

Assessment of Leadership Policy and Management Strategies on Teachers' Performance in Secondary Schools in Kogi State

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Abstract

The study assessed the influence of leadership policies survey res and management strategies on the performance of teachers' in secondary schools in Kogi State. The study has the following objective examine the relationship between leadership policies and teacher performance in secondary schools in Kogi State among others. The research questions are in line with the objective. A descriptive survey research design was used and structured questionnaire with 4 modified Likert scale was used to collect data from respondents. The population includes all principals and teachers in secondary schools within the three senatorial zone and the sample size was drawn using simple random sampling techniques and the sample size was 250. The instrument was subjected to reliability test using test-re-test and the result was 0.72 at 0.05 level of significance. Findings reveal that effective leadership policies characterized by supportive supervision, participatory decision making, professional development initiatives and performance based incentives positively improve teacher performance. The study concludes that strategic leadership and coherent policy frameworks are critical to fostering an enabling environment that promotes teacher accountability, continuous professional growth and student outcomes. The study recommends policy reforms, capacity building for school leaders, and the adoption of evidence based management strategies to strengthen teacher performance.

Keywords: Assessment, Leadership, Policy, Management strategy, Teacher, Performance

Introduction

Leadership policy and management strategies are fundamental components of educational system globally. In educational institutions, leadership policies define the rules, norms and frameworks within which school leaders operate. Management strategies include planning, organizing, directing and controlling resources and process to achieve institutional objectives.

Ogbonnia (2020) opines that leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational goals.

Bennis (2019) argues that the study of leadership is the most important and urgent subject because leadership always matters and it has never mattered than it does now. In the same vein Ibara (2020) asserts that

there are number of factors that can help institutional leaders to determine which type of leadership style that is most effective in promoting teacher performance.

However, educational institutions are expected to serve as engine room for national development, innovation and human capital development but many continues to experience decline academic standard, infrastructural decay, industrial unrest and loss of public confidence, all these are frequently attributed to inadequate funding, poor leadership style inconsistency in policy and management (Paul 2022).

Poor management practices further complicate leadership and policy weakness, inefficient resource allocation, weak performance appraisal systems and lack of data-driven decision remain a challenge while strategic planning, transparent financial systems and professional administrative structures are important for institutional revitalization (Simon 2021).

Mathew (2022) outlines some leadership concepts as: Transformational leadership which focuses on vision and motivation, distributed leadership that shares authority across institutional layers to harness collective expertise, servant leadership which prioritizes the development and well-being of stakeholders. However, studies suggest that transformational and distributed leadership styles are associated with improved institutional climates, greater innovation and enhanced responsiveness to change

Peter (2023) asserts that policy provides the framework within which institutions operate

effective policy development involves inclusive stakeholder consultation, alignment with national educational goals and mechanisms for monitoring and evaluation. Educational policies targeted at revitalization must address funding models, quality assurance standards, curriculum relevance and institutional autonomy (James, 2021).

James (2021) identifies critical policy issues to include: Funding and resource allocation which involve sustainable financing as models that reduce over reliance on students fees and increase investment in research and infrastructure, quality assurance frameworks which include policies that enforce standards, benchmark and continuous improvement and regulatory environment, there should be policy environment that balance accountability with institutional autonomy.

Effective Management involves translating leadership vision and policy frameworks into operational reality which requires strategic planning, performance management systems, and data-informed decision-making. Strategic plans must be realistic, flexible and aligned with institutional capacity (Adebayo 2021).

He went further to enumerate core management practices to include: Strategic planning: Developing a clear goals, timelines and performance indicators, human resource management which include recruiting, retaining and developing competent faculty and administrative staff and financial management which involve transparent budgeting, efficient resource utilization and diversified revenue streams.

There is need for integration of leadership, policy and management to enhance teachers' performance. Scholars emphasize the interdependence of leadership policy and management. Leadership without supportive policy can lack direction, policy without effective management can lack implementation and management. Integrated approaches that align leadership vision with strategic policy frameworks and management practices provide a holistic pathway to teacher performance (Abubakar 2023).

Funso (2023) opines that educational leaders requires the following to build up confidence in teachers' performance: Mandatory leadership training for academic institutions administrators, stable evidence-based education policies, strengthened institutional autonomy with accountability, professionalization of educational management and continuous policy review and institutional self-assessment.

Jacob (2024) look at leadership style as a great influence on institutional autonomy and quality governance which is needed in effective revitalization of education and teachers performance because leadership plays a significant role in the administration of tertiary education.

Without leadership that champions autonomy and inclusive governance, decision making remains hierarchical, rigid, and susceptible to influence from external actors. The absence of leadership hinders the potential for systemic reform and growth, suggesting that leadership development should be strategic in revitalizing efforts towards teacher performance.

Marzano (2021) argue that critical thinking and moral leadership are indispensable in navigating the complex socio-political environment affecting higher education. "Leaders who lack moral grounding and the capacity to think critically will struggle to make decisions that prioritize institutional integrity and long-term value creation." Further in the discussion, the embedment of ethics and critical reasoning into leadership development programmes can enhance decision making quality and foster a culture of accountability within educational institutions to enhance teachers performance.

Leithwood *et al* (2008) asserts that leadership policies can significantly influence school effectiveness by fostering a supportive culture that encourages innovation and professional growth among teachers. Leadership policy in education is often categorized into: Instructional leadership policies that emphasize on improving teaching quality and student outcomes, transformational leadership policies that focus on inspiring and motivating teachers, distributing leadership policies that encourage shared decision making among staff, monitoring and evaluation policies that assess teacher performance and provide constructive feedback.

Teacher performance involves multiple dimensions, including instructional competence, classroom management, professional conduct, student engagement and outcomes. Good teacher performance has been linked to positive students' performance and overall school effectiveness Bush (2022). Darling-Hammond

(2020) opines that teacher quality is the single most critical school based factor affecting student achievement and it is significantly influenced by leadership and systemic support that can enhance management strategies.

Management strategies are the deliberate actions taken by school leaders to implement policies, allocate resources, resolve conflicts and ensure quality education. Strategies such as performance appraisal systems, professional development programmes, collaborative planning and effective communication enhance teachers' performance.

Management strategies can be classified into the following: Strategic planning which involve long term goals and action plans for teacher development, resource management optimizing human and material resources to support teaching and feedback, monitoring and evaluation which involve assessing teacher performance and providing constructive (OCED, 2019).

The link between leadership policy and teacher performance is supported by research showing that supportive leadership enhances teacher motivation, job satisfaction and innovation in instructional practices. Management strategies such as collaborative leadership, mentoring and performance based incentives contribute to teacher performance by creating clear expectations and standard, providing regular feedback and recognition, offering opportunities for career advancement (OCED, 2019).

Theoretical Framework

This study used transformational leadership theory which posits that leaders who inspire, motivate and foster intellectual stimulation can enhance organizational performance. The theory underscores the importance of visionary policies and strategic actions that empower teachers to excel in their performance.

Statement of the problem

Despite leadership policies and management strategies in educational institutions, evidence suggests persistent gaps and low teacher morale. The extent to which leadership policies and strategic management practices positively influence teachers' performance remains unclear in many secondary schools in Kogi State. This study seeks to assess the leadership policies and management strategies on teacher performance in secondary schools in Kogi State

Research Objectives

The following objectives guides the study: -

1. Examine the relationship between leadership policies and teacher performance in secondary schools in Kogi State.
2. Evaluate the impact of management strategies on teacher effectiveness in secondary schools Kogi State.

Research Questions

The following research questions guides the study

1. What is the relationship between leadership policy and teacher performance in secondary schools Kogi State?

2. How do management strategies influence teacher effectiveness in secondary schools in Kogi State?

Methodology

The study adopts a descriptive research design and the population of the study involves principals. Teachers' secondary schools in Kogi State, the sample size was determined using simple random sampling

techniques to select six schools from three senatorial and 100 principals and 150 teachers. Structured questionnaire with modified Likert scale was designed to elicit response from the respondents. The instrument was subjected to reliability test and Cronbach alpha was used and the result was 0.72 at 0.05 level of significance. Simple Percentage was used to answer the research questions.

Research Question One: What is the relationship between leadership policy and teacher performance in secondary schools Kogi State?

Table 1: Relationship of Percentage between Leadership Policy and Teacher Performance in Secondary Schools Kogi State

S/N	Item	Respondents	SA	%	A	%	D	%	SD	%
1.	School leadership policies are clearly communicate to all teachers.	Principals	40	40%	20	20%	20	20%	20	20%
		Teachers	60	40%	30	20%	20	3.33%	40	26.6%
2	Leadership policies align with the goals and objectives of the school.	Principals	30	30%	60	60%	10	10%	—	—
		Teachers	70	46.66%	40	26.66%	20	13.33%	20	13.33%
3	Policies guiding teachers are well defined.	Principals	50	50%	30	30%	20	20%	—	—
		Teachers	30	20%	120	80%	—	—	—	—
4	Leadership policies promote fairness and transparency among staff.	Principals	40	40%	20	20%	30	30%	10	10%
		Teachers	50	33.33%	60	40%	—	—	40	26.66%
5	Teachers are involved in policy planning and decision making.	Principals	40	40%	30	30%	15	15%	15	15%
		Teachers	80	53.33%	70	46.66%	—	—	—	—

Table 1: The Principals and teachers responded to item statement 1 that School leadership policies are clearly communicate to all teachers in secondary school in Kogi State 40% strongly agreed and 20% agreed but some of the teachers responded to the

statement in negative affirmation with 26.66% strongly disagreed respectively.

While Item 2–5 has both principals and teachers responded in positive affirmation with 40% to 53.33% and above while those

that responded in negative affirmation has 15% to 26.66% respectively.

Research Question 2: How do management strategies influence teacher effectiveness in secondary schools in Kogi State?

Table 2: Percentage of Management Strategies Influence Teacher Effectiveness in Secondary Schools in Kogi State

S/N	Item	Respondents	SA	%	A	%	D	%	SD	%
6	School leaders provide regular supervision of instructional activities.	Principals	70	70%	30	30%	—	—	—	—
		Teachers	20	13.33%	50	33.33%	40	26.66%	50	33.33%
7	Management encourages collaborative planning among teachers.	Principals	50	50%	40	40%	10	10%	—	—
		Teachers	80	53.33%	70	46.66%	—	—	—	—
8	Teachers receive feedback that helps improve their performance	Principals	60	60%	30	30%	—	—	10	10%
		Teachers	50	33.33%	80	53.33%	20	13.33%	—	—
9	School leaders support innovation in teaching methods.	Principals	70	70%	30	30%	—	—	—	—
		Teachers	75	50%	45	30%	20	13.33%	10	6.66%
15	Management ensures adequate provision for incentives, professional development that has improve teacher performance	Principals	80	80%	20	20%	—	—	—	—
		Teachers	70	46.66%	60	40%	20	13.33%	—	—

Table 2 above shows that the principals with 70% strongly agreed that School leaders provide regular supervision of instructional activities. While the Teachers have different view on the item statement with 26.66% disagreed, while others have 33.33% both agreed and strongly disagreed. While

principals and teachers on item 12–15 had all respondents strongly agreed and agreed.

Discussion of findings

The findings reveal that effective leadership policies characterized by supportive supervision, participatory decision making, professional development initiatives and performance based incentives positively

correlate with improved teacher performance. in secondary schools in Kogi State. This is in line with Adebayo (2024) that leadership involves setting a strategic vision, fostering innovation and motivating stakeholders towards common goal. The implication of this is that for successful revitalization of education, there is need for a purposeful leadership that is well grounded ethically and with innovative ideas that will motivate teachers to perform well.

The findings also shows that teachers receive feedback that helps improve their performance in secondary schools in Kogi State, while policy implementation need active monitoring mechanisms that ensure educational standard. This is in with assertion of Abubakar (2023) that integrated approaches that align leadership vision with strategic policy frameworks and management practices provide a holistic pathway to teacher performance, also Funso (2023) shares similar view that there should be stable evidence based educational policies and continuous policy review and institutional self-assessment for education revitalization that will improve teacher performance in secondary schools in Kogi State. Darling-Hammond (2020) asserts that teacher quality is the single most critical school based factor affecting student achievement and it significantly influenced by leadership and systemic support and therefore they should be link between leadership and teacher performance.

Conclusion

The study concludes that strategic leadership and coherent policy frameworks are critical

to fostering an enabling environment that promotes teacher accountability, continuous professional development growth and positive student outcome. Teacher performance in secondary schools in Kogi State depends on continuous process that requires synergy between leadership, policy and strategic management that will require strong educational leaders that will provide vision, effective policies and strategic management to ensure proper execution of all policies and monitoring..

Recommendations

The study recommends the following:

1. Policy reforms, capacity building for school teachers by establishing leadership institute to build the capacity of educational administrators through continuous leadership training.

Adoption of evidence based management strategies to strengthen teacher performance.

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