UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.14 (1);
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
July-December, 2022
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

ASSESSMENT OF SCHOOL FACTORS PROMOTING TEACHER EDUCATIONAL LEADERSHIP FOR INSTITUTIONAL BEST PRACTICES AND GOAL ACHIEVEMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT
The negative attitudes coupled with the poor commitments of many teachers as a result of the school environmental factors; which continues to have negative consequences on students' academic achievements in the public secondary school in Anambra State, has led to conducting the present study. This study therefore, assessed school factors promoting teacher educational leadership for institutional best practices and goal achievement in secondary schools in Anambra State. Three research questions guided the study. The study adopted the descriptive survey research design. Population of the study constituted 5,674 teachers from the 259 public secondary schools located within 6 education zones in Anambra State. Sample size of the study comprised 567 teachers from 26 public secondary schools, selected out of the entire teachers' population at 10% (percent) using stratified random sampling technique. A 51-item questionnaire titled "School Factors Promoting Teacher Educational Leadership for Institutional Best Practices and Goal Achievement Questionnaire (SFPTELIBPGAQ)" developed by the researchers was the main instrument for data collection. The research instrument was validated by three experts in the Department of Educational Management and Policy, and Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. A pilot-test was conducted on a sample of 25 teachers selected from five public secondary schools in Anambra State, which was not part of the study. The scores obtained were computed using Cronbach Alpha method which gave internal consistency reliability value 0.71, 0.89 and 0.77 for each of the clusters, which was equally summed up to yield an overall reliability value of 0.79, showing that the questionnaire was reliable for conducting the study. Data collated were analyzed using mean scores and standard deviation. The findings of the study revealed the school factors that promoted teacher educational leadership for institutional best practices and goal achievement in secondary schools in Anambra State; which were to a high extent as well. Among the recommendations which were proffered from the findings of the study are that the Anambra State Government and Post Primary Schools Service Commission (PPSSC) should encourage and ensure that all the school factors are well established and administered in the secondary schools

in order to promote teacher educational leadership for improving institutional best practices. This process should be supported through adequate funding of secondary schools in the State.

Keywords: School Factors, Promoting, Teacher, Educational Leadership, Institutional Best Practices, Goal Achievement

Introduction

Teachers are very important factors in every teaching and learning situation. Of all the important human resources in the Nigerian education system, teachers are the most important. Teachers are one of the important machineries in the Nigerian education system whose efficiency, commitment and high productiveness would always lead to institutional best practices and educational goal achievement. Teachers always stand at the forefront of every students learning. No educational system can survive without efficiency, effectiveness and productivity of teachers. This is so because teachers are responsible for the implementation of education policy at the classroom level for goal achievement. It is however through the efforts and quality practices of teachers that institutional best practices can be highly promoted. Thus, a teacher is a professional usually found within any educational institution like secondary school, who guides and directs students to learn. He or she is one who makes significant positive impact on students' learning. Baporikar (2015) defined the teacher as an instructor, a person who teaches or instructs, imparts knowledge and skills especially as a profession. Baporikar went further to say that a teacher is a leader, head, superior and a person who rules, guides, motivates, encourages, stimulates and inspires others to learn. Teachers however, impact positively on students' learning. The main responsibilities of teachers in the secondary school is teaching. Teaching, according to Cochran-Smith (2004) is complex act, demanding intellectual work. This in turn has led to the recognition that effective and powerful teaching cannot be accomplished without careful and adequate teacher educational leadership (Cochran-Smith, 2004).

Harris and Muijs (2003) observed that empowering teachers through educational leadership is a way of providing them with opportunities to lead which is based on the simple but profound idea that if schools are to become better at providing learning for students then they must also become better at providing opportunities for teachers to innovate, develop and learn together through educational leadership. Louis and Marks study cited in Harris and Muijs (2003) reported that in schools where the teachers work were organized in ways that promoted professional community there was a positive relationship with the academic performance of students. Teacher leadership is an important factor in improving the life chances of students in disadvantaged high schools. Silns and Mulford (2002) similarly conclude that student outcomes are more likely to improve where leadership sources are distributed throughout the school

community and where teachers are empowered in areas of importance to them. Robinson (2008) indicating the need for teacher educational leadership posited that due to the fact that teachers' roles and responsibilities are already complicated, in terms of making teachers become active learning coach, broker for learning, enabler, a leader of inter-professional teams, expert practitioners and so forth – all of which hint at the new demands that will be made on teacher educational leadership. Again, Robinson (2008) asserted that the changing world leads to changing education and innovative approaches to education (new technology, for example) and thus to changing roles for teachers, these changes have warranted the focus on teacher educational leadership. Harrison and Killion (2007) opined that regardless of the roles teachers assume, teacher educational leadership shape the culture of their schools, improve student learning, and influence practice among their peers. Therefore, teachers need to be much more than 'just' good teachers; they must be knowledgeable, reflective and communicative, they need to be good organizers, managers and leaders, and this requires high quality artistic, generic and leadership skills. Teachers need to become active educational leaders ready to impact positively on both institutional best practices and goal achievement (Baporikar, 2015). Baporikar further noted that holistic educational leadership of teachers ensures that the teacher act many roles of: being a pedagogical leader, a guide, a mentor and an educator in the school. Through this medium, effective guidance and motivation which will enable students discover their identities in the learning situation will be highly promoted. That is why there is need to make sure that there is a comfortable climate, an atmosphere of trust and friendship in the school to promote teacher educational leadership. Teacher educational leadership as defined by Harris and Muijs (2003) is primarily concerned with enhanced leadership roles and decision-making powers for teachers without taking them out of the classroom. It also refers to the ability to encourage colleagues to change, to do things they would not ordinarily have considered without the influence of the leader. Similarly, Katzenmeyer and Moller (2001) defined teacher educational leadership as teachers who are leaders, they lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice. In contrast to traditional notions of leadership, teacher leadership is characterized by a form of collective leadership in which teachers develop expertise by working collaboratively (Boles, Katherine & Troen cited in Harris & Muijs, 2003).

Danielson (2006) says that the term teacher educational leadership referred to that set of skills demonstrated by teachers who continue to teach students but also have an influence that extends beyond their own classrooms to others within their own school and elsewhere. It entails mobilizing and energizing teachers with the goal of improving the school's performance of its critical

responsibilities related to teaching and learning. Mobilizing and energizing does not occur because of the role of the leader as boss (as might be the case with a principal), but rather because the individual is informed and persuasive. Therefore, an important characteristic of a teacher educational leadership is expertise and skill in engaging others in complex work. It also entails an unwavering passion for the core mission of the school and the courage to confront obstacles to achieving that mission. Teacher educational leadership is necessary because it encourages collaborations and delegation of functions, knowing fully well that the school head will not be able to execute all the responsibilities on his own. Barth cited in Harris and Muijs (2003) views of teacher educational leadership extends beyond just collaborating or participating in decision making. Barth views teacher educational leadership as fulfilling some of the functions possibly undertaken by senior management. For example: choosing textbooks and instructional materials; shaping the curriculum; setting standards for students behaviour; deciding on tracking; designing staff development programmes; setting promotion and retention policies; deciding school budgets; evaluating teacher performance; selecting new teachers, and selecting new administrators. Teacher educational leadership is not just concerned with teachers developing individually but a central role of teacher leaders is one of helping colleagues to try out new ideas and to encourage them to adopt leadership roles (Harris & Muijs, 2003). Gehrke cited in Harris and Muijs (2003) observed that the functions of teacher leaders include to; continuously see to the improvement of their own classroom teaching; organize and lead reviews of school practice; provide curriculum development knowledge; participate in in-school decision making; give in-service training to colleagues, and participate in the performance evaluation of teachers. Therefore, the benefit which can be derived from teacher educational leadership are that it can lead to; improving school effectiveness by strengthening collaborations among teachers which will enable teachers contribute more directly to organizational or school effectiveness and improvement, which leads to goal achievement. Citing few studies Harris and Muijs (2003) reported that in a study of British secondary schools, teachers generally felt that teacher educational leadership was more effective where subject leaders and department heads were more strongly involved in decision making. In similarly study Harris and Muijs (2003) reported that in the most effective schools, leadership was a shared responsibility between teachers and heads. Other studies have also reported positive effects of teacher participation in decision making. For example, Rosenholz (1985) study and Sickler (1988) study cited in Harris and Muijs (2003) found out that teacher involvement in decision making led to a decrease in teacher absenteeism and an increase in school effectiveness.

Wong (1996) study equally cited in Harris and Muijs (2003) found out that in schools with strong collaborative teacher-principal leadership there was evidence of significant gains in students learning and achievement. It therefore can be deducted that several school factors can be responsible for teacher educational leadership. Another benefit of teacher educational leadership as highlighted by Harris and Muijs is that it improves teacher effectiveness in quite a number of ways. The emphasis on continuous learning and excellence in teaching can improve the quality of teachers, while the emphasis on spreading good practice to colleagues through teacher educational leadership can lead to increasing the expertise of teachers throughout the school. The increased expertise and confidence of teachers, coupled with the greater responsibilities vested in them, will make teachers more willing to take risks and introduce innovative teaching methods, which should have a direct positive effect on teacher effectiveness. Evidence from a recent study by Leithwood and Jantzi (2000) on the effects of school and teacher educational leadership on students' engagement with school, reported that distributing a larger proportion of current leadership activity to teachers would have a positive influence on teacher effectiveness and student engagement. Another research by Katzenmeyer and Moller (2001) reported that empowering teachers through teacher leadership improves their self-efficacy in relation to students' learning. Ovando study cited in Harris and Muijs (2003) found that when teachers took on leadership roles it positively influenced their ability to innovate in the classroom and had a positive effect on student learning outcomes. Some studies have found that taking on leadership roles can improve teacher motivation (Harris & Muijs, 2003). From all these benefits, it can be concluded that teacher educational leadership will definitely lead to institutional best practices and goal achievement. Institutional best practices as defined by the Rajendra Academy for Teachers' Education (2020) simply refers those quality or excellent practices provided in educational institutions which positively impacts on students learning by providing motivation to learn and promote success in a global world. In order to survive in a new, globally competitive world, today's students will need creativity, problem-solving abilities, and a passion for learning, a dedicated work ethic and lifelong learning opportunities. Students can develop these abilities through instruction based on institutional best practice teaching strategies. Since the field of education is not only limited with books but has broadened in various new horizons, new development and changes in education affecting institutional best practice have necessitated new reviews and reforms to focus on teacher educational leadership. On the other hand, a goal according to Locke and Latham (1990) cited in the Wikipedia the Free Encyclopedia, is roughly similar to a purpose or aim, the anticipated result which guides reaction, or an end, which is an object, either a physical object or

an abstract object, that has intrinsic value. Goal achievement is an idea of the future or desired result that a person or a group of people envision, plan and commit to achieve. When an idea, plan, aim or purpose set up has been actualized or achieved, this refers to goal achievement. Thus, an educational institution with a capacity for goal achievement can execute a plan to get the desired results. Therefore, creating a plan that will promote teacher educational leadership in the secondary schools in Anambra State, is one means of encouraging institutional best practices and goal achievement.

To effectively promote teacher educational leadership for institutional best practices and goal achievement in secondary schools including those in Anambra State, adequate considerations and attention must be paid to those school factors that promote this course. School factors as described within the context of this present study are those driving forces within the school environment which includes the school climate, leadership, work conditions, teacher status, autonomy, freedom, material resources, collaboration among colleagues and parents, among others, which can positively or negatively impacts on teachers' work and students learning. Abaidoo (2018) in a study described school factors as factors within the school which influence academic performance. These school factors as identified in Abaidoo study includes school facilities and teaching resources, school location, school discipline, class size and school structure and environment. Abaidoo (2018) reported other studies to showcase the different school factors. In a study conducted by Tuitock, Yambo and Adhanja in 2015 in some public schools in Kenya cited by Abaidoo (2018), the key school factors which affected students' learning and teachers' performance were the modern laboratories and text-books. Within the same country, Nambuya (2013) study cited in Abaidoo (2018) revealed that the availability of physical resources and instructional materials such as library, text-books, adequacy of classrooms and spacious playing ground affect the academic performance of students. Similar studies of Awolaju (2016), Olayinka (2016), and Adipo (2015) cited in Abaidoo (2018) also found out that students who are taught with instructional materials in Nigeria perform better than students taught without instructional materials. This shows that instructional materials have a significant impact on both teacher and student academic performance. Abaidoo (2018) further asserted that the use of instructional materials facilitates the smooth delivery of a lesson and it enhances teaching and learning. The use of instructional materials assists students to understand the concept of a subject better. As a result of this students who are taught with instructional materials perform better than student taught without instructional materials. Abaidoo (2018) further cited other studies like those of Ajani and Akinyele (2014), Bakasa (2011), Ehiane (2014), Mhiliwa (2015), Mussa (2015), Odeh, Oguche, and Dondo (2015), Owoeye and Olatunde (2011), Owoye and Yara (2011),

Vandenberg (2012), and Yusuf and Adigun (2010) who found out that class size, school discipline, distance of a school, suitable rules and regulation, fair punishment, school environment, school facilities and school location, affected teachers and students' academic performance. Duruji, Azuh, and Oviasogle (2014) also found that school environment has a statistical significance relationship with academic performance. From the above studies cited by cited in Abaidoo (2018), it means that the above school factors could have also prompted teacher educational leadership for institutional best practices and goal achievement; which is what the present study sought to find out. School factors according to Abaidoo (2018), which promoted teachers and academic performance as revealed by the literatures cited above has been proven that the key school factors which directly influenced teachers and academic performance includes: instructional materials, discipline, effective teaching, class size and the school environment. Harris and Muijs (2003) pointed out some school factors which prompted teacher educational leadership to include introducing shared leadership, presence of formal authority, improving on teachers' status, autonomy, freedom and recognition, involvement in decision making, leadership style and behaviour, encouraging collaboration, among others.

School factors which promote teacher educational leadership as indicated by Hansen (2016) include the school leadership characteristics as regards to teacher motivation in varying context. Hansen (2016) went further to identify that the principal's leadership style, attitude and behaviour towards teachers can positively or negatively affect teacher educational leadership within a school. Specifically, Hansen focused on the effect of the principal characteristics on teacher attitudes and found out that trust, sharing a definition of expectations, and frequency of interactions between principals and teachers resulted in high levels of teacher educational leadership. Tshannen-Moran (2013) further supported Hansen (2016) and stated that, "without trust leaders do not inspire their constituencies to go beyond minimum requirements" (p. 41). For teachers, shared expectations from leadership had an effect on teacher attitudes; however, little else from the data analysis suggested a relationship between the controls and teacher attitudes (Price, 2012). Hansen (2016) provided additional support for teacher attitudes and school climate by saying that principals must encourage conducive school climate or atmosphere for teachers in order to promote greater esteem and satisfaction which increases teachers' sense of belonging. When the school climate is conducive for teachers, their level of motivation increases, which in turn influences student learning for goal achievement. This practice of provide a conducive atmosphere in school promotes an ethic of care and respect within the learning organization (Murphy, 2011). Principals increasing their level of cooperation or support for teachers is an "effective strategy for improving school climate and building

school culture because it enhances teacher morale and teachers' attitudes toward students for educational goal achievement. It also enhances the amount of effort teachers put forth on many classroom matters (Hansen, 2016). DiPaola and Hoy (2008) suggested supervision as the most likely method to improve teacher educational leadership and student outcomes when it is constructive and friendly. However, principals' characteristics such as encouraging a positive school climate, collaboration and team building in school, teacher motivation, among others will definitely impact of teachers' educational leadership for institutional best practices and goal achievement. Harris and Muijs (2003) observed that school leadership promotes teacher educational leadership by creating the following opportunities such as; distributing the responsibility and power for leadership widely throughout the school; sharing decision making power with staff; allowing staff to manage their own decision making committees; taking staff opinion into account; ensuring effective group problem solving during meetings of staff; providing autonomy for teachers; altering working conditions so that staff have collaborative planning time; ensuring adequate involvement in decision making related to new initiatives in the school; and creating opportunities for staff development. From all the foregoing discussions, it is therefore, important to note that promoting teacher educational leadership is highly dependent on several school factors. It is however, upon this background that the present study sought to determine those school factors which promotes teacher educational leadership for institutional best practices and goal achievement in secondary schools in Anambra State.

Statement of the Problem

Teachers are of important education stakeholders in the secondary schools in Anambra State and beyond, whose professional practices will always lead to institutional best practices and goal achievement. Creating opportunities in the secondary schools where teacher educational leadership can be highly promoted, is a way of helping teachers assume a wide range of educational leadership roles to support school improvement and promote student academic successes for goal achievement. Whether these educational leadership roles are assigned formally or shared informally, they build the entire school's capacity to improve institutional best practices and goal achievement. This is so because teachers can lead in a variety of ways in the school environment, and many of the teachers when prompted through educational leadership can serve as better leaders among their peers which will positively impact on institutional best practices and goal achievement. On the contrast, observations from many secondary schools especially those in Anambra State showcases that majority of the teachers lack the necessary basic educational leadership proficiency, competences and skills to turn around and make positive changes in the school in order to achieve good results and positive outcomes. This

poor state of teachers has equally made many of them to continuously put up negative attitudes and poor commitment towards their duties. The poor attitude and commitment of many teachers towards work which is responsible by some school factors has a lot of consequences that hinders academic progress, institutional best practices and goal achievement. This situation which is commonly found in the public secondary schools in Anambra State remains harmful to the sustainability and growth of the secondary education; and have continued to raise concern for most education stakeholders including the researchers, leading to conducting the present study in order to fill the existing gap. For teacher educational leadership which will lead to institutional best practices and goal achievement to triumph, adequate considerations must be given to those school factors that might hinder this process. Thus, the need to assess school factors promoting teacher educational leadership for institutional best practices and goal achievement in secondary schools in Anambra State, has become the problem of this present study.

Research Questions

The following four research questions guided the study:

1. What are the school factors which promote teacher educational leadership for institutional best practices in secondary schools in Anambra State?
2. What are the school factors which promote teacher educational leadership for institutional goal achievement in secondary schools in Anambra State?
3. To what extent do the existing school factors promote teacher educational leadership for institutional best practices and goal achievement in secondary schools in Anambra State?

Research Method

The study adopted the descriptive survey research design. This design was used to collect data from a sample of teachers in the public secondary school in Anambra State in order to share their opinions concerning the school factors promoting teacher educational leadership for institutional best practices and goal achievement in secondary schools in Anambra State. Information gathered from the teachers was analyzed using a statistical tool in order to generalize and draw conclusion on the study. Population of the study constituted 5, 674 teachers from the 259 public secondary schools located within 6 education zones in Anambra State. Information concerning teachers was obtained from the Anambra State Post Primary Schools Services Commission as at January, 2020. Sample size of the study comprised 567 teachers selected out of the entire teachers' population at 10% (percent) using stratified random sampling technique. Justification for selecting the sample of teachers and the public secondary schools at 10% was a means to enable the researcher have controllable sample size of the teachers' population in Anambra State. The choice of 10% (for a large number) is also in line with the recommendation of Nworgu (2015) who identified that 5% to 80% of any given population is adequate for any research work. A 51-item questionnaire titled "School Factors Promoting Teacher

Educational Leadership for Institutional Best Practices and Goal Achievement Questionnaire (SFPTELIBPGAQ)" developed by the researchers was the main instrument for data collection. Construction of the questionnaire was guided by the purpose of the study and research questions. Items in the questionnaire were organized in three clusters and structured on a 4-point scale weighted as follows: Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2, Strongly Disagree (SD) – 1, in order to answer the research questions 1 and 2; and scales points of Very High Extent (VHE) - 4, High Extent (HE) - 3, Low Extent (LE) - 2, Very Low Extent (VLE) – 1, for answering only research question 3. The research instrument was validated by three experts in the Department of Educational Management and Policy, and Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. The experts determined the face and content validity of the questionnaire to make some necessary corrections on few items on the instrument and which were equally incorporated before the final distribution of the questionnaire. A pilot-test was conducted on a sample of 25 teachers selected from five public secondary schools in Anambra State, which was not part of the study. The scores obtained were computed using Cronbach Alpha method which gave internal consistency reliability value 0.71, 0.89 and 0.77 for each of the clusters, which was equally summed up to yield an overall reliability value of 0.79, showing that the questionnaire was reliable for conducting the study. Nworgu (2015) opined that the Cronbach Alpha statistical method determines the degree of consistency with which the item of an instrument provides a measure of how homogeneous or otherwise the items are. The Cronbach Alpha method is appropriate for instruments arranged into clusters just as the present study which was arranged in three clusters.

Copies of the questionnaire were distributed to the respondents by the researchers with the help of five research assistants. The researchers took advantage of the present reopening of schools in Anambra State coupled with the external examinations of both junior and senior secondary school West African Examination School Council (WAESC) to distribute the questionnaire to the teachers on a face to face, hand delivery and direct contact. An on-the-spot method was also adopted by the researchers in distributing copies of the questionnaire to ensure maximum recovery of the questionnaire administered. Due to the present Corona Virus pandemic (COVID-19), the researchers and research assistants observed all the guidelines and protocols of the Nigeria Centre for Disease Control (NCDC) while distributing copies of the questionnaire. Copies of the questionnaire for the teachers were distributed to them by the researchers with the help of the research assistants who were individuals familiar with the terrain and environment, that is, the six education zones. These research assistants were communicated about the essence of the study and how to approach the teachers in order to get the necessary data from them. Distribution of all the copies of the questionnaire took a period of one week of completion. This enabled both the researchers and the research assistants to get the respondents at their different locations and likewise wait for them to fill the questionnaire right there on the spot while

UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.14 (1);
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
July-December, 2022
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

maintaining the social distancing and use of face masks. A total of 567 copies of questionnaires were printed and distributed. All the copies of the questionnaire distributed to the respondents were recovered back by the researchers and research assistants at a return rate of 100%. Data collated were analyzed using mean scores and standard deviation. The decision rule for interpreting the scores on each statement on the questionnaire was based on the mean scale, which was benchmarked on 2.50. Only mean scores of the respondents' statements which rated 2.50 and above were regarded as an indication of Agree or High Extent, and therefore, accepted. While mean scores of the respondents' statements which rated below 2.50 was regarded as an indication of Disagree and Low Extent and therefore not accepted.

Presentation of Results

Research Question 1: What are the school factors which promote teacher educational leadership for institutional best practices in secondary schools in Anambra State?

Table 1: Mean Scores and SD of Teachers on the School Factors which promote Teacher Educational Leadership for Institutional Best Practices in Secondary Schools in Anambra State

N=567

S/N	Please indicate which of under listed school factors that promote teacher educational leadership for your institutional best practices	SA	A	D	SD	Mean Score	SD	Decision
1	The leadership characteristics which includes the principals' style of leadership promotes teacher educational leadership which impacts positively on institutional best practices	219	236	46	66	3.07	0.96	**Agree**
2	Shared leadership or responsibilities assists towards promoting viable teacher educational leadership for institutional best practices	243	220	55	49	3.16	0.92	**Agree**
3	Teachers active involvement in decision making processes in school will prompt teacher educational leadership necessary for institutional best practices	221	187	41	118	2.90	1.13	**Agree**
4	Granting teachers autonomy and freedom to control a wide range of curricular promotes teacher educational leadership for institutional best practices	201	263	66	37	3.11	0.85	**Agree**
5	Recognition of teachers status will build viable teacher educational leadership for institutional best practices	199	228	85	55	3.01	0.94	**Agree**
6	Institution of effective school disciplinary measures will aid in promoting teacher educational leadership for institutional best practices	193	206	91	77	2.91	1.02	**Agree**
7	Presence of formal structure through delegation of responsibilities stands to promote teacher educational leadership for institutional best practices	219	281	38	29	3.22	0.78	**Agree**
8	Suitable rules and regulation which will be favourable in promoting strong teacher educational leadership for institutional best practices	121	253	112	81	2.73	0.95	**Agree**
9	Providing punishment for teachers can be useful in promoting viable teacher educational leadership for institutional best practices	54	101	224	188	2.04	0.94	**Disagree**
10	Strengthening parent-teacher communication will aid in promoting viable teacher educational leadership for institutional best practices	213	225	73	56	3.05	0.95	**Agree**

11	Collaborations among teachers will promote teacher educational leadership for institutional best practices	224	279	36	28	3.23	0.78	**Agree**
12	Building a high level of teacher motivation stands a chance of promoting effective teacher educational leadership for institutional best practices	137	248	108	74	2.79	0.95	**Agree**
13	Active supervision will assist greatly in promoting effective teacher educational leadership for institutional best practices	204	244	86	33	3.09	0.86	**Agree**
14	Good evaluation procedures will aid in promoting viable teacher educational leadership for institutional best practices	220	232	93	22	3.15	0.83	**Agree**
15	Providing good condition of service will aid in promoting teacher educational leadership for institutional best practices	219	267	10	71	3.12	0.94	**Agree**
16	The school distance will help to build strong teacher educational leadership for institutional best practices	82	48	233	20 4	2.01	1.01	**Disagree**
17	Provision of adequate school facilities or resources strengthens teacher educational leadership for institutional best practices	130	222	100	11 5	2.65	1.05	**Agree**
	Grand Mean Score & SD =					**2.90**	**1.00**	**Agree**

Analysis of results in Table 1 on the teachers' responses showed that items 1 to 8, 10 to 15 and 17 were rated above 2.50 of the acceptable mean score by the teachers to show that they agreed with all these statements. Only items 9 and 16 were rated below 2.50 by the teachers to show that they disagreed with these statements. The grand mean of 2.90 with standard deviation of 1.00 indicated that majority of the teachers reacted positively in support of the statements whose mean score responses were closely related. This result indicated the school factors which promoted teacher educational leadership for institutional best practices in secondary schools in Anambra State.

Research Question 2: What are the school factors which promote teacher educational leadership for institutional goal achievement in secondary schools in Anambra State?

Table 2: Mean Scores and SD of Teachers on School Factors which promote Teacher Educational Leadership for Institutional Goal Achievement in Secondary Schools in Anambra State N=567

S/N	**Please indicate which of the under listed school factors that promotes teacher educational leadership for goal achievement in your school**	**SA**	**A**	**D**	**SD**	**X**	**SD**	**Decision**
18	Leadership characteristics which includes the principals' style of leadership promotes teacher educational leadership which impacts positively on institutional goal achievement	114	266	157	30	2.82	0.81	**Agree**
19	Shared leadership or responsibilities assists towards promoting viable teacher	168	202	102	95	2.78	1.05	**Agree**

	educational leadership for institutional best practices							
20	Teachers active involvement in decision making processes in school will prompt teacher educational leadership necessary for institutional goal achievement	113	219	106	129	2.56	1.05	**Agree**
21	Teachers autonomy and freedom to control a wide range of curricular promotes teacher educational leadership for institutional goal achievement	198	144	121	104	2.77	1.11	**Agree**
22	Recognition of teachers status will build viable teacher educational leadership for institutional goal achievement	218	296	39	14	3.27	0.69	**Agree**
23	Institution of effective school disciplinary measures will aid in promoting teacher educational leadership for institutional goal achievement	286	213	28	40	3.31	0.86	**Agree**
24	Presence of formal structure through delegation of responsibilities stands to promote teacher educational leadership for institutional goal achievement	177	206	107	77	2.85	1.01	**Agree**
25	Suitable rules and regulation favourable in promoting strong teacher educational leadership for institutional goal achievement	190	226	50	101	2.89	1.06	**Agree**
26	Providing punishment for teachers can be useful in promoting viable teacher educational leadership for institutional goal achievement	76	102	160	229	2.04	1.06	**Disagree**
27	Strengthening parent-teacher communication will aid in promoting viable teacher educational leadership for institutional goal achievement	223	274	25	45	3.19	0.85	**Agree**
28	Collaborations among teachers will promote teacher educational leadership for institutional goal achievement	168	254	96	49	2.95	0.90	**Agree**
29	Building a high level of teacher motivation stands a chance of promoting effective teacher educational leadership for institutional goal achievement	195	288	53	31	3.14	0.80	**Agree**
30	Active supervision will assist greatly in promoting effective teacher educational leadership for institutional goal achievement	202	273	39	53	3.10	0.89	**Agree**
31	Good evaluation procedures will aid in promoting viable teacher educational leadership for institutional goal achievement	267	235	29	36	3.29	0.83	**Agree**
32	Providing good condition of service will aid in promoting teacher educational leadership for institutional goal achievement	180	220	79	88	2.87	1.03	**Agree**
33	The school distance will help to build strong teacher educational leadership for institutional goal achievement	67	89	257	154	2.12	0.94	**Disagree**
34	Provision of adequate school facilities or resources strengthens teacher educational leadership for institutional goal achievement	212	233	57	65	3.04	0.96	**Agree**
	Grand Mean Score & SD	**=**				**2.88**	**1.01**	**Agree**

Analysis of results in Table 2 on the teachers' responses showed that items 18 to 25, 27 to 32 and 34 were rated above 2.50 of the acceptable mean score by the teachers to show that they agreed with all these statements. Only items 26 and 33 were rated below 2.50 by the teachers to show that they disagreed with these statements. The grand mean of 2.88 with standard deviation of 1.01 indicated that majority of the teachers reacted positively in support of the statements whose mean score responses were closely related. This result indicated the school factors which promoted teacher educational leadership for institutional goal achievement in secondary schools in Anambra State.

Research Question 3: To what extent do the existing school factors promote teacher educational leadership for institutional best practices and goal achievement in secondary schools in Anambra State?

Table 3: Mean Scores and SD of Teachers on the Extent to which the Existing School Factors promote Teacher Educational Leadership for Institutional Best Practices and Goal Achievement in Secondary Schools in Anambra State

N=567

S/N	Please give your opinion concerning the extent to which the under listed existing school factors promotes teacher educational leadership for institutional best practices and goal achievement	VHE	HE	LE	VLE	Mean Score	SD	Decision
35	Leadership characteristics which includes the principals' style of leadership	144	289	55	79	2.88	0.95	**High Extent**
36	Shared leadership or responsibilities assisting towards promoting viable teacher educational leadership	156	213	98	100	2.75	1.04	**High Extent**
37	Teachers active involvement in decision making processes in school prompting teacher educational leadership	178	189	104	96	2.79	1.06	**High Extent**
38	Granting teachers autonomy and freedom to control a wide range of curricular in order to promote teacher educational leadership	214	227	92	34	3.10	0.88	**High Extent**
39	Recognition of teachers status in the school	211	235	54	67	3.04	0.97	**High Extent**
40	Institution of effective school disciplinary measures	227	199	85	56	3.05	0.97	**High Extent**
41	Presence of formal structure through delegation of responsibilities	236	259	55	17	3.26	0.75	**High Extent**
42	Suitable rules and regulation favourable in promoting strong teacher educational leadership	77	104	220	166	2.16	1.00	**Low Extent**
43	Providing punishment for teachers	51	80	199	237	1.90	0.95	**Low Extent**

44	Strengthening parent-teacher communication aiding	207	234	47	79	3.00	1.00	**High Extent**
45	Collaborations among teachers for teacher educational leadership	202	245	76	44	3.07	0.89	**High Extent**
46	Building a high level of teacher motivation	185	295	49	38	3.11	0.82	**High Extent**
47	Active supervision for promoting effective teacher educational leadership	252	201	68	46	3.16	0.93	**High Extent**
48	Good evaluation procedures	231	248	43	45	3.17	0.88	**High Extent**
49	Providing good condition of service	230	222	61	54	3.11	0.94	**High Extent**
50	School distance	79	115	218	155	2.21	1.00	**Low Extent**
51	Provision of adequate school facilities or resources for strengthening teacher educational leadership	214	266	40	47	3.14	0.87	**High Extent**
	Grand Mean Score & SD					**2.88**	**1.02**	**High Extent**

Analysis of results in Table 3 on the teachers' responses showed that items 35 to 41, 44 to 49 and 51 were rated above 2.50 of the acceptable mean score by the teachers to show that they agreed with all these statements. Only items 42, 43 and 50 were rated below 2.50 by the teachers to show that they disagreed with these statements. The grand mean of 2.88 with standard deviation of 1.02 indicated that majority of the teachers reacted positively in support of the statements whose mean score responses were closely related. This result showcased that the extent to which the existing school factors promoted teacher educational leadership for institutional best practices and goal achievement in secondary schools in Anambra State was to a high extent.

Discussion of Findings

It was revealed through the findings of the study that several school factors were responsible for promoting teacher educational leadership for both institutional best practices and goal achievement in secondary schools in Anambra State. These school factors impacted on teacher educational leadership to a high extent also. The finding of the study indicated the school factors which promoted teacher educational leadership for institutional best practices in secondary schools in Anambra State. Such school factors as: leadership characteristics which includes the principals' style of leadership, shared leadership or responsibilities, teachers' active involvement in decision making processes in school, granting teachers autonomy and freedom to control a wide range of curricular, recognition of teachers' status, institution of effective school disciplinary measures, presence of formal structure through delegation of

responsibilities, suitable rules and regulation, strengthening parent-teacher communication, promoting collaborations among teachers, building a high level of teacher motivation, active supervision, good evaluation procedures, providing good condition of service, and provision of adequate school facilities or resources; promotes teacher educational leadership for institutional best practices. This finding of the present study agree with those of other previous studies. The present study finding concurs with other previous studies like those of Rosenholz (1985) study and Sickler (1988) study cited in Harris and Muijs (2003) which found out that teacher involvement in decision making led to a decrease in teacher absenteeism and an increase in school effectiveness, that is, institutional best practices. Wong (1996) study equally cited in Harris and Muijs (2003) found out that in schools with strong collaborative teacher-principal leadership there was evidence of significant gains in students learning and institutional best practices.

Harris and Muijs (2003) further confirmed in their study that school leadership promotes teacher educational leadership by creating the following opportunities such as; distributing the responsibility and power for leadership widely throughout the school; sharing decision making power with staff; allowing staff to manage their own decision making committees; taking staff opinion into account; ensuring effective group problem solving during meetings of staff; providing autonomy for teachers; altering working conditions so that staff have collaborative planning time; ensuring adequate involvement in decision making related to new initiatives in the school; and creating opportunities for staff development. Mussa (2015) study cited in Abaidoo (2018) which found out that schools with suitable rules and regulation; performed better than school with less suitable rules and regulations. This assisted to strengthen teacher educational leadership in order to boost institutional best practices. In a study conducted by Tuitock, Yambo and Adhanja in 2015 in some public schools in Kenya cited by Abaidoo (2018), the key school factors which affected institutional best practices were the modern laboratories and text-books. Within the same country, Nambuya (2013) study cited in Abaidoo (2018) found out that the

availability of physical resources and instructional materials such as library, text-books, adequacy of classrooms and spacious playing ground affect the academic performance of students. Other similar studies of Awolaju (2016), Olayinka (2016), and Adipo (2015) cited in Abaidoo (2018) also found out that students who are taught with instructional materials in Nigeria performed better than students taught without instructional materials. This shows that instructional materials have a significant impact on both teacher and institutional best practices. Abaidoo (2018) further confirmed that the use of instructional materials facilitates the smooth delivery of a lesson and it enhances teaching and learning in any institution. The use of instructional materials assists students to understand the concept of a subject better. As a result of this students who are taught with instructional materials perform better than student taught without instructional materials. Abaidoo (2018) citing other studies like those of Ajani and Akinyele (2014), Bakasa (2011), Ehiane (2014), Mhiliwa (2015), Mussa (2015), Odeh, Oguche, and Dondo (2015), Owoeye and Olatunde (2011), Owoye and Yara (2011), Vandenberg (2012), and Yusuf and Adigun (2010) found out that school discipline, suitable rules and regulation, school environment, and school facilities, affected teachers and institutional best practices. Duruji, Azuh, and Oviasogle (2014) supporting the above studies, also found out that school environment has a statistical significance relationship with institutional best practice. From all these findings which corroborates and agrees with that of the present study, showcases that all the aforementioned school factors discovered both in the present study including those of other studies cited promoted teacher educational leadership for institutional best practices. Nonetheless, all these school factors should be well instituted in the secondary schools in order to promote teacher educational leadership for institutional best practices. However, school factors such as providing punishment for teachers and school distance, did not promote teacher educational leadership for institutional best practices. This finding however, is against and in contrast with the studies of Mhiliwa (2015) and Mussa (2015) cited in Abaidoo (2018) study which found out that the distance of a school or location of a school and fair

punishment had significant impact on institutional best practices.

It was discovered from the finding of this study that several school factors impacted on teacher educational leadership which was necessary for goal achievement in secondary schools in Anambra State. This finding equally revealed that all those school factors such as: leadership characteristics which includes the principals' style of leadership, shared leadership or responsibilities, teachers' active involvement in decision making processes in school, granting teachers autonomy and freedom to control a wide range of curricular, recognition of teachers' status, institution of effective school disciplinary measures, presence of formal structure through delegation of responsibilities, suitable rules and regulation, strengthening parent-teacher communication, and promoting collaborations among teachers, among others, which promoted teacher educational leadership for institutional best practices; also led to goal achievement in secondary schools in Anambra State. This finding agree with other previous studies. The present study finding agree and corroborates with Wong (1996) study cited in Harris and Muijs (2003) which found out that in schools with strong collaborative teacher-principal leadership, there was evidence of significant gains in students learning and goal achievement. Harris and Muijs (2003) study further found out most of the school factors which prompted teacher educational leadership for goal achievement to include introducing shared leadership, presence of formal authority, improving on teachers' status, autonomy, freedom and recognition, involvement in decision making, leadership style and behaviour, encouraging collaboration, among others. Abaidoo (2018) study confirmed that the key school factors which directly influenced teacher educational leadership and academic performance for goal achievement includes: instructional materials, discipline, effective teaching, class size and the school environment. This present study finding agrees with Ehiane (2014) study cited in Abaidoo (2018) study which found out that effective school discipline used to control behaviour has a direct impact on academic achievement. Ehiane further that confirmed that to improve on academic performance and achievement the discipline level of both students and teachers should be enhanced. Supporting the finding of the present study as

well, Owoye and Yara (2011) study cited Abaidoo (2018) study affirmed that school facilities are the most important determining factor of academic achievement. Odeh, Oguche, and Dondo (2015) study cited in Abaidoo (2018) also found that school environment has significant impact on academic achievement. From all these findings which corroborates and agrees with that of the present study, showcases that all the aforementioned school factors discovered in the present study including those of other studies cited were necessary for promoting teacher educational leadership for institutional and educational goal achievement. Nevertheless, all these school factors should be well instituted in the secondary schools in order to promote teacher educational leadership for goal achievement. However, school factors such as providing punishment for teachers and school distance, were not responsible for promoting teacher educational leadership for goal achievement. This finding is in contrast and deviates from the studies of Mhiliwa (2015) and Mussa (2015) cited in Abaidoo (2018) study which found out that the distance of a school or location of a school and fair punishment has also been found to have a significant impact on the academic achievement of students. Moreover, Yusuf and Adigun (2010) study also cited in Abaidoo (2018) study confirmed that there is no statistical significance relationship between school location and academic achievement.

It was further discovered through the finding that the existing school factors promoted teacher educational leadership for institutional best practices and goal achievement in secondary schools in Anambra State was to a high extent. This included that: all these school factors such as leadership characteristics which includes the principals' style of leadership, shared leadership or responsibilities, teachers' active involvement in decision making processes in school, granting teachers autonomy and freedom to control a wide range of curricular, recognition of teachers' status, institution of effective school disciplinary measures, presence of formal structure through delegation of responsibilities, strengthening parent-teacher communication, promoting collaborations among teachers, building a high level of teacher motivation, active supervision, good evaluation procedures, providing good condition of

service, and provision of adequate school facilities or resources; promotes teacher educational leadership for institutional best practices and goal achievement to a high extent. This finding corroborates and concurs with the previous studies of Abaidoo (2018), Harris and Muijs (2003) and so on, previously mentioned in the present study. Harris and Muijs (2003) study further confirmed that most of the school factors which greatly prompted teacher educational leadership for institutional best practices and goal achievement to a high extent include; introducing shared leadership, presence of formal authority, improving on teachers' status, autonomy, freedom and recognition, involvement in decision making, leadership style and behaviour, encouraging collaboration, among others. Hansen (2016) found out that the school leadership characteristics as regards to teacher motivation in varying context promoted teacher educational leadership for both institutional best practices and goal achievement to a high extent. Hansen (2016) went further to confirm that the principal's leadership style, attitude and behaviour towards teachers can positively or negatively affect teacher educational leadership within a school in order to impact on institutional best practices and goal achievement. Hansen study, still focusing on the effect of the principal characteristics on teacher attitudes, found out that trust, sharing a definition of expectations, and frequency of interactions between principals and teachers resulted into high levels of teacher educational leadership which is necessary for institutional best practices and goal achievement. Given all the above findings, there need for education stakeholders on a high degree to showcase priority interest on all the school factors which promotes teacher educational leadership to a high extent which is necessary for improving institutional best practices and goal achievement. A lot of focus and considerations should be given to these school factors for quality education to triumph in the secondary schools in Anambra State and beyond.

Conclusion

Certain school factors are to be considered important when it comes to promoting teacher educational leadership in secondary schools in Anambra State as indicated in this study. These school factors play significant important roles which impacts on institutional best practices and goal achievement.

The present study however submits that the presence of leadership characteristics, shared leadership or responsibilities, teachers' active involvement in decision making processes, teachers autonomy and freedom, recognition of teachers' status, institution of effective school disciplinary measures, among others, stands to promote teacher educational leadership in secondary schools for institutional best practices and goal achievement. Equally, majority of these school factors as discovered through the finding promoted teacher educational leadership for institutional best practices and goal achievement in secondary schools in Anambra State to a high extent. The poor situation of many secondary schools' demand that now is the right time for adequate attention to be paid on those school factors which promotes teacher educational leadership for institutional best practices and goal achievement in secondary schools in Anambra State.

Recommendations

Based on the findings of this study, recommendations were made and they included that:

1. Anambra State Government and Post Primary Schools Service Commission (PPSSC) should encourage and ensure that all the school factors are well established and administered in the secondary schools in order to promote teacher educational leadership for improving institutional best practices. This process should be supported through adequate funding of secondary schools in the State.
2. Anambra State Post Primary Schools Service Commission (PPSSC) should encourage and ensure that all the school factors are well established and administered in the secondary schools in order to promote teacher educational leadership for goal achievement. This should be marched up with constant/regular training and retraining programmes for both principals and teachers to become familiar and exposed to the school factors which promotes teacher educational leadership for goal achievement.

3. Secondary school principals should ensure that all the existing school factors are properly handled and administered to a high extent in order promote teacher educational leadership for institutional best practices and goal achievement in the schools.

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