Relationship Between Principals' Management Practices And Teachers' Service Delivery In Public Senior Secondary Schools In Rivers State

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ABSTRACT
The study examined principals' management practice on teachers' service delivery in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. To achieve the purpose of the study, the researcher formulated five (5) objectives of the study, research questions and hypotheses that guided the study. The study made use of correlational survey deign. The population of the study comprises all the teachers in public senior secondly schools in Obio/Akpor Local Government Area of Rivers State with a total population size of 3,661 teachers. The study made use of simple random sampling technique with a sample size of 400 teachers. This figure was generated using Taro Yamane formular. The instructional used for data collection is a structured questionnaire that is patterned towards four-point Likert scale of strongly agree, agree, disagree and strongly disagree. The data gathered were analyzed using frequency table and simple percentage. Based on the data analysis, the findings of the study revealed that: there is a positive and significant relationship between principal management practice on teachers service delivery in public senior secondary school.   Based on the findings of the study, the researcher recommends that the principal or school management should always articulate a vision that is appealing and inspiring to the teachers to gain their support hence teachers or subordinates need to have a strong sense of purpose if they are to be motivated to act, government, through the school's principal or management should organize awareness campaign on the intellectual stimulation to teacher hence it will help teachers to be innovative and creative by reframing problems and approaching old situations in new ways. Also setting committee and consultation with teachers will be a helping hand to the management, instructional supervision unit should be taken more seriously because of their roles in educational sector. They mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement on the instructional process, government, principal or school management should give proper attention to their staff's need or problems hence giving empathy and support, keeps communication open and places challenges before staff and students help to develop to successful high level of potentials, school management should encourage teachers in role model hence it can enhance teachers' beliefs about their capacities. Modelling also contributes to teachers' day-to-day enthusiasm for their work.
Keywords: Relationship, principals, management practices, teachers, service delivery, public senior secondary schools.

INTRODUCTION
Generally, education is an important tool in a society. It contributes towards every aspect of societal development. The reason is that education equips individuals in a society with the knowledge, skill and

attitude to be used to bring about advancement in his society. So, the future of any nation depends solidly on its investment in the human resource available to that society through the education of its citizens. In the same way, it is only education that can liberate a nation from the shackles of poverty, ignorance and disease. For a nation to be productive and successful such a nation has to depend much more on knowledge and skills of the individuals to man the national economy. Therefore, education has to be seen as a process of educating individuals for productive living within the society. It is on this basis that the Federal Government of Nigeria, in its National Policy on Education, adopted education as an instrument par excellence for effecting national development (Federal Republic of Nigeria (FRN, 2013).

These laudable objectives can never he accomplished by any society without the inputs of teachers. Teachers occupy significant position in the education system of a country. They are regarded as having a powerful long-lasting influence on their students. They directly affect how their students learn, what they learn, how much they learn, and the ways they interact with one another and the world around them (Stronge, 2007). Equally, it is the teachers that manage both students and knowledge, monitors students' progress and provides guidance services to them. Given the degree of the teacher's influence in schools, school principals need to adopt management practices that fit' the school context to which teachers are to adhere for effective delivery of their instructional service in schools. Principals' occupy a central position in the management of secondary school education in Nigeria, especially River state. The principal is the head of a secondary school as such; he is the manager and administrator of the school. School principals' influence is exercised through motivational processes that will elevate those teachers' aspirations for their work and inspire higher levels of commitment to their school and its purposes. In line with Leithwood, Jantzi and Steinbach (1999), influence is exercised by moral leadership of the principal through systems of moral values to which teachers as school organization members are encouraged to adhere.

Literature in administration and school leadership identified a comprehensive interpersonal practices that show how transformational school leaders "motivate their sin ff to do more than they originally intended and then even more than they thought possible" (Bcairsto, 1997). These management practices that are necessary to accomplish the motivational behaviour of a school principal are setting direction, intellectual stimulation, individualized support and the exercise of modelling values.

As regards the exercise of modelling values, school principals behave in ways that result in their being a model for their teachers as followers. Teachers identify with their principals and want to emulate them. The principals are admired, respected, and trusted by their teachers. The principals, in turn, earn this credit because they always consider the needs of their teachers over their own personal needs. They share risks with their teachers, and demonstrate high standards of ethical and moral conducts, and at same time avoid using power for personal gain hut only when needed.

Another management practice principals provide to effective teachers' service delivery in schools is motivating them by setting direction which provides meaning and challenge to the work of teachers, arouse team spirit among them, and displaying enthusiasm and optimism that motivate teachers to be committed to their work. Furthermore, principals stimulate their teachers intellectually by encouraging them to take on new professional challenges, such as leading a school team, providing the teachers with some processional development or mentoring those teachers who are novices to the profession. As Leithwood el al. (1999) point out, a more formal and extensive example of intellectual stimulation would be engaging staff in the planning and implementation of a several-year professional development programme coordinated with the school improvement plan.

In addition other management practices school principals provide to their teaching staff for service delivery is to provide individual support for each teacher. This means that school principals have to pay attention to each teacher's need for achievement and growth by acting as a coach or mentor. Principals' practice individualized support by creating new learning opportunities along with supportive climate, personally interacting with each teacher, and delegate tasks as means of developing the teachers (Bess & Goldman, 2001). Also, principals' carry out the practice of instructional supervision to improve the activities of teaching. Instructional supervision is the act of checking and observing the activities of

teachers which is geared towards providing guidance, direction and assistance for professional development in order to improve the quality of instructional delivery.

Although these categories or dimensions of principals' management practices for teachers' service delivery are very important to schools, there are still some management challenges or constraints that can constitute hindrances to the Process of school administration. This is to say that school principals as head of school administration always encounter challenges in the course of carrying out their managerial responsibilities in trying to help teachers deliver in their service. Those challenges may emanate from lack of sufficient motivation, insufficient physical facilities, insufficient Rind, ill-equipped library and laboratory facilities, among others. All these factors make it impossible for effective realization of the goals of education. Also, these perceived challenges to effective administration of schools for teachers' service delivery may equally be as a result of lack of principals' managerial effectiveness.

Statement of the Problem

The secondary school system is designed to prepare students for life after school and to make them become useful individuals in society. The attainment of this objective depends on the principals' management practices the teachers receive in order to enable them deliver in their assigned service of teaching. Nigeria today, there is increasing public fl.ar and complaints about the quality of education students receive in schools. However, research has shown that some school principals lack the managerial competences that might have resulted in low teacher service delivery. It seems that school principals do not provide teachers with the practices that improve teachers' work in service delivery in schools. It is also expected that for teachers to deliver optimally in their service to students, school administrators have to provide them with the interpersonal management practices to support them in their work, referred to as modelling values, setting direction, intellectual stimulation, individualized support and instructional supervision. With this, there seems to be poor principals' management practices which have led to ineffective service delivery characterised by poor academic performance, students' indiscipline, teachers' absenteeism and persistent lateness to school of both teachers' and students' in secondary schools in Rivers State.

The problem of this study is then, that principals seem not to provide teachers with the needed interpersonal management practices, which will help teachers to effectively render the needed services in the school system. Sadly too, teachers seem ineffective in their service delivery because the opportunities for growth seem not to be there in terms of equitable, humane and considerate treatment as colleagues. There also seems to be lack of the provision of support for personal and professional growth, no encouragement of new initiatives or bringing them into contact with new ideas as well as interpersonal relationships between principals and their staff, which creates conducive working climate that enhances motivation and productivity seems not to exist. This is coupled with lack of teachers' believe of their own capacities, absence of principals' request of feedback from teachers about their work, counselling and organizational career planning. When these administrative practices of the principals are not there, teachers will not he encouraged to enhance their performance for the achievement of the school system.

The researcher is worried that if this situation continues to persist in the school system in Rivers State, teachers will continue to perform poorly in their service delivery. It is therefore, based on this that the researcher wants to investigate the different management practices available to teachers; how principals modelling values, setting direction, intellectual stimulation, individualized support and instructional supervision, as management practices enhance teachers' service delivery in public senior secondary schools in Rivers East Senatorial District in Rivers State.

Purpose of the Study

The purpose of this study will be to investigate the relationship between principals' management practices and teachers' service delivery in public senior secondary schools in Rivers State. The study intends to achieve the following objectives:

1. determine how principals' management practice bordering on setting direction influence teachers' effective service delivery in public senior secondary schools in Rivers State;

2.   examine how principals' management practice bordering on intellectual stimulation influence teachers' effective service delivery in public senior secondary schools in Rivers State;
3.   investigate how principals' management practice bordering on instructional supervision influence teachers effective service delivery in public senior secondary schools in Rivers State;
4.   assess how principals' management practice bordering on individualized support influence teachers' effective service delivery in public senior secondary schools in Rives State;
5.   outline how principals' management practice bordering on modelling values influence teachers' effective service delivery in public senior secondary schools in Rivers State?

Research Questions

The following research questions will guide this study:

1.   How does principals' management practice bordering on setting direction influence teachers' effective service delivery in public senior secondary schools in Rivers State?
2.   How does principals' management practice bordering on intellectual stimulation influence teachers' effective service delivery in public senior secondary schools in Rivers State?
3.   How does principals' management practice bordering on instructional supervision influence teachers' effective service delivery in public senior secondary schools in Rivers State?
4.   How does principals' management practice bordering on individualized support influence teachers' effective service delivery in public senior secondary schools in Rives State?
5.   How does principals' management practice bordering on modelling values influence teachers' effective service delivery in public senior secondary schools in Rivers State?

REVIEW OF RELATED LITERATURE

Concept of Management Practice

Management practice could be referred to as administrative activities and roles that are geared towards providing supports for teachers and students to ensure effective service delivery of teachers and overall school effectiveness. Management practice is also referred to as provision of enabling work environment for teachers to render the needed services effectively in the school system. According to Campbell (2007), management practices in secondary school revolve around putting in place enabling environment to foster teacher's morale, commitment and professional development. In the same vein Jeffson (2004) agrees that provision of adequate welfare, rewards, in service education programme as and when due enhances effective service delivery and commitment.

Ahmed (2016) highlighted instructional leadership practices to include: framing goals, communicating school goals, supervision, evaluation of instructions, coordination of the curriculum monitoring of students' progress, protection of instructional time, maintaining high visibility, providing incentives for teachers and promotion of professional development. In this regard, provision of management support practice by school principals are essentials for teachers' performance in building sufficiently motivated and effective teachers. Akubue (2002) also affirms that management practice has to do with providing for teachers' welfare, professional growth, supportive supervision, giving rewards, counselling employees and organizational career planning. Effective management practices in relation to workers are not only generic but workers put in their best to identify themselves with the goals of the school system. Professional growth or capacity building encourages staff development in the form of workshops, seminars and also in service training (Adebola, 2006). All these encourage teachers to be better equipped for effective service delivery and performance in school. Indices of an effective school according to Mohan (2011) are schools with shared visions and goals, effective teaching and learning, greater cooperation between principal and teacher and among teachers, positive learning environment and effective evaluation and monitoring. Leithwood (2004) stated that leadership is second only to classroom instruction among all school related factors that contribute to what students learn at school, accounting for about a quarter of total school effects. It is an established fact that leaders/managers contribute to students learning indirectly through their influence on other people or feature of the organization. In this regard some sets of practices can be thought of as the basis of successful management/technology such as setting

direction, developing people, managing instructional programs and redesigning the organization. Nosiri, (1997) opined that a good school they say is a reflection of a goal school manager/administrator. If the school manager is lousy, laissez faire, lazy and undisciplined, the climate of the school will be unconducive to teaching and learning. It leads of schools should be alive to their responsibilities so as to raise the performance level of both teachers and the students.

According to Leithwood (2012), school leaders who focus on overall organizational management have greater impact on raising student achievement by developing appropriate school conditions focused to academic excellence. Successful school leaders ensure their school policies, planning, operating procedures, organizational structures are designed in a way that promotes collaboration and cooperation among the members which offers maximum opportunity for the teachers and staff to become more competent and productive. Moreover, they ensure resources are allocated strategically in order to maximize student learning (Leithwood, 2012: Leithwood & Riehl, 2003). The primary aim of developing teachers and stall in schools is building not only the knowledge and skills that teachers and other staff need in order to helter accomplish organizational goals, but also to enhance commitment, capacity and resilience to persist in applying appropriate knowledge and skills. Following Gray (2000) and Harris and Chapman, (2002), more specific practices within this leadership dimension include providing individualized support and consideration, fostering intellectual stimulation, and modeling appropriate values and behaviors. Leithwood et al. (2004) report that in both school and non-school organizations the contribution of leaders' effects on their co-workers is substantial. Leaders' actions can positively influence the attitudes and actions of others through intellectual stimulation, individualized support and providing appropriate models of best practice and beliefs considered fundamental to the organization's success. In essence, successful school leaders develop leadership qualities in others by promoting collaboration through their actions by involving teachers in decision making and planning, developing instructional and leadership capacity, offering intellectual stimulation, providing individual support and providing appropriate models of best practices, and by offering leadership opportunities to their teachers and staff (Leithwood, 2012, Council of Chief State School Officers, 2008, Day et al., 2010). Promoting Continuous Improvement as discussed by Leithwood (2006), the practices included in promoting continuous instructional and organizational improvement are concerned with establishing working conditions that allow teachers and other staff to make the most of their motivations, commitments and capacities.

He states that school leadership practices explain significant variations in teachers' beliefs about and responses to their working conditions. Specific practices identified by him and others include building collaborative cultures, restructuring and re culturing the organization, building productive relations with parents and the community, and connecting the school to its wider environment (Chrisman, 2005; Louis & Kruse, 1998: West, Ainscow & Stanford. 2005).

Comparable practices in Yukl (1991) managerial taxonomy include managing conflict and team building, delegating, consulting and networking. The contribution of schools to student learning most certainly depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. But organizational conditions sometimes wear down educators' good intentions and prevent the use of effective practices. In sum, successful educational leaders develop their schools as effective organizations that support and sustain the performance of teachers and students through strengthening school cultures, modifying organizational structures, and building collaborative processes. The purpose of reforming the organizational cultures and structures is to Support the work of organizational members and the flexibility of structures should go with the changing nature of' the school's improvement goals.

Teacher Service Delivery
Every organization is established to deliver services to their clients and society at large. So also, schools and other educational institutions are established, maintained and sustained essentially for the purpose of delivering educational services to the betterment of individuals and society. The goals of such establishment cannot be easily achieved without putting in place certain mechanisms towards ensuring the

success of implementation of its policies and programmes. In the education systems, teachers cannot deliver in their assigned duties without putting in place such vital mechanisms like regular supervision and inspection of schools, safe and conducive working environment, visionary leadership, a vital mechanisms to he put in place towards achieving the goals of education and ensuring adequate service delivery to the society, effective communication, education auditing and adequate funding of the education sector to ensure efficient management and improve quality service delivery by the schools (Adebayo & Ezeanya, 2010).

David-West and Kaegon (2017) argue that teacher service deliver rests on the shoulders of the school principals who are the controllers and custodians of both academic and extra-curricular activities of the school. The principals provide instructional leadership by coordinating curricular, co-curricular programmes and also responsible for the general administration of schools. As instructional leaders, principals are responsible for the supervision, monitoring, assessment, evaluation and dissemination of current information on academic and modern teaching techniques to teachers leading to effective teaching and learning process. As school managers, principals are expected to effectively guide and control administrative process for the purpose of achieving predetermined secondary education objectives as enshrined in the National Policy on Education (Federal Republic of Nigeria, 2014). In the absence of the principals' leadership, service delivery by teachers may not be realized. As Akpan (2014) observes, in schools where the principals are able to reconcile the needs and aspirations of the teachers, with the needs of the school, students tended to achieve better academic performance than in those schools where principals do not show enough concern for both the welfare of the teachers that will result to effective service delivery among teachers.

Ekpo (2018) points out that for teachers to work in the school system and maximize their performance in service delivery they need an enabling physical working environment with adequate facilities. Physical working environment constitutes the physical setting in which teachers perform their duties and in the context of the present study, it refers to school facilities. These include such things as, office accommodation, instructional materials, lighting, temperature conditions, workshop equipment, library resources, classroom space, information and communication technology (ICT) facilities among others. 1he physical working environment and the availability of resources to support teaching are necessary platforms for teachers' service delivery. The role of the physical setting is to allow job activities to be carried out comfortably, effectively and with dignity. According to Asiabaka (2008), teachers require office space, conference rooms for team planning and facilities for preparing instructional presentation. These facilities, when they are available, play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of staff and students. Bassey and Bassey (2008) observe that when teachers perceive a high level of resource availability and utilization in school, they will also tend to perceive a high level of teacher-job-efficiency in all aspects of school life, including actual teaching, classroom management, motivational ability, pupils assessment and preparedness in subject matter field.

One way of sustaining free qualitative education is by providing an enabling physical working environment for teachers to function and deliver effective service as professionals. Afolahi, Oyewusi and Ajayi (2008) point out that one way of sustaining qualitative education is the provision of physical resources such as, spacious and well ventilated classrooms, well equipped laboratories, fully stocked libraries, health centres, counseling rooms, staff offices and urinary, It is generally observed that physical facilities such as books, library facilities, classroom furniture, laboratories, and workshops are grossly inadequate in most Nigerian schools. For instance, Adegbesan (2007) observes that, unfortunately, school facilities are not adequate and some are not available in the school system, while the ones available arc poorly maintained because government is not providing enough funds to maintain the available ones and meet the challenges of education. Despite the role teachers play toward attaining educational goals, provision of physical facilities has remained a serious problem and teaching variables are neither sufficient nor adequate for positive teaching and learning outcomes. The teachers at times had to work under the most unsafe and unhealthy conditions like dilapidated physical buildings, outdated libraries,

stinking abandoned classroom and broken furniture (Bukola & Alonge, 2011). Teachers' satisfaction has to do with how happy or contented a teacher is towards the job. A teacher with high level of satisfaction holds positive feeling about the job, while a teacher who is dissatisfied holds a negative feeling. Teachers' satisfaction with physical working environment implies that they are happy with the facilities that are provided and that the available facilities are adequate fur their service delivery.

Availability of enabling physical environment is important in the development of an efficient and effective educational programme in all sectors of the educational system. Thus, a well-planned and maintained physical working environment will not only enhance good teaching Process but also facilitate learning but effective job delivery among teachers. The implication of insufficient state of physical facility is that teachers' service delivery would be severely affected. As observed by Thafe and Oladele (2014), working in an environment with insufficient physical facility can cause teachers to be in bad mood and thus, decrease their enthusiasm and work efficiency.

Principals' Management Practice of Setting Direction anti Teachers' Service Delivery
Setting direction refers to the degree to which the leader/manager articulates a vision that is appealing and inspiring to the subordinate. School managers and leaders who set direction, challenge subordinate with high standards communicate optimism about future goals and provide meaning for the task at hand. Subordinate needs to have a strong sense of purpose if they are to the motivated to act. The visionary aspect of leadership/management is supported by communication which makes the vision understandable, precise, powerful and engaging. In an institutional setting like the school, vision should be realistic, convincing and attractive depiction of where one wants to be in future. Vision provides direction, sets priorities and provides a marker for the achievement of organizational goals. Therefore school leaders/managers should be proactive, problem solving, looking ahead and not being satisfied with the way things are. Once visions are developed, leaders must make them compelling and convincing. A compelling vision is one that people can see, fell, understand and embrace. Effective managers provide a rich picture of what the future will look like when their visions have been realized, creating something really meaningful to the people being lead. Principals as school mangers in their practice of setting direction behave in ways that inspire and motivate those around them by providing meaning and challenge to their followers' (teachers) work. Team spirit is aroused, enthusiasm and optimism are displayed and the manager creates clearly communicated expectations that followers want to meet, demonstrate commitments to goals and shared vision.

According to Walker et al (2002), "the vision embodies people's highest values and aspirations. It inspires people to reach for what could be to rise above their fears and preoccupations with current realities" (P.I). A vision offers a picture of future that people aspire to reach from their existing realities. Vision guides us, gives us direction and purpose and can serve as a power motivation for those around us and ourselves. In order to truly guide and motivate, Bush (2011) contends that a vision must be aligned with core values of both the individuals and institutions and be effectively communicated to and accepted by everyone involved in the system. According to Seeley (1992), vision is seen as a "goal oriented mental construct that guides people's behavior". Management that is effective always begins with a clear vision. This implies that where there is no vision the people perish. The stakes in schools are too high to lead without clear and compelling vision (Marcy, Paulson. 2008). For educational leaders/managers who implement change in the school, vision is a "hunger to see improvement" (Pejza, 1955). This practice will make teachers focus on effective teaching and learning. Vision has been described by Manasse (1986) as the force which holds meaning for the people of an organization. It is a force that provides meaning and purpose to the work of an organization. Principals' practice of setting direction through building and communicating Vision will encourage people work and strive for its attainment. Vision sets direction and provides guidance to an organization by articulating what it wishes to attain. Leitwood et al (2004), maintained that leadership practices that sets directions account for the largest share of a leaders impact. This set of practice is aimed at helping teachers develop shared understanding about the school and its activities and goals that can under-hind a sense of purpose. They argue that people (teachers) become

motivated by goals which they find personally compelling especially if they are seen as challenging and achievable, having such goals helps people (teachers) make sense of their work and enables them to find a sense of identity for themselves within their work place. Highly effective leaders (principals) inspire others (teachers) around them by providing clear sense of purpose and direction through creating shared vision focused to academic excellence involving organizational values (Leithwood & Riehl, 2003). Successful school leaders also collaborate with stakeholders in identifying and setting goals aligned with their vision of academic excellence, communicate regularly their vision and goals and monitor the progress made regularly (Leithwood & Riehl, 2003: Dellinger & Heck, 1992).

Powerful leaders of the past and present were dreamers and visionaries. They were people who looked beyond the confines of space and time to transcend the traditional boundaries of either their positions or their organizations (Roueche et al, 1989). The direction setting leadership practice of principals' account for a very high proportion of the overall effects of school leadership in restructuring contexts. These effects are seen on such outcomes as teachers' commitment to change in the school, the extent of teachers' individual and collective learning and teachers' opinion concerning the extent of their students' learning. Setting direction is considered to be a function of three practices.

a.   building a vision
b.   Developing goals
c.   Creating high performance expectations.

The changing times in which schools find themselves are likely to require substantial departure from business as usual. The power of visionary leaders is found in the attractiveness or inspirational quality of the missions that they espouse and the willingness of others to believe in those missions. Visionary leaders influence the nature of the personal goals motivating the behavior of followers. Followers will aspire to more ambitious goals than would be the case in the absence of visionary leaders. Principals who set direction create trust among colleagues in their ability to overcome obstacles and arc a source of pride to have leaders (principals) to the symbols of success and accomplishment and to have unusual insight about what is really important to attend to; they are highly respected by colleagues. A leader who assists his other colleagues in identifying and articulating a vision engages in behaviors aimed at identifying new opportunities for his or her organization and future (Podsakoff et al, 1990). There is no more powerful engine driving an organization towards excellence and long range success that an attractive, worthwhile and achievable vision of the future, widely shared (Nann, 1992). According to Leithwood et al (1996) leadership practices at school associated with vision building include;

•   Exciting colleagues with visions of which they may be able to accomplish if they work together to change their practices.
•   Helping to provide colleagues with overall sense of purpose
•   Using all available opportunities to communicate the schools' vision to staffs, students, parents and other members of the school community.

Vision building and developing goals are closely related. Developing goals focuses organizational members on what will need to be accomplished in the short term. Goal setting activities fostered by school leaders are motivational to the extent that they increase the perception of goals and challenging but achievable. Goal setting is also a means to help define followers (teachers) task. Principals' practices aimed at goal setting include;

•   Encouraging teachers as part of goal setting to establish and renew individual professional growth goal.
•   Expecting teachers to regularly engage in goal setting and reviewing progress towards those goals.
•   Frequently referring to school goals and making explicit use of them when decisions are being made.

•   Acting as an important resource in helping colleagues to achieve their individual and school goals.

Furthermore, principals in their practice of setting direction, create a high performance expectation. Encouraging high performance expectation entails practices that demonstrate the leader's expectation for excellence, quality and high performance on the part of followers (teachers), (Podsakoff et al, 1990). Expectations of this sought by school leaders will be motivational as they help teachers to see the challenging nature of the goals being pursued in their school. Such expectations also sharpen teachers' perception of the gap between what the school aspires to and what is presently being accomplished. When principals express high expectations it also results in perceptions among teachers that what is being expected is also feasible. Leadership practices that help to create high expectations among staff include;

•   Expecting stall to be innovative, hardworking and professional.
•   Often espousing norms of excellence and quality of service.
•   Not accepting second rate performance from anyone.
•   Expressing commitment to effective educational goals.

Principals' Management Practice of Intellectual Stimulation and Teachers' Service Delivery
This is the degree to which leaders/managers stimulate followers (teachers) effort to the innovative and creative by reframing problems and approaching old situations in new ways. This type of management practice encourages creativity and there is no public criticism of individual member's mistake. New ideas and creative problem solutions are solicited from teachers who are included in the process of addressing problems and finding solutions. Teachers are encouraged to try new approaches and their ideas are not criticized because they differ from the leaders. They nurture and development people who think undependably. Principals set up committees and consultations with teachers and also delegate task and responsibilities to teachers. This motivates teachers to put in their best.
According to Leithwood et al (1996) review, principals' management practice aimed at intellectual stimulation includes:

•   Stimulating colleagues to think more deeply about what they are doing.
•   Help staff to make personal sense of change
•   Provide the necessary resources to support staff participation change initiation.
•   Stimulating the search for and discussion of new ideas and information relevant to school.
•   Seeking out new ideas by visiting other schools, attending conference and passing on these new ideas to staff
•   Inviting teachers to share their expensive with their colleagues.
•   Providing information helpful to staff in thing of ways to implement new practices.
•   Persistent encouragement to the achievement of the school vision.

These practice carried out by school principals help to expand teachers intellectually hence motivating and influencing them for effective service delivery. Principals can carry out intellectual stimulation through teachers re-training programmes. The essence is to produce for the teaching sector, professional teachers with sound teaching know how technologically and knowledgeably. Efficiency and effectiveness therefore are usually the bane of the training. Mullins (1996) saw retraining as an added investment in people. This is important at any time, but particularly so with the increase in technological, structural and social change. Retraining usually brings about the correction of imbalance as a result of changes in behavior. This in turn will improve the output of the system. The expectations teachers are required to put in by the public and students are enormous.   These task expectations are the major retraining knowledge every teacher into days school must acquire and this can be made possible as principals become alive to the practice of intellectual stimulation. The benefits it brings to teachers and the school system are:

•   Greater productivity
•   Less spoiled work
•   Greater versatility and adaptability to new method

- Less need for close supervision
- Greater job satisfaction showing itself in lower labour turnover and less absence
- Example of retraining programme aimed at enhancing
- Symposia, seminars and inter school visitation.

The leader promotes the innovation and creativity of employees by questioning traditional assumptions; re-evaluate existing problems, and tackling old problems using new methods. In this way, the leader encourages creativity and does not use public criticism to respond to individual mistakes of individual employees but instead solicits new ideas and creative solutions to problems (Gomes, 2014). Intellectual stimulation enables a transformational leader to rouse critical thinking, enhance problem solving and empower the members of staff (Thompson, 2011). McCleskey (2014) argued that intellectual stimulation calls for openness without fear of criticism on the part of the leader and increased levels of confidence in problem solving situation to increase the self- efficiency and effectiveness of followers. In corporate settings, a leader intellectually stimulates the staff to think rationally and act scientifically to enhance evidence based practice by motivating them to look out for better ways to do things (Renjith et al., 2015). Leaders must be able to adapt to face the problems that are caused by a dynamic operating environment. To increase the organizational performance a leader must have the ability to promote creativity and innovation, stimulate the employees to challenge their own value systems and improve their individual performance. O'Reilly and Tushman (2013) argued that organizations that are the most adaptable to the competition in the dynamic environment will excel. Ambrose (1995) states that intuitive organizations promote a culture of innovation and creativity tend to invigorate their employees with a sense of pride and eagerness.

Principals' Management Practice of Instructional Supervision and Teachers' Service Delivery
Instructional supervision is an act of overseeing and directly the activities of teachers to ensure the attainment of educational goals. It is the OCCSS of enhancing and improving effective teaching and learning in school. The supervisor occupies an important place in the realization of the goals of education. He is responsible with ensuring that teachers teach in the right way, at the right way, at the right dose and that pupils and students learn. The supervisor is as a matter of fact the teacher's teacher. In times past, supervision was seen as a fault finding exercise where "experienced teachers' come to intimidate teachers or find faults. Supervision is targeted at helping teachers attain proficiency and confidence in the teaching task. In the view of Nnebedum and Akinfolarin (2017), instructional supervision is the action taking to mentor and monitor subordinate or teachers and provide supportive and conducive atmosphere for improvement on the instructional process.
Supervision gives recognition to the teacher and creates a cordial working atmosphere based on good human relations (Peretemode, 2000). It create a safe environment in which the teacher can work through the developmental challenges of the teaching process in order to gain the necessary motivation and self-awareness to successfully move to the next level of development (Pierce, 2010). Supervision helps teachers in terms of self-discovering, particularly in the area of improvisation and the use of modern teaching materials as a basis for improving teaching strategies. Ezeocha (1985) defines modern supervision as a "process of guiding, directing and stimulating growth with the overall view of improving teaching and learning". Supervision is growth oriented. It involves stimulating professional growth and development of teachings. The scholar added that supervision can contribute as much to the growth of the school as it does to the growth of the teacher. Igwe (2000) states that, the teacher will be furnished with an opportunity to study the principles and methods of instruction to improve his knowledge for successful classroom method and management. Supervision becomes very important because it is the supervisor who can aid the teacher in his bid to achieve set goals. Some of the importance of instructional supervision are:
1.   It helps teachers who are young on the profession to acquire specialized knowledge of teaching techniques of classroom managements
2.   It helps to improve the effectiveness of teachers

3.   Supervision provides guides for staff development as well as assessing the tone of the school.
4.   Supervision helps to build confidence in the teacher, making incomplete ones to become competent.
5.   Supervision helps to encourage the school to make a systematic effort to help students achieve better learning
6.   Supervision helps to examine continuously instructional goals and asses teachers' performance in meeting such goals (Abraham, 2003).

The school principals as the instruction leader is entrusted with the responsibly of improving instruction through adequate supervision of teachers (Nnehedum & Akinfolarin (2017). Principals' supervision of instruction practice include: check of teachers' lesson note, scheme of work, teachers' primitively, teachers regulation classroom, classroom observation among others. Instruction practice include: checking of teachers' lesson note, scheme work, teachers' proactively, teachers' regularly in classroom, classroom observation among others (Sule, Amch & Egha, 2015). Some staff or teachers have the habit of not keeping their lesson note and records of students' assessment up to date. Supervision therefore ensures that things are done in accordance with lead down rules and regulations. Nnahuo (1996) noted that the successes of the principal to carryout instructional supervision in the school depend so much on his competence as a good lecturer and his relationship with the component part of the school comprising teachers, student, parents and the society. The principal should create a forum [or teachers to freely interact and display their potentials so as to identify the strength and weakness and know when it calls for seminars and serve training. Since no nation can develop above the quality of its teachers, principals as school managers must improve the quality of those who teach through regular supervision. Supervision helps to make teaching challenging, encouraging and tortuous to teachers. Effective supervision of instruction is necessary to correct the all ills inherent in the school system. It brings about enhance teaching and enhance learning. According to Leigha & Abraham (2010), instructional supervision is a set of activities which are carried out by the supervisor for the purpose of making the teaching and learning purpose better for the leaner while personal supervision deals with the set of activities which are carried out by the supervisor with the basic aim of sensitizing mobilizing and motivating staff (teachers) in school towards performing their duties optionally in terms of achievement of stated aims and objectives of the system. The role of an effective supervisor in instructional supervision includes.
1.   A role model
2.   Establish a safe confidential environment
3.   Give clear feedback
4.   Respect, being able to comment openly, objectively and constructively
5.   Be attentive and actively listening, non-authoritarian attitude.
6.   Pay attention to supervisee's welfare

Ogunu (2000) observes that the need to have an effective system of supervision for teachers in our schools cannot be over-emphasized. Supervision assist teachers to improve their effectiveness of job performance so that they can contribute maximally to the achievement of educational objectives, it is imperative that principals and the experience teachers in a school share the work of supervision with officials from the ministry of education. The classroom activities of teachers should be frequently and adequately supervised to enhance teaching and learning. Principals of our institute should he alive to their responsibility as instructional supervision so as to raise the performance level of' the teachers and children. Where by teachers lack the knowledge and skills required to uplift the academic achievement of students, the students find it difficult to come out with good results to further their education. A child is usually happy with his school if he enjoys the educational programme made available to him. The person who can make this happen is the principal through good supervision.
According to Medumere-Ohike (2004), the supervisor or principal arranges to visit a class in Session which may or may not be announced. Ogunsaju (1983), Opines that emphasis is laid on classroom

visitation or observation because it throws new light upon the quality of the learning experiences present in a teacher situation. More so, with the increase in the number of new and inexperienced teachers who must impact the knowledge in the curriculum to those whom they are meant for there is need for supervision. Igwe (2010) added that classroom supervision will offer the supervision an opportunity to study the effects of the supervision activities and furnishes him with a basis for evaluating many aspects of the general programme of the school for improvement in the school by means of' observing their influence upon actual class work. Pierce (2011) further said that supervision leads to a greater sense of self-confidence in teachers' ability to both understand and complete the responsibility of their job. Supervisions help teachers by introducing them to a variety of audio and visual materials that help to facilitate good teaching (Peretemode, 2001). Supervisors are expected to demonstrate a professional orientation characterized by technical competence and expertise, desire for autonomy in decision making based on their knowledge and a colleague oriented reference group. Supervision therefore, is tailored towards ensuring that the general guidelines as provided in the curriculum arc followed by the teachers. It strives to utilize the talents and strength of all. Eze and Netzen (1979) perceive supervision as that 'phase of school administration which deals primarily with the achievement of the appropriate elicited instructional expectation of education service". It is the process of causing an improvement in instruction by working with people who work with the pupils (Nwaogu, 1980).

Principals' Provision of Individualized support and Teachers for Service Delivery
This refers to the degree to which leaders/managers pay attention to each staff/students needs for achievement and growth by acting as a coach or mentor to their concerns. The principal gives empathy and support, keeps communication open and places challenges before staff and students to develop to successful high level of potentials. Principals also use their expertise learning styles to provide workshop in the area of staff need. 1hey are aware of the need to maintain staff morale by providing recognition for work being done. This encourages teachers to put in their best and be effective in their service delivery. Principals also provide support by encouraging cooperative learning for stall development with most of the expertise provided by teachers who had been given opportunity in hoard in-service programme with the expectation that the knowledge gained would he shared. They also involve stall in all decision that affected directly. This leadership practice contribute directly or indirectly to the teachers' disposition, motivations and skills that is required to create a set of directions and to pursue them successfully. Principals show respect for teachers and is concerned about their personal feelings. Individualized Support of principals is motivational in assuring teachers that the problems they are likely to encounter while changing their practices will be taken seriously and efforts will he made to help them through those problems. The provision of Individualized Support for teachers' effective service delivery is reflected in the following practices carried out by school principals.
1.   Humane and Considerate Treatment of One's Colleague
   •   Treating everyone equally
   •   Having an open door policy
   •   Being approachable, accessible and welcoming
   •   Protecting teachers from excessive intrusion on their class work.
   •   Being thoughtful about the personal needs of staff.
2.   Provision of Support for the Personal and Professional Development of Staff
   •   Principals encourage individual stall members to try new practices consistent with their interest.
   •   They as often as possible, respond positively to staff members initiatives for change.
   •   They provide needed resources in support of changes agreed on by staff.
   •   Principals provide coaching for those staff members who need it.
3.   Developing Close Knowledge of their Individual Colleagues
   •   Principals get to know individual teachers well enough to understand their problems and be aware of their particular skills and listening carefully to staff ideas.

- Provide recognition for staff work in form of individual praise.
- Principals offer personal encouragement to individuals for good performance.
- Demonstrate confidence in colleagues' ability to perform their best.

4.   Individualized Support is also reflected in Principals Approach to Change
- Principal follows through on decisions made jointly with teachers
- They take individual teachers' opinion into consideration when initiating actions that may affect their work.
- They instill in staff, a sense of belonging to the school.

These support practice motivate teachers to effectively carry out the teaching and learning activities. Leithwood et al (1999). According to Hodgetts and Luthans cited in Anyamele (2004). Leaders' practice of individual support towards followers includes.
- Creating new learning opportunities along with supportive climate.
- Individual differences in terms of' needs and desires are encouraged.
- Interactions with followers are personified.
- The leaders delegate task as a means of developing followers.

Through this practice of individualized support, teachers will be motivated to carry out effective service delivery. Individualized consideration is whereby the leader acts as a coach or a mentor in order to support members of staff to reach their full potential (McCleskey, 2014). Individualized consideration refers to the characteristic of being an empathetic leader where the leader acts as a mentor to members of staff and reward them for ingenuity and innovation.

Principals' Management Practice of modelling values and Teachers' Service Delivery
This dimension of leadership includes practices "that sets an example for employees to follow that is consistent with the values the leader espouses" (Podsakoff et al, 1990). Such practices enhances teachers' beliefs about their own capacities; their sense of self- efficacy. Modeling may contribute to teachers' day-to-day enthusiasm for their work by helping to create perceptions of a dynamic and changing job. Modeling entails the leader acting as role model, leading by doing rather than only by telling. Some of these practices can be seen in the leaders' general commitment to the school organization through the following ways:
- Becoming involved in all aspects of school activity
- Working alongside teachers to plan special events
- Displaying energy and enthusiasm for own work

Modeling practices of commitment to professional growth:
- Responding constructively to unrequested feedback about ones' leadership practices
- Requesting feedback from staff about ones' work
- Demonstrating a willingness to change ones' practice in the light of new understanding

Modelling practices that are intended to enhance the quality of both group and individual problem solving process:
- Demonstrating through school decision making process, the value of examining problems from multiple perspective
- Modelling problem-solving techniques that others can adapt for their own work

School leaders also engage in practices intended to reinforce key values: the basic values of respect for others; trust in the judgment of ones' colleagues; integrity; and even the instrumental value of punctuality. In many literatures, modelling values is also referred to as idealized influence. Scholars examining this process assert that idealized influence refers to the idea that followers will trust and respect the leaders to provide support and resources (Chu & Liu, 2012). As a result of this belief, employees will be willing to accept the directives provided by the leader, regardless of' their complexity or difficulty (Chu & Lai, 2012). Idealized influence at its core represents the highest levels of moral reasoning and perspective-

taking capacity. Such leaders are willing to sacrifice their own gain for the good of their work group, organization, and community (Conger, 2014). They set high standards for work conduct and are a role model for those standards. They build trust in people because those who work with them know they are committed to the common good and their sacrifices along the way evidence the consistency of their actions with their values (Conger, 2014). Transformational leaders in applying idealized influence can see the good in others first and when it is not obvious they work to bring it out through continuous endeavor (Avolio, 2005). Leaders, who demonstrate idealized influence according to Bass (1997) display confidence, emphasize trust, take stands on difficult issues, present their most important values, and emphasize the importance of purpose, commitment, and ethical consequences of decisions. Such leaders are admired as role models generating pride, loyalty, confidence, and alignment around a shared purpose. 'The study examined ethical values as the first construct under idealized influence. Idealized Influence is the behavior that is reflected by leaders showing charismatic personality (Yarnmarino & Duhinsky, 1994).Their subordinates identify them with their charismatic personality and try to emulate them (Bass & Riggio, 2006). A transformational leader acts as a mentor and a role model for the subordinates and consequently wins the trust and respect of the followers who try to emulate the leader. A leader who is a role model is not likely to experience a resistance to change from the followers when a new decision is being made (Renjith, Renu & George, 2015).

Shadraconis (2013) argued that leaders need to repeatedly send signals that encourage commitment, respect, and loyalty for continued commitment from their followers'. Besides; idealized leadership at its core represents the highest levels of moral reasoning and perspective-taking capacity. These leaders are willing to sacrifice their own gain for the good of their work group and organization. They set high standards for work conduct and are a role model [hr those standards. They build trust in people because those who work for them know they are working toward the common good, and their sacrifices along the way are evidence of their consistency for their actions and values. These are people who see the good in others first and when it is not obvious they work to build it out with concern for people. Transformational leaders are also willing to take and share risk with employees (Avolio & Bass, 2002). Leaders with idealized influence set examples to be emulated by their followers.

As suggested by Bums (1978), when leaders are morally more mature, those they lead display higher moral reasoning. Authentic idealized influence leadership must rest on a moral Foundation of legitimate values (Bums, 1978). Moral obligations are grounded in a broader conception of individuals within community and related social norms and cultural beliefs. Previous research has shown that ethical leadership is significantly related to idealized behaviors (113) component of transformational that ethical leadership is significantly and positively associated with all components of transformational leadership. Toor and Ofori (2009) in their study on ethical leadership examined between leadership and employee outcomes and organizational culture established that although idealized influence component successfully envisages ethical leadership.

METHODOLOGY

Research Design: This study adopted a correlation survey design. A correlation design attempts to investigate possible relationships among variables without trying to influence or manipulate the variables. The population of the study comprises of the 3,661 teachers in the public senior secondary schools in Obio/Akpor Local Government Area of Rivers State. 400 teachers were drawn from public senior secondary schools in the study area using simple random sampling techniques. This figure was generated using Taro Yamane formula. The instrument used for the study is a structured questionnaire that is rated using four-point Likert scale of Strongly Agree, Agree, disagree and Strongly Agree. The data gathered were analysed using frequency table and simple percentage for the research questions.

RESULTS

In this section, we assess the result of the analyzed data collected from the field. The study relies on the data collected exclusively using a questionnaire.

Research Question 1: *In what ways does principals management practice of setting direction influence teachers service delivery in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State?*

Table 1. **Simple Percentage analysis on the ways principals management practice of setting direction influence teachers service delivery in public senior secondary schools.**

S/No	Options	Responses	Percentage
A	Strongly Agree	220	55
B	Agree	160	40
C	Disagree	12	3
D	Strongly Disagree	08	2
	Total	**400**	**100%**

Source: Survey Data, 2020.

The data presented in table 1 above revealed that 220 responses which is (55%) of the total respondents are of strongly agree, while 160 of the responses which is (40%) of the total respondents are of agree, meaning that principals management practice of setting direction influence teachers service delivery in public senior secondary schools. In the other way round, 12 responses which is (3%) of the total respondents are of disagree and 8 responses, which is (2%) of the total respondents are of strongly disagree.

Using four-point rating scale converted to simple percentage analysis, the overall percentage of the responses was 220 (55%) which indicated that majority of the respondents agree on the statement of the questionnaire or research question 1.

Research Question 2: *In what ways does principals' management practice of intellectual stimulation influence teachers' service delivery in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State?*

Table 2. **Simple Percentage analysis on the ways principals' management practice of intellectual stimulation influence teachers' service delivery in public senior secondary schools**

S/No	Options	Responses	Percentage
A	Strongly Agree	143	35.7
B	Agree	209	52.3
C	Disagree	30	7.5
D	Strongly Disagree	18	4.5
	Total	**400**	**100%**

Source: Survey Data, 2020.

The data presented in table 2 above indicated that 143 responses which is (35.7%) of the total respondents are of strongly agree, while 209 of the responses which is (52.3%) of the total respondents are of agree, meaning that principals management practice of intellectual stimulation influence teachers service delivery in public senior secondary schools. However, 30 responses, which is (7.5%) of the total respondents are (4.5%) of the total respondents are of strongly disagree.

Research Question 3: *What are the ways principals' management practices of instructional supervision influence teachers' service delivery in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State?*

Table 3. **Simple Percentage analysis on the ways principals management practice of instructional supervision influence teachers service delivery in public senior secondary schools**

S/No	Options	Responses	Percentage
A	Strongly Agree	199	49.8
B	Agree	181	45.2
C	Disagree	12	03
D	Strongly Disagree	8	02
	Total	**400**	**100%**

Source: Survey Data, 2020.

The data presented in table 2 above indicated that 199 responses which is (49.8%) of the total respondents are of strongly agree, while 181 responses which is (45.2%) of the total respondents are of agree, meaning that principals management practice of instructional supervision influence teachers service delivery in public senior secondary schools. in the other way round, 12 responses which is (0.3%) of the total respondents are of disagree and 8 responses which is (0.2%) of the total respondents the total respondents are (4.5%) of the total respondents are of strongly disagree.

Using a four-point rating scale converted to simple percentage analysis, the overall percentage of the responses was 199 (49.8%) which revealed that majority of the respondents agreed to the statement or item of the questionnaire or research question 3.

Research Question 4: *In what ways does principals' management practice of individualized support influence teachers service delivery in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State?*

Table 4. **Simple Percentage analysis on the Ways principals management practice of individualized support influence teachers service delivery in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State**

S/No	Options	Responses	Percentage
A	Strongly Agree	220	55
B	Agree	160	40
C	Disagree	12	03
D	Strongly Disagree	8	02
	Total	**400**	**100%**

Source: Survey Data, 2020.

Research Question 5: *What are the ways principals management practices of modeling values influence teacher's services delivery in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State*?

Table 5. **Simple percentage analysis on the ways principals management practice of modeling values influence teachers services delivery in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State**

S/No	Options	Responses	Percentage
A	Strongly Agree	143	35.7
B	Agree	209	52.3
C	Disagree	30	7.5
D	Strongly Disagree	18	4.5
	Total	**400**	**100%**

Source: Survey Data, 2020.

The data presented in table 5 above indicted that 143 responses which is (35.7%) of the total respondents are of strongly agree, while 209 of the responses which is (52.3%) of the total respondents are of agree, meaning that principals management practice of modeling values influence teachers service delivery in public senior secondary schools. Nevertheless, 30 responses which is (7.5%) of the total responses are of disagree and 18 responses which is (4.5%) of the total respondents are of strongly disagree.

Using a four-point rating scale converted to simple percentage analysis, the overall percentage of the responses was 209 i(52.3%) which shows that majority of the respondents agreed to the statement or items of the questionnaire or research question 5.

DISCUSSION OF FINDINGS
Based on the analysis of the data, the findings of the study revealed that there are many ways principals management practice of setting direction can influence teacher's service delivery in public senior secondary schools. This finding is in collaboration with Bush (2011) who observed that school managers and leaders who set direction, challenge subordinate with high standards, communicate optimism about future goals and provide meaning for the task at hand. The study also indicated that principals' management practice of intellectual stimulation influence teachers' service delivery in public senior secondary schools. This finding is in line with Mullins (1996), who opined that principals setup committees and consultations with teachers and also delegate task and responsibilities to teachers, to motivate them put in their best.

The study showed that principals' management practice of instructional supervision influence teachers' service delivery in public service secondary schools. This study is in the same view with Nnebedum and Akinfolarin (2017), who noted that instructional supervision is the act of taking to mentor and monitor subordinate and atmosphere for improvement on the instructional process and that supervision gives recognition to the teacher and creates a cordial working atmosphere based on good human relations. The findings of the study still revealed that principals management practice of individualized support influence teachers service delivery in public senior secondary schools. This finding is in collaboration with Anyamele (2004) who admitted that this practice encourages teachers to put in their best and be effective in their service delivery.

Finally, the finding of this study indicated that there are many ways principals management practice of modeling values can influence teachers' service delivery in public senior secondary schools. This study is in line with Chu and Lai (2012) who revealed that this practices enhance teachers' believes about their own capacities, their sense of self-efficiency Noting that modeling may contribute to teachers' day-to-day enthusiasm for their work by helping to create perceptions of a dynamic and changing job.

CONCLUSION
Based on the findings of the study, the researcher concludes that principal or management practices in public senior secondary schools revolve around putting in place enabling environment to foster teacher's morale. The study also deduced that effective principals or management practices in relation to workers are not only generic but workers put in their best to identify themselves with the goals of the schools system. the study also conclude that principals management practice of setting direction, principals management practice of intellectual stimulation, principals management practice of instructional supervision, principals management practice of individualized support and principals management practice of modeling values have significant influence on teachers service delivery in public senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

RECOMMENDATIONS
Based on the findings of the study, the researcher made the following recommendations:
1. The principal or school management should always articulate a vision that is appealing and inspiring to the teachers to gain their support hence teachers or subordinates need to have a strong sense of purpose if they are to be motivated to act.

2. Government, through the school's principal or management should organize awareness campaign on the intellectual stimulation to teacher hence it will help teachers to be innovative and creative by reframing problems and approaching old situations in new ways. Also setting committee and consultation with teachers will be a helping hand to the management.
3. Instructional supervision unit should be taken more seriously because of their roles in educational sector. They mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement on the instructional process.
4. Government, principal or school management should give proper attention to their staff's need or problems hence giving empathy and support, keeps communication open and places challenges before staff and students help to develop to successful high level of potentials.
5. School management should encourage teachers in role model hence it can enhance teachers' beliefs about their capacities. Modelling also contributes to teachers' day-to-day enthusiasm for their work.

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