

## **Management of Secondary School Teachers' Leadership And Socio-Economic Heterogeneity and Effective Administration of Secondary Schools In Rivers State**

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**Abstract:** *The study examined management of secondary school teachers' heterogeneity in leadership style and socio-economic status and effective administration of secondary schools in Rivers State. The correlational design was used based on two research questions and two hypotheses which were designed to guide the research. The Pearson Product Moment (PPM) correlation tools was used to answer the research questions and test the null hypotheses at 0.05 significant level. The population comprised 261 government owned secondary schools with 7619 teachers in total which were the respondents. 355 sampled respondents were used which signified 93% of used population selected using stratified random sampling technique and Taro Yamen Formula. Researcher instrument titled Managing Teacher Heterogeneity and Effective Administration Questionnaire (MTHAQ) was used in collecting data. The questionnaire items had reliability coefficient of 0.89 for heterogeneity management items and 0.78 for administrative performance. Pearson Product Moment Correlation Statistics and multiple regressions were applied for data analysis to answer the research questions and test the hypotheses at 0.05 significant level. The findings of the study revealed that appreciable or significant relationship exists between teachers' leadership style and socio-economic heterogeneity and effective administration of secondary schools in Rivers State. The findings equally revealed that there is significant relationship between possession of leadership skills by principal and school effectiveness. Based on the findings, it was recommended among others that education administrators should be given professional development training that will enhance their skills and ability to manage heterogeneity among teachers in Rivers State based secondary schools.*

**Keywords:** *Management of Teachers' Heterogeneity, Effective Administration, Leadership Style, Socio-economic Status.*

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### **I. Introduction**

The educational sector of any nation is saddled with responsibilities aimed at transforming and developing the various sectors of the national economy. These various sectors of the national economy are also dependent on the educational sector for the production of seasoned manpower. Teachers are among the basic resources in the education industry. These individual teachers have different attributes, interests, values, personalities, emotions, skills and abilities. In the education sector, managing teachers heterogeneity is the understanding of the individual differences which they bring into the organization and these differences bring tensions and disruptions that can adversely affect effective management of the school and achievement of educational goals and objectives. However, the school administrator must not see it as limitations rather as assets and should encourage, harness and stimulate the development of teachers' heterogeneity using principles of effective administration.

Management of teachers' heterogeneity in educational administration should be considered a competitive advantage to increase the competence of their workforce by bringing their unique identifies to work. It is this heterogeneity that makes an organization more valuable (Okorie 2009). Managing teacher's heterogeneity can enhance the quality of teachers mix and quality of service delivery and output of the schools. Obasi and Asodike (2007) were of the opinion that quality management of teachers in schools depend on the ability of the school administrator to maximize the potential benefits and curb the disadvantages. Robbins, Judge and Volua (2012) pointed out that many organizations have been able to improve on the quality of their services and products through effective management of their diverse workforce. In managing teachers heterogeneity the school principal/administrator must ensure adequate consideration for individual differences when delegating and assigning duties. Denisi and Griffin (2005) posited that when managing diversity in workforce, organizational rules and regulations, laws, structures, policies and facilities must be tailored to meet the unique

needs of every worker in the organization. To effectively manage teachers heterogeneity, the school administrator or manager need to focus on identifying, developing and catering for the individual differences in personality traits, skills, needs, values etc. as well as ensuring that there is mutual respect and recognition of each member as an asset to the school. This will boost and maintain the morale of every personnel in the school as they will view this to have met their physiological needs, safety, social, esteem and self-actualization needs which according to Maslow (1976) in Ksepru (2013) was identified as the basic needs of individuals which they expect to be satisfied as they render their services. As Torrington and Hall (1987) in Bratton and Gold (2012) stated, management is concerned with satisfying employees' work related needs and dealing with their problems, thus managers (principals) should not only focus on the job alone, but also on the welfare of their subordinates in order to create a balance between organizational task and employee relationship to ensure maximum production.

Effective administration has to do with the ability of the school administrator to coordinate human and material resources available to the school in the right way, the right time and without wastage of resources to achieve educational set goals and objectives. Lack of effective administration of schools results to low level of performance of teachers and students, low moral discipline, lack of teaching team work and unconducive social climate in schools. The most effective school administrators are those who encourage collaboration, teamwork and respect for individual differences and uniqueness in their workforce and ensure that amidst the heterogeneity there is no oppression, discrimination, marginalization and unhealthy rivalry among the teachers. According to Nwankwo (1987) the educational administrator is an organizer and implementer of plans, policies and programmes meant for specific educational objectives, therefore the administrator must possess skills required to perform his responsibilities effectively which include developing a curriculum which meets the federal government education policies, supervising school activities, promoting and maintaining good discipline, keeping full and up-to-date school records and information, ensuring good security of students, teachers and school property. The outcome of effective school administration is high level performance of teachers and students, good school image, high moral discipline, conducive school climate and team work etc. which ensure quality learning and teaching. Therefore, educational administration is the conscious effort made by the school administrator to ensure that the available resources to schools are appropriately and optimally utilized for effective and efficient delivery of educational and national developmental goals.

In the educational system (secondary education), all managerial functions are performed by the principal through the teacher in order to achieve the desired educational objectives and goals and one of the areas where heterogeneity exists among teachers is in the leadership styles of each teacher. A leadership style is the behaviour a leader exhibits while guiding the members of the organization in appropriate directions. The functions include planning, organizing directing and integrating the institutional demands and the needs of members in a way that will be both productive and individually fulfilling. (Flippo, 1983). It is important that school administrators realize that teachers may have different leadership orientations such as bureaucratic, autocratic, democratic, charismatic, laissez-faire, situational and transactional etc. styles of leadership and that no one style is better than others as each of these leadership styles has its unique advantages and disadvantages. A thorough understanding of the various leadership styles enable the school administrator to ensure that no teacher is criticized or discriminated against, rather every leadership style must be harnessed and complimented for effective administration. Notable scholars have identified different leadership styles which include the following; Authoritarian, Bureaucratic, Diplomatic, Participatory and Contingency etc. Each of these leadership styles has its own weaknesses and strengths and the choice of leadership style in an organization depends on the leader, the members and the organizational objectives.

Socio-economic status is another heterogeneity to be managed for effective performance of teachers. According to Staiger and Rockoff (2010) principals are concerned with achieving results by working with and through teachers who are cooperative, responsible and productive. However, some factors may prevent the teachers from offering optimum service; these include teachers' behaviour, cultural factors and socio-economic status amongst others. Machin and McNally (2008) noted that teachers are a central actor in the teaching and learning process. Teachers' effectiveness or ineffectiveness has been closely linked with their perceptions and attitudes about the job. It is important that the educational administrator know how best to elicit the teachers' cooperation and direct efforts to achieving the educational goals and objectives.

According to Pfeffer (1998) employees should be seen as shareholders of an organization irrespective of their status. In the school system, the principal can achieve effective administration by treating all teachers alike or by providing the same incentives and benefits to all staff irrespective of their status. For the principal to achieve effective administration in the school system, whatever is given to the staff in the form of packages, remuneration and salaries should be equitably done, no teacher should be treated as though they are inferior to their colleagues, fair remuneration boosts the morale of teachers. Also the principal must not fail to recognize teachers who are outstanding in their performance irrespective of his/her socio-economic status and must not consider certain duties as not fit for the teachers with the high socio-economic background or see them as scared

cows when it comes to rules and regulations in the school. In line with this, the school administrators must be able to manage cautiously in order to guard against any form of intimidation and discrimination.

Babalola (2009) observed that managers should allocate rewards to satisfy the interest of the individual and the organization not minding their status. Ogundele (2010) stated that the challenges of teachers' management have been associated with the socio-economic characteristics, hence he argues that for effective management of teachers in schools, policy makers, educational administrators must ensure the provision of necessary resources in terms of timely payment of salaries, fair remuneration, promotion etc. as they shape teacher's attitude towards his or her work performance. Differences in socio-economic status of teachers bears on their ability to perform and even offer support in classroom instructional process. When this heterogeneity is properly managed, it means teachers are so grouped on the job assignments that bring out their best in terms of job performance without the socio-economic status limiting their potentials and performance in school system. This would definitely enhance their overall performance which in turn will give high rating on the administrative performance of principals.

## **II. Statement of the Problem**

Management of teachers' heterogeneity in educational administration has become a subject which calls for attention, evaluation, and judgment among educational administrators at various levels of education. Individual teachers have different attributes interest, values, personalities, emotions, skills and abilities and these differences bring tension or disruptions that can adversely affect organizational or school system productivity. It is therefore, imperative that school administrators are able to manage teachers' heterogeneity for effective delivery of educational and national development goals. Interest groups and stakeholders in education are arguing that the decline in quality of service delivery and students' poor performance in the internal and external examinations may be due to under-utilization of teachers in school administration hence, the decline in quality education. It is against this backdrop, that this study is set to investigate whether there is any relationship between management of teachers' heterogeneity in the area of leadership style and socio-economic status and effective educational administration in public secondary schools in Rivers State.

### **Purpose of the Study**

The specific objectives guiding the study are to:

1. Find whether there is any sort of relationship between leadership-styles heterogeneity management in teachers and administrative performance in government-owned secondary schools in Rivers State.
2. Determine whether there is relationship between socio-economic status heterogeneity management in teachers and administrative performance in government-owned secondary schools in Rivers State.

### **Research Questions**

The following research questions guided the study:

1. What is the relationship between leadership-styles based heterogeneity amongst teachers and administrative performance in government owned secondary schools in Rivers State?
2. What is the relationship between socio-economic status heterogeneity management among teachers and management performance for administrators in government-owned secondary schools in Rivers State?

### **Hypotheses**

1. There is no relationship between leadership style heterogeneity and administrative performance of administrators.
2. There is no relationship between socio-economic status heterogeneity management and administrative performance of administrators.

## **III. Methodology**

This study adopted a correlational design. The population comprised all the 261 public secondary schools in Rivers State. The school has a population of 7619 teachers. These data were sourced from the Planning, Research and Statistics department (PRS), Rivers State Senior Secondary Schools Board (RSSSB) Port Harcourt Rivers State (2018). The sampling technique adopted for the study was the stratified random sampling technique and Taro Yamen's Formular for selection of representative sample. For adequate representation, firstly 12 local government areas in 47% was randomly sampled for the study. Secondly, a total of 47% of the schools in the sampled local government areas were randomly sampled given a total of 66 public secondary schools. The Taro Yamen Formular was then used to sample 350 teachers from the 66 sampled schools for the study.

A researcher's structured questionnaire titled Managing Teacher Heterogeneity and Effective Administration Questionnaire (MTHEAQ) was the instrument used for the data collection. Two sets of

instruments were used to generate data. The questionnaire was divided into three sections A, B and C. Section A contained demographic information while section B and C comprised questionnaire items based on the variables of the study. The rating scale of the instrument was the modified 4-point likert scale; Very High Extent (VHE) – 4 points High Extent (HE) – 3 points, Low Extent (LE) – 2 points Very Low Extent (VLE) – 1 point.

The instrument for the study was validated by experts in the area of measurement and evaluation in the Education Faculty of University of Port Harcourt. Using the test-retest method, the reliability coefficient was computed using Pearson Product Moment Correlation Statistic which yielded an index of 0.89 for management of heterogeneity items and 0.78 for administrative performance. The researchers engaged four trained research assistants to administer 380 copies of the instrument to the respondents in the sampled schools. A total of 355 copies were collected giving a response rate of 93%. The Pearson Product Moment Correlation Statistics was adopted to analyze the data and to answer the research questions and to test the null hypotheses. The criterion mean was 2.5 this meant that any items that scores 2.5 and above was accept while scores less or below 2.5 was rejected.

#### IV. Results and Discussion

**Research Question 1:** What is the relationship between management of leadership style heterogeneity in teachers and administration based performance of principals in government owned Secondary Schools in Rivers State?

**Table 1: Weighted mean ( $\bar{x}$ ) and r-coefficient of the relationship between management of leadership style heterogeneity and administration performance of principals**

S/N	Correlated Variables	N	Mean	R	R <sup>2</sup>	Remarks
1	Management of leadership style heterogeneity	355	12.00	0.59	0.3481	Moderate and positive relationship
2	Administrative performance of school administrators		61.14			

The result of correlation data analysis in table 4.4 yielded an r-coefficient of 0.59 which is moderate relationship. This suggests that change in management of leadership style heterogeneity will lead to change in administration based performance of principals in same direction by 34.8% (see r-coefficient and remarks in Table 1).

**Research Question 2:** What is the relationship between management of socio-economic status heterogeneity and administration performance of principals in government-owned Secondary Schools in Rivers State?

**Table 2: Weighted mean ( $\bar{x}$ ) and r-coefficient of the relationship between management of socio-economic status heterogeneity and administrative performance of school administrators**

S/N	Correlated Variables	N	Mean	R	R <sup>2</sup>	Remarks
1	Management of socio-economic status heterogeneity	355	8.79	0.26	0.0676	low and positive relationship
2	Administrative performance of school administrators		61.14			

From Table 2, the result of correlation data analysis yielded an r-coefficient of 0.26 which indicates low and positive relationship. This implies that low and positive relationship exists between management of socio-economic status heterogeneity in teachers and administration based performance of principals in government-owned Secondary Schools in Rivers State. Meaning that change in management of socio-economic status will result in change in administration performance of principal in same direction by 6.8%.

#### Test of Hypotheses

**Hypothesis 1:** There is no significant relationship between leadership style heterogeneity management in teachers and administration based performance of principals in government-owned Secondary Schools in Rivers State.

**Table 1: Summary of test of relationship between management of leadership style heterogeneity and administrative performance of administrators**

S/N	Correlated Variables	N	( $\bar{x}$ ) mean	R	2-tailed Sig. Value	Remarks
1	Management of leadership heterogeneity	355	11.10	0.61	0.000	Significant Ho <sub>4</sub> rejected
2	Administrative performance of school administrators		61.14			

From table 1, the summary of data analysis revealed that the r-coefficient of 0.61 obtained from correlating management of leadership heterogeneity and administrative performance of school administrators is significant at 0.000 (2-tailed). This implies that null hypothesis stating that no appreciable link was observed between leadership style heterogeneity management and administration based performance of principals is rejected.

**Hypothesis 2:** There is no significant relationship was noticed between socio-economic status heterogeneity management in teachers and administration based performance of principals in government-owned Secondary Schools in Rivers State.

**Table 2: Summary of test of relationship between management of socio-economic status heterogeneity and administrative performance of school administrators**

S/N	Correlated Variables	N	( $\bar{x}$ ) mean	R	2-tailed Sig. Value	Remarks
1	Management of socio-economic status heterogeneity	355	8.79	0.26	0.000	Significant Ho <sub>5</sub> rejected
2	Administrative performance of school administrators		61.14			

The summary of data analysis in table 2 revealed that the r-coefficient of 0.26 obtained from correlating management of socio-economic status heterogeneity and administrative performance of school administrators is significant at 0.000 (2-tailed), which is far lower than 0.05 alpha used in testing hypotheses. The relationship is therefore considered significant and the null hypothesis which says that no significant relationship was observed is rejected.

## V. Discussion of Findings

The analysis which addressed the related questions and hypotheses showed that to a high extent, leadership style heterogeneity is positively moderate and significantly correlated with the administration based performance of teachers or administrators. Nnabuo (2001) posited that leadership styles are numerous and no single style is applicable in all leadership situations. He noted further that leadership is behaviour which leaders exhibit while guiding members of any organization in the appropriate directions. The various leadership styles that exist are possessed by different teachers; hence it is the duty of principals to harness these leadership styles for efficient school management. This also supports the view of Okorie (2012) that excellent management would rest on the manager knowing exactly what to do. Applying this in school organization, principals assign subjects to teachers who specialize on them to avoid role conflict. Another finding of this study indicated that appreciable relationship exist between leadership style heterogeneity management and administrative performance of principals. This finding is in agreement with Flippo (1983) who maintained that leadership implies working with and through people. Leadership theories have continued to establish strong link between personnel performance on one side and type of leadership on the other. This implies that principal utilizes different styles or a combination of styles appropriate to certain situations.

Another finding of this study showed positive and significant relationship between managing socio-economic heterogeneity and administrative performance of social administrators. In line with this finding Machin and Mcanlly (2008) posited that teachers' effectiveness is closely connected to their perceptions and attitudes about job. In the school system, the principal can achieve effective administration by providing incentives and benefits to entire staff and consider them as shareholders of the organization. Armstrong (2009) share in this view when he asserted that people need motivation to make them move in a direction one wants



them to achieve results. Thus, for principals to achieve effective administration in school system, no teacher should be treated as though he is inferior to other colleagues.

## VI. Conclusion

It is very clear that the effective utilization of the teaching manpower resources in particular and the overall administration of public secondary schools in Rivers State is largely dependent on the effective management of teacher heterogeneity which the school principals must handle with required professionalism. Therefore, principals need to be efficient in the management of teachers heterogeneities to be effective in the performance of their administrative duties in secondary schools.

## Recommendations

Based on the findings, the following recommendations were made:

1. Educational administrators should be given professional development trainings that will enhance their skills and capacity to manage a diverse workforce.
2. Principals/administrators should identify the teachers heterogeneity in their schools to enable them determine what responsibilities to delegate to each teacher especially in the area of leadership style.
3. Principals should always apply effective leadership styles in order to influence teachers job performance.

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