

**SCHOOL IMPROVEMENT STRATEGIES AND  
ORGANISATIONAL EFFECTIVENESS OF TEACHERS IN  
PUBLIC SENIOR SECONDARY SCHOOLS IN LAGOS STATE  
EDUCATION DISTRICT V, NIGERIA**

**Adawi Adeola ADELEKE,**

Department of Educational Management, Lagos State University, Ojo,  
Nigeria

**Nurudeen Olalekan ORUNBON,**

Department of Educational Management, Lagos State University, Ojo,  
Nigeria

[orunbon.nurudeeno@gmail.com](mailto:orunbon.nurudeeno@gmail.com)

**Ruqayyah Abike ODUMOSU,**

Department of Educational Management, Lagos State University, Ojo,  
Nigeria

**Abstract:** *This study examined school improvement strategies and organisational effectiveness of teachers in public senior secondary schools in Lagos State Education District V. The purpose of the study is to examine the influence of instructional leadership on organisational effectiveness of teachers in public senior secondary schools in Lagos State Education District V. The study was guided by four research hypotheses. Relevant literatures were reviewed. Descriptive survey research design was adopted. The study population comprised all members of senior schools teaching staff in Lagos State Education District V. Simple random sampling technique was used to select 360 participants; Questionnaire was the main instrument used to collect data. The reliability of the instrument was ascertained using the test re-test technique which revealed a coefficient of 0.82. Data were analysed using descriptive and inferential statistics. Some of the major findings include Hypothesis one that there was a direct significant relationship of instructional leadership on organisational effectiveness of teachers at .607 ( $p < 0.05$ ), Hypothesis two Decision making significantly influence organisational effectiveness at .320 ( $p < 0.05$ ), Hypothesis three show there was a direct significant influence of staff development on organisational effectiveness at .201 ( $p < 0.05$ ). Hypothesis*

*four Communication strategy significantly influence organisational effectiveness at .740  $p < 0.05$ ). Based on these findings, it was recommended that teachers should be periodically trained through workshops, teachers' conference and seminars to ensure good quality teaching and learning in the schools all over the District.*

**Keywords:** *instructional leadership, decision making, staff development, communication strategy.*

## **Introduction**

Effective teachers are the foundation of an effective educational setting because, in the ever-changing world of education, they serve as mentors, advisors, and knowledge architects who influence their students' futures. It seems that an efficient teaching staff is necessary to successfully accomplish the objectives of education at any level. Teachers' affiliation with their schools, passion to, and efficient performance of their jobs, as well as their willingness and devotion to carry out given and allocated tasks without compromising their efforts, are all considered aspects of their organizational effectiveness. Effective teaching greatly enhances the overall worth of education (Asuquo & Okon, 2020) and helps students become morally upright and patriotic adults (Edet & Asuquo, 2019).

It seems that a high frequency of punctuality, assignment completion, classroom management skills, and involvement in school co-curricular activities are indicators of good instructors. It is expected that schools with strong management capabilities would have greater teacher effectiveness rates than those with weaker managing capabilities since school administrators oversee both human and material resources. To enhance and maintain school programs and activities aimed at accomplishing educational goals and objectives, management in the educational system entails the methodical control of available human and material resources (Edet & Asuquo, 2019).

Nonetheless, it has been shown that teachers' organizational effectiveness is deteriorating. For example, research conducted in Britain found that teachers in industrialized nations are seeing a reduction in employment quality, including less training opportunities, task discretion, and involvement in organizational choices (Green 2021). Few instructors use three or more strategies in a class, which undermines the efficacy of organizational teaching in developing nations like Nigeria, where the majority of teachers only use a small variety of teaching techniques (Udenka, 2021). Furthermore, a lot of secondary school teachers seem to be struggling with a mismatch

between their credentials and the requirements of their positions, which lowers their performance and effectiveness as instructors. Additionally, there may be a connection between decreased productivity and efficiency in the classroom and organizational silence that excludes teachers from important decision-making.

The efficiency and proficiency with which an individual performs their duties and obligations in order to meet the aims and objectives related to the teaching profession seems to be a measure of organizational teaching effectiveness. Since attaining educational goals and objectives may prove impossible without instructors performing their duties successfully, teaching effectiveness is a crucial issue to take into account.

The capacity of teachers to effectively handle a variety of instructional tasks as well as administrative duties in a classroom context is a key component of their efficacy as educators (Oparaji, Nwosu & Okeke, 2022). Effective instructors are skilled at handling important administrative duties that support a school's or educational institution's smooth functioning in addition to their main responsibility of teaching pupils. Teachers' performance is impacted by these many duties, particularly when the required school development techniques are not easily accessible. Professional development programs, curriculum improvement, instructional monitoring, resource allocation, and so forth are a few of these improvement measures.

The poor organizational teaching efficiency among instructors has been attributed to a number of variables by several researches. For instance, one of the main causes of teachers' worse work performance is low self-efficacy. According to Apeh, Usman, and Idris (2020), teachers' capacity to function well in secondary schools is severely hampered by high levels of occupational stress. Additionally, Akporehe and Asiyai (2023) found that poor teacher performance was a result of a lack of chances for capacity-building, such as workshops and technical skill training. Furthermore, it is expected that schools with strong administrative capabilities would have more effective instructors than those with weaker managerial capabilities. Moreover, some secondary schools in Nigeria, particularly in Lagos State, have been experiencing low ebb of teaching effectiveness due to inadequate school improvement strategies.

School improvement strategies are any interventions aimed at enhancing teaching practices, learning environments, and overall school performance. Scholar (Fullan, 2020), observed that school improvement strategies refer to systematic actions designed to improve the quality of education in schools. School improvement strategies are designed to enhance student achievement, teacher engagement, and

school effectiveness. Teachers in Nigerian secondary schools are confronted with the problem of how to create a system of secondary education that balances the twin demands of excellence and access, and this affects their productivity. The problem of the roles of teachers and how to enhance their performance and effectiveness so as to meet up with their expectations still lingers on.

More pressing is the challenge of how to compete in the ratings of secondary schools. This is because secondary school management appears not to be yielding to upgrade teachers' skills and knowledge to meet the changing conditions due to inadequate school improvement strategies. A situation whereby teachers are not opened to the new normal (technologies and techniques such as webinar, Google classroom, adobe captive and so on) have made it difficult for them to carry on with the responsibility of producing competent and flexible workforce that would ensure all round development in the country. As a result, teachers seem ill-equipped to function optimally within the system.

Secondary school administrators may have not been forthcoming in providing the necessary strategies for teachers. If school improvement strategies are not adequate, and competition for these strategies is of concerns to teachers. For example, there is a rapid increasing number of students in the secondary schools. As a result of the large number of students, the space requirement of classroom, laboratories and workshops are hardly met. Facilities are overstretched, thus presenting a problem of rapid dilapidation in the facing of dwindling fund for maintenance. The more worrisome aspect is that the method for delivery lessons and the assumption underpinning these methods remained the same.

### **Statement of the Problem**

Educational visionaries, curriculum and instructional leaders, discipline specialists, communication and publicity specialists, building managers, and policy requirements and initiatives are all demanded of school administrators. But the state of affairs in certain Nigerian public secondary schools, especially in Lagos State, raises questions about whether or not school officials are really meeting these standards. This can be because some instructors are seen to be incompetent at carrying out their teaching responsibilities. Because they exhibit "poor attitude to work, record keeping, tardiness to school, irregular attendance to lessons and classes, poor self-discipline, dismissive attitude towards note writing, marking attendance register, and several other unacceptable behaviors which cannot contribute to the attainment of set goals," many teachers are ineffective. The majority of instructors

have often been seen acting unfavorably toward the tasks they have been given at their schools. The researchers (Oparaji, Nwosu, & Okeke, 2022) have also noted that many teachers don't seem to have the expected attitudes toward completing the work plan, managing the classroom, teaching, assessing students, participating in extracurricular activities, and promptly preparing and releasing student results. Additionally, it seems that some of them actively engage in petty trading while attending school, which tends to divert them from providing high-quality instructional services.

It is without a doubt the duty of school administrators to make sure that instructors fulfill their given tasks in a satisfactory manner. However, by failing to develop solutions that would enhance schools, the majority of school administrators seem to be lacking in administrative competence. The unpleasant circumstance necessitates that school administrators enhance their management techniques in order to stop this depressing predicament before it starts. Principals are required to significantly enhance their schools as institutional leaders in order to handle the aforementioned issues in the secondary school system. It is against this background that this study examined school improvement strategies and organisational effectiveness of teachers in public secondary schools in Lagos State.

### **Research Hypotheses**

The following research hypotheses were tested to guide the study:

**H<sub>01</sub>:** Instructional leadership has no significant relationship with organisational effectiveness of teachers in public senior secondary schools in Lagos State Education District V.

**H<sub>02</sub>:** Decision-making has no significant relationship on organisational effectiveness of teachers in public senior secondary schools in Lagos State Education District V.

**H<sub>03</sub>:** Staff development has no significant relationship on organisational effectiveness of teachers in public senior secondary schools in Lagos State Education District V.

**H<sub>04</sub>:** Communication strategy has no significant relationship on organisational effectiveness of teachers in public senior secondary schools in Lagos State Education District V.

### **Concept of School Improvement Strategies**

School improvement strategies refer to systematic actions designed to raise the quality of instruction in classrooms. Curriculum changes, teacher training programs, infrastructure development, the distribution of resources, leadership philosophies, and student involvement projects are a few examples of these tactics (Fullan, 2020). Comprehensive

school development initiatives that incorporate all stakeholders are essential for creating a productive learning environment, according to international research. Improving processes and building ability to consciously enhance student outcomes are the goals of school improvement. At the improvement process, schools may choose to concentrate on a variety of outcomes, such as student health and wellness, academic success, and engagement and pleasure of learning. Finding areas that need improvement and prioritizing them using high-quality, data-driven, and evidence-based procedures are crucial. When contextualized to the requirements of the school and adapted to its established priorities, the effect of the many methods to school development may be maximized (OECD, 2016).

### **The School Improvement Process**

Schools are intricate and varied environments. Despite having the same objective of increasing student outcomes and school procedures, each will approach this differently depending on their own goals and particular situation. There is thus no one-size-fits-all approach that schools may use to enhance their operations. Success cannot be ensured by just taking tactics and remedies from other settings and applying them without making the necessary data-informed adjustments. Research indicates that treatments that are imported or prepackaged are far less effective than those that are tailored to the requirements and culture of a school (Harris & Jones, 2022).

School improvement is a complicated, multilayered, and multifaceted process that occurs over time, requires a variety of support elements, and necessitates action in several domains, according to an expanding body of data (Waite, 2013). By stringent, evaluative, and data-informed procedures, the school community should correctly decide what to concentrate on and how improvement will be carried out. It is not necessary to concentrate on or execute every feature and activity simultaneously. Schools are intricate and varied environments. Despite having the same objective of increasing student outcomes and school procedures, each will approach this differently depending on their own goals and particular situation. There is thus no one-size-fits-all approach that schools may use to enhance their operations. Success cannot be ensured by just taking tactics and solutions from other settings and applying them without making the necessary data-informed adjustments. Research indicates that treatments that are imported or prepackaged are far less effective than those that are tailored to the requirements and culture of a school (Harris & Jones, 2022).

School improvement is a complicated, multilayered, and multidimensional process that occurs over time, requires a variety of support elements, and necessitates action in several domains, according to an expanding body of data (Waite, 2021). Through rigorous, evaluative, and data-informed procedures, the school community should correctly decide what to concentrate on and how improvement will be carried out. It is not necessary to concentrate on or execute every feature and activity simultaneously.

### **Concept of Organisational Effectiveness of Teachers**

Teachers' affinity with their schools, attachment to, and efficient performance of their jobs, as well as their willingness and devotion to carry out given and allocated tasks without compromising their efforts, are all considered aspects of their organizational effectiveness. Employees become effective when they take ownership of the results of their labor (Ekpoh & Asuquo, 2018). Their efficacy greatly enhances the whole worth of education (Asuquo & Okon, 2020) and helps pupils become morally upright and patriotic adults (Edet & Asuquo, 2019). A high frequency of promptness, the completion of tasks, lesson preparation consistency, classroom management skills, lesson content quality delivery, timely student assessment, efficient exam administration and coordination, timely preparation and issuance of student results, and participation in school co-curricular activities are all indicators of effective teachers (Arop, Owan & Ekpang, 2018b; Owan, 2018; Owan et al., 2019). Effective teachers in the aforementioned categories are crucial to the school because they support both strong student academic achievement (Ngussa & Gabriel, 2017; Robert & Owan, 2019) and institutional effectiveness (Bassey, Owan, & Eze, 2019). It is expected that schools with effective administrative ability would have better rates of teacher effectiveness than those with less managerial capacity since principals are both managers of people and material resources (Mbon, 2020; Owan, 2018; Sharma, 2015). To enhance and maintain school programs and activities aimed at accomplishing educational goals and objectives, management in the educational system entails the methodical control of available human and material resources (Edet & Asuquo, 2019).

### **Empirical Review**

#### **Decision Making and Teaching Effectiveness**

Employee participation in management decision-making processes involves selecting from among the several possible courses of action required to address current organizational issues. The practice of participatory decision-making differs from the conventional form of

decision-making, which is authoritarian and dictatorial. Ngussa and Gabriel (2017) conducted research in Arusha City, Tanzania, comparing the dedication of teachers and their involvement in decision-making in public and private secondary schools. One of the findings from the data analysis was a strong correlation between instructors' dedication and their involvement in decision-making. The findings also showed that instructors at private schools were more dedicated to and involved in decision-making than those in public schools. According to research conducted in Botswana by Mosheti (2013), letting teachers participate in decision-making makes them happier and more dedicated to the organization's objectives. Wadesango (2017) found that instructors did not have a major role in making decisions. This indicates that school administrators made the majority of the choices and then gave them to the teachers to carry out. The research also linked teachers' poor work satisfaction and organizational commitment to their little involvement in school decision-making about important topics.

### **Staff Development and Teaching Effectiveness**

A popular idea in management literature is staff development, which refers to both internal and external factors that motivate employees to boost their output. Frequent staff development encourages instructors to be happy while teaching and changing students' behaviors (Owan et al., 2020; p. 4159). School administrators also need to know what drives instructors to do the least amount of work possible. Promotion has a favorable and considerable impact on teachers' dedication, according to Olurotimi (2015). indicating that there was a statistically significant relationship between the instructors' dedication and the incentive scheme. However, the efficacy of teachers' instruction was not significantly correlated with their training and growth. In their study on the impact of job motivation on organizational commitment in the workplace, Salleh, Zahari, Said, and Ali (2016) discovered a positive correlation between the two. Along with their study's findings, they emphasized that while untrained employees contribute to absenteeism, poor performance, and other negative factors that may affect an organization's performance, employees who receive regular development show a high level of commitment to the company and love their work. According to Olurotimi et al. (2015), the dedication of instructors and staff development were statistically significant.

Among many other results, Owan et al. (2020) shown in another research that employee motivation and in-service training had an almost average impact on secondary teachers' emotional and sustained commitment. However, the participation rate was low in the normative

factor of desire to labor. Furthermore, the effect on teachers' work commitment is substantial in both the emotional and continuation elements, while it is insignificant in the normative component. In 2012, Ukpong and Uchendu looked at how staff development strategies affected the instructional effectiveness of teachers in government high schools in Uyo, Akwalbom State. The research discovered that instructors' work efficiency was significantly impacted by positive tactics. Teachers' effectiveness in both public and private secondary schools was found to be motivated by the extent to which principals in Ebonyi State make sure staff development and meetings inspire teachers.

### **Instructional Leadership and Teachers' Effectiveness**

As role models, teachers are generally recognized to have a substantial impact on students' lives, particularly in the classroom (Donaldson, 2013; Francis & Oluwatoyin, 2019; Hallinger & Heck, 1998; Leithwood et al., 2008). Since their good classroom conduct is a key indicator of students' learning, they really have the most influence on student accomplishment out of all school resources (Creemers & Kyriakides, 2007; Donaldson, 2013; McCaffrey et al., 2003; Muijs & Reynolds, 2000; Wang & Fwu, 2007). Therefore, in order to optimize student involvement and limit misbehavior during teaching and learning, successful instructors are required to plan, direct, and regulate their classroom atmosphere (Creemers, 1994; Kyriakides et al., 2009; Muijs & Reynolds, 2017; B. P. Creemers & Kyriakides, 2006). In order to become excellent system outputs, effective instructors also help students develop a cognitive, emotional, and balanced personality as well as critical thinking, problem-solving, and collaborative abilities (Hundt, 2009). Since successful instructors encourage students to become lifelong learners, teachers expect their leaders to act in a manner that will impact their ability to provide high-quality instruction and learning to students.

Early research on principals' instructional leadership has looked at how it affects a range of school outcomes, including academic success and student learning, school effectiveness, and teacher-related outcomes, including attitude and professional development. However, the primary emphasis of this section is teacher-related outcomes since the research is mainly concerned with the efficacy of instructors. Current PIMRS research shows that principals' instructional leadership has a favorable impact on a number of teacher-related outcomes. Using the PIMRS in Oman, for example, Al-Mahdy et al. (2018) verified the significance of principals' instructional leadership in relation to teachers' dedication. They discovered that teachers' commitment is strongly and favorably

correlated with the school's purpose and atmosphere, but that the administration of the curriculum had no discernible impact on instructors' commitment. Bellibas and Liu (2018) discovered that staff regard for one another is significantly predicted by the instructional leadership of principals. Similarly, Ma and Marion (2019) discovered that teacher trust in secondary schools in Western China is directly and favorably impacted by instructional leadership methods, which include establishing a school mission, overseeing instructional programs, and creating a good learning environment. Additionally, the findings demonstrate a favorable correlation between Chinese teachers' effectiveness and instructional leadership methods in creating a pleasant school learning environment. In a similar vein, Lietal (2016) discovered that in Hong Kong, the instructional leadership of principals had a direct effect on staff trust and teachers' professional development.

### **Communication Strategy and Organisational Effectiveness**

The act of generating or producing information, distributing it via a suitable channel, receiving it, analyzing it, and using it to guide decisions is known as communication. The capacity to persuade teachers by providing and receiving information to follow instructions aimed at achieving the school's objectives is known as communication (Ekpoh & Asuquo, 2016). Without efficient communication, no organization can successfully carry out its operations and activities (Arop, Owan, & Ekpang, 2018a; Nebo, Nwankwo, & Okonkwo, 2015). For every organization to function effectively and efficiently, communication is essential (Adeogun, Abiona, Ajayi, & Amuludun, 2017; Atambo & Momanyi, 2016; Osim & Etor, 2016). According to Owan, Ekpenyong, and Asuquo (2021), when a principal's communication style is unfavorable, teachers will act negatively toward them, which would subsequently impact their effectiveness on the job. The efficacy of secondary school teachers' jobs is impacted by the communication styles that administrators use, according to empirical research. For example, Marshall (2015) found that among other sub-variables, the correlation score for principals' communication was much higher, indicating that they had a bigger effect on secondary school teachers' commitment.

Wang (2011) investigated the functions of work-oriented and social-emotional communication in boosting organizational commitment in the framework of the People's Republic of China. The results showed that affective commitment was positively predicted by social-emotional communication between superiors and subordinates.

Additionally, it was shown that emotional and normative commitment are strongly positively predicted by work-oriented communication.

### **Research Methodology**

The study adopted descriptive survey research design. This was to describe systematically the fact and characteristics of the population under study and as well accurately considering the research questions. . This design was considered appropriate for this investigation because it made it possible for participants to provide personal opinions about phenomena being investigated, using various instruments such as questionnaire and/or checklist (Bernard & Bernard, 2012).

Education District V of Lagos State is one of the six Education Districts in Lagos State. In order to ensure an effective administration of education in Lagos State, the state government divided the state into six Education Districts. Education District V is made up of four zones which include Ajeromi-Ifelodun, Amuwo-Odofin, Badagry and Ojo. Ajeromi-Ifelodun, zone had twenty-one senior secondary schools Amuwo-Odofin, zone had twenty senior secondary schools, Badagry zone has seventeen senior secondary schools while Ojo zone was made up of fifteen senior secondary schools, making a total of 73 senior secondary schools in the Education District.

The study population comprised all members of teaching staff in the 73 public senior secondary schools across Educational District V. There were altogether 1,601 members of teaching staff in Educational District V. (Educational District V Report, 2025).

The sample size of this study was 360 participants from. Multi-stage sampling procedure was used to select 360 participants for the study. First, Lagos State was divided into six strata based on Educational Districts. Simple random sampling technique was used to select one Education District. (Education District V), this is to give all the Education Districts equal right of being selected. Education District V has 1,601 members of teaching staff (Educational District V Report, 2025). Education District V is made up of four namely zones: Ajeromi-Ifelodun, Amuwo-Odofin, Badagry and Ojo. Stratified random sampling technique was used at the second stage to select six public senior secondary schools from each of the four zones. This means, the study selected 24 public senior secondary schools from Education District V. Simple random sampling technique was used at the third stage to select 15 teachers from each of the selected 24 public senior secondary schools. This brings the total number of teachers who participated in this study to 360 representing 10% of the total population.

The research instrument used to elicit information from the participants was self-structured questionnaire titled “School Improvement Strategies and Organisational Effectiveness of Teachers Questionnaire (SISOETQ). The questionnaire was divided into two sections A and B with a total of 30 items. Section A elicits demographic characteristics of the participants, while Section B sought information on each of the school improvement strategies namely: use of instructional leadership, staff development, decision-making, and communication.

The questionnaire was structured on a four-point scale of Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagreed (SD) weighted 4, 3, 2 and 1.

The reliability of the instrument was determined by the use of the test-retest technique through its administration on 20 participants who was not involved in the main study. This was done twice within two-week interval. The scores of the two responses were correlated using the Cronbach Alpha reliability co-efficient correlation. The internal consistency of the instrument yielded reliability coefficients of 0.82. This implied that the degree of reliability coefficient is highly reliable.

The researcher went to the schools and familiarized herself with the school management and also inform them about her mission. After a week the researcher went back to administer the questionnaire across the schools. This gave room for effective administration and retrieval of the research instrument. The research administered 360 copies of the instrument for a period of two weeks; 356 copies of the instrument were correctly filled and returned. This represents 99% return rate which was considered enough for the study. Pearson Product Moment Correlation was used to test the hypothesis at 0.05 level of significance.

**Results**

**Hypothesis One:** Instructional leadership have no significant influence on organisational effectiveness of teachers in public secondary schools in Lagos State.

**Table 1: Instructional Leadership and Organisational Effectiveness.**

Variables	Mean	SD	Df N	r-cal	p-value	Decision
Instructional Leadership	13.90	1.65	356			H <sub>0</sub> rejected
			354	.607	.000	

Organisational Effectiveness 14.97 .912

P< (0.05)

The result of tested hypothesis on Table 1 shows that r-cal value (.607) is significant ( $p = .000 < 0.05$ ). This means that instructional leadership have significant influence on organisational effectiveness of teachers. Therefore, the null hypothesis is rejected at 0.05 level of significance

**Hypothesis 2:** Decision making have no significant influence on organisational effectiveness of teachers in public secondary schools.

**Table 2: Decision Making and Organisational Effectiveness**

Variables	Mean	SD	Df N	r-cal	p- value	Decision
Decision making	20.80.	2.70	356			H <sub>o</sub> rejected
			354	.320	.000	

Organisational Effectiveness 14.97 .912

P< (0.05)

The result of tested hypothesis on Table 2 shows that r-cal value (.320) is significant ( $p = .000 < 0.05$ ). This means that decision making have significant influence on organisational effectiveness. Therefore, the null hypothesis which stated decision making have no significant influence on organisational effectiveness of teachers in public secondary schools is rejected at 0.05 level of significance.

**Hypothesis Three:** Staff development has no significant influence on organisational effectiveness of teachers in public secondary schools.

**Table 3: Staff Development and Organisational Effectiveness**

Variables	Mean	SD	Df N	r-cal	p- value	Decision
Staff Development	18.67	3.67	356			H <sub>o</sub> rejected
			354	.201	.000	

Teachers' Engagement 14.97 .912

P< (0.05)

The result of tested hypothesis on Table 3 shows that r-cal value (.201) is significant ( $p = .000 < 0.05$ ). This means that staff development has significant influence on organisational effectiveness. Therefore, the null hypothesis which stated staff development have no significant influence on organisational effectiveness of teachers in public secondary schools is rejected at 0.05 level of significance.

**Hypothesis Four:** Communication strategy has no significant influence on organisational effectiveness of teachers in public secondary schools in Lagos State.

**Table 4: Communication Strategy and Organisational Effectiveness**

Variables	Mean	SD	Df N	r-cal	p-value	Decision
Technology Training	25.90	5.05	356	.740	.000	H <sub>0</sub> rejected
Teachers' Engagement	14.97	.912	354			

P< (0.05)

The result of tested hypothesis on Table 4 shows that r-cal value (.740) is significant ( $p = .000 < 0.05$ ). This means that communication strategy has significant influence on organisational effectiveness of teachers in public secondary schools in Lagos State. Therefore, the null hypothesis communication strategy has no significant influence on organisational effectiveness of teachers Lagos State is rejected at 0.05 level of significance.

**Discussion**

This result is in line with Cansoy et al.'s (2020) findings that principals' leadership fosters more cooperation among Turkish teachers, which in turn strengthens their dedication to the classroom. The authors came to the conclusion that instructors' overall commitment and effectiveness are significantly predicted by instructional leadership. These results support Marks and Printy's (2003) assertion that instructors are ready to show dedication, participate in professional development, and use creative teaching methods as soon as they learn that the principal of the school demonstrates instructional leadership practices.

Also finding from hypothesis one was in with this. For instance, analysis on tables two and six indicated participants overwhelmingly agreed that instructional leadership promotes collaboration among teachers. Enueme and Egwunyenga (2008), discovered that teachers

gave their principals excellent marks for their instructional leadership in guiding students through lessons and encouraging professional development. The findings demonstrated that administrators review teachers' lesson plans and provide guidance when needed in relation to their support of classroom teaching. Principals foster professional development by supporting and facilitating teachers' work, praising educators, and encouraging fresh ideas.

Similarly, Usman (2015), discovered that the performance of instructors and student accomplishments are significantly correlated with the principals' use of effective monitoring techniques. In their research, Agusiobo and Okonkwo (2018) concurred that supervisors' observations in classrooms and their review of teachers' professional papers had a significant impact on teachers' efficacy. These results make sense since administrators' support and encouragement for educators in their classroom teaching has a significant impact on teachers' efficacy.

The analysis from hypothesis two indicated that there is a significant influence of decision making on organisational effectiveness of teachers with mean score (2.67) at  $t = .320$ . ( $p < 0.05$ ). As a result of the findings, teachers in public secondary schools see themselves as professionals who are expected to be aware of the various tasks they must undertake to contribute to the accomplishment of the secondary school's objectives. This result conformed to the findings of the following researchers who reported that a high degree of actual involvement in decisions involving teachers produce better outcome and progression in the school but low participation in management decisions showed disparity between real and expected levels of involvement revealed substantial inequality (Sarafidou & Chatziioannidis, 2013). As a result of the findings, teachers in public secondary schools see themselves as professionals who are expected to be aware of the various tasks they must undertake to contribute to the accomplishment of the secondary school's objectives.

In the context of teaching, staff development is not only about the time and effort teachers invest in their work but also about their emotional connection to their students, colleagues, and the educational process. This result was consistent with a study by Salleh, Zahari, Said, and Ali (2016), which found that while untrained employees contribute to absenteeism, poor performance, and other adverse factors that may contribute to poor organization performance, employees who receive regular development show a high level of commitment in an organization and love their work. According to Olurotimi et al. (2015), the dedication of instructors and staff development were statistically significant. Additionally, Okorie and Usulor (2016) found that a key

factor in motivating teachers' success in both public and private secondary schools is the extent to which administrators make sure staff development and meetings excite instructors. The implication of these findings is that staff development played a major role in academic career satisfaction and it gives members of academic staff to tap in the areas that are yet to be explored in order to increase their competencies as well as school improvement.

In addition, hypothesis three confirmed that staff development influence organizational effectiveness of teachers was significant at .740 ( $p < 0.05$ ) These findings is in consonant with Ekpoh and Asuquo, (2016), who maintained that communication is the capacity to persuade educators to follow instructions that are focused on achieving the school's objectives by providing and receiving information. The reason for this is because without efficient communication, no organization can successfully carry out its operations and activities (Arop, Owan, & Ekpan, 2018; Nebo, Nwankwo, & Okonkwo, 2015). The need to overcome the obstacles that seem to be working against the organization's performance and the instructors' efficiency has made good communication essential. Based on these findings, the research came to the conclusion that excellent communication fosters positive relationships, encourages success at work, and helps organizations reach their objectives.

## **Conclusion**

This study examined the influence of school improvement strategies on the organisational effectiveness of teachers in public senior secondary schools within Lagos State Education District V. The findings established that four key strategies instructional leadership, participatory decision-making, staff development, and effective communication have significant impacts on teachers' organisational effectiveness. Instructional leadership was shown to enhance teacher performance by providing clear direction, supervision, and support that foster effective classroom delivery. Decision-making processes, when participatory, were found to improve teacher morale, job satisfaction, and commitment to school goals. Staff development initiatives such as workshops, seminars, and mentoring significantly improved teacher competence, adaptability, and professional growth. Similarly, effective communication was identified as a critical factor in building trust, cohesion, and smooth operations within schools, thereby improving organisational outcomes.

The results confirm that schools where administrators adopt deliberate and sustainable improvement strategies record higher levels of teacher effectiveness and, by extension, better student outcomes. In essence,

school improvement strategies serve as the foundation for promoting teacher productivity, motivation, and professional commitment. Therefore, the study concludes that the organisational effectiveness of teachers in Lagos State public senior secondary schools is strongly dependent on the extent to which school improvement strategies are implemented. For lasting educational progress, school leaders, government agencies, and policymakers must prioritize and institutionalize these strategies to ensure teachers are empowered, motivated, and supported to deliver quality education.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Teachers should be periodically trained through workshops, teachers' conference and seminars to ensure good quality teaching and learning in the schools all over the district.
2. Lagos State Teaching Service Commission (TESCOM) should mandate public senior secondary school principals to always make provisions for constant development of their staff. This will help in improving the quality of their teachers and get them even more prepared to effectively discharge their duties
3. Public senior secondary schools' principals should intensify more in instructional leadership strategies for quality teaching and learning. This will help the inculcate in teachers the needed skills, capacities and competences that will help them achieve instructional effectiveness.
4. Ministry of education and other education stakeholders should encourage principals to put forward new ideas and explore new method in school improvement in order to enhance teacher's effectiveness.

### **References**

- Abanyam, V. A., Onya, E. G., & Edet, K. C. (2024). Influence of improvement strategies on teachers perceived teaching effectiveness in Calabar Metropolis of Cross River State, Nigeria. *Global Journal of Educational Research*, 23(1). <https://doi.org/10.4314/gjedr.v23i1.1>
- Adedokun, F. J., & Lawal, A. A. (2022). Principals' organizational management and teachers' efficiency among public basic schools in Ilorin West Local Government Area, Kwara State. *Ilorin Journal of Education*.
- Akinyemi, I. A., Gbesoevi, E. S., & Hassan, T. A. (2024). Measuring quality education for sustainable development through

- educational facilities utilisation in public senior secondary schools, Lagos State Education District V, Nigeria. *Educational Perspectives*, 12(1).
- Akinyemi, I. A., Lawal, R. O., & Owosoro, P. (2022). Provision and utilization of facilities and public senior secondary school students' academic achievement in Lagos State Education District V. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 3(1), 54–65.
- Akomolafe, O. A. (2020). Assessment and evaluation strategies for boosting teaching and learning in Nigeria secondary schools. *International Journal on Integrated Education*, 3(11), 103–107. <https://doi.org/10.31149/ijie.v3i11.842>
- Alfolabi, S. O., & Ayuba, A. (2020). Quality control and teacher effectiveness in state public senior secondary schools, Nigeria. *Journal of Educational Leadership in Action*, 7(1), Article 11. <https://digitalcommons.lindenwood.edu/ela/vol7/iss1/11/>
- Asuquo, M. E., & Ekpoh, U. I. (2018). Leadership variables and teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State. *Prestige Journal of Counselling Psychology*, 1(1), 25–35.
- Fasanmi, S. A. (2021). Leadership behaviour and organisational effectiveness in post-primary schools. *International Journal of Secondary Education*, 9(1), 26–32. <https://doi.org/10.11648/j.ijsedu.20210901.14>
- Federal Ministry of Education. (2013). *Inspectorate and Supervision Policy for Schools*. Federal Ministry of Education.
- Federal Ministry of Education. (2016). *National School-Based Management Policy*. Federal Ministry of Education.
- Federal Ministry of Education. (2021). *National Policy on Safety, Security and Violence-Free Schools: Implementing Guidelines*. Federal Ministry of Education.
- Federal Republic of Nigeria. (2013). *National Policy on Education (Revised Edition)*. Nigerian Educational Research and Development Council.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- Gbesoevi, E. S. (2019). *Quality of teachers, infrastructure and academic performance of secondary school students in Oshodi-Isolo Local Government Area of Lagos State*. [Research report].
- Gbesoevi, E. S., Olujuwon, O., Salami, F. F., & Joseph, C. O. (2025). State of educational facilities and quality instruction delivery in Lagos State public junior secondary schools, Nigeria. *Journal*

- of Contemporary Education Research, 7(8).  
<https://doi.org/10.70382/hujcer.v7i8.023>
- Gbesoevi, E. S., Salami, F. F., Akinlade, P. A., Oluwatunbi, E. A., & Ola, B. A. (2023). School climate and productivity of teachers in public senior secondary schools, Ogun West Senatorial District, Nigeria. *Journal of Research, Policy & Practice of Teachers and Teacher Education*, 13(2), 122–130. <https://doi.org/10.37134/jrptte.vol13.2.9.2023>
- Harris, A. (2011). System improvement through collective capacity building. *Journal of Educational Administration*, 49(6), 624–636. <https://doi.org/10.1108/09578231111174785>
- Harris, A. (2011). System improvement through collective capacity building. *Journal of Educational Administration*, 49(6), 624–636. <https://doi.org/10.1108/09578231111174785>
- Idowu, E. K., & Akeredolu, S. A. (Year not specified). Principal administrative effectiveness and teachers' job productivity in secondary schools in Ekiti State, Nigeria. *International Journal of Educational Research*.
- Lagos State Ministry of Education. (2013). Annual Education Sector Performance Report. Lagos State Ministry of Education.
- Lagos State Ministry of Education. (2018). Lagos State Education Policy: A World-Class Document (Draft). Lagos State Government.
- Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. The Wallace Foundation.
- Loretta, O. N., Obilor, P. U., Nwogbo, M. O., & Ubah, C. G. (2023). Influence of school leadership styles on teachers' performance in public secondary schools in Anambra State, Nigeria. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 9(2), 69–77.
- Makinde, S. A. (1985). Strategies for improvement of instructional supervision in Nigeria (Ph.D. thesis). Obafemi Awolowo University, Ile-Ife.
- OECD. (2016). School leadership for learning: Insights from TALIS 2013. OECD Publishing. <https://doi.org/10.1787/9789264258341-en>
- OECD. (2016). School leadership for learning: Insights from TALIS 2013. OECD Publishing. <https://doi.org/10.1787/9789264258341-en>
- Oredein, A. O. (2023). Educational management, theories and tasks. Lead City University.
- Owazuaka, S. D., & Joyce, J. D. (2023). Organisational structure and teacher effectiveness in public junior secondary schools in Rivers State. *BW Academic Journal*, 8.

Sokpuwu, I. A. (2020). Strategic planning: A remedy for the successful management of Nigeria secondary school system. *International Journal of Secondary Education*, 8(2), 53–68. <https://doi.org/10.11648/j.ijsedu.20200802.15>