International Journal of Multidisciplinary Research and Growth Evaluation
ISSN: 2582-7138
Received: 28-04-2021; Accepted: 16-05-2021
www.allmultidisciplinaryjournal.com
Volume 2; Issue 3; May-June 2021; Page No. 247-251

Principals' managerial strategies and teachers' use of innovative instructional strategies in secondary schools in Anambra state

Obiekwe Kingsley K [1], Thompson Chidinma Chinenye [2], Ikedimma Ifeanyi Francis [3]
[1-3] Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Corresponding Author: **Obiekwe Kingsley K**

Abstract
The purpose of study was to correlate principals' managerial strategies and teachers' use of innovative instructional strategies in secondary schools in Anambra State. The correlational survey research design was adopted and the six education zones were covered in the study. The population of the study is 6,653 respondents comprising 258 principals and 6,411 teachers in all the state government owned secondary schools in Anambra state. Sample size for this study was 899 respondents consisting of 641 teachers and 258 principals of public secondary schools in the State. A researchers-developed questionnaire titled Principals' Managerial Strategies Questionnaire (PMSQ) and Teachers' Innovative Instructional Strategies Questionnaire (TIISQ) which were validated by three experts and used for data collection. The PMSQ and TIISQ were made up of two sections, A and B respectively. Section A elicited information on the status of the respondents while section B contained items on principals managerial strategies and teachers use of innovative instructional strategies respectively. The validity of the instrument was determined by two experts in Educational Management and one expert in Measurement and Evaluation. The reliability of the instruments was established using Cronbach's Alpha method and this yielded reliability coefficients of 0.72, 0.75 and 0.77 for the three managerial strategies elicited in PMPQ and 0.81 for TIISQ. Data obtained from the field were analysed using Pearson's Product Moment Correlation Coefficient. The correlation coefficients for the research questions were interpreted using Nworgu (2015). On the other hand, decisions relating to the test of hypotheses were made using the P- value. Thus, when the obtained P-value was less than the stipulated level of significance, in this case 0.05, the null hypothesis was rejected whereas when the P-value was greater than 0.05 the null hypothesis was not rejected. The findings of the study showed among others that a very high positive and significant relationship existed between principals' instructional supervisory strategies, staff development strategies and teachers' use of innovative strategies. Based on the findings and conclusion from the study the researchers recommended among other things that teachers should also from time to time be invited by the State Ministry of Education and the Post Primary School Service Commission to attend staff development programmes where they will be enlightened on the application of various innovative instructional strategies. This will help them apply varied teaching methods that can cater for different categories of learners for improved performance.

Keywords: Managerial Strategies, Instructional Strategies, Innovative Instructional Strategies

Introduction
The purpose of education is not only to make students literate but also to improve their knowledge, self-sufficiency and their ability to think rationally. In every society, education is a tool for growth and progress because it not only imparts knowledge, skill and right type of values, but also builds human capital which breeds, drives and sets innovation and economic growth. The demand for education has become explosive and one which no government can afford to ignore. Education has been accorded a high rating in Nigeria, and the demand for education is popular because of the desire of members of the society to give their children a better chance in life.

At the center of all educational activity is the teacher. Teachers are seen as one of the greatest inputs in any educational system. Describing the role of the teacher in the nation's educational system, FRN (2013) stated that no education system can rise above the quality of her teachers. Therefore, the quality of any educational system including the secondary education to a large extent depend on teacher effectiveness. An effective teacher is one who engages all students and provides a learning environment where all students can learn.

He works with the resources available and adopts various innovative instructional strategies to engender high goal attainment and performance of students.

Instructional or teaching strategy according to Samba, Achor and Ogbeba (2010) [25], refers to an approach, method or a combination of carefully designed classroom interactions that could be followed meticulously to teach a topic, concept or an idea. It could also mean using new or reconstructed already existing ideas, methods and equipment. Innovative teaching strategies imply the use of more facilitative approaches to teaching a topic or concept. It can also be referred to as knowing or identifying and applying a more facilitative (or learning ensured) approach in teaching a concept, topic or theme. By implication therefore, the strategy itself may not necessarily be new but its use for that particular topic, concept or theme may be novel. In other words, it is using a combination of various teaching strategies that are appropriate for the learners in order to ensure effective teaching and learning.

The search for innovative teaching strategy is borne out of the fact that different situations such as teaching topics, learners' cognitive readiness, concepts being taught, skills intended to be developed in learners demand for different teaching approaches to be used. Single teaching method hardly meet the needs of students coming from different background and having different learning questions in their mind. A teacher who is not aware of such strategies can neither attempt to use them in the first place nor use them adequately. Achor (2008) [2] identified some teaching strategies to include conceptual change strategy, concept mapping, field/excursion, guided discovery, experimental/laboratory and demonstration methods. Earlier scholars such as Pearson (1985) [24] outlined some innovative teaching strategies, namely: individualized instruction, team teaching, programmed instruction, prescriptive-diagnostic instruction, continuous progress, computer-assisted instruction, competency- based instruction, outcome-based instruction, and mastery learning. In Nigerian context, Gbadamosi (2013) identified some innovative instructional strategies which include, among others; Acronym memory, active learning, computer assisted instruction, constructivism, cooperative learning, demonstration, field trip, individual learning, mind map, minimalism, problem solving, project based learning, role playing, Socratic method, team teaching and vee mapping. Teachers are expected to employ a number of instructional strategies in improving students' learning outcome. Empirical evidence suggests that the use of innovative instructional strategies have positive effect on wide range of student outcomes such as increasing students' academic achievement and performance in different subjects as well as other positive learner outcomes such as increase in interest (Umer & Siddiqui, 2013; Xiong, 2010) [26, 27].

Several factors are capable of influencing teachers' use of innovative instructional strategies in the school. A possible factor is principal managerial strategy. Fullan (2005) [13] defined managerial strategies as the competencies required for effective and efficient planning, staffing, organizing, coordinating, controlling and decision making. Managerial strategies of principals can refer to their ability to successfully plan, organize, coordinate, control, make decisions, and initiate action to aid the effective management of schools. It is principals' ability to creat a healthy school culture for continual improvement in quality education; teamwork, communicate goals, policies, and procedures to staff; modify practice and school structures to accomodate new policy expectations; provide curriculum leadership opportunities; ensure good principal-staff relationship and guide specific initatives to improve students achievement (Carr, 2005; Elmore, 2005; Lezotte, & McKee, 2006) [8, 10, 16]. For the purpose of this study, the focus would be on three most important principals' managerial dimensions which are capable of influencing teachers' use of innovative instructional strategies. They are: instructional supervision, motivation and staff development.

Supervision is primarily concerned with improving classroom practices for the benefit of the students. Further, McQuarrie and Wood (1991) [17] stated that the primary purpose of supervision is to support teachers as they adapt and adopt, and refine the instructional practices they are trying to implement in their classrooms. Instructional supervision according to Asodike, Kaegon, Olawolu and Amadike (2012) [6] can be defined as using expertise knowledge and experience to oversee, evaluate and cooperatively improve the conditions and techniques of instructional programmes in teaching and learning process. Principals are expected to be instructional supervisors, motivators, coordinators and above all, instructional leaders. As an instructional supervisor, the principal obtains and makes available materials for teachers, visit classrooms, observe teachers while carrying out their teaching, and supervise all school programmes. Ayeni (2010) [7] puts it that principals should accord desired attention to monitoring of teachers attendance, preparation of lesson notes and adequacy of diaries of work, which will improve teachers' teaching performance. Through supervision principals can enhance teachers' use of innovative instructional strategies.

Motivation is another strategy and can be defined as the propelling force behind an individual's actions whether in principle or in practice. It is an essential factor in management for the achievement of an effective teaching and learning, along with the relevant specified educational goals. Motivation can also be perceived as conditions such as praises, rewards, promotion, among others that arouse the interest of teachers in performing their duties diligently (Omebe, 2014) [22]. In the same vein, Onyeachu (2010) [23] defined motivation as anything that encourages an individual to perform his or her duty in an expected manner. Staff motivation, therefore, in institutions refers to the organized efforts and activities aimed at making the staff happy, healthy and duty conscious in order to inspire, help and encourage them perform to their very best. Therefore principals can make use of various motivational strategies to inspire and stimulate teachers' performance in their use of innovative instructional strategies.

Staff development programmes for teachers are an important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management (Lawal, 2004) [15]. According to Obanya, (2004) [19] staff development is a conscious and systematic step to ensure staff upgrading and continuous self- development. Adequate staff development is also a management strategy which principals can adopt to improve teachers quality and effectiveness in their use of innovative instructional strategies. Hence, teaching as a profession demands continuous development of knowledge and ability through training programmes. Such training programmes include workshops, conferences, seminars, induction and orientation for new staff, refresher courses, in-service training among others (Ekpo, Edet & Nkama, 2013) [11].

Principals therefore are expected to consistently identify and implement strategies which are capable of fostering healthy

administrative atmosphere in their schools in order to encourage teachers in their use of innovative teaching strategies. Teachers on the other hand are expected to orchestrate a dozen or more instructional elements to assure successful learning achievement of students. This is because no single innovation or intervention will make a consistent and unambiguous difference to all students. However, it seems that most teachers in secondary schools in Nigeria, Anambra state inclusive, do not make use of varied forms of teaching strategies to be able to cope with some specific difficulties associated with teaching and learning by both the teachers and the students respectively. The persistent poor performance of students especially in science related subjects at School Certificate level (Achor, 2011 [3]; Ogbeba, 2009 [20]; Umoren & Ogong, 2007) gave rise to the assumption that most teachers in secondary schools in Nigeria probably do not make use of varied forms of teaching strategies in order to cope with some specific difficulties associated with teaching and learning.

Further, Nwagbo & Obiekwe (2010) [18], identified a number of factors obstructing students' understanding and achievement. Most important among these factors is teachers' inability to make use of innovative instructional strategies. Teachers' difficulty in employing innovative instructional strategies appears to be attributable to the managerial strategies of principals which can either have a negative or positive influence on teachers' use of innovative instructional strategies. The extent to which principals discharges their managerial function is a matter of concern, given that most secondary school principals carry enormous workload in managing their school resources as well as maintaining their professional leadership status. It is highly surprising that in secondary schools in Anambra State incidences of unacceptable behaviour, examination malpractices, absenteeism, lateness to school, teachers doing private business at official time, drug addiction and loitering of teachers and students seem to have persisted. These situations suggest that principals of secondary schools in Anambra state appear not to be implementing managerial strategies which are essential in fostering a conducive atmosphere for teaching and learning to take place. This nictitated the study to ascertain the relationship between principals' managerial strategies and teachers' use of innovative instructional strategies in secondary schools in Anambra state.

Research Question

The following research questions guided the study:

1. What is the nature of relationship between principals' instructional supervisory strategy and teachers' use of innovative instructional strategies?
2. What is the nature of relationship between principals' motivational strategy and teachers' use of innovative instructional strategies?
3. What is the relationship between principals' staff development strategy and teachers' use of innovative instructional strategies?

Hypotheses

The following hypotheses were formulated and will be tested at 0.05 level of significance.

1. There is no significant relationship between principals' instructional supervisory strategy and teachers' use of innovative instructional strategies?
2. There is no significant relationship between principals' motivational strategy and teachers' use of innovative instructional strategies?
3. There is no significant between principals' staff development strategy and teachers' use of innovative instructional strategies?

Method

Correlation research design was adopted for the study which was carried out in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The population of the study was 6653 respondents comprising 258 principals and 6411 teachers in all the state government owned secondary schools in Anambra state. A sample of 899 respondents consisting of 641 teachers and 258 principals of public secondary schools in Anambra state was drawn using multistage sampling procedure. Researchers-developed questionnaire titled Principals' Managerial Strategies Questionnaire (PMSQ) and Teachers' Innovative Instructional Strategies Questionnaire (TIISQ) which were validated by three experts and used for data collection. The PMSQ and TIISQ were made up of two sections, A and B respectively. Section A elicited information on the status of the respondents while section B contains items on principals managerial strategies and teachers use of innovative instructional strategies respectively. The validity of the instrument was determined two experts from the Department of Educational Management and Policy, and one from measurement and evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instruments was established using Cronbach's Alpha and this yielded reliability coefficients of 0.72, 0.75 and 0.77 for the three areas of principals'' managerial strategies elicited in PMPQ and 0.81 for TIISQ. Data obtained from the field were analysed using Pearson's Product Moment Correlation Coefficient. The correlation coefficients for the research questions were interpreted using Nworgu (2015). On the other hand, decisions relating to the test of hypotheses were made using the P- value. Thus, when the P-value is less than the level of significance, in this case 0.05, the null hypothesis was rejected, otherwise, it was not rejected.

Results

Table 1: Pearson r on principals' instructional Supervisory Strategy and teachers' use of innovative instructional strategies

Source of Variation	N	r	p-value	Remark
Principals' Instructional Supervisory Strategy Teachers' Use of Innovative Strategies	330	0.92	.000	Very High Positive Relationship

Table 1 shows that there is a very high positive and significant relationship of 0.92 between principals' instructional supervisory strategies and teachers' use of innovative strategies. The obtained p-value of .000 was less than the stipulated level of significance 0.05. The null hypothesis was rejected.

Table 2: Pearson r on principals' motivational Strategy and teachers' use of innovative instructional strategies

Source of Variation	N	r	p-value	Remark
Principals' Motivational Strategy Teachers' Use of Innovative Strategies	330	0.64	.000	Substantial Positive Relationship

Table 2 indicates that there is a substantial positive and significant relationship of 0.64 between principals' motivational strategies and teachers' use of innovative strategies. The obtained p-value of 0.00 was less than the stipulated level of significance. The null hypothesis was rejected.

Table 3: Pearson r on principals' staff development strategy and teachers' use of innovative instructional strategies

Source of Variation	N	r	p-value	Remark
Principals' Staff Development Strategy Teachers' Use of Innovative Strategies	330	0.85	.000	Very High Positive Relationship

Table 3 indicates that there is a very high positive and significant relationship of 0.85 between principals' staff development strategies and teachers' use of innovative strategies. The obtained p-value of .000 was less than the stipulated significance level of 0.05. The null hypothesis was rejected.

Discussion of Findings

The findings of this study show that there is a very high positive and significant relationship between principals' instructional supervisory strategy, principals' staff development strategy and teachers' use of innovative strategies. A substantial positive and significant relationship existed between principals' motivational strategies and teachers' use of innovative strategies. These findings indicate that principals' effective performance of their managerial practices of instructional supervision, staff development and motivation will improve teachers' use of innovative instructional strategies in teaching of students.

These findings align with Crocker and Algina (1986) [9] that the individual needs of the students cannot be achieved with one teaching method as every student comes from different background, possesses different questions about things being taught and have different focus towards the environment, there is need for teachers to be aware of different strategies that can bring clarity to what is taught to each students. This finding is also supported by Akpan (1996) [4] that the methods used in teaching in secondary schools in Nigeria do not produce maximum results for the acquisition of skills by the students, therefore, Akubuilo (2004) [5] and Achor (2008) [2] suggested the need for the use of multiple teaching strategies including inquiry teaching by all teachers to meet the different learning styles in the classroom. Achor (2003) [1]; Umoren & Ogong (2007); Ogbeba (2009) [20] had also emphasized that most teachers in Nigeria do not make use of varying strategies to cope with the difficulties associated with the teaching. There is therefore need for principals to encourage teachers adopt and apply relevant instructional strategies in teaching their students by effectively carrying out their managerial strategies of instructional supervision, staff motivation and development.

Conclusion

Based on the results of the study, the researchers concluded that there is a very high positive and significant relationship between principals' instructional supervisory strategies, staff development strategies and teachers' use of innovative strategies. A substantial positive and significant relationship existed between principals' motivational strategies and teachers' use of innovative strategies.

Recommendations

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

1. State Post Primary School Services Commission (PPSSC) should always organize training programmes in form of workshops and seminars for principals which will be aimed at improving and sharpening their managerial competencies. This will better equip them carry out their managerial functions which will improve teachers' innovative instructional strategies.
2. The researchers also recommended that teachers should from time to time be invited by the State Ministry of Education and the Post Primary School Service Commission to attend staff development programmes where they will be enlightened on the application of various innovative instructional strategies. This knowledge will help them adopt and apply varied teaching methods that cater for different categories of learners for improved performance.

References

1. Achor EE. Cognitive correlates of physics achievement of some Nigerian senior secondary students. Journal of the Science Teachers Association of Nigeria. 2003; 38(1-2):10-15.
2. Achor EE. Repositioning physics teaching and learning in secondary schools in Benue State: Focus on strategies for teaching difficult concepts. Workshop material on retraining for maximum efficiency in secondary schools by Benue State Ministry of Education, 2008, 178-187.
3. Achor EE, Imoko BI, Jimin N. Improving some Nigerian secondary students‟ achievement in geometry: A field report on Team Teaching Approach. New York Science Journal. 2011; 4(12):43-49.
4. Akpan BB. Towards a reduction in the contents of our primary and secondary science curricular. Journal Science Teachers Association of Nigeria. 1996; 31(1-2):1-5.
5. Akubuilo DU. The effects of problem solving instructional strategies on students' achievement and retention in biology. Journal of Science Teachers Association of Nigeria. 2004; 39(1-2):94-100.
6. Asodike JD, Kaegon LES, Olawolu OE, Amadike N. Educational Planning and Supervision. An Introductory Text. Port Harcourt: InformediaGrafik, 2012.
7. Ayeni AJ. Teachers' instructional task performance and principals supervisory roles as correlates of quality assurance in secondary schools in Ondo State. Unpublished Doctoral Dissertation. Obafemi Awolowo University, Ile-Ife, Nigeria, 2010.
8. Carr R. Evolution of Leadership Preparation Program in 21st Century Educational leadership Review. Challenges. British Journal of Education. 2005; 2(7):26-31, 6(1):34-41.
9. Crocker L, Algina J. Introduction to classical and

modern test theory. Fort Worth, Harcourt: Brace Jovanovich College Publishers, 1986.
10. Ehmore RE. School from the Inside out: Policy, practice, and performance. Cambridge: Haward Education Press, 2005.
11. Ekpo UI, Edet AO, Nkama VI. Staff development programmes and secondary school teachers job performance in Uyo metropolis, Nigeria. Journal of educational and practice. 2013; 4(12):217-222.
12. Federal Republic of Nigerian. National policy on education. Lagos: NERC Press, 2014.
13. Fullan M. Leadership and sustainability. Thousand Oaks: cowin press, 2005.
14. Gnadadmosi AF. Biology teachers' awareness and utilization of innovative teaching strategies in Oyo South Senatorial District, Nigeria. A master's thesis submitted to the Department of Science Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria, 2013.
15. Lawal HS. Teacher education and the professional growth of the 21st Century Nigerian teacher. Unpublished seminar paper. Federal College of Education, Katsina, Nigeria, 2004.
16. Lezzotte LW, MCkee KM. Stepping up: Leading the charge to improve our schools. Okemos, MI: Effective schools product ltd, 2006.
17. McQuarrie FO, Wood FH. Supervision, staff development, and evaluation connections. Theory into Practice. 1991; 30(2):91-96.
18. Nwagbo C, Obiekwe C. The effects of constructivist instructional approach on students‟ achievement in basic ecological concept in biology. Journal of Science Teachers Association of Nigeria. 2010; 45(1-2):26-35.
19. Obanya P. Dilemma of Education in Africa. Dakar: UNESCO- BREDA, 2004.
20. Ogbeba JA. Effect of prior knowledge of instructional objectives on senior secondary school students' motivation and achievement in biology. Unpublished Ph.D. thesis, Faculty of Education, Benue State University, Makurdi, 2009.
21. Ogbeba JA. Effect of prior knowledge of instructional objectives on senior secondary school students' motivation and achievement in biology. Unpublished Ph.D. thesis, Faculty of Education, Benue State University, Makurdi, 2009.
22. Omebe CA. Human resource management in education: issues and challenges. British Journal of Education. 2014; 2(7):26-31.
23. Onyeachu JAE. Behaviour modification strategies employed by primary school teachers for modifying truancy as a bad behaviour in Isuikwuato Local Government Area of Abia State. Knowledge Review. 2010; 21(4).
24. Pearson RE. A group-based training format for basic skills of small-group leadership. Journal for Specialists in Group Work. 1985; 10:150-156. doi:10.1080/01933928508411817
25. Samba RM, Achor EE, Ogbeba JA. Teachers‟ awareness and utilization of innovative teaching strategies in secondary school science in 127 Benue State, Nigeria, Educational Research. 2010; 1(2):32-38. Retrieved from [March, 2010]: http://www.interesjournals.org/ER.
26. Umer S, Siddiqui JA. Improving trends of teaching methods used in the concept schools of Karachi: An evaluative study. Educational Research International. 2013; 2(2):146-154.
27. Xion IV. Innovative instructional strategies and improved math learning among grades 2 to 6 students. A dissertation submitted in partial fulfillment of the requirements for the degree Doctor of Education Alliant International University Graduate School of Education College of Arts and Sciences Fresno Campus, 2010.