

Principal's management in scholars - A study about types and co-effects

Maria Nascimento Cunha

ISCET - Instituto Superior de Ciências Empresariais e Turismo do Porto
CIIC - Centro de Investigação Interdisciplinar e Intervenção Comunitária

INTRODUCTION

The term principal's management refers to the procedures, style, strategies and instructional techniques principals use to manage students' behavior and learning activities.

Effective principals' management strategies create an environment that can be conducive for both teaching and learning, while ineffective principals' management strategies often create chaos. Teachers are often faced with some challenges from a student or the entire class that makes them to find new ways of dealing with the situations.

The school setting has an evolving nature and teachers have responsibilities as they are required to create a safe learning environment for students. This is an overwhelming responsibility though it is not totally impossible. The interaction between the teachers and students or group of students is hindered due to a variety of internal and external factors within learning context, these factors enable teachers to use and apply some specific skills and strategies to maintain order in the school environment in most case a head teacher specific style may not help or may not be necessary suitable for all school environment he/she must learn to be selective to use the most appropriate styles. Teachers can enhance the success of their style when they combine them with other strategies so as to overcome disruptive behaviours such as disruptive talking inaudible responses, sleeping in school, poor attendance, cheating in exams, unwillingness to speak in the target language (Salzer and Morling, 2000).

Parks and Thift (2001) say that principals' management strategies are a multi-faceted construct that includes board, independent dimension such as instructional management, people management and behaviour management. Instructional management includes aspects such as monitoring seat work, structuring daily routine, and allocating materials. The manners in which these tasks are managed contribute to the general school atmosphere and principal management strategies (Adeyemi, 2008). Thift (2001) says in his study of orderly and disorderly school that concepts such as smoothness and momentum of instruction which were consistently found to be characteristic of well-planned lesson to some extent prevented off task behaviour. It is therefore worthy to note that students' misbehaviour are world-wide problems which requires a teacher with excellent management strategies to guard against all these misbehaviour so as to be in a better position to achieve the educational goals set for the school

I. Theoretical Framework

Every individual aspires to learn one thing or the other directly or indirectly learning is an experience lead to a relatively permanent change in behaviour. A constantly changing and naturally evolving principal management plan can bring about such permanent change. Acknowledging that young people with exciting and creative minds need lessons that will motivate their natural curiosity and provoke critical thinking skills. Instructional management includes aspects such as monitoring seat work, structuring daily routines and allowing material. The manners in which these tasks are managed contribute to the general school atmosphere and principal management strategies (Burdern, 2001 and Morling 2000). Piaget theory believes that a child tries to establish an equilibrium or balance between him and the environment in which he lives and trying to do this, the child generates some relevant intelligent behaviour.

1.1. Statement of the problem

Principal's management strategy has always been one of the foremost problems for teachers. The adequate control of a school organization is a pre-requisite to achieving instructional objectives and for safeguarding the well-being of students. Principals' management strategies are also of vital concern to students and parents. Students' academic achievement in schools as well as the extent of their learning is influenced to an appreciable degree by the disciplinary factors and management strategies used by the head teachers (Adeleke, 2001). Good principal management strategies should be adopted in order to ameliorate attitudinal and behavioural problems. (Ayeni and Akinfolarin 2014), explains that to enhance the academic operation of students, principals should work on developing effective administrative strategies in schools. This study therefore examines the influence of principal management strategies and student behavior towards business studies.

1.2 Purpose of the study

The purpose of this study was to ascertain the following:

- i. Whether laissez- faire principals' management strategy influence the students' academic achievement of business studies.
- ii. Whether autocratic principals' management strategy influence students' academic achievement of business studies.
- iii. Whether democratic principals' management strategies influences students' academic achievement of business studies.

1.3 Research questions

Three research questions were posed to guide the study:

- i. To what extent does the laissez-faire principal's management strategy influence student's academic achievement in business studies?

- ii. To what extent does the autocratic principals' management strategy influence students' academic achievement in business studies?
- iii. To what extent does the democratic principals' management strategy influence students' academic achievement in business studies?

1.4. Research hypotheses

The null hypotheses were formulated to guide the study:

- i. There is no significant influence of the use of autocratic principals' management strategy on students' academic achievement in business studies.
- ii. There is no significant influence of the laissez-faire principals' management strategy on students' academic achievement in business studies.
- iii. There is no significant influence of the democratic principals' management strategy on student academic achievement towards business studies.

1.5 Significance of the study

This study is considered significant because it would contribute to the improvement of the following:

For the teachers, information obtained would give them organizational skills which provide an orderly environment conducive for increasing students' behavior to learning and decreasing distraction.

To the principals, information which is mainly based on identification of problems will assist principals in creating a learning environment that would lead to higher order thinking.

To educational planners and administrators, it would guide them on which courses and programs they would recommend for untrained or non-professional teachers who intend to be in the profession as this would enable them be effective and achieve educational goals.

To parents and guardians, the information obtained is applicable both in school and at home, and would guide them on which management strategy they will adopt to produce socially competent and responsible children. To further researchers, it would add to the impact of principals' management on behavior to learning.

1.6 Delimitation

This study covers all the secondary schools in Baise Local Government Area of Cross River State. The independent variables in the study are democratic, autocratic, and Laissez-faire principals' management strategies while the dependent variable is academic achievement in business studies.

1.7 Definition of terms

The following terms are operationally defined in this research for easy reading and understanding due to the difference in terminology, and usage may apply to other fields.

Autocratic management strategy: - This is a situation in which the head teacher's decision in the school is final. The power of the school teacher is not subject to challenge or check by students.

Laissez-faire management strategy: Laissez-faire management has to do with the teacher unconsciously through his inefficiency and extremely care-free attitude allowing unnecessary freedom over permissiveness among students.

Democratic management strategy: Democratic management strategy is a type of management style whereby a group of individuals are led by a head teacher or manager. Using the opinion and choice of processes in determining popular goals and the interest of the group, students are allowed to interact freely and constructively in the class.

Principals' management: This involves the strategies and style of procedures adopted by the principal to ensure a conducive environment for learning. It may involve one or all of autocratic laissez-faire and democratic management strategies.

II. The influence of principals' management strategies on secondary school

This literature investigated the influence of principals' management strategies on secondary school student's academic achievement. The materials under view were grouped into the following.

- i. Principal management strategies and students' academic achievement.
- ii. Autocratic principal management strategy and students' academic achievement.
- iii. Laissez-faire principal management strategy and students' academic achievement.
- iv. Democratic principal management strategy and students' academic achievement.
- v. Summary of literature review.

2.1 Principals' management strategies and students' academic achievement

Principals' management is defined as the planning of curriculum organization, procedure, style and resources, arranging the environment to maximize efficiency, monitoring students and teachers' progress and anticipating potential problems (Okumbe, 1998). Principals' management can impact on teachers' attitude towards students. Rosen (2006), teachers who have relieved instruction in a wide variety of principal management "packages" that encompass a full range of theoretical belief seems to be successful and know how to establish order as well as maintain it in a learning environment.

According to Doyle (2009) principals' management results to complying of order and learning, which means that maintaining orderliness in the school environment encourages students' engagement which support learning.

According to Burdern (2001) in his work described principals' management as including everything that principals, head teachers do in attempting to achieve a goal, that is to create learner involvement and cooperation in all school activities and to establish an environment conducive for teaching and learning. (Morling, 2000) implies that if principal (head teacher) manages the school well, the learners are less likely to misbehave.

The primary goal of principals' management strategies is to bring the students' achievement under stimulus control.

Burdern (2001), notes that the teacher's action in addressing a learner while he or she is misbehaving influences the other learners not to misbehave. He called this the Phenomenon people effect. It is noteworthy that specific management strategies could be the solution to behavioral problems and the character of the educator or teacher, such as helpfulness and patience play a role in curing misbehavior. He therefore suggests that teachers should concentrate on principals' management strategies that engage learners (students) on tasks and activities.

In Nigeria, education is a tool for boosting national progress. Nigeria's educational objectives have been mapped out in the National Policy on Education with regards to their importance towards the needs of the individual and the society (FRN, 2014). Because of this background, the National Policy on Education set goals to enhance educational growth in the country. To promote these goals and objectives, the school principal has significant roles to play. Among this roles include providing effective managerial skills and styles in the art and science of administering secondary schools, thereby enhancing better job performance among teachers that could enhance students' academic performance. How effective the principal is in performing these roles has been a matter of concern to many educationists (Fika, Ibi and Aji, 2015). The main institutional instrument for growing human capital is the official education process of primary, secondary, and higher institution training (Nsubuga, 2003). Muthondu(2007) is of the opinion that the world is changing very fast and realistically, this pace of change makes it almost impossible for any individual of either gender or favored administrative style to have all the knowledge, insight or power to achieve success. The old form of administration that gave power and title to one or few individuals, in most cases the males is rapidly becoming dysfunctional and jettison. Okumbe (1998) realized that, in any organization, human resources are the most essential resources it has and therefore, the positive growth of the organization depends solely on how effectively its workers are managed. This means that prolonged effort is needed to attain integration where all the members are required to work together with a sense of mutual purpose toward achieving the organization's goals.

It is relevant to imagine school administration as a social process. A social structure involves two classes of phenomena which are self-supporting and interactive. The first class consists of the establishment, its roles and expectations that are in line with the goals of the system. The second class consists of the individuals occupying the system with their personalities and inclinations (Okumbe, 1998).

Principalship is a critical management skill involving the ability to encourage group of people towards a common goal. Leadership concentrates on the progress of followers and their needs. Managers who met out evolutionary management style center their attention on the development of value system of employees, their motivational level and moralities with the enhancement of their skills (Sashkin&Sashkin, 2003). Omolayo (2009) pointed out different management styles of a school principal which includes initiative, consideration and participatory structure of management. Initiative structure of administration is the extent, to which a principal defines managers and group member roles, initiates actions, organizes group activities and defines how tasks are to be accomplished by the group. A leader in this structure defines his goals and facilitates group movement toward them. This management style warrants the leader to make the final conclusion and tries to exploit the followers into agreeing with his ideas on how the school should operate. A leader of this sort does not have confidence in any member of the group.

Mwalala (2008), observed that Initiative structure and harsh climate leads to poor performance of students. Initiative structure of management, also known as autocratic leadership, provide clear expectations for what needs to be done, when it should be done, and how it should be done. There is also a vivid division between the leader and the followers.

Initiative leaders make decisions by themselves with little or no contribution from the rest of the group (Lewin & Caillords 2001). Researchers discovered that making decisions was far from imaginative initiative structure administrator. Muli (2005) also noticed that it is hard to digress from an Initiative structure leadership style to a participatory structure leadership style than the other way round.

In their study, Lewin and Caillords (2001) found that participative administrator, also known as democratic leadership, is generally the most fruitful management style. Participatory structure leadership not only provides guidance to group members, but they are given the chance to participate in the group and allow contributions from other group members. Hence, children in this group were less productive than the members of the Initiative structure group, but their input were of a much higher quality. Participative administrator motivates group members to participate, but reserve the right to make the final conclusion over the decision-making process. Group members feel involved in the process and are more motivated and creative, which in turn improves their performance as well as the performance of the organization.

According to Abang& Monday (2004), effective use of principal management strategies of learners and teachers should approach, follow behavioral approach trend which emphasizes observable behavior that can reinforce and maintain as positive reinforcement.

Adeleke (2003), distinguished three basic strategies of managing a school which they derived from the teachers' tasks and human dimension that is

- i. The autocratic principals' management strategies
- ii. The laissez-faire principals' management strategies
- iii. The democratic principals' management strategies

2.2 Autocratic principals' management and students' behaviour:

The strategy is seen as a teacher centered style in that the head teacher role is paramount According to Adeleke (2003) the head teacher's main concern is the learning process of the students' and the management strategies which are considered as being task oriented. The learner's role is that of listening and learning.

In this management strategy, the teacher assumes a strong leadership role. The teacher's (principal's) role is to give orders. There is no discussion involving learners and educators. According to Nagawa (2000), he pictured an autocratic teacher as not utilizing the intelligence of others, despite his knowledge of the changing society, and that knowledge is limited and therefore shared. He further said that an autocratic head teacher does not respect opinions. This kind of principal will be well behaved.

According to (Allen, 2002) who supports that idea by saying that autocratic head teacher will be able to maintain order by asserting authority, that the more a head teacher (principal) controls a school by establishing order and maintaining it the better the students behavior will be towards that teacher's teachings. Burdern (2008)

said that an authoritative control of the school by head teacher (principal) improves student behavior and attitude because they have been aware of what is going on around them all the time. That is, a teacher who uses authoritative style or strategies of management ensures that he has done something by planning an occurrence than to handle misbehavior after it has occurred. Burdern further says that an autocratic principal manager is the one who takes effective actions through using his authority insisting on his right and to responding appropriately, it is verbal descriptions which follow positive actions.

2.3 Laissez-faire's principals' management strategy and students' academic achievement.

This may be regarded as a child or learners centered teaching style. The teacher believes in a self-realizing style and overemphasizes the human aspect of the teaching-learning situation (Adeleke, 2001). The subject content is less important that the learners decide on school activities. The teacher's leadership role is non-existent and the teacher plays a supportive role and remains in the background.

According to a scholar, the theme behind the Glasser model is that good behavior comes from good choice. He supports a Laissez-faire management strategy that affords students the opportunity to be in control of their own attitude and decision. The Laissez-faire management strategy can be looked at in two perspectives: the creativity of the people in this group and he is not afraid of them, he uses their contributions and initiatives to change situations. He likes unstructured situations and is not threatened by them. On the other hand the unhealthy Laissez-faire leaders have no proper idea of what is to be done and how. He simply withdraws from involving himself.

Edem (2002) says that Laissez-faire is "marked by indecision vacillation and indifference". Teachers who have Laissez-faire attitude seldom have a clear organizational goal.

2.4 Democratic Principals' Management Strategy and Students Academic Achievement

Creating a democratic school system means involving students on regular basis and in important ways to share in decision making that increases their responsibility for assisting to make the school a conducive place to learn (Burdern, 2006). A heightened knowledge of those things that affect students' view of climate can lead to the formation of programs and initiatives to encourage a positive result for students' and teachers as well. Through a democratic process, students will be involved in the decision making of a social philosophy outlining rights and responsibilities, social skills, and values will be encouraged, thereby promoting a caring school community (Mitchell and Bradshaw 2013).

The purpose of behavior management is to promote a positive peer and teacher's relationship and motivation. It is not about forcing students to have ownership and success in all aspects of their schooling (Parkes, 2002). Students then become the main decision matters in their lives and accept the responsibility that it entails.

2.5 Summary of review

From the analysis, it is evident that the behavior of principals and teachers plays a significant role in educating business studies students. Going in the direction of this work, the behavior of the teacher affects the effectiveness of teaching and learning business studies. By looking at their immediate environment, their basic needs will enable the students to grow up psychologically, emotionally and intellectually balanced. The extent to which they enter school better equipped to deal with the socio-emotional aspect of schooling with a very sound communication skills matter a lot.

In conclusion, there can only be effectiveness in teaching and learning situation if the following can be put into consideration: a sound and good mastery of the subject to be taught by the teacher, good communication skills and clarity of voice should be possessed by the teacher, respect for student by ways of tolerating some of their behavior and their learning conditions which may arise at the time resulting from their differences and background.

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