

Principal Managerial Strategies as Determinant of Public Senior Secondary School Teachers' Job Effectiveness in Lagos State

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ABSTRACT

The effectiveness of teachers' jobs in Lagos State appears to be on the decline, as evidenced by low job satisfaction, reduced student engagement, declining academic standards, dissatisfaction among parents and the community, and a high turnover rate. Key factors contributing to this decline include burnout, stress, limited availability of educational resources, poor leadership, and low motivation. Although studies in other states have examined the impact of principal managerial strategies on job effectiveness, there is a noticeable gap in research focusing on Lagos State. To fill this gap and contribute to the existing literature, this study explores the role of principal managerial strategies as determinants of job effectiveness for senior secondary school teachers in Lagos State. A descriptive research design, specifically a survey type, was employed for this study. The target population comprised all 7,852 teachers in public senior secondary schools in Lagos State. A multi-stage sampling procedure, incorporating various sampling techniques, was used to select a sample size of 1,360 teachers. Data were collected using a self-developed questionnaire (PMSTJEQ) for teachers, which was tested for reliability with a Cronbach's alpha coefficient of $\alpha = 0.892$. The results indicated that the job effectiveness of senior secondary school teachers in Lagos State was generally high ($\bar{x} = 3.21$). The principal managerial strategy most commonly identified in these schools was time management. Furthermore, the study found that principal managerial strategies significantly influenced the job effectiveness of senior secondary school teachers in Lagos State ($\beta = 1.162$; $t = 144.033$; $p < 0.05$). Based on these findings, it is recommended that public senior secondary schools in Lagos State implement regular training and professional development programs for teachers, with a focus on enhancing administrative effectiveness and improving the use of ICT instructional materials.

Keywords: Principal Managerial Strategies, Job Effectiveness, Public Senior Secondary School in Lagos State

Word Count: 288

INTRODUCTION

In the dynamic world of education, teachers transcend the role of mere instructors, they are mentors, guides, and architects of knowledge who shape the future of their students; therefore, their job effectiveness is the cornerstone of a successful learning environment. However, based on existing studies it has been discovered that the job effectiveness of teachers is declining. For example, a study in Britain revealed that teachers are facing a decline in job quality, including reduced task discretion, participation in organisational decisions, and training opportunities (Green 2021). Also, as identified by Rana, Khan, Yasir and Taseer (2023) factors such as low salaries, poor working environments, and high workloads negatively influence job satisfaction, leading to diminished teaching effectiveness.

In Lagos State, research by Udenka (2021) revealed that most teachers utilize only a limited range of teaching methods, with just few teachers employing three or more strategies in a lesson ultimately undermining teaching effectiveness. Also, research carried out by Adeniyi, Fashina, and Abolarinde, (2020) in Lagos State discovered that many secondary school teachers face a mismatch between their qualifications and the demands of their roles, leading to reduced job satisfaction and performance. Furthermore, organizational silence where

teachers are excluded from meaningful decision-making has been linked to diminished job commitment and productivity (Orunbon & Modupe, 2021). Hence there is a need for educational stakeholders to look into this issue.

Job effectiveness refers to how well an individual performs their job or fulfils their responsibilities within a specific role or position (Owan, Johnson, Osim, Anagbogu, Otu, Undie, Ogabor, Apie & Ekere, 2023). It is a measure of how efficiently and proficiently someone carries out their tasks and responsibilities to achieve the goals and objectives associated with their job. Job effectiveness among teachers is an essential factor to consider because achieving educational goals and objectives may likely prove unattainable without teachers carrying out their responsibilities effectively. While various studies have focused on different dimensions of teachers' job effectiveness, this study, focuses on administrative effectiveness.

Administrative effectiveness of teachers encompasses their ability to skillfully manage various administrative responsibilities within an educational setting (Oparaji, Nwosu & Okeke, 2022). Beyond their primary role of instructing students, effective teachers adeptly handle crucial administrative tasks that contribute to the seamless operation of a school or educational institution (Oparaji, Nwosu & Okeke, 2022). This multifaceted role includes the cultivation of well-organised and disciplined classrooms, meticulous record-keeping practices, thoughtful curriculum planning that aligns with educational standards, the creation and evaluation of assessments to gauge student progress and so on. Baydar (2022) agreed that teachers' involvement in decision-making processes directly correlates with enhanced job performance and school effectiveness.

Numerous researchers have identified various factors responsible for the low job effectiveness among teachers. For example, Apeh, Usman & Idris (2020) found that high levels of occupational stress significantly hinder teachers' ability to perform effectively in secondary schools in Abuja. Also, Olayiwola (2011) identified low self-efficacy as a major contributor to reduced job performance among teachers in Osun State. Akporehe and Asiyai (2023) reported that insufficient capacity-building opportunities, such as workshops and training for technical skills, contributed to low teacher performance in Delta State. Nevertheless, to the best knowledge of the researcher, few studies have been carried out to examine principal managerial strategies as determinants of public senior secondary school teachers' job effectiveness in Lagos State which creates a gap in literature. To bridge this gap, the researchers focused principal managerial strategies as the independent variable in the study.

Principal managerial strategies refer to the set of planned actions, methods, and competencies employed by school principals to efficiently organize, direct, and enhance the functioning of educational institutions. They employ these strategies to steer their teams and organisations towards success. Studies reveal that principals who develop comprehensive plans based on prior evaluations and feedback significantly enhance school performance. This process includes defining a vision and mission, coordinating programs, and involving staff in achieving shared objectives (Siregar, 2022). In Banda Aceh, principals improved teacher performance through open communication and targeted coaching, emphasizing collaboration and clarity in expectations (Novarina, Usman & Murniati, 2023). Thus, this study will focus on mode of communication, time management, resource management and problem solving as indices of principal managerial strategies.

Principals who engage in clear and transparent communication, encouraging feedback and collaboration among staff, foster trust and cohesion within their schools (Oana & Raluca, 2010; Novarina et al., 2023). Time management, particularly through prioritization and delegation, allows principals to focus on instructional leadership while administrative tasks are managed effectively, as programs like the School Administration Manager (SAM) have demonstrated (Goldring et al., 2019; Lušňáková et al., 2021). Strategic resource management, such as equitable distribution of materials, enhances operational efficiency and ensures that both staff and students have the tools needed for success (Victor, 2017). In terms of problem-solving, principals benefit from fostering a collaborative environment where challenges are addressed collectively through open dialogue and adaptive strategies (Oana & Raluca, 2010). Collectively, these strategies emphasize the importance of proactive leadership and adaptability in achieving educational goals and maintaining organizational effectiveness. This study therefore aimed at investigating principal managerial strategies as determinant of public senior secondary school teachers' job effectiveness in Lagos State.

Statement of the Problem

In Nigeria, most especially in Lagos State, public senior secondary school teachers' job effectiveness seems to be a matter of paramount concern for educational stakeholders. Based on previous studies teachers' job effectiveness seems to be declining. This is evident in declining academic standards, low job satisfaction, reduced student engagement, high turnover rate, and ultimately, compromised educational outcomes (Adeniyi et al., 2023; Ajeyalemi, Udeani, Olabiyi, Fakorede, Babajide & Ojo, 2021; Orunbon, Lawal, Isaac-Philips & Salaudeen, 2022; Nwani, 2021). Hence, the need to attend to these observed phenomena, so as not to result to a range of adverse consequences. These observed phenomena may be caused by various factors including burnout and stress, low level of availability of educational resources, poor leadership, poor motivation, and overcrowded classrooms, among others. Thus, while there may have been studies examining the causes of the aforementioned problem in other states, to the best knowledge of the researcher, there is a dearth of research on principal managerial strategies as determinant of job effectiveness of senior secondary school teachers in Lagos State specifically focusing on teachers' administrative effectiveness. To bridge this gap, this study investigated principal managerial strategies as determinant of public senior secondary school teachers' job effectiveness in Lagos State.

Aim and Objectives of the Study

The aim of the study is to investigate principal managerial strategies and ICT instructional materials as determinants of public senior secondary school teachers' job effectiveness in Lagos State. The objectives of the study are to:

- i. identify the level of public senior secondary school teachers' job effectiveness (administrative effectiveness) in Lagos State.
- ii. determine the most prominent principal managerial strategies (mode of communication, time management, problem solving and resource management) used in public senior secondary schools in Lagos State.
- iii. examine the significant influence of principal managerial strategies on public senior secondary school teachers' job effectiveness.

Research Questions

1. What is the level of public senior secondary school teachers' job effectiveness (administrative effectiveness) in Lagos State?
2. What are the most prominent principal managerial strategies (mode of communication, time management, problem solving and resource management) used in public senior secondary schools in Lagos State?

Hypotheses

H₀1: There will be no significant influence of principal managerial strategies on public senior secondary school teachers' job effectiveness.

METHODOLOGY

Research Design

This study adopted a descriptive survey research design to collect data from a representative sample of the population, enabling generalizations to be made about the entire group. The design emphasized gathering and analyzing data without manipulating any variables.

Population of the Study

Population of the study comprises of all 7,852 (seven thousand eight hundred and fifty-two) teachers in the (323) (three hundred and twenty-three) public senior secondary schools across the six (6) educational districts in the twenty local government area of Lagos State, Nigeria.

Sample and Sampling Techniques

The study employed a multi-stage sampling procedure. First, Lagos State was divided into six strata based on educational districts. A benchmark of 90 teachers per local government was set, ensuring fairness. Simple random sampling was used to select six schools per local government, with Apapa, having only six public senior secondary schools, included in full. From each selected school, 90 teachers were randomly chosen, resulting in a total of 120 schools and 1,800 teachers.

Instrument and Procedure for Data Analysis

A self-developed questionnaire was constructed as instrument for data collection for this study. The first instrument, titled Principal Managerial Strategies and Teachers' Job Effectiveness Questionnaire (PMSTJEQ) has been carefully designed to obtain information from teachers in public secondary schools in Lagos State. This questionnaire comprises four distinct sections, denoted as Sections A through D. Section A encompasses items pertaining to the demographic characteristics of the respondents, including variables such as, gender, age range, and years of experience. Section B of the instrument encompasses seven carefully structured items intended to measure the level of public senior secondary school teachers' job effectiveness in Lagos State. Section C comprises twenty items intended to measure the most prominent principal managerial strategies used in public senior secondary schools in Lagos State. These items are subcategorized into mode of communication (1-5), time management (6-10), problem-solving (11-15) and resource management (16-20). The survey underwent both face and content validity assessments and reliability index obtained was 0.992.

Ethical Consideration

Ethical guideline relating to data collection, analysis and interpretation on research as specified by Lead City University was followed.

Method of Data Analysis

The data gathered from the field was subjected to analysis through inferential and descriptive statistics. Descriptive statistics of frequency, percentage and mean, was utilised to address all research questions. Also, inferential statistics of multiple regression analysis was employed to test all hypotheses, maintaining a significance level of 0.05.

RESULTS

Presentation of Demographic Data

Table 1: Showing the Demographic Data of Respondents

Gender	Frequency	Percentage
Male	514	37.8
Female	846	62.2
Total	1360	100.0
Age Range		

Less than 30 years	219	16.1
31-40 years	539	39.6
41-50 years	232	17.1
Above 50 years	370	27.2
Total	1360	100.0
Years of Experience		
Less than 10 years	242	17.8
11-20 years	337	24.8
21-30 years	417	30.7
Above 30 years	364	26.8
Total	1360	100.0

Source: Researcher’s Field Survey, 2024

The demographic data of the respondents, as presented in Table 1, showed that the majority were female (62.2%), while males constituted 37.8% of the sample. The total number of respondents was 1,360. In terms of age distribution, 16.1% of respondents were less than 30 years old, 39.6% were between 31 and 40 years, 17.1% were between 41 and 50 years, and 27.2% were above 50 years. Regarding years of experience, 17.8% of the respondents had less than 10 years of experience, 24.8% had 11–20 years of experience, 30.7% had 21–30 years of experience, and 26.8% had more than 30 years of experience.

Presentation of Answers to Question

Research Question one: What is the level of public senior secondary school teachers' job effectiveness (administrative effectiveness) in Lagos State?

Table 2: Public Senior Secondary School Teachers' Job Effectiveness in Lagos State

	AL	S	R	N	
Items	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Mean
Teachers' Administrative Effectiveness	698 (51.3)	257(18.9)	212(15.9)	193(14.2)	3.07

Weighted Mean = 3.07 High

Source: Researcher’s Field Survey, 2024

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), and N= Never (1)

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The data in Table 2 reflected teachers' responses regarding their job effectiveness (administrative effectiveness) in public senior secondary schools in Lagos State. A total of 51.3% of the respondents indicated "Always," 18.9% chose "Sometimes," 15.9% responded with "Rarely," and 14.2% indicated "Never". The

calculated mean score for teachers' job effectiveness was 3.07, which fell into the "High" category based on the threshold. This suggested that teachers generally perceived their job effectiveness as high.

Research Question Two: What is the most prominent principal managerial strategies (mode of communication, time management, problem solving and resource management) used in public senior secondary schools in Lagos State?

Table 3: Most Prominent Principal Managerial Strategies used in Public Senior Secondary Schools in Lagos State

	AL	S	R	N	
Items	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Rank
Mode of Communication	512.4(37.7)	417.6(30.7)	254.6(18.7)	175.4(12.9)	4th
Time Management	751.2(55.2)	268(19.7)	200.4(14.7)	140.4(10.3)	1st
Problem Solving	566.6(41.7)	337.2(24.8)	248(18.2)	208.2(15.3)	3rd
Resource Management	617.6(45.4)	327.6(24.1)	232.6(17.1)	182.2(13.4)	2nd

Source: Researcher's Field Survey, 2024

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), and N= Never (1)

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 3 presented the most prominent managerial strategies used by principals in public senior secondary schools in Lagos State, as ranked based on their frequency of use. Time management emerges as the most prominent strategy, with 55.2% of respondents indicating its consistent implementation, earning it the top rank. Following closely behind is resource management, with 45.4% of respondents affirming its frequent utilisation, securing the second position. Problem-solving strategies occupy the third position, with 41.7% of respondents acknowledging their regular implementation. Finally, mode of communication ranks fourth, with 37.7% of respondents indicating its frequent utilization. These rankings show the priorities and emphasis placed by principals on different managerial strategies within public senior secondary schools in Lagos State, highlighting the significance of effective time management as the most prevalent strategy employed by principals to enhance school operations and performance.

Test of Hypotheses

H₀₁: There will be no significant influence of principal managerial strategies on public senior secondary school teachers' job effectiveness.

Table 4.: Summary of Regression Analysis Showing the Influence of Principal Managerial Strategies on Public Senior Secondary School Teachers' Job Effectiveness.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.516	.063		-8.137	.000

Principal Managerial Strategies	.420	.003	1.162	144.033	.000
a. Dependent Variable: Teachers Job Effectiveness					

Source: Researcher’s Field Survey, 2024

Table 4 summarized the regression analysis results, highlighting the influence of principal managerial strategies on public senior secondary school teachers' job effectiveness. The regression model revealed that principal managerial strategies had a significant positive influence on teachers' job effectiveness ($B = 0.420$, $t = 144.033$, $p < 0.001$). This indicated that for every unit increase in the implementation of principal managerial strategies, teachers’ job effectiveness increased by 0.420 units. The standardized beta coefficient ($\beta = 1.162$) further emphasized a strong positive relationship between the variables. The negative constant ($B = -0.516$) suggested that in the absence of principal managerial strategies, teachers' job effectiveness would be low. Overall, the findings confirmed that principal managerial strategies were a significant predictor of teachers' job effectiveness in public senior secondary schools.

DISCUSSION OF FINDINGS

Research question one was formulated to identify the level of public senior secondary school teachers' job effectiveness (administrative effectiveness) in Lagos State. The analysis revealed that the level of public senior secondary school teachers' job effectiveness (administrative effectiveness) in Lagos State is high. This suggests that teachers in public senior secondary schools in Lagos State are performing well in fulfilling their administrative roles, which could be linked to supportive leadership practices or an enabling work environment.

This finding aligns with some related studies. For instance, Pressley, Croyle, and Edgar (2020), looked at different approaches to classroom environments based on teacher experience and effectiveness. It was discovered that teachers were enthusiastic about interacting with their students throughout the day, participating in extracurricular activities, and prioritising the development of relationships with parents thereby leading to high job effectiveness. Similarly, a study by Lin, Xie, Jeng and Wang, (2011), supports this finding in that it perceives that administrative effectiveness is positive among teachers. Another study further supports this finding by revealing that teachers work hard by participating in school affairs and professional growth of the school, thereby leading to high job effectiveness (Onedigbo & Okorji, 2023). Conversely, contrasting this finding with another study, a study found that there are lapses in teachers’ job effectiveness (Kanyip & Ogon, 2022). Furthermore, another similar study revealed that the job performance of teachers is poor (Sule, 2013). Moreover, a related study stated that teachers job effectiveness is low and could lead to poor academic achievement if not addressed (Arop, Mbon, Ekanem, Ukpabio, Uko, & Okon, 2020).

Research question two aimed at determining the most prominent principal managerial strategies used in public senior secondary schools in Lagos State. It was revealed that time management is the most prominent managerial strategy followed by resource management, problem solving, and mode of communication. This highlights the emphasis placed on optimizing time as a critical factor in school administration. Resource allocation, problem resolution, and effective communication further complement this approach, indicating a holistic strategy to ensure smooth school operations.

This finding aligns with some related studies. For example, a study by Ekundayo and Kolawole (2013) underscores the importance of time management as a cornerstone of effective school administration. The researchers found that principals who effectively managed time particularly in organizing tasks for teachers and students demonstrated higher managerial effectiveness. Their work concluded that time management plays a crucial role in achieving educational goals, which is consistent with the emphasis on time management observed in Lagos State. Similarly, Ayeni (2020) explored instructional time management in Ondo State and discovered a significant positive relationship between principals’ time management strategies and the performance of teachers and students. The findings suggest that prioritizing time management not only enhances administrative efficiency but also boosts academic outcomes.

While the Lagos findings emphasize time management, research from other regions points to different managerial priorities. For instance, a study in Ebonyi State highlights conflict management as a more pressing concern for school principals. Aja (2013) found that principals prioritized strategies for addressing interpersonal and organizational conflicts, as unresolved disputes significantly hindered school effectiveness. This focus contrasts with Lagos, where conflict resolution does not emerge as a top strategy. Similarly, research by Oladipo, Adebakin and Iranloye (2016) in Lagos State highlights mentoring as a critical managerial strategy for succession planning and sustainable leadership. Unlike time management, mentoring focuses on long-term administrative continuity and does not feature prominently in the findings from Lagos secondary schools

Hypothesis one was tested to examine the significant influence of principal managerial strategies on public senior secondary school teachers' job effectiveness. From the findings, it was discovered that the principal managerial strategies do have a significant influence on teachers' job effectiveness of public senior secondary school in Lagos State. Hence the null hypothesis (H_0) stated was rejected at 0.05 level of significance. This finding underscores the vital role of principals in shaping the administrative and instructional effectiveness of teachers. It suggests that the strategies principals adopt can directly enhance teachers' performance, ultimately impacting the overall educational outcomes.

The findings in Lagos are consistent with research by Akporehe and Asiyai (2023), who examined the relationship between principals' managerial skills and teachers' job performance in Delta State. Their study identified communication, human relations, and technical skills as critical factors contributing to teachers' effectiveness. This aligns with the Lagos findings, which highlight the significant role of managerial strategies in boosting job effectiveness. Similarly, a study by Sule and Okon (2019) focused on change management strategies, including team building and supervision, in Shomolu, Lagos State. Their findings revealed a strong positive impact of these strategies on teachers' effectiveness, supporting the assertion that principals' managerial strategies play a pivotal role in enhancing performance. This further validates the results from Lagos State, where effective leadership is linked to improved teacher outcomes.

However, other studies offer differing perspectives. Sule (2013) investigated the impact of principals' supervisory demonstration strategies on teacher performance in Cross River State. The study concluded that these specific strategies did not significantly influence teachers' job effectiveness, suggesting that not all managerial approaches are equally effective. This contrasts with the Lagos findings, highlighting the variability of outcomes depending on the type of strategy employed and the context. In Akwa Ibom State, Edet, Benson, and Williams (2017) focused on conflict resolution as a managerial strategy. Their findings revealed that effective conflict resolution, including cause identification and integration strategies, had a significant positive impact on teachers' job effectiveness. This study emphasizes the role of addressing interpersonal and organizational conflicts in enhancing teacher performance, which contrasts with the broader managerial strategies highlighted in Lagos.

CONCLUSION

The findings of this study highlight the significant influence of principal managerial strategies on the job effectiveness of public senior secondary school teachers in Lagos State. The findings reveal that the level of job effectiveness is high. Moreover, while principals demonstrate a commitment to time and resource management, there are areas for improvement in proactive problem-solving and mode of communication. Furthermore, the influence of principal strategies reaffirms the vital role of principals as educational leaders in driving teacher effectiveness. Ultimately, these findings call for targeted interventions, including professional development programs, collaborative leadership approaches, and the integration of robust conflict resolution mechanisms, to maximize teacher performance and ensure sustainable improvements in educational outcomes.

RECOMMENDATIONS

1. Public senior secondary schools should implement regular training and professional development programmes for teachers which focuses on enhancing administrative effectiveness. This would help to

reinforce the already high level of job effectiveness identified in the study, ensuring continuous improvement and adaptation to evolving educational needs and technologies.

2. To optimise managerial effectiveness in public senior secondary schools in Lagos State, it is recommended to prioritise comprehensive time management training programmes for administrators and staff alongside structured resource management systems to ensure efficient allocation and utilization. Additionally, fostering a problem-solving culture through systematic approaches and enhancing communication channels using technology platforms and interpersonal skills would further support effective school management.
3. School administrators should prioritise efforts to strengthen time management and resource management skills among teachers through targeted training programmes and professional development initiatives. Additionally, while all principal managerial strategies are important, particular attention should be paid to enhancing communication and problem-solving skills to further support teacher effectiveness.

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