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MANAGEMENT PRACTICES AND TEACHERS JOB PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE

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ABSTRACT

This study focused on Management Practices and Teachers Job Productivity in Public Secondary Schools in Cross River State. Two specific purposes with two research questions and as well as two null hypotheses were formulated for the study. Correlational survey research design was adopted for the study. The population of the study comprised four thousand, nine hundred and sixty-three (4,963) teachers and principals in the two hundred and eighty-one (281) public secondary schools. The breakdown has four thousand six hundred and eighty-two (4,682) teachers and two hundred and eighty-one (281) principals in public secondary schools in Cross River State. The sample of the study comprised three hundred and seventy teachers and principals. The breakdown has three hundred and forty-nine teachers and twenty-one principals. Pearson Product Moment Correlation Coefficient statistical tool was used to answer the research questions while Linear Regression was used to test the hypotheses. The findings showed that: there is a high positive relationship between principals' management practices and teachers classroom management in public secondary schools, there is a high positive relationship between principals' management practices and teachers' instructional delivery in public secondary schools. The test of hypotheses revealed that there is significant correlation between the principals' management practices and teachers' classroom management, instructional delivery in public secondary schools in Cross River State. The findings implies that poor management practices in the school system could lead to low productivity among teachers which may affect students' academic performance. Based on the findings, the study recommended that; secondary school principals should continue

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to foster an environment where mutual respect with collaboration is maintained between teachers and students as this will help to improve classroom management.

Keywords: Management Practices, Teachers, Job Productivity, Public Secondary Schools.

Introduction

The development of any nation depends on the proper management practices of its education hence, conscious efforts are usually made to ensure educational standard at all levels. Effective management practices in the school system may likely help in enhancing effective teaching and learning process. This explains why Federal Republic of Nigeria (2014) in her National Policy in Education established uniform educational standard and emphasized on various measures taken by the Federal Government in ensuring proper management practices in the educational system. The establishment of specific bodies to control effective management in the various levels of education is a clear indication of the commitment of the Federal Government to assure standard education. Effective achievement of the education in order to ensure high standard is a product of adoption of management practices is applied, especially in the administration of secondary schools.

Management practices in secondary schools refer to the strategies, processes, and actions employed by school leaders such as principals, administrators, and department heads to effectively oversee and enhance the educational environment (Sallis, 2018). Management practices encompass a variety of aspects, including: establishing a clear vision and direction for the school, inspiring staff and students to work towards common goals. There not only refer to communicating but also include motivating and supporting teachers and administrative staff. Other factors also include: developing departments, committees, and teams that facilitate collaboration and accountability among staff members (Uyah, 2017). Effectively allocating and utilizing resources, including human, financial, and physical resources are products of management practices. This includes budgeting, scheduling staff, and managing facilities to ensure they meet the needs of the students and the educational programs.

Management is the cultivation and practice of quality in all person's tasks and activities through which the school system focuses on continuous improvement of all operations in the task areas. Management practices refer to the strategies and techniques employed by school administrators to effectively organize, plan, coordinate, and control the various aspects of the educational goals which are aimed at maximizing efficiency, productivity, and the overall success of the school (Ijaiya, 2019). Management practices in schools as the systematic approach to managing resources, people, and processes to achieve the goals and objectives of the

school. This includes activities such as strategic planning, budgeting, curriculum development, staff management, student discipline, and performance evaluation.
Management practice is applicable both in the industry and in education because both deals with the standard of people. It is therefore, not strange to talk of application of proper management in secondary school administration.

Secondary schools are basically controlled by the principals who are the chief executives and are expected to be in total control of all aspects of school administration. Since it is the bedrock, its quality is expected to be high. Ndubuisi (2019) maintained that the position of secondary education in the Nigerian education system is very critical considering the fact that it is the bedrock on which higher education is built in any society. The secondary school can be seen as an agent of socialization, an institution or a human industry established for refining human beings in terms of skills, behavior and all-round excellence. Management practices in school administration were established to improve quality leadership and teachers' response to goals and to maximize quality (Blase, 2021). For effective management application, schools need to adapt to ongoing change as needs arise because change is inevitable.

In the application of management practices, school principals are expected to maintain their role as facilitators and embrace all staff and professional as partners in achieving a common goal. Maxwell (2022) indicated that effective leaders have to maintain an attitude of sacrifice in order to turn around an organization. In order to build an effective school administration, principals (leaders) are expected to become agents of change in order to improve quality. In applying management practices, principals become committed in creating the goals, values and systems that guide the pursuit of continuous performance and improvement as leaders. The foundation of an effective management application is commitment.

In addition, principals learn quality-related concepts and skills, and arrange adequate resources for teachers' training and education. The application of total commitment in secondary school administration improves teaching and learning as well as the school administration, and satisfies the stakeholders (students, teachers and parents) and also motivates and encourages effective staff participation and good organizational results. This is to say that total commitment is necessary in secondary school administration for effectiveness.

The principal is the person on whose shoulders rest the entire administration, success or failure of the school. The principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives. The principal analyses tasks and shares responsibilities to the staff according to specialization and

expertise (Uyah, 2017). Principals are the chief executives in secondary schools; they are in charge of school administration. They are also referred to as educational administrators. Administration is a process of getting things done through the effort of others by coordinating, planning, stimulating, directing and supervising their activities. Principals as administrators, get things done through the help of vice principals and teachers. Vice principals' act as principals in the absence of the principals by supervising teachers and also carry out other administrative functions. The teachers are used to achieve the educational goals. One cannot apply management practices principles in secondary school administration in isolation of teachers. It is based on this that the researchers used both male and female teachers for the study to ascertain level of teachers' job productivity.

Job productivity is concerned with the level of adequacy and effectiveness of completing things. It gives an indication of how an organization is fairing. The idea of job productivity can be seen from numerous points of view like financial, industry and administration. Teacher job productivity refers to the effectiveness and efficiency with which teachers carry out their instructional responsibilities, contribute to student learning, and achieve desired educational outcomes (Tiongson and Gempes, 2018). These revolved around various aspects of a teacher's work, including lesson preparation, instructional delivery, classroom management, student engagement, assessment practices, and professional development. These dimensions of teachers' job productivity were investigated in relationship with principals' management practices. In the context of this study, teacher's classroom management, teachers' assessment practices, instructional delivery, professional development and time management are investigated in relationship with principals' management practices.

Teachers' classroom management refers to the strategies and techniques that educators use to create a positive and productive learning environment for their students. It involves clear expectations for behavior, establishing routines and procedures and creating a supportive and engaging atmosphere in the classroom. Okeke (2009) asserted that classroom management is the process by which teachers organize and control their classroom in order to create an effective learning environment. It involves managing students' behavior, establishing rules, promoting student engagement and motivation for promoting student learning tasks (Ojo, 2018). When teachers are able to effectively manage their classrooms, students are more likely to be engaged, motivated, and focused on their learning. This leads to better academic outcomes and overall success of students. Okoroma (2019) emphasized the importance of strong classroom management skills in creating a positive and effective learning environment for students. By implementing effective strategies and techniques in the adoption of management practices, principals can create a classroom

that is conducive for learning and helps students reach their full potential.

Teachers' instructional delivery refers to the methods and strategies that educators use to present information, engage students, and facilitate learning in the classroom. It encompasses a wide range of techniques such as lectures, discussions, group work, multimedia presentations, hands-on activities, and more. Teachers' instructional delivery should focus on inspiring and motivating students to reach their full potential (Oduma, 2016). In the context of this study, teachers' instructional delivery includes educators not only providing information and guidance, but also encouraging critical thinking, creativity, and problem-solving skills in their students. By adopting a transformational approach to instructional delivery, teachers might create a more dynamic and engaging learning experience for students (Okworie, 2016).

Management in education can have a direct impact on teachers' job productivity. By implementing effective management practices, such as teamwork, effective communication, coordination, adequate resources, training, employee involvement and support for teachers, schools can create a positive work environment that fosters productivity. When teachers feel valued and supported, they are more likely to be motivated and engaged in their work, leading to higher levels of productivity and better outcomes for students (Nworie, 2020). Additionally, management practices can help identify areas for improvement and provide feedback to teachers, allowing them to continuously develop their skills and improve their performance. Overall, a strong focus on management practices may enhance teachers' job productivity and contribute to the overall success of the educational system

Educational institution is one of the organizations whose functions depend on effective communication among stakeholders. Apart from the need for effective communication in the co-ordination of activities in the management process, the basic functions of education rely almost on communication among teachers and students and in the co-ordination of various school organizational structures and levels. In any school where there is effective communication, there will be understanding among staff, harmony in work operations, good inter-personal relations and easy realization of common objectives and goals. Where there is lack of effective communication there will be chaos, anarchy, and overlap of function which may cause confusion and wastage of human and material resources (Mill, 2016). Poor communication and understanding have been largely responsible for the spate of students' unrest and poor administration in many educational institutions in the recent past (Agu, 2017). Studies conducted by Akudo (2021) and Olukunle (2018) stressed on the need for proper implementation of management practices ideals in schools for continuous improvement. However, poor management practices can severely hinder teachers' job

productivity, leading to detrimental outcomes for both educators and students. One of the most immediate outcomes of poor management practices is a notable decline in teacher motivation and morale. When teachers feel undervalued or unsupported, their enthusiasm for teaching diminishes. For instance, lack of recognition for hard work, insufficient resources, and ineffective communication from administration can lead to frustration among educators. This decrease in morale can result in teachers becoming disengaged from their roles, leading to a lack of innovation and enthusiasm in lesson delivery, ultimately affecting students' learning experiences. Thus, the aspect of principals' management practices in the school system are sometime poorly maintained thereby leading to poor teachers' productivity.

Statement of the Problem

The entire administration of secondary schools' rest on the shoulder of the principals. Most principals in public secondary schools in Cross River State are seen to exhibit poor management practices which could lead to a lack of trust and respect among teachers. This situation could cause frustration and dissatisfaction within the teaching staff, ultimately morale and enthusiasm for their work. Furthermore, ineffective management could result in unclear roles, inadequate support, and insufficient resources for teachers. Consequently, this manifest in lower job performance, as teachers struggle to meet their responsibilities without the necessary guidance and support from their principals. When teachers feel undervalued or unsupported, they are more likely to seek employment elsewhere, leading to instability within the school and loss of experienced educators. Notwithstanding, teacher productivity is closely linked to student achievement underperforming due to ineffective management, students suffer from lower academic performance, decreased engagement, and less favorable educational experiences.

Secondary schools in Cross River State over the years appear to have been suffering due to inadequate facilities for effective teaching and learning, inadequate maintenance of existing ones, inadequate management practices by principals based on teamwork, poor communication method, coordination practices, capacity building and employees involvement all these influence teachers' job productivity which in turn negatively affect students' academic performance especially in their external examinations. This situation may have resulted to some parents registering their children in private schools in other to achieve good results.

Poor management also contribute to increased levels of stress and burnout among teachers. Factors such as overwhelming workloads, unclear job expectations, and inadequate administrative support can leave teachers feeling overburdened. When teachers experience burnout, their productivity declines, performance suffers, and they may even consider leaving the

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profession altogether. High turnover rates not only destabilize the teaching staff but also hinder the continuity of instruction, adversely impacting students' educational development.

Poor management practices that diminish teachers' effectiveness ultimately reflect in student performance. For example, when teachers are overwhelmed and demotivated, their capacity to deliver engaging. Students may receive less personalized attention, resulting in lower engagement and comprehension levels. Additionally, teachers who are struggling with their own job satisfaction are less likely to inspire their students or instill a love for learning. This may have also included Public Secondary Schools in Cross River State in the UNESCO's report of poor performance in secondary schools in Nigeria since Cross River is one of the states in Nigeria. Hence, the need to determine relationship between management practices and teachers' job productivity in public secondary schools in Cross River State.

Purpose of the Study

The main purpose of this study was to investigate into the relationship between management practices and teachers' job productivity in public secondary schools in Cross River State. Specifically, the study sought to**:**

1. Ascertain the relationship between principals' management practices and teachers' classroom management in public secondary schools in Cross River State
2. determine the relationship between principals' management practices and teachers' instructional delivery in public secondary schools in Cross River State

Research Questions

The following research questions guided this study:

1. What is the relationship between principals' management practices and teachers' classroom management in public secondary schools in Cross River State?
2. What is the relationship between principals' management practices and teachers' instructional delivery in public secondary schools in Cross River State?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

1: There is no significant relationship between principals' management practices and teachers' classroom management in public secondary schools in Cross River State

2: There is no significant relationship between principals' management practices and teachers' instructional delivery in public secondary schools in Cross River State

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Methodology

This study adopted a correlational survey research design. This type of design according to Nworgu (2015), seeks to establish the relationship that exists between two or more variables like management practices and teachers' job productivity. This design was used because the study is based on the description of the relationship between management practices and teachers' job productivity in public secondary schools in Cross River State. The residents of Cross River State are mostly civil and public servants, farmers, traders, businessmen and women, clergy men and women and medical practitioners. The State is populated by educated, professionals, uneducated, illiterate and semi-literate, skilled, semi-skilled and unskilled men and women, youths and children. Cross River State operates formal, informal and non-formal education systems especially at the secondary education level. The system of schools' administration in Cross River State in relation to management practices appear not encouraging based on teachers output. In line with this, the researcher deemed it necessary to carry out this study in this area. The population of the study comprised four thousand, nine hundred and sixty-three (4,963) teachers and principals in the two hundred and eighty-one (281) public secondary schools in Cross River State. The breakdown has four thousand six hundred and eighty-two (4,682) teachers and two hundred and eighty-one (281) principals in public secondary schools in Cross River State (Cross River State Ministry of Education: Planning, Research and Statistics Department Calabar, 2023/2024). The sample of the study comprised three hundred and seventy (370) respondents made up of teachers and principals using Taro Yamane formular, for finite population.

Proportionate stratified random sampling technique was used to draw the sample of three hundred forty-nine (349) teachers and twenty-one (21) principals in Cross River State. In stage 2 the research drawn the representative sample from the three Education Zones. In Calabar Education Zone, out of 1938 teachers and 87 principals, 144 teachers and 7 principals were drawn. In Ikom education zone, out of 1570 teachers and 109 principals, 117 teachers and 8 principals were drawn and in Ogoja Education Zone, out 1174 teachers and 85 principals, 88 teachers and 6 principals were drawn. That means sample of teachers and principals drawn were; 349 teachers and 21 principals totaling 370 respondents. Two set of questionnaires were developed by the researcher and were used for data collection from the respondents. Both questionnaires were designed for principals and teachers as the respondents, this was constructed in line with the purpose of the study and research questions. The first one was titled "Teachers Assessment on Principals Management Practices Questionnaire (TAMPQ)" containing 10 items. The instrument was used to determined management practices of principals in secondary schools in Cross River State. TAPMPQ was divided into two sections of A and B. Section A contained the

personal data of the respondents and elicited such information as the status of the respondents. Section B of the TAPMPQ was arranged and organized into 2 clusters. The second questionnaire titled "Principals Assessment Scale on Teachers Job Productivity Questionnaire (PATJPQ)" was design to gather information from the principals on teachers' job productivity and which has 10 items. PASTJPQ was arranged and organized into 2 clusters with 10 items that addressed issues on teachers' job productivity. The response items in the two questionnaires were organized on a 4-point scale with response options and numerical values assigned to them as follows: (a) Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, Strongly Disagree (SD) 1 point, for answering research questions 1 to 2. Reliability of the two research instruments were determined through a trial-testing based on single administration of the instrument. This method involved administering the test once on 30 teachers and 30 principals from public secondary schools in Akwa Ibom. This area was not part of the study area but Akwa Ibom shares common boundary with Cross River State and its features in terms of the public secondary schools' structure are alike. The data collected with these two questionnaires were collated and analyzed using the Cronbach Alpha statistical method in order to determine the two instruments coefficient of internal consistency. For each of the five clusters in the TAPMPQ instrument in section A; Cluster A yielded 0.84 and Cluster B yielded a coefficient of 0.78 the overall alpha stood at 0.79 showing that it is reliable. For the second instrument - PATJPQ with only 10 items on teachers' job productivity Section B has two clusters. Cluster A yielded 0.56 and Cluster B yielded a coefficient of 0.76the overall alpha stood at 0.94 showing that it is reliable. The results indicated the internal consistency of the two instruments, which is considered satisfactory for the study. Three hundred and seventy printed copies of the questionnaires were administered to the respondents through a direct hand-delivery process with the help of three research assistants. This helped to ensuring maximum recovery of the copies of the questionnaire administered. The research assistants received briefings and instructions on how to administered the questionnaire to the respondents. Out of three hundred and seventy copies distributed, 352 copies of the questionnaire distributed were returned. In answering the research questions, data collected from the respondents were analyzed in SPSS (Statistical Package for Social Sciences version 25) using Pearson Product Moment correlation method while the research hypotheses were tested through linear regression statistics. The decision rule was that any coefficient between 0.8 and above, the coefficient was read as having high positive co-relation, where the coefficient reads between 0.50 to 0.79, the coefficient relationship was read as having moderate positive relationship whereas, coefficients below 0.49 was described as low positive correlation while coefficient of zero "0" was having no relationship.

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Results

In this chapter, the researcher presents the data as analyzed. The results are presented in tables based on the research questions and hypotheses. The findings of the study are also summarized.

Research Question 1

What is the relationship between principals' management practices and teachers' classroom management in public secondary schools in Cross River State?

Table 1: Relationship between Principals' Management Practices and Teachers Classroom Management in Public Secondary Schools

Principals Management Practices		Teachers Classroom Management
Principals' management Practices	1.0000	.73
	(331)	(331)
Teachers Classroom Management	.73	1.0000
	(21)	(21)

r=0. **r^2=0.53**

The results in Table 1 show a correlation coefficient(r) of 0.73 which indicates a high positive relationship. This signifies that there is a moderate relationship between principals' managerial practices and teachers job productivity in the area of teachers' classroom management in public secondary schools in Cross River State. However, the coefficient of determination (r^2) is 0.53 which when converted to percentage is 53%. This value explains that 53% of teachers' classroom management is attributed to principals' management practices in public secondary schools.

Research Question 2

What is the relationship between principals' management practices and teachers' instructional delivery in public secondary schools in Cross River State?

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Table 2: Relationship between Principals' Management Practices and Teachers' Instructional Delivery in Public Secondary Schools

Principals Management Practices		Teachers Instructional Delivery
Principals Management Practices	1.0000 (331)	.692 (331)
Teachers Instructional Delivery	.692 (21)	1.0000 (21)
	r=0.692	**r^2=0.479**

The results in Table 2 show correlation coefficient of 0.692. This signifies that there is a moderate positive relationship between principals' management practices and teachers job productivity as relates to teachers' instructional delivery in Public Secondary Schools in Cross River State. However, the coefficient of determination (r^2) is 0.48, which explains that 48% of teachers job productivity in relation to their instructional delivery is attributed to principals' management practices in the administration of secondary schools.

Test of Hypotheses

HO_1: There is no significant relationship between principals' management practices and teachers' classroom management in public secondary schools in Cross River State

Table 3: Significant Relationship between Principals' Management Practices and Teachers Classroom Management in Public Secondary Schools

Computed r (r)	r-Squared	Adjusted r-Square	Standard error	Beta	t-cal	P-Value	Dec.
.726	.528	.527	.925	.726	14.552	.0000	Sig.

From Table 3, presents the coefficient of correlation which established relationship between principals' management practices and teachers' classroom management in public secondary schools. From Table 3, the calculated 't' value is 14.552 while the p-value is 0.0000. This indicates a significant result because the p-value (0.000) is less than the level of significance (0.05). Therefore, the hypothesis that, there is no significant relationship between principals' management practices and teacher's classroom management in public secondary schools in Cross River State was rejected.

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HO2: There is no significant relationship between principals' management practices and teachers' instructional delivery in public secondary schools in Cross River State.

Table 4: Significant Relationship between Principals' Management Practices and Teachers' Instructional Delivery in Public Secondary Schools

Computed r (r)	r-Squared	Adjusted r-Square	Standard error	Beta	t-cal	P-Value	Dec.
.899	.808	.808	2.08477	.899	18.87	.0000	Sig.

From Table 4, r represents the coefficient of correlation which is established on relationship between the two variables. From Table 4, the calculated 't' value is 18.87 while the p-value is 0.0000. This indicates a significant result between the p-value (0.000) is less than the level of significance (0.05). Therefore, the hypothesis that there is no significant relationship between principals' management practices and teachers' instructional delivery in public secondary schools in Cross River State was rejected.

Discussion

The findings of the study show that there was a moderate positive relationship between principals' management practices and teachers classroom management in public secondary schools. The co-efficient of determination (r^2) implying that, principals' management practices in the administration of secondary schools enhance teachers' effective classroom management in secondary schools. The findings further revealed concluded that there is a significant correlation between principals' management practices and teachers' classroom management in the area of teachers' job productivity in secondary schools.

The finding is in line with some works of other scholars like (Babayemi, 2016) who observed that principals who exhibit management practices behaviors can have a significant impact teachers' classroom management practice. Principals' management practices inspire and motivate teachers to achieve their full potential, leading to improved job satisfaction and performance among teachers. This positive influence can trickle down to the classroom level, as teachers who feel supported and empowered by their principal are more likely to effectively manage their classrooms. In agreement with Elcicek, (2016) who asserted that principals' managerial practices also set a clear vision for the school and communicate expectations effectively, providing teachers with guidance and resources to implement successful classroom management strategies. By fostering a collaborative and supportive work

environment, principals help teachers develop their skills and confidence managing student behavior. Furthermore, principals model the behaviors they expect from their teachers, creating a culture of professionalism and accountability within the school. Teachers are more likely to emulate these positive behaviors in their own classrooms, leading to a cohesive approach to classroom management throughout the school. The relationship between principal management practices and teachers' classroom management is crucial for creating a positive and effective learning environment for students.

The finding of the study showed that there was a high positive relationship between principals' management practices and teachers' instructional delivery in public secondary schools based on the computed r, in line with the co-efficient of determination (r^2) which ratings implied that, effective managerial practices adopted by school principals attributed to teachers' effective instructional delivery in the school. Hypothesis 2 on table 4 concluded that there was significant correlation between the principals' management practices and teachers' instructional delivery in public secondary schools, since the t. test of significance of r, at an alpha level of 0.05 was greater than the significance of t (probability value). It indicated that there was significant correlation between principals' management practices and teachers' instructional delivery in public secondary schools.

The finding is in line with Bolkan, Goodboy, and Griffin (2015) who asserted that, the relationship between principal management practices and teachers' instructional delivery is also one of mutual influence and support. Management practices inspire and motivate teachers to go above and beyond in their teaching, encouraging them to be creative student-centered in their approach to instruction. In support of the findings Lai (2014) asserted that when principals exhibit management practices behaviours such as building trust, providing intellectual stimulation, setting high expectations, and offering support and encouragement, teachers are more likely to feel empowered and motivated to excel in their instructional delivery teaching methods, strategies, and technologies that enhance student engagement, participation, and learning outcomes.

Furthermore, leadership create a positive school culture and climate that fosters collaboration, teamwork, and professional growth among staff members. This collaborative environment encourages teachers to share best practices, seek feedback and input from colleagues, and engage in continuous professional development to improve their instructional delivery.

The relationship between principal management practices behaviours and teachers' instructional delivery is essential for creating a school culture that values and promotes excellence in teaching and learning. When principals lead by example and inspire

teachers to be their best selves, the entire school community benefits from improved student achievement and overall academic success.

Conclusion

Based on the findings, it was concluded that; there is a moderate positive relationship between principals' managerial practices and teachers' classroom management, which vehemently revealed that teachers' productivity in the areas of instructional delivery, are improved through principals' managerial practices adopted in the administration of secondary schools. This is an indication that principals' managerial practices are totally important in teachers job productivity in secondary schools.

Recommendations

From the findings of the study, the following recommendations were made:

1. Secondary school principals should continue to foster an environment where mutual respect with collaboration is maintained between teachers and teachers. This can further improve classroom management.
2. Principals should continue to establish a system for receiving and responding to feedback from staff in order to improve effective instructional delivery.

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