JOURNAL OF CURRENT RESEARCH IN EDUCATION

INFLUENCE OF YEARS OF EXPERIENCE ON HEAD-TEACHERS' MANAGERIAL BEHAVIOUR IN PUBLIC PRIMARY SCHOOLS IN RIVERS STATE EAST SENATORIAL DISTRICT

By

[1]Obuzor Grace
&
[2]Prof. Nnamdi Anero

[1]Department of Early Childhood and Primary Education, Faculty of Education, Ignatius Ajuru University, Port Harcourt, Rivers State, Nigeria
Graceobuzor1995@gmail.com
&
[2]Department of Early Childhood and Primary Education, Faculty of Education, Ignatius Ajuru University, Port Harcourt, Rivers State, Nigeria
aneronnamdi@yahoo.com

Abstract

This study examined the influence of years of experience on head teachers' managerial behaviour in public primary schools in Rivers East Senatorial, Rivers State. Two research questions were formulated with two corresponding hypotheses. Descriptive survey research design was adopted for this study and the study was conducted in Rivers East Senatorial District. The population of the study consisted of 5,947 teachers found in 359 public primary schools in Rivers East Senatorial District out of which 576 teachers were sampled. To carry out the sampling, the researcher adopted the multi-stage sampling technique. A researcher designed questionnaire was used for data collection The data generated were analyzed using Analysis of Variance (ANOVA). Based on the findings of the study, it was concluded that there was a significant influence of head teachers' experience on managerial behaviour in public primary schools in Rivers State East Senatorial District; and there was a significant difference in managerial behaviour based on low, middle and high experience in Rivers State East Senatorial District. It was recommended that years of experience should be considered before the appointment of personnel as head teachers since it helps them to be more competent in school management.

Keywords: *Years of Experience, Head-Teachers' Managerial Behavior, Public Primary Schools*

Introduction

The proper functioning of a school largely depends on the ability of the manager to effectively utilize both material and human resources to achieve the goals of the school. The Head-teacher is not only the administrative head of the school but also the supervisor or manager of the teachers, pupils, and materials. He/she is responsible for whatever happens in the school. Head-teacher is the middle-manager between the school and the proprietor (government or private) who harmonizes interests and demands of stakeholders (students, teachers, parents, employers of labour or governments) by using appropriate managerial behaviour to achieve the organizational goals. Managerial behaviour in a school system is a function which consists of various activities like punctuality, decision making, communication skills, coordination of school activities and maintenance of law and order in school.

Managerial behaviour can be said to be linked with various concepts in operational terms which is majorly ability and motivation. This is affirmed by Peretomode (2012) when he said that one major concern of educational administrators has been how to motivate, create and ensure a feeling of job satisfaction and high morale in their teachers and subordinates. Since it is empirically known that motivated and satisfied teachers with high morale tend to be more committed to their duties and also more productive in their work, the Head-teacher need to exhibit given managerial behaviour skill that the best is evoked from punctuality, decision making, communication skills, coordination of the school activities and human relations which can be understood as indicators of good qualities of a manager. There is the need to examine if Head Teachers exhibit these skills to enable productivity of those who work under them as teachers.

The managerial behaviour of head teachers in this study can be summed up to be punctuality, decision making, communication skills, coordination of the school activities and human relations. To ensure that the school is productive or attains its goals, the school head must adopt a productive attitude which this study regards as managerial behaviour. One of such behaviour is decision making. It is a very crucial aspect of the managerial function of the head teacher. It involves making decisions on policies, setting objectives, strategies among others that will positively impact on the school. It is simply the process of choosing from among alternatives ways of providing a solution to a problem towards achieving objectives. The decisions head teachers make and how they make them have a direct impact on working conditions of staff (teaching and non-teaching staff) and students' academic achievement. When decision making is perceived by teachers as collegial, cooperative, consultative, and providing teaching and learning resources, the performance is usually expected to be excellent and standard (Bass, 2006).

It is a well-known fact that a head teacher who fails to plan has inadvertently planned to fail. The managerial responsibility of planning cannot be carried out without punctuality. Punctuality is the managerial quality or habit of been at work at the right time and adhering to an appointed time. Punctuality enables the head teacher plan, supervise the teaching and learning process (Alex & Kweku, 2018). Head teacher's communication skills refers to the exchange of information between him and members of the school community (staff and pupils) by means of speaking, writing, or using a common system of signs or behaviour that brings about a sense of mutual understanding, sympathy, and access. It establishes a sound connection between the head teacher and the teachers. Communication makes the organization system dynamic and links the organization purpose to the human participants. Communication within the school, from top to bottom or bottom to top is a fundamental mechanism by which members express their views, feelings and requests for fulfillment of their needs. In any school

organization when head teachers have to achieve the organizational goals they have to establish a sound communication system between their teachers. As far as there is effective communication, there must be effective coordination of school activities.

Coordination of school activities is the process of conducting works in different departments, sections, and units of the school at the same time without one obstructing another. It is also a process of ensuring that different groups of workers in the school utilize the same facilities at different times without one clashing or conflicting with another. The head teacher harmonizes all activities and channels them towards the desired outcome. The head teacher should not simply sit in his office. He/she should coordinate the work that is going on in the entire school. He should supervise instructional work. The head teacher should coordinate the activities going on in the playground, hall, art room, library, workshop among others. He/she must ensure the proper use and keep up of school materials and observe the behaviour of pupils, provide facilities for them to maintain the cleanliness of the school.

Nasreen (2013) posited that the head teacher is believed to have a better chance of understanding the content of teaching, the behavior and attitude of teachers and students and the selection and application of methodologies. Experienced teachers are usually, relatively, better teachers than their inexperienced colleagues. The experienced teachers have obtained extra training through direct experience and gained additional subject-matter content knowledge required to be effective in the discharge of their professional responsibilities. This has become worrisome as most schools hardly achieve their stated objectives due to perceived head teachers' ineffectiveness in discharging their administrative duties. Considering that head teachers manifest managerial qualities differently, one sees that many factors may be responsible. One identifiable factor is the issue of headteachers years of experience. Most head teachers typically have held instructional positions before moving into administration while some become assistant

head teachers, central office administrators, and some have gained experience in other managerial employments before they became principals.

Professional leadership role such as that of the head teacher can only be well managed through experience acquired over time, over process, over years, over a period and stated duration, it also requires interpersonal relationships with teachers which has a considerable influence on performance, which also give room for friendliness, unity, new ideas, interaction of knowledge and experience which cannot just be achieved a day (Ibian, 2005). Managerial behaviour needed to manage a school is acquired through a stated years of academic pursuit and training through years of working, thorough training which has lasted for a period of years, through teaching, developmental programme, in-service training, workshop, seminars among others. It is against this background that the researcher is motivated to determine the influence of head teachers' years of experience on their managerial behaviour in public primary school in Rivers East Senatorial District as years of working experience is to enable the teacher to acquire some skills through practical and day-to-day activities in the classroom. Years of working experience brings about: communication skills, innovations, creativity, awareness, resolution of conflicts and stress, improve personal relationship with others, mastering of the subject matter, ability to manage large class size, emotional stability, build personality, formulate policy, update personal identity, change of attitude, values, belief, apply improved teaching materials, increase take home pay, gratuity and pension.

Statement of the Problem

Management of institutions and organizations has led to the exhibition of different managerial behaviour by organizational managers. It is important to point out that not all behaviours exhibited by organizational managers can lead to attainment of organizational objectives. In the bid to attain organizational goals, most institutions and

organizations train and retrain their managers. The number of times they are exposed to retraining programmes do not seem to reflect in their managerial behaviour in terms of planning, organizing, supervising, coordinating, goal setting, communication skills, decision making, and human relations. The extent the head teacher credibly exhibits the managerial qualities can be attributed to their training background and endowment. In the light of this, there is a need to ascertain the influence of head teachers' years of experience as regards exhibiting the acceptable managerial behaviour that can lead to attainment of school objectives. Researchers have conducted several studies on how age, gender, professional qualifications and marital status of headteachers tend to influence their managerial behaviour. But little or no studies have been conducted on the influence of headteachers' years of experience on their managerial behaviour. This study has been conducted to fill the gap.

Research Questions

The following research questions guided the study.

1. What is the influence of years of experience on head teachers' managerial behaviour in public primary schools in terms of punctuality, decision making, communication skills and coordination of school activities in Rivers State East Senatorial District of Rivers State?
2. To what extent does managerial behaviour of head teachers differ based on low, average, or high years of experience in Rivers State East Senatorial District of Rivers State?

Research hypotheses

The following null hypothesis were formulated to further guide the study:

H_{01}: Years of experience do not significantly influence head teachers' managerial behaviour in terms of punctuality, decision making, communication skills and coordination of school activities in Rivers State East Senatorial District of Rivers State.

$H_{02:}$ There is no significant difference in the managerial behaviour of head teachers based on low, average or high years of experience in Rivers State East Senatorial District of Rivers State.

Methodology

Descriptive survey research design was adopted for this study and the study was conducted in Rivers East Senatorial District. The population of the study constituted 5,479 teachers found in 359 public primary schools in Rivers East Senatorial District (Rivers State Universal Basic Education Board, Planning, Research & Statistics 2022) out of which 576 public primary school head teachers were sampled. To carry out the sampling, the Researcher adopted the multi-stage sampling technique. Stratified random sampling technique was used to stratify 235 schools with 3,824 teachers in the urban area and 124 schools with 2,123 teachers in rural areas. The researcher collected the list of public primary schools from the UBE board and used the systematic random sampling technique to select a school at every 10 systematically and in all, 36 public primary schools in both urban and rural areas were selected. On arrival at the 36 public primary schools, the researcher adopted the simple random sampling technique using ballot-with-replacement approach to sample 16 teachers in the 36 schools. In all, 576 teachers were sampled. The main instrument for the study was a Researcher designed a questionnaire titled "Years of experience and Head teachers Managerial Behavior Questionnaire (YEHTMBQ)". The questionnaire had two sections. Section A elicits information on the demographic characteristics of the respondents such as age, gender, marital status, years of experience and academic qualification. Section B is made up of the forty (40) items raised to elicit information on the Headteacher's managerial behaviour. The face and content validity were conducted to determine if the instrument can measure what it intends to measure. The reliability of the instrument was done through the test-retest method. The reliability index of 0.73 was obtained. Research questions were answered

using mean and standard deviation (SD), while the null hypotheses were tested at 0.05 level of significance using the Analysis of Variance (ANOVA).

Results

$H_{01:}$ Years of experience do not significantly influence head teachers' managerial behaviour in terms of punctuality, decision making, communication skills and coordination of school activities in Rivers State East Senatorial District of Rivers State.

Table 1: Summary of the one-way ANOVA on the mean difference of years of experience on head teachers' managerial behaviour in public primary schools in terms of punctuality, communication skills decision making, and coordination of school activities in Rivers State East Senatorial District of Rivers State.

Variables		Sum of Squares	df	Mean Square	F	Sig.
Punctuality as a Managerial Behaviour	Between Groups	122.613	2	40.871	5.073	.002
	Within Groups	4721.259	573	8.057		
	Total	4843.873	576			
Communication Skills as a Managerial Behaviour	Between Groups	305.781	2	101.927	11.333	.000
	Within Groups	5270.492	573	8.994		
	Total	5576.273	576			
Decision Making as a Managerial Behaviour	Between Groups	173.437	2	57.812	7.053	.000
	Within Groups	4803.655	573	8.197		
	Total	4977.092	576			
Coordination of School Activities as a Managerial Behaviour	Between Groups	41.995	2	13.998	1.535	.204
	Within Groups	5344.690	573	9.121		
	Total	5386.685	576			

The result from Table 1 shows the one-way ANOVA on the mean difference in the influence of years of experience on head teachers' managerial behaviour in public primary schools in terms of punctuality, communication skills decision making, and coordination of school activities in Rivers State East Senatorial District of Rivers State. The result shows that head teachers experience does not significantly vary on their

managerial behavour in terms of punctuality, decision making, communication skills and coordination of school activities since the p-value for each are below 0.05 alpha level except for coordination of school activities. Punctuation (F=5.073, p-value .002), communication skill (F=11.333, p-value .000), decision making (F=7.053, p-value .000) and coordination of school activities (F=1.535, p-value .204).

$H_{02:}$ There is no significant difference in the managerial behaviour of head teachers based on low, average or high years of experience in Rivers State East Senatorial District of Rivers State.

Table 2: Summary of the one-way ANOVA on the mean difference in the managerial behaviour of head teachers based on low, average or high years of experience in Rivers State East Senatorial District of Rivers State.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.342	3	2.239	1.491	.130
Within Groups	139.649	573	1.502		
Total	170.991	107			

The result from Table 2 shows the one-way ANOVA on the mean difference in the managerial behaviour of head teachers based on low, average, or high years of experience in Rivers State East Senatorial District of Rivers State. The result shows that there is no significant difference in the managerial behaviour of head teachers based on low, average, or high years of experience (F=1.49, p-value .130).

Discussion of findings

The first finding from this study revealed that there was no significant difference in years of experience on head teachers' managerial behaviour in public primary schools in terms of punctuality, communication skills, decision making, and coordination of school activities in Rivers State East Senatorial District. This signifies that teaching experience makes a

good teacher and so teachers with long services have more working experience and are good school managers as head teachers. As teachers continue to work with schools, they are promoted to higher ranks depending on their success in promotion interviews. All these are some of the factors that can be linked to their year of experience. Head teachers' years of experience have been widely acknowledged by some studies as a significant factor affecting the extent of their managerial effectiveness.

This finding is in consonance with Austin (2009) posited that head teachers without leadership years of experience are often faced with the challenges of decision making and this shows their administrative ability in the management of schools. Notwithstanding, the likelihood of principals' experiences in administration of secondary schools is important for positive school management. Administrative experiences of school managers determine their exposure to issues that have to do with disciplinary actions to take when learners err and their familiarity with different disciplinary ways of dealing with issues arising within the school. As such, it was observed that in-service training is vital for head teacher development programs to enhance human potential in order to achieve high standards, excellence and success in school. In-service training is designed to enhance, add, or improve immediate job-oriented skills and knowledge. In support of this finding, Inoti (2005) in his study emphasized on head teacher appointment based on competence and experience and it was revealed that newly recruited head teacher needed massive support in terms of induction and in-service training courses. Head teacher development of skills and competence through in-service training to undertake the desired duties and raising their confidence about their capacity to deal with pupils' issues and investing in their capacities is an important step in involving the social curriculum.

Head teachers' years of experience has been widely acknowledged by studies as a significant factor affecting the extent of their managerial effectiveness. It can be established

that seasoned Head teachers' act from a broader and more advanced knowledge base because of their years of working experience, which has provided them with forms and styles for successful administration, counselling, monitoring, and assessment of teachers under them. Head teachers need to be educational mentors with vision, instructional and curriculum leaders' assessment experts, public relations community builders, experts, facility managers and special programme administrators this will enhances discipline and focus on the objectives to be attained in the school. Head teacher experience has a significant effect on pupil performance in primary schools and at upper secondary level. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction and are less dictatorial in the classroom. Teachers' experience and student achievement was that students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems (Barrett, 2000).

Barrett (2000) further explained that professional effectiveness can only be acquired over time, over process, over years, over a period and stated duration, it also requires interpersonal association which has a considerable influence on performance, which also give room for friendliness, unity, new ideas, interaction of knowledge and experience which cannot just be achieved a day. Professional effectiveness is acquired through a stated years of academic pursuit and training through years of working, thorough training must last for a given period and years, through developmental programme, in-service training, workshop, seminars among others. A teacher needs at least 5 – 7 years of working experience, this is to enable the teacher to acquire some skills through practical and day-to-day activities in the classroom, coupled with academic qualification. Many years of working experience brings about: communication skills,

innovations, creativity, awareness, resolution of conflicts and stress, improve personal relationship with others, mastering of the subject matter, ability to manage large class size, emotional stability, build personality, formulate policy, update personal identity, change of attitude, values, belief, apply improved teaching materials, increase take home pay, gratuity, and pension.

The second finding of this study revealed that there was no significant difference in the managerial behaviour of head teachers based on low, average, or high years of experience. This implies that irrespective of the years of experience, head teachers put their best into doing their job. This finding contradicts Ouru (2008) who posited that head teacher years of experience and training on school administration and management play a vital role in determining their attitudes and approaches as well as problem solving techniques in their schools irrespective of the number of years. The years that the head teacher has been in leadership position could influence his decision making and may increase awareness in effective and efficient management of school resources. Work experience could improve decision making, effectiveness and efficiency.

Conclusion

Based on the findings of this study, it was concluded that there is no significant influence of head teachers' years of experience on their managerial behavour in terms of punctuality, communication skill, decision making and coordination of school activities in Rivers State East Senatorial District; There is no significant difference in head teachers' managerial behaviour based on low, average or high years of experience in Rivers State East Senatorial District.

Recommendations

Based on findings of this study, the following are the recommendations were made Rivers

State Universal Basic Education Board and other supervising agencies should take up its mandate of improving efficiency in school management as expected through in-service training of the head teachers before appointment and after appointment; The State Universal Basic Education Board should consider years of experience before the appointment of personnel as head teachers.

References

Alex, K. A. & Kweku, E. D. (2018). Teacher Job Performance: The Role of Headteachers' Supervisory Styles in Public Basic Schools in Mankessim Circuit. *Research Journal of Education* ISSN (e): 2413-0540, Vol. 4, Issue. 12, pp: 212-220, 2018

Austin, G. (2009). Exemplary schools and the search for effectiveness. *Journal of Educational Leadership*. 37 (1), 10 – 14.

Barrett, L.A. (2000). Relationship of observable teaching effectiveness behaviours to personality type. A paper presented at the international conference for psychological type. Eric document production service.

Bass, B. (2006). The Bass hand book of leadership: theory, research, and managerial applications, 4th edition free press.

Federal Republic of Nigeria (2004). National Policy on Education. Abuja: Federal Ministry of Education.

Ibian, C. J. (2005). *Influence of experience on principals' effectiveness in Abia State government secondary schools*. (Unpublished PhD Thesis). University of Nigeria, Nsukka.

Inoti, N. M. (2005). *Training Needs in Relation to Management of Student Discipline in Public Secondary Schools in Meru District*. Unpublished M.Ed. Project, University of Nairobi.

Nasreen, D. (2013). Who make effective teachers, men or women? An Indian perspective. *Universal Journal of Educational Research*, *1*(4), 285 – 293.

Peretomode, V. F. (2001). *Educational administration applied concepts and theoretical perspectives for students and practitioners*. Joja Educational Research and Publishers Ltd. Rivers State Universal Basic Education RSUBEB (2020). Statistics for Public Primary school teachers.