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PRINCIPALS' MANAGEMENT PRACTICES AND ORGANIZATIONAL EFFECTIVENESS OF TEACHERS IN PUBLIC SECONDARY SCHOOLS: A QUANTITATIVE ASSESSMENT

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ABSTRACT

Introduction: Past studies have assessed widely the teachers' involvement in school-based decision-making. However, some studies have associated it with subject choices and teacher variables.

Purpose: The thrust of this study was to determine the relationship between management practices and organizational effectiveness of teachers in public secondary schools.

Methodology: The research was conducted in Calabar South Local Government Area of Cross River State, Nigeria. To give direction to this study, three hypotheses arising from the three specific purposes of the study were formulated. The correlation research design was adopted in this study. The study conducted a census on the entire population of 431 public secondary school teachers. The instrument for data collection was titled "Management Practices and Organizational Effectiveness of Teachers Questionnaire (MPOETQ)". The null hypotheses formulated for the study were tested at the .05 level of significance using Pearson Product Moment Correlation.

Results: It was found that principals' communication, motivation and participatory decision-making practices had a significant and positive relationship with the organizational effectiveness of teachers in terms of punctuality, completion of scheme of work/diary, preparation of lesson plans, classroom management, lesson delivery, assessment of students, administration of examinations, involvement in PTA, involvement in extra-curricular activities and preparation/issuance of terminal results to students respectively.

Recommendations/Classroom Implications: Based on these findings, it was recommended that school principals, as well as the government, should ensure that there is an effective display of situational management practices where a situation in the school system should warrant the application of management practice that suits such a situation.

Keywords: Effectiveness, Management Practices, Organization, School, Secondary, teachers



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PUBLIC INTEREST STATEMENT

The present study is unique in Calabar South Local Government Area of Cross River State, Nigeria. The uniqueness of the study is based on the fact that organizational effectiveness of teachers as dependent variable was not found to have been addressed by previous studies reviewed.

INTRODUCTION

The school organization is an important agent of education in Nigeria just like any other country. To effectively achieve the goals of education at any level, an effective teaching workforce becomes inevitable (Owan & Ekpe, 2019). Organizational effectiveness of teachers, in this context, refers to teachers' identification with their schools, attachment to, effective discharge of duties, involvement in, loyalty to and readiness to willingly perform assigned and delegated responsibilities without relenting in their efforts. Effectiveness arises when employees assume responsibility for the outcome of their work (Ekpoh & Asuquo, 2018). Their effectiveness contributes immensely towards improvement in the total value of education (Asuquo & Okon, 2020) and in preparing students into morally sound and patriotic citizens (Edet & Asuquo, 2019). Effective teachers are easily identified through a high frequency in punctuality, task completion, lesson preparation consistency, classroom management capacities, quality delivery of lesson contents, timely assessment of students, effective administration and coordination of examinations, timely preparation and issuance of students' results and engagement in co-curricular activities of the school (Arop, Owan & Ekpang, 2018b; Owan, 2018; Owan et al., 2019).

Teachers' effectiveness, in the highlighted areas is very essential in the school; it promotes institutional effectiveness (Basse, Owan, & Eze, 2019) and good students' academic performance (Ngussa & Gabriel, 2017; Robert & Owan, 2019). Since the principals are both human and material resource managers (Mbon, Ukpabio, Ekanem, Okon, Uko, Ngaji, & Okon, 2020; Owan, 2018; Sharma, 2015), it is anticipated that schools with effective

managerial capacity should have higher rates of teachers' effectiveness than those with less managerial capacity. In the school system, management involves systematic control of available human and material resources to improve and sustain the school programmes and activities directed towards achieving educational goals and objectives (Edet & Asuquo, 2019). Different management practices abound in educational organizations, but this study's focus is on principals' communication with teachers, the motivation of teachers and participatory decision-making practices.

Communication is the process of creating/producing, sending information through an appropriate medium, receiving, interpreting and making use of information for decision making. Communication is the ability to influence teachers by giving and receiving information to carry out instructions that are geared towards the achievement of the goals of the school (Ekpoh & Asuquo, 2016). No organization is successful in its operations and activities without effective communication (Arop, Owan, & Ekpang, 2018a; Nebo, Nwankwo, & Okonkwo, 2015). Communication is central within the context of every organization for its effective and efficient operation (Adeogun, Abiona, Ajayi, & Amuludun, 2017; Atambo & Momanyi, 2016; Osim & Etor, 2016). To Owan, Ekpenyong, & Asuquo, (2021), teachers would display a negative attitude with their principals when their principals' communication style is not favourable and this will consequently affect teachers' job performance in the school. Empirical studies tend to have proven that the communication styles adopted by principals affect teachers' job effectiveness in secondary schools. For instance, the result of a study conducted by Marshall (2015) indicated, among

other sub-variables, that the correlation score for principals' communication was significantly higher and as such had a greater influence on teachers' commitment in secondary schools.

In Obubra Local Government Area of Cross River State, the results of a study showed a positive correlation between effective communication as a conflict management strategy and teachers' job effectiveness (Owan, 2018). Though related to the present study, the study of Owan narrowed the focus of principals' effective communication to its use for conflict resolution while teachers' job effectiveness was treated broadly. This research rather viewed principals' communication holistically while operationalizing teachers' effectiveness in specific areas. In the research of Osim and Etor (2016), a non-significant correlation was recorded between the communication behaviour of school leaders and the task performance of teachers at the secondary education level. Although the finding is surprising, the authors attributed the finding to the weak enforcement of discipline on members of staff who were erring in their roles. This suggests that communication, if paired with proper discipline, could enhance teachers' job performance, although this was beyond the scope of the cited study.

In the context of the People's Republic of China, Wang (2011) explored the roles of social-emotional-oriented communication and work-oriented communication in enhancing organizational commitment. Findings indicated that social-emotional-oriented communication between subordinates and superiors was a positive predictor of affective commitment. It was also discovered that work-oriented communication is a strong positive predictor of affective commitment and normative commitment. While the study of Wang built on two aspects of Allen and Meyer's (1990) job commitment theory, the research is related to the present study through the various types of communication patterns that were studied. However, by focusing on job commitment as the dependent variable,

the study is not the same as the present one. In very recent research, conducted in Cross River State, Owan et al. (2021) found different key communication practices available for adoption by secondary school principals. However, the researchers documented further that the degree to which school managers adopted these communication practices was below anticipated minimum expectations. There have also been no major partial and composite impacts on the school-community partnership of directors' communications and fund management activities. Though the research of Owan et al. focuses on the communication practices of principals (making it related to the present study), it linked it to school-community partnerships as the response variable (making it different from the present research). The study of Arop et al. (2018a) demonstrated a significant relationship between effective interaction with people, the quality of job performance and the accomplishment of the organization's goals. Based on these results, the scholars concluded that effective communication leads to good relations, promotes work success and the achievement of organizational goals. Although the cited research is related, it was conducted in just a tertiary institution of Cross River State (Cross River State College of Education, Akamkpa). Therefore, the findings realized may not apply to teachers at the secondary education level, making the present research necessary.

Motivation is a common concept in management literature that involves internal and external influences (intrinsic and extrinsic) that encourage workers to increase their productivity. "Motivation compels persons (teachers) to do their work with happiness, in teaching and modifying the behaviours of learners" (Owan et al., 2020; p. 4159). While intrinsic motivation is the individual desire to carry out tasks that are not associated with rewards, extrinsic motivation on the other hand has to do with performance associated with rewards (Asuquo & Ekoph, 2018). In addition to financial rewards, school

heads must be aware of what motivates teachers to perform their work to the best of their abilities. A study by Olurotimi, Asad and Abdulrauf (2015) found a positive and significant influence of promotion on teachers' commitment. Meaning that the reward system and teachers' commitment were statistically significant. However, there was a low significant relationship between training and development and teachers' commitment. Salleh, Zahari, Said and Ali (2016) conducted work on the influence of work motivation on organizational commitment in the workplace and found a positive relationship between work motivation and organizational commitment. In addition to the finding of their study, they stressed that motivated employees display a high level of commitment in an organization and love their work while unmotivated employees contribute to absenteeism, perform poorly at work and other negative factors that may contribute to poor organizations' performance. By implications, the reward system and teachers' commitment were statistically significant (Olurotimi et al., 2015).

In another study, Owan et al. (2020) showed among many other findings, that the motivation of employees contributed almost average to the affective and continuance commitment of secondary educators. However, in the normative dimension of the willingness to work, the participation rate was minimal. Besides, the impact on both affective and continuance aspects of educators' job commitment is significant, although negligible in the normative aspect. The impact of motivational tactics on teachers' instructional performance in government high schools in Uyo, Akwa Ibom State, was investigated in 2012 by Ukpong and Uchendu. The study found that positive techniques had a substantial impact on teachers' job efficiency. In Ebonyi State, Okorie and Usulor (2016) revealed that the degree to which principals ensure staff meetings inspire teachers for effectiveness in public and private secondary schools was discovered to be a motivator for teachers' effectiveness in both public and private

secondary schools. However, there is no substantial difference in the degree to which principals' contact patterns inspire teachers in public and private high schools to be successful. It was also discovered that there is no substantial gap between public and private high schools in the degree to which principals ensure frequent meetings with teachers to inspire teachers for effectiveness. Etor and Etudor-Eyo (2016) discovered that there is a substantial gap in employees' willingness to take obligation at work before and after receiving motivational therapy. Similarly, the motivation and efficiency of teachers in selected secondary schools in Ogun State's Ikenne Local Government Area were investigated by Nwosu (2017). The study's results showed an important positive association between teachers' job success and motivation in achieving high-quality secondary education. The reward scheme, career preparation and progress, and job situational causes all accounted for 10.4%, 29.1%, and 13.9 per cent of the difference in teacher motivation in public high schools, according to the report.

Participatory decision-making entails workers' involvement in management decision making processes in terms of choosing from an available alternative course of actions needed to solve prevailing organizational problems. Participatory decision-making practice is a departure from the traditional kind of decision-making (autocratic and dictatorial). A comparative study between public and private secondary schools on participation in decision making and teachers' commitment was carried out in Arusha City in Tanzania by Ngussa and Gabriel (2017). A significant relationship between participation in decision making and teachers' commitment was one of the outcomes from the data analysis. The result further indicated that teachers' commitment to and participation in decision-making was higher in private schools than in public schools. The study of Mosheti (2013), in Botswana, found that allowing teachers participation in decision-making results in a more satisfied teacher with a greater

commitment to organizational goals. Wadesango (2017) established that teachers were not significantly involved in decision-making. That means that most of the decisions were made by school heads and passed on to teachers for implementation. The study also attributed the low organizational commitment and low job satisfaction of teacher to insignificant teacher participation in decision making regarding critical school issues in the school.

In Greece, Sarafidou and Chatziioannidis (2013), using a multidimensional methodology showed a high degree of actual involvement in decisions involving students and teachers, but low participation in management decisions. Throughout all decision-making areas, the disparity between real and expected levels of involvement revealed substantial inequality. In a qualitative study, Wadesango (2015) revealed that the heads and their deputies had the right to make decisions on school-based education problems. It was also discovered that the teachers needed to be involved in this process. They just required their opinions to be respected and recognised by schools' managers. The study suggested that teachers should not be considered only as beneficiaries of the programme imposed, but should be participants in the curriculum creation process. Though studies were reviewed on participatory decision-making as independent variable, however, their dependent variables were not on organizational effectiveness of teachers. This justifies the need for the present study.

STATEMENT OF THE PROBLEM

In recent times, the topic of teachers' effectiveness has attracted a lot of attention among scholars and researchers (Arop et al., 2020; Basseyy et al., 2019; Owan, 2018). This may be due to the perceived ineffectiveness of some teachers in the discharge of instructional duties. Many studies in Nigeria, have documented a high rate of ineffectiveness amongst secondary school teachers. For instance, the research of Owan et al.

(2019) reported that many teachers are ineffective because they display "poor attitude to work, record keeping, lateness to school, inconsistent attendance to lectures and classes, poor self-discipline, nonchalant attitude towards notes writing, marking attendance register and several other unacceptable behaviours which cannot contribute to the attainment of set goals" (p. 26). More often than not, many teachers have been observed displaying a negative attitude to their assigned responsibilities in their schools. It has also been observed by the researchers that a good number of teachers do not appear to maintain expected attitudes towards completion of scheme of work/dairy, classroom management, lesson delivery, assessment of students, administration of examinations, involvement in Parent Teachers Association (PTA) and extra-curricular activities, as well as, timely preparation and issuance of students' results. Besides, some of them appear to be actively involved in petty trading while in school, which tend to distract them from quality instructional service delivery.

There is no doubt that school principals are saddled with the responsibility of ensuring that teachers carry out their assigned responsibilities as expected. However, most school leaders seem to give the impression that they are short of administrative competence. The ugly situation demands that school principals, as a matter of necessity, improve their administrative practices to nip such a discouraging situation in the bud. As institutional heads, principals are expected to make a tremendous improvement in their administrative practices to put under control the aforementioned challenges in the secondary school system. Therefore, this study was conceived to assess the management practices of school principals in correlation with the effectiveness of teachers. The aim is to determine whether there is discrimination in the effectiveness of teachers in secondary schools with high or low principals' managerial capacities.

PURPOSE OF THE STUDY

The main purpose of this study was to examine principals' management practices and organizational effectiveness of teachers in public secondary schools using a quantitative approach. Specifically, this study assessed:

1. the relationship between principals' communication practices and the organizational effectiveness of teachers;
2. principals' motivation practices and the organizational effectiveness of teachers;
3. The correlation between principals' participatory decision-making practices and the organizational effectiveness of teachers.

HYPOTHESES

1. There is no significant relationship between principals' communication practices and the organizational effectiveness of teachers.
2. Principals' motivation practices have no significant relationship with the organizational effectiveness of teachers.
3. The correlation between principals' participatory decision-making practices and the organizational effectiveness of teachers is not statistically significant.

METHODOLOGY

Research Designs

The correlational research design was adopted by the researchers for this

study. This design was considered the most suitable since the interest of the study was to examine the relationships between independent and dependent variables. The correlational research design is most suited to studies aiming to achieve the purpose of testing the relationship among variables to determine the direction and magnitude of such relationships (Idaka & Anagbodu, 2012; Owan et al., 2020, 2021). "This relationship is not determined by the researcher; it cannot be manipulated, since it is naturally present within a group or sample; the relationship between variables can be positive, negative or there could be no correlation at all" (Owan et al., 2020, p. 4161). It was for these reasons that the correlational research design was adopted.

Population and Sample

The study was conducted to cover all the public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. The study was a census since all the 431 available teachers in public secondary schools in the study area were involved in the study. Studying the entire population is called a census (Isangedighi, Joshua, Asim, & Ekuri, 2004). The population of this study is presented in Table 1

Table 1: Population distribution of the study

S/N	Name of Schools	Number of Teachers
1.	Government Secondary School, Henshaw Town	53
2.	Government Secondary School, Anantigha	38
3.	Pinn Margaret Secondary Commercial School, Atakpa	76
4.	Government Secondary School, Atu	81
5.	Government Secondary School, Idang	44
6.	Government Secondary School, Uwanse	61
7.	Government Secondary School, Lagos Street	66
8.	Government Migrant Secondary School, EfutAbua	12
	Total	431

Source: Planning Research and Statistics Department, Secondary Education Board, Calabar (2019)

Instrument for Data Collection

The instrument for data collection was entitled "Principals' Management Practices and Organizational Effectiveness of Teachers Questionnaire (PMPOETQ)". The instrument was designed by the researchers and structured into three sections (A, B and C). Section A was used to obtain respondents' demographic data. Section B of the instrument was made up of 18 items measuring principals' management practices such as communication, motivation and participatory decision-making, each with six items. Section C was designed with 40 items to assess the dependent variable (organizational effectiveness of teachers) which was operationalized based on ten proxies. Each proxy of teachers' effectiveness was represented as a cluster in section C, with each having four items. Overall, the instrument was composed of a total of 58 four-points Likert scale items, with response options such as Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was subjected to scrutiny by two Educational Management experts and another two experts in Measurement and Evaluation for face and content validity. The split-half method was used in

determining the reliability of the instrument. The reliability coefficients stood at 0.75 and 0.78 for management practices and organizational effectiveness of teachers respectively. With these values, the instrument was regarded as being consistent for measurement.

Procedure of Data Collection

The researchers and six research assistants, who were briefed on the purpose and methods of the research, administered copies of the instrument to the respondents. Out of 431 copies of the questionnaire that were administered, four hundred and twenty (420) copies were retrieved indicating a 97.4% rate of return.

Method(s) of Data Analysis

The data collected were coded and analyzed using the Pearson product-moment correlation. The results of the analysis are presented in the succeeding section of this article.

RESULTS

Hypothesis 1: There is no significant relationship between principals' communication practices and the organizational effectiveness of teachers.

Table 2: Pearson product-moment correlation matrix of the relationship between principals' communication practices and the organizational effectiveness of teachers (N=420)

Variables	\bar{X}	SD	r-value	Sig.
Principals' communication practices	15.50	3.22	1	
Punctuality	13.04	2.56	0.59*	.00
Completion of the scheme of work/diary	12.69	2.82	0.47*	.00
Preparation of lesson notes	13.31	2.73	0.49*	.00
Classroom management	14.03	3.12	0.50*	.00
Lesson delivery	12.50	2.64	0.60*	.00
Assessment of students	13.63	2.73	0.45*	.00
Administration of examination	13.51	3.01	0.60*	.00
Involvement in Parent Teachers Association (PTA)	12.92	2.91	0.48*	.00
Involvement in extra-curricular activities	15.20	3.25	0.53*	.00
Preparation/issuance of terminal result of the students	14.42	3.11	0.49*	.00

*p<.05; df= 418

The result of the analysis presented in Table 2 shows that the calculated values of all the proxies of organizational effectiveness of teachers are significant at .05 level of probability and 418 degrees of freedom. This result implies that principals' communication practices significantly and positively correlated with organizational effectiveness of teachers in terms of punctuality($r = .59, p < .05$), completion of scheme of work/diary($r = .47, p < .05$), preparation of lesson notes($r = .49, p < .05$), classroom management($r =$

$0.50, p < .05$), lesson delivery($r = .60, p < .05$), assessment of students ($r = 0.45, p < .05$), administration of examinations($r = .60$), involvement in PTA($r = .48, p < .05$), involvement in extra-curricular activities($r = .53, p < .05$) and preparation/issuance of terminal result of the students($r = .49, p < .05$).

Hypothesis 2: Principals' motivation practices have no significant relationship with organizational effectiveness of teachers.

Table 3: Pearson product-moment correlation analysis of the relationship between principals' motivation practices and the organizational effectiveness of teachers (N= 420)

Variables	\bar{X}	SD	r-value	Sig.
Principals' motivation practices (Independent)	14.96	3.44	1	
Punctuality	13.04	2.56	0.50*	.00
Completion of the scheme of work/diary	12.69	2.82	0.57*	.00
Preparation of lesson notes	13.31	2.73	0.51*	.00
Classroom management	14.03	3.12	0.56*	.00
Lesson delivery	12.50	2.64	0.61*	.00
Assessment of students	13.63	2.73	0.57*	.00
Administration of examinations	13.51	3.01	0.53*	.00
Involvement in Parent Teachers Association (PTA)	12.92	2.91	0.54*	.00
Involvement in extra-curricular activities	15.20	3.25	0.64*	.00
Preparation/issuance of terminal result of the students	13.04	2.56	0.55*	.00

* $p < .05$; $df = 418$

In Table 3, the result of the analysis indicates that the calculated values of all the proxies of organizational effectiveness of teachers are significant at the .05 level of significance and 418 degrees of freedom. The result means that principals' motivation practices have a positive and significant relationship to the organizational effectiveness of teachers in areas such as punctuality($r = .50, p < .05$), completion of scheme of work/diary($r = .57, p < .05$), preparation of lesson notes ($r = .51, p < .05$), classroom management ($r = .56, p < .05$), lesson delivery ($r = .61, p < .05$),

assessment of students ($r = .57, p < .05$), administration of examinations ($r = .53, p < .05$), involvement in PTA ($r = .54, p < .05$), involvement in extra-curricular activities ($r = .64, p < .05$) and preparation/issuance of terminal result of the students ($r = .55, p < .05$).

Hypothesis 3: The correlation between principals' participatory decision-making practices and the organizational effectiveness of teachers is not statistically significant.

Table 4: Pearson product-moment correlation analysis of the relationship between principals' participatory decision-making practices and the organizational effectiveness of teachers (N= 420)

Variables	\bar{X}	SD	r-value	Sig.
Principals participatory decision-making practices	13.95	3.18	1	
Punctuality	13.04	2.56	0.47*	.000
Completion of the scheme of work/diary	12.69	2.82	0.50*	.000
Preparation of lesson notes	13.31	2.73	0.54*	.000
Classroom management	14.03	3.12	0.48*	.000
Lesson delivery	12.50	2.64	0.59*	.000
Assessment of students	13.63	2.73	0.52*	.000
Administration of examination	13.51	3.01	0.58*	.000
Involvement in Parent Teachers Association (PTA)	12.92	2.91	0.55*	.000
Involvement in extra-curricular activities	15.20	3.25	0.47*	.000
Preparation/issuance of terminal result of the students	13.04	2.56	0.54*	.000

* $P < .05$; $df = 418$

The result of the analysis presented in Table 4 shows that all the calculated values of the sub-variables of the organizational effectiveness of teachers are significant at the .05 level of probability and 418 degrees of freedom. This result indicates a positive and significant relationship between principals' participatory decision-making practices and the organizational effectiveness of teachers in specific areas such as punctuality ($r = .47, p < .05$), completion of scheme of work/diary ($r = .50, p < .05$), preparation of lesson notes ($r = .54, p < .05$), classroom management ($r = .48, p < .05$), lesson delivery ($r = .59, p < .05$), assessment of students ($r = .52, p < .05$), administration of examinations ($r = .58, p < .05$), involvement in PTA ($r = .58, p < .05$), involvement in extra-curricular activities ($r = .47, p < .05$) and preparation/issuance of terminal result of the students ($r = .54, p < .05$).

DISCUSSIONS

From the result of the study, it was established that principals' communication practices have a positive and significant relationship with the organizational effectiveness of teachers. This finding appears this way because teachers who are constantly given reasons for their obligations in schools

may become effective due to such reasons. Effective teachers exhibit a high level of involvement in all school programmes activities and delegated responsibilities. This finding is in line with Marshall (2015) whose study indicated that the correlation score for principals' communication was significant and as such had a greater influence on teachers' commitment in secondary schools. The finding of this study also agrees with Wang (2011) whose study indicated that social-emotional-oriented communication between subordinates and superiors positively predicted affective commitment as well as affective and normative commitment being predicted strongly by work-oriented communication. In line with the result of Wang, the finding of this study indicates that principals' communication is an important tool use in influencing teachers to be actively involved in school programs and activities.

From the second finding, a positive and significant relationship was uncovered between the motivational practices of principals and teachers' organizational effectiveness. This finding may be attributed to principals' provision of financial rewards, safety (protection from danger and loss of job or employment), acceptance/love (social needs), recognition/respect (esteem

needs) and provision of opportunities for teachers to advance their careers in many schools. The provisions of these services were consistent with teachers' effective discharge of prescribed duties. This finding is in support of Olurotimi et al (2015) whose work revealed a positive and significant influence of motivation in the form of promotion on teacher's commitment. The finding also corroborates the work of Salleh et al (2016) which also found a positive relationship between work motivation and organizational commitment.

It was established from the third finding of this study that principals' participatory decision-making significantly correlates with teachers' organizational effectiveness. This result implies that the organizational effectiveness of teachers is higher in schools with a high rate of principals' participatory practices and vice versa. The result of this finding aligns with that of Ngussa and Gabriel (2017) which found a significant relationship between participation in decision making and teachers' commitment. Also, the finding agrees with the study of Mosheti (2013) that allowing teachers' participation in decision-making results in a more satisfied teacher with a greater commitment to organizational goals. Another study revealed that teachers were not significantly involved in decision-making and that decisions were made by school heads and passed on to teachers for implementation; as a result, there was a low organizational commitment and low job satisfaction of teacher (Wadesango, 2017).

The findings of this study have implications for secondary school goals attainment. The results of the study have shown that the organizational effectiveness of teachers in terms of teachers' punctuality, completion of scheme of work/diary, preparation of lesson notes, classroom management, lesson delivery, assessment of students, administration of examinations, teachers' involvement in PTA, involvement in extra-curricular activities and timely preparation/issuance of terminal results of the students are the outcomes of

management practices. There is no doubt that every secondary school activities and programmes are directed towards the attainment of specific goals. Such activities and programmes are facilitated by committed teachers. Hence, management practices should always be directed towards encouraging teachers to be committed in the discharged of their assigned and delegated duties. The study, however, faces the limitation of a relatively small geographical scope and small sample size. Thus, it is recommended that future studies be carried out on a larger scale.

CONCLUSION

Management practices in secondary schools in Calabar South Local Government Area of Cross River State Nigeria are the prerequisites for organizational effectiveness of teachers. Management practices, such as communication, motivation and participatory decision-making positively and significantly correlated with teachers' organizational effectiveness measured in terms of teachers' punctuality, completion of scheme of work/diary, preparation of lesson notes, classroom management, lesson delivery, assessment of students, administration of examinations, involvement in PTA, involvement in extra-curricular activities and timely preparation/issuance of terminal results of the students. The more effective management practices are to suit the prevailing situations in the school system, the more teachers are effective in their assigned delegated responsibilities.

RECOMMENDATIONS

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

1. School principals, as well as the government, should ensure that there is an effective display of situational management practices where a situation in the school system should warrant the application of management practice that suits such a situation.

2. Teachers should be made to have the feeling that they are loved and valued. This will make them more committed to school programmes and activities.

Conflicts of Interest: The authors declare no conflict of interest.

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Disclaimer Statement: We hereby declare that this paper is our autonomous work. All texts either quoted directly or paraphrased have been indicated by in-text citations. Full bibliographic details are given in the reference list.

Notes on Authors

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Authorship and Level of Contribution

Dr. Michael Ekpenyong Asuquo identified the problem of the study, put the background of the study together, reviewed literature, involved in the designing of the instrument, data

collection, editing of the manuscript and also in the discussion of findings.

Dr. Comfort Robert Etor contributed in the designing of the instrument, she put the methodology together as well as involving in data collection and analysis, editing and approving of the manuscript.

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