task of improving instruction through regular monitoring and in-service education of teachers. Supervision is seen as a process of bringing about improvement in instruction by working with people who are working with pupils and students (Emetaron, 2007).

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Instructional supervision, according to Okobia (2015) is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. Instructional Supervision in this context can be defined as the technical monitoring and professionally guiding teachers and learners to achieve their goals thereby promoting instructional delivery within the school. Instructional supervision, being part of management support practices will not only provide professional assistance to teachers but will equally help to identify strengths and weaknesses in teaching and learning process for possible solutions. School managers and supervisors should be competent in identifying teachers' needs and their sources of motivation to ignite their interest in quality teaching and learning.

Michaelowa in Akinfolarin and Ehinola (2014) sees motivation as the “willingness, drive or desire to engage in good teaching”. It is the desired force that compel individual to willingly perform certain tasks or behave in a particular manner. Teachers' motivation is one of the important factors in realizing educational objectives by achieving high academic performance. Teachers are charged with other responsibilities such as guiding, counseling, disciplining students, managing classes and participating in curriculum development panels other than teaching (Yuniah, Walter & Duke, 2015). Teachers should be rewarded for their unquantifiable efforts through prompt payment of salaries, promotion, involvement in decision making, professional development, due recognition, good welfare policies among others. Akinfolarin and Ehinola (2014) revealed in a study that provision of regular payment of salary and other remuneration by the head promotes the performance of academic staff. Principals should engage in motivational practices like prompt payment of salary and other remuneration, performance appraisal, provision of physical facilities, involvement in decision making, good relationship, promotion, welfare packages, and on the job development programs for growth to promote teachers productivity. Provision of management support practices by school principals are essential for teachers' performance in building sufficiently motivated and effective teachers (Nwite, 2016). In other to have a sustainable teaching and learning process, it is important for principals as school managers to adopt suitable management support practices for instructional improvement.

Instructional improvement is about managerial inputs leading to progressive change in teachers' instructional delivery. Akinfolarin and Rufai (2017) posit that instructional improvement is the act of making progress in instructional delivery for better academic achievement. The successful teaching and learning processes leading to outstanding academic achievement of students' is an indication of instructional improvement. Instructional improvement involves the application of management practices and creating enabling school climate thereby, advancing teaching and learning process leading to student academic performance. Instructional improvement and school goals can be realized through effective management support practices in the areas of instructional supervision, motivation and appropriate use of school resources. The rationale behind management support practices is to encourage and stimulate workers for better performance. Teachers should be given adequate support and enabling environment to increase their commitment to instructional tasks.

The concept of sustainable development has assumed much relevance not only to environmental and biodiversity issues but also to education practice (Akpan & Onabe, 2016).

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Nwanekwe (2009) defined sustainable development as maintenance of a steady growth and improvement in the people's ability and capacity, discipline responsibility and material well-being. It is the overall uninterrupted growth and well-being of the people in various aspects. Change and sustainable development occur in the education sector just like every other sector. There are emerging trend in all aspect of the education enterprise which requires educational managers to adapt to this changing environment for sustainable development. Sustaining teachers' instructional improvement in a functional secondary education is imperative towards the realization of educational goals. Effective supervision, motivational strategies, good relationship, professional development, involving staff in decision making, democratic environment and good welfare and incentives policies are components of management support practices. However, the attention of this study is on supervision and motivation.

Statement of the Problem

School administrators are expected to provide enabling environment through management support practices for improved teaching and learning. Negative indicators coming from secondary level of education over poor teachers performance on instructional delivery leading to low academic achievement of students is of great concern to stakeholders. It appears that principals do not effectively provide and adopt the appropriate management support practices for teachers in areas of instructional supervision and motivating teachers to improve their instructional delivery in schools. It is against this problem that this study aimed to determine principals' management support practices to promote teachers' instructional improvement for sustainable development in secondary education in Anambra State.

Purpose of the Study

The purpose of this study is to determine Principals' Management Support Practices to Promote Teachers' Instructional Improvement for Sustainable Development in Secondary Education in Anambra State, Nigeria. Specifically, this study set out to determine:

1. Principals' Instructional Supervision Practices to Promote Teachers' Instructional Improvement for Sustainable Development in Secondary Education in Anambra State, Nigeria.
2. Principals' Motivational Practices to Promote Teachers' Instructional Improvement for Sustainable Development in Secondary Education in Anambra State, Nigeria.

Research Questions

3. What are Principals' Instructional Supervision Practices to Promote Teachers' Instructional Improvement for Sustainable Development in Secondary Education in Anambra State, Nigeria?
4. What are Principals' Motivational Practices to Promote Teachers' Instructional Improvement for Sustainable Development in Secondary Education in Anambra State,

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Nigeria?

Method

The study adopted a descriptive survey design and was conducted in Anambra State. The study population comprised 257 principals in public secondary schools in the State. No sampling was used due to the manageable size of the population. The instrument used for data collection was a structured 15 items researchers' developed instrument titled; Principals' Management Support Practices to Promote Teachers' Instructional Improvement Questionnaire (PMSPTIIQ). The response format of the questionnaire was structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The face validation of the instrument was established by three experts, two in the Department of Educational Management and Policy and one in the Department of Educational Foundations (Measurement and Evaluation Unit), Faculty of Education, Nnamdi Azikiwe University while test-retest method was used to determine the reliability of the instrument. The Cronbach alpha was used to determine the reliability of the instrument. Coefficient value of 0.84 was obtained. Data were analyzed using mean and standard deviation. The questionnaire were administered by the researchers together with five research assistants who were briefed on how approach the principals. The mean responses were adjudged on the following basis of any mean score of 2.50 or above is taken to indicate agreement while any mean score that falls below 2.50 is taken as disagreement.

Results

Research Question 1: What are Principals' Instructional Supervision Practices to Promote Teachers' Instructional Improvement for Sustainable Development in Secondary Education in Anambra State, Nigeria?

Table 1: Mean scores and standard deviation ratings of principals' instructional supervision practices to promote teachers' instructional improvement in secondary education.

S/N	Items	X	SD	Decision
1.	Observing class room instruction to ensure curriculum coverage	1.34	0.77	Disagree
2.	Checking of teachers' lesson plan and lesson notes for possible guidance	3.68	0.34	Agree
3.	Checking teachers record of work done to monitor their progress	2.59	0.93	Agree
4.	Monitor teachers' compliance to school schedules	2.12	0.46	Disagree
5.	Monitoring teachers' use of instructional materials	2.75	0.90	Agree

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6. Meeting regularly with teachers to discuss instructional challenges	2.39	0.22	Disagree
7. Provision of feedback to teachers after class observation	2.22	0.49	Disagree
Grand Mean and Standard Deviation	2.44	0.59	Disagree

Items 2, 3 and 5 on table 1 are above the mean score of 2.50 which indicate that respondents' agreed with the statements while items 1, 4, 6 and 7 mean scores are below 2.50 which indicate that respondents' disagreed with the statements. The grand mean score of 2.44 which is below the accepted mean score of 2.50 indicates disagreement in principals' instructional supervision practices to promote teachers' instructional improvement for sustainable development in secondary education in Anambra State.

Research Question 2: What are Principals' Motivational Practices to Promote Teachers' Instructional Improvement for Sustainable Development in Secondary Education in Anambra State, Nigeria?

Table 2: Mean scores and standard deviation ratings of principals' motivational practices to promote teachers' instructional improvement in secondary education.

S/N	Items	\bar{X}	SD	Decision
8.	Recommending teachers for promotion as at when due	2.54	0.68	Agree
9.	Acknowledging teachers' instructional achievement openly	2.25	0.33	Disagree
10.	Involving teachers in decision making on instructional progress	2.67	0.50	Agree
11.	Providing instructional facilities to enhance instructional delivery	2.48	0.77	Disagree
12.	Establishing good relationship with teachers	2.93	0.51	Agree
13.	Facilitating prompt payment of salary and allowances	1.41	0.88	Disagree
14.	Providing adequate chances for professional growth and research development	2.95	0.16	Agree
15.	Awarding teachers with impressive titles to boost their morale	1.22	0.75	Disagree
Grand Mean and Standard Deviation		2.31	0.57	Disagree

Items 8, 10, 12 and 14 on table 2 are above the mean score of 2.50 which indicate that respondents' agreed with the statements while item 9, 11, 13, and 15 mean scores are below 2.50 which indicate that respondents' disagreed with the statements. The grand mean score of 2.31 which is below the accepted mean score of 2.50 indicates disagreement in principals' motivational practices to promote teachers' instructional improvement to promote teachers' instructional

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improvement for sustainable development in secondary education in Anambra State.

Discussion

The findings on table 1 show that secondary school principals in Anambra State do not engage in instructional supervisory practices of observing classroom instruction to ensure curriculum coverage, monitoring teachers' compliance to school schedules, meeting regularly with teachers to discuss instructional challenges and providing feedback to teachers after class observation. This finding is similar to that of Nwite (2016), which revealed that failure of the school principal to effectively supervise classroom instructions as a result of some administrative problems which impacts negatively on teaching and learning as well as curriculum implementation. However, checking of teachers lesson plan and lesson notes for possible guidance, checking teachers' record of work done to monitor their progress and monitoring teachers' use of instructional materials are instructional supervision practices, should be engaged in by principals' to promote teachers' instructional improvement for sustainable development in secondary schools in Anambra State. The grand mean of 2.44 which is taken as disagreement indicate that secondary school principals in Anambra State do not adequately engage in instructional supervision practices to promote teachers' instructional improvement for sustainable development in secondary education.

Findings on table 2 show that secondary school principals in Anambra State do not engage in motivational practices of acknowledging teachers' instructional achievement openly, providing instructional facilities to enhance instructional delivery, facilitating prompt payment of salary and allowances and awarding teachers with impressive titles to boost their morale to promote instructional improvement. This finding is in agreement with the earlier report of Akinfolarin and Ehinola (2014) which concluded that the school head fairly provides regular payment of salary and other remuneration to lecturers (teachers) and do not appreciate their lecturer's work openly among others. Prompt payment of teachers' salaries is key to their extrinsic motivation for productivity. However, motivational practices of recommending teachers for promotion as at when due, involving teachers in decision making on instructional progress, establishing good relationship with teachers, and providing adequate chances for professional growth and research development should be engaged in by principals' to promote teachers' instructional improvement.

Recommendations

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

1. School administrators' should always engage in instructional supervisory practices by observing classroom instruction to ensure curriculum coverage, monitoring teachers' compliance to school schedules, meeting regularly with teachers to discuss instructional challenges and providing feedback to teachers after class observation.
2. School administrators and managers should engage in motivational practices of acknowledging teachers' instructional achievement openly, providing instructional facilities

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to enhance instructional delivery, facilitating prompt payment of salaries and allowances and awarding teachers with impressive titles to boost their morale for instructional improvement.

Conclusion

The poor academic performance of secondary school students in Nigeria due to inability of teachers to adequately carry out their instructional delivery task is worrisome. This study concluded that instructional supervision practices are not adequately engaged in by secondary school principals' in Anambra State to promote teachers' instructional improvement. The study also concluded that secondary school principals' do not engage in adequate motivational practices for teachers' instructional improvement in secondary schools in Anambra State. Providing management support for workers is crucial as they are the tools for achieving productivity in any enterprise. Management support practices give people the sense of being part of the organization, they feel loved and cared for as such, put in their best towards organization's growth and development.

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