INNOVATIVE MANAGEMENT PRACTICES ADOPTED BY PRINCIPALS AS MEASURES FOR TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS ANAMBRA STATE

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Abstract
The issues of innovative management practices in public schools are becoming increasingly important as educators strive to improve student outcomes and prepare students for success in the 21st century. The study investigated innovative management practices adopted by principals as measures for teachers' effectiveness in public secondary schools in Anambra State. Two research questions guided the study. The descriptive survey design was adopted for the study. The population of the study comprised 266 principals in public secondary schools in Anambra State. The entire population of the study was used for the study. The instrument for data collection was researchers-structured questionnaire titled "Questionnaire on Principals' Innovative Management Practices for Teachers' Effectiveness (**QPIMPFTE**)". Face and content validation of the instrument was established by three experts in education. The reliability of the instrument was established using Cronbach Alpha method. The results yielded coefficient values of 0.80 and 0.85 for cluster B1 and B2 respectively with the average reliability coefficient of 0.82. Data collected were analyzed using weighted mean score to answer the research question. Findings of the study revealed that principals apply teamwork as a measure for teachers' effectiveness in public secondary schools in Anambra State to a high extent. Findings also showed that principals adopt ICT integration as a measure for teachers' effectiveness in public secondary schools in Anambra State to a high extent. Based on the findings, it was recommended that stakeholders should help the government in making funds available for the provision and integration of information and communication technology in public secondary schools.

Keyword: *Principals' Innovative Practices, Management Practices, Teachers' Effectiveness, Public Secondary Schools.*

Introduction

Education is the process of acquiring knowledge, skills, values, belief and habits through various forms of learning. It aims at developing individuals' intellectual and social abilities and prepare them for participation in society. One of the basic purposes of education is to produce trained human resource, which can overcome development impediments of a given country. This suggests that education is a means of affecting changes in the society in order to build a well-developed country. Teachers are the most important resources in the school. The Federal Republic of Nigeria in the National Policy on

Education (2013) recognized the importance of teachers by stating that no nation's education system could be greater than the quality of her teachers. Teachers as agents of change not only teach but train and prepare students to acquire the necessary life skills that would enable them survive and contribute meaningfully to the society they belong. Therefore, it becomes imperative that teachers become effective in the discharge of their primary duties.

Teachers' effectiveness is the collection of characteristics, competences, and behaviors exhibited by teachers at all educational levels that enable students to achieve desired outcomes, which may include the achievement of specific learning objectives as well as broader goals such as being able to solve problems, think critically, collaborate, and become effective citizens. Aina, Olanipekun and Garuba (2015) posited that teachers' effectiveness is a measure of teachers' instructional delivery, discipline, attitude to work, interaction with students and other teachers, teaching strategy, motivation, pedagogical content, knowledge of subject matter, classroom management among others through qualitative and quantitative research approaches. The teaching method teachers employ in their task of teaching and their knowledge of subject matter, means a lot. Wagbara and Ukaigwe (2019) opined that teachers' effectiveness relies on school administrators in the areas of relationship and leadership. Therefore, to achieve optimal educational results, it is expected that school principals undergo socio-cultural changes that emanate from the adaptation of innovative management practices.

Innovative management is to the application of new and creative management techniques to the administration and running of educational institutions, with the aim of improving their performance and effectiveness. It involves empowering personnel to take a more active role in the learning process, and encouraging collaboration, creativity and critical thinking. Manea (2015) stated that innovative management involves the creation and introduction of a new method, structure, or management mechanism that is new to the highest level of advancement that is aimed at accomplishing goals.

The researchers defined innovative management practices as new and creative approaches to managing people, processes and resources in order to improve organizational performance, drive growth and achieve competitive advantage. In the school system, innovative management practices may involve the adoption of new teaching methods, the use of technology to enhance teaching and learning, and implementation of new policies and procedures to improve school operations. Amadi, Nte and Ugbe (2019) opined that for improved performance in the schools, principals must adopt practices such as collaborative leadership, continuous professional development, integration of technology and effective communication. These practices are pertinent in the achievement of educational goals and objectives in secondary schools (Amadi, 2013). Therefore, within the context of this study, the researchers focused on these aspects of innovative management practices; teamwork and ICT integration.

Teamwork is the cooperative effort of a group of individuals working together to achieve a common goal or objective. It involves a shared understanding of roles and responsibilities, effective communication, and the ability to collaborate and support one another (Salas, Rico & Passmore, 2017). Obasi (2018) averred that teamwork meets the "together we succeed" motor. Involving teachers in problem-solving and decision-making can foster a sense of belonging leading to higher level of commitment and effectiveness. Teamwork helps to create a supportive and innovative school environment where members of staff work together towards a common goal. Abali and Asodike (2015) reiterated that through teamwork, teachers are motivated to perform their duties in an atmosphere that is devoid of crisis. When teachers work as a team, principals can leverage the strengths of each team member to achieve common goals and improve school operation. According to Amadi et al. (2019), teamwork gives room for brainstorming so as to generate a large number of ideas quickly that may be used in a variety of situations.

ICT integration as defined by the researchers as the incorporation of technology, such as computers, laptops, smart phones and the internet into the teaching-learning process. Principals with innovative management practices tend to be forward-thinking when it comes to technology, seeking out new tools and approaches to enhance teaching and learning, improve school operations, and engage with students, parents, and the wider community. Computers and technology does not act as replacing tools for quality

teachers, instead they are considered as an add-on supplements needed for the better teaching and learning (Jamieson-Procter et al., 2013). Mohammed (2020) opined that ICT improves the day-to-day management of school organization as it allows for the smooth flow of communication within and outside the school. The goal of ICT integration in schools is to enhance students and teachers' productivity, provide them with valuable digital skills and prepare them for the demands of a rapidly changing and technological advanced society.

Innovative management practices put together encourage personnel in school system to be better equipped for effective service delivery, high performance and productivity and achievement of educational objectives (Onuma, 2016). These practices will invariably enhance teachers' effectiveness which will in turn influence the achievement of educational objectives. The goal of adopting these practices in schools is to continuously improve the educational experience for both students and teachers and to drive success in a rapidly changing educational environment. It is against this background that the study examined innovative management practices adopted by principals as measures for teachers' effectiveness in public secondary schools in Anambra State.

Statement of the Problem

Teachers are professionals who have positive effect on students learning and development through their ability to deliver learning content. They are the most critical component in the educational system and are highly instrumental to the success of any educational programme embarked upon by the government. However, some of the teachers in Anambra State seem not to be aware of their role in nation building. There have been cases of increased rate of indiscipline, truancy, inefficiency and ineffectiveness among teachers (Ngwokabuenui, 2015). The researchers noticed that some teachers show little or no commitment to their assigned tasks in terms of preparing lesson plans, grading assignments and exams, maintaining classroom discipline among others and this development has been a source of worry to both parents and school authorities. It seems that there is nothing that motivate teachers to carry on with their assigned duties in their school. It could be that the principals lack some innovative management ideas that could help teachers improve in their assignments as teachers. This could account to why some teachers are found not effective in the jobs.

If teachers' ineffectiveness in fulfilling their duties are not properly looked into, public secondary schools in Anambra State would continue to deliver low quality output in education. It is important that all the noted observations are addressed otherwise the quality of teaching and learning in Anambra State may continue to be threatened. In light of this, the researchers sought to investigate innovative management practices adopted by principals as measures for teachers' effectiveness in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to investigate innovative management practices adopted by principals as measures for teachers' effectiveness in public secondary schools in Anambra State. Specifically, the study sought to:

1. determine the extent principals adopt teamwork as measure for teachers' effectiveness in public secondary schools in Anambra State.
2. examine the extent principals adopt ICT integration as measure for teachers' effectiveness in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent do principals adopt teamwork as measure for teachers' effectiveness in public secondary schools Anambra State?
2. To what extent do principals adopt ICT integration as measure for teachers' effectiveness in public secondary schools in Anambra State?

Method

The study adopted descriptive survey design. The study was carried out in Anambra State. The population of the study comprised 266 principals in public secondary schools in Anambra State. The entire population of the study was used for the study. The instrument for data collection was researchers-structured questionnaire titled: "Questionnaire on Principals' Innovative Management Practices for Teachers' Effectiveness (QPIMPFTE)". The instrument has two sections, A and B. section A elicit demographical information of principals while section B contains 20 items on teamwork and ICT integration as measures for improving teachers' effectiveness in Anambra State. The instrument was structured on a four-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively. The instrument was validated by three experts in education. The reliability of the instrument was ascertained through a pilot test on 20 principals from public secondary schools from Enugu State. Test on the data collected using Cronbach Alpha reliability method yielded coefficient values of 0.80 and 0.85 for cluster B1 and B2 respectively with the average reliability coefficient of 0.82. Out of the 263 copies of questionnaire administered, 244 were retrieved in good condition and used for the computation of data analysis. Data collected were analyzed using weighted mean score to answer the research question. The point 2.50 was taken as cutoff; any item with a mean above 2.50 was viewed as being agreed by the respondents while mean score below 2.50 was taken to be disagreed by them.

Results

Research Question 1: To what extent do principals adopt teamwork as measure for teachers' effectiveness in public secondary schools Anambra State?

Table 1: Respondents Mean Ratings on the Extent they Apply Teamwork as Measure for Teachers' Effectiveness in Public Secondary Schools in Anambra State

S/NO	Item Statements	Mean	Remarks
1.	Teachers are enabled to generate number of ideas in the school	3.38	High extent
2.	Teachers are give a sense of belongings as they execute project freely	3.27	High extent
3.	Allowing teachers to collaborate while handling difficult task	3.49	High extent
4.	Teachers maintain free flow of information without interference	3.42	High extent
5.	School programmes are jointly planned to accommodate teachers input	3.19	High extent
6.	Encouraging peer evaluation among teachers in the school helps to improve teachers effectiveness	3.25	High extent
7.	Ensuring that teachers' decisions are unanimously agreed upon before being adopted	3.20	High extent
8.	Teachers participation in decision-making especially when it concerns staff welfare	3.42	High extent
9.	Making sure that there is good working relationship between the principals, vice principals, and other stakeholders	3.30	High extent
10.	Ensuring that teachers are allowed to brainstorm so as to come up with innovate ideas for the school	3.37	High extent
	Cluster Mean	**3.32**	**High Extent**

Data shown in Table 1 revealed that the respondents apply items 1-10 on teamwork with mean rating between 3.19 and 3.37 as aspects of innovative management practices as measure for teachers' effectiveness in public secondary schools in Anambra State. The cluster mean score of 3.32 indicated high extent that principals adopt teamwork as measure for teachers' effectiveness in public secondary schools in Anambra State.

Research Question 2: To what extent do principals adopt ICT integration as measure for teachers' effectiveness in public secondary schools Anambra State?

Table 2: Respondents Mean Ratings on the Extent they Apply ICT Integration as Measure for Teachers' Effectiveness in Public Secondary Schools in Anambra State

S/NO	Item Statements	Mean	Remarks
11.	Allocating additional resource to ensure teachers are trained on how to make use of laptops	3.26	High extent
12.	Providing additional hardware such as interactive whiteboard for teachers' instructional delivery	3.21	High extent
13.	Ensuring the use of computers by the teachers for classroom teaching and learning	3.34	High extent
14.	Providing free wifi services to allow teachers surf the internet for relevant information	3.27	High extent
15.	Using computer aided gadget such as CCTV cameras to ensure teachers are at their duty post at all times	3.12	High extent
16.	Making sure that teachers make use of computer system in processing students' academic results	3.32	High extent
17.	Organizing training programmes to facilitate ICT integration in the school	3.35	High extent
18.	Ensuring the technological gadgets like biometric scanners are in use to checkmate absenteeism	3.18	High Extent
19.	Making sure that teachers make use of email to send communications to different departments within the school	3.09	High extent
20.	Oversee the development of a vision for ICT integration by working with ICT staff	3.23	High extent
	Cluster Mean	**3.23**	**High Extent**

Data shown in Table 2 revealed that the respondents apply items 11-20 on ICT integration with mean rating between 3.09 and 3.35 as aspects of innovative management practices as measures for teachers' effectiveness in public secondary schools in Anambra State. The cluster mean score of 3.23 indicated high extent that principals' adopt ICT integration as measures for teachers' effectiveness in public secondary schools in Anambra State.

Discussion

Findings on the extent principals adopt teamwork as measures for teachers' effectiveness in public secondary schools in Anambra State revealed that principals apply teamwork as a measure for teachers' effectiveness in public secondary schools in Anambra State to a high extent. This is as a result of the respondents accepting the fact that teachers are enabled to generate number of ideas in the school; school programmes are jointly planned to accommodate teachers input; teachers participation in decision-making especially when it concerns staff welfare; and ensuring that teachers are allowed to brainstorm so as to come up with innovate ideas for the school. The findings is in consonance with the findings of Riggio and colleagues (2021) who revealed that teamwork was positively associated with project success, and that specific team processes such as goal setting, communication, and problem-solving were critical to achieving positive outcomes. The study highlights the importance of developing effective teamwork skills and processes in order to achieve organizational goals. Francisco (2014) also affirmed that through teamwork, teachers are motivated to perform their duties in an atmosphere that is devoid of crisis. Agreeing with the findings, Amadi et al. (2019) indicated that teamwork is a fresh approach school principals explore to motivate teachers and bring about invaluable improvement to the general morale among staff member in schools.

Findings on the extent principals adopt ICT integration as measures for teachers' effectiveness in public secondary schools in Anambra State revealed that principals adopt ICT integration as a measure for teachers' effectiveness in public secondary schools in Anambra State to a high extent. This is as a result of the respondents accepting the fact that they ensure the use of computers by the teachers for classroom teaching and learning; making sure that teachers make use of email to send communication to different departments within the school; and allocating additional resources to ensure teachers are trained on how to make use of laptops. The findings are in consonance with the findings of Ayaode (2015) and Amadi and Siminialayi (2021) who found a positive relationship between the use of ICT tools and teachers' effectiveness in public senior secondary schools. Adekunle and Ademiluyi (2020) also found out that ICT integration improves teachers' productivity by reducing the time required for administrative tasks such as grading and record-keeping. This allows teachers to focus more of their time and energy on teaching and interacting with their students.

Conclusion

Based on the findings of the study, the researchers concluded that innovative management practices are veritable measures for teachers' effectiveness in public secondary schools in Anambra State. This is because through innovative management practices in schools, teachers are better equipped for effective service delivery, high performance and productivity. The goal of adopting these practices in schools is to continuously improve the educational experience for both students and teachers and to drive success in a rapidly changing educational environment. It is therefore imperative that school management adopt innovative management practices as measures to promote teachers' effectiveness in public secondary schools in the Anambra State.

Recommendations

The researchers made the following recommendations based on the findings of the study:

1. The Ministry of Education through the Post Primary School Service Commission should ensure that all secondary school principals are mandated to adopt teamwork in the management of their school so as to give teachers a sense of belonging.
2. Stakeholders should help the government in making funds available for the provision and integration of information and communication technology in public secondary schools.

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