CHAPTER SEVEN

Conclusion

7.1 Introduction

This chapter presents overall conclusions on this thesis. Two schools were selected for the study, the one effective and the other one ineffective. The schools are located less than five kilometres from each other in the same socio-economic environment. The problem that puzzles the researcher was thus; to understand why students from two secondary schools in Lagos State Nigeria, situated not far from each other and located within the same socio-economic environment yet, do not obtain comparable academic achievements. To this extent, the purpose of the study was to explore how leadership and management dynamics contribute to school effectiveness in Lagos State - Nigeria.

7.2 Summary of the findings

This section has been included in order to draw attention on the findings that bother on the relationship between school leadership, management and; classroom leadership and management dynamics contributing to school effectiveness. Below are the summary and comparison of empirical findings from School A and B, stemming from Chapters Five and Six respectively.

7.2.1 Overview of findings regarding school leadership contributing to school effectiveness in School A

The overview findings in School A regarding the leadership behaviour and practices towards school effectiveness in School A are highlighted below.

- The principal of School A has a concern for staff development; thus, building the teaching capacity of the teaching staff as a means of ensuring a vision of school effectiveness and student achievement.

- School A has a challenging vision to be “the leader among schools”. The principal and his senior leadership and management team realized that to achieve this higher goal “to be the best school”, they need to invest in the professional development of their teaching staff.
- The principal of School A confirms an important element of transformational leadership through the creation of roles in schools for parents and members of the school community as partners and co-producers of student learning.
- The principal of School A is visible in the school; he is enthusiastic in building the school’s vision, establishing the school goals, demonstrating high-performance expectations and in creating a productive school culture.
- School A has a well formulated school policy which is utilized to pave way for how decisions towards management of curriculum, extra-curriculum activities, administrative decisions, etc., are made.
- School A principal sets an example through modeling of best practices and important values. The principal of School A in cooperation with his staff and parent-community creates conditions which support and sustain the performance of teachers and students. Therefore, he acknowledges the importance of learning communities as key contributors to teacher work and student learning.
- School principal and HOD’s stance on the maintenance of professional teaching ethics and the upright interpersonal relationship between the teachers and students through democratic means. However, he places emphasis on monitoring teaching and effective learning. He also places prompt attention to the regular teaching records of teachers’ attendance in the classroom.
- In School A, dialogues with teachers is usually through encouragement, feedback and questioning about teaching, therefore it part of the climate and culture of School A for many years that laziness, unprofessional conduct of teachers and undisciplined behaviour of students are not tolerated.
- With the cooperation of the teachers, students and parents, the principal of School A succeeds in building an open and productive climate conducive to the quality of teaching and learning.

7.2.2 Overview of findings regarding school leadership contributing to school effectiveness in School B

The overview of the findings in School B regarding the leadership behaviour and practices towards school effectiveness are highlighted below.

- The principal of School B is typical of a leader who is not committed to the transformation of the school. He relies solely on the department of education to improve the teaching skills of his staff. It is also clear that he is not willing to take the responsibility for building the capacity of the school's staff, or to enhance the intellectual stimulation of teachers in order for them to be successful and to experience a greater sense of efficiency.
- The fact that the School B principal does not make internal arrangements to develop its teachers through its internally generated funds, may result insignificant challenges for change and greater accountability in terms of teaching and learning or instructional delivery by teachers.
- According to the principal of School B, the school has no challenging vision of its own and its sole reliance on the vision of the Ministry of Education might have made it difficult for teachers, students and parents to identify with any internal vision of the school. Thus, the lack of internal school vision may be one of the reasons why there is no direction and enthusiasm for transformation and change visible at the school.
- Discipline in School B is poor. Although the principal is aware of the fact that teachers are missing classes without reason, do not execute their work according to predetermined standards and a set time schedule. Thus, it seems that he is not committed to use his authority to change the situation at the school.
- There is lack of professional ethics and moral behaviour among teachers towards their teaching tasks. Teachers are unmotivated and lack dedication. It seems that the teachers have a negative attitude towards their work and that, most of them are uncaring and disinterested in what is happening at the school.
- The researcher couldn't find a policy document relating to teaching and learning in the school. Also, little or no attention was given to school rules, procedures and policy with the result of poor discipline, poor coherence and cooperation among teachers and students.

- Little evidence from the school observation or the interviews could be found that the principal of School B towards his effort to change instructional practice by means of well-planned teacher development strategies in the school.
- The power of example was also not present in School B. The principal of School B did not model a good example and that was evident from the classroom observations in School B. By implication, the teacher follows the example of his principal considering his leadership style and his attitude towards his students.

7.2.3 Overview of findings regarding school management contributing to school effectiveness in School A

The main findings of this thesis regarding leadership and management behaviour practices towards school effectiveness in School A are highlighted below.

- Planning was done in School A to meet the curriculum needs of the school at the beginning of an academic year. Subjects were allocated or delegated to individual teachers according to their teaching experience expertise, skills and according to departmental policy in order to emphasize the principle of specialization and division of work.
- Teachers were also mandated to adhere to departmental policy on curriculum which prescribes that teachers must teach every topic in the syllabus. However, teachers had the authority and the freedom to decide on the most suitable teaching strategies and methods.
- The principal of School A stood in a relationship of trust with the vice-principal and the other senior leadership and management team members of the school. He is prepared to delegate challenging tasks to them. Thus, in the absence of the principal the vice-principal is capable to act as principal. Therefore principle of distributive leadership is applied by the principal and that is an important motivational technique because it offers greater potential for achievement and recognition.
- Participation in the decision-making process between the principal, teachers and the Students' Representative Council is encouraged

- The organisational structure of the school is used by the principal to delegate tasks, responsibilities and authority and to take independent decisions within the broad guidelines of departmental and school policy.
- Two-way communication is encouraged at the school and there is a simultaneous downwards and upwards flow of information and ideas in the school.
- The climate and culture of School A is based on values such as respect for each other and accountability. In addition, high academic expectations are set. Therefore, teachers and students are well supported to achieve the set academic aims and objectives.
- One of the outstanding characteristics of the principal of School A is his effort to ensure continuous staff development. Hence, his effort to build the teaching capacity of the teachers in the school is enough to douse the fear of teachers over the introduction of change in their school.
- School A established a sound relationship with their parent-community. They accept mutual responsibility for the education of their children and they also appreciate the teachers' efforts to teach their children.
- School A seems to have developed an open and productive school climate and culture over years. The school has built a proud tradition of excellent Grade 12 results over the years.
- In School A, teachers must adhere to a strict professional code of conduct and students are happy to adhere to a code of conduct to ensure a disciplined school environment conductive to quality teaching and learning.

7.2.4 Overview of findings regarding school management contributing to school effectiveness in School B

The main findings of this thesis regarding leadership and management practices towards school effectiveness in School B are highlighted below.

- Planning was done in School B to meet the curriculum needs of the school at the beginning of an academic year.
- School B had no written policy regarding teaching and learning. Therefore, without a school policy, it might be difficult for members of the senior management team or

teachers to take any independent decision; because there were no written guidelines in the school according to which they can make their decisions or even solve problems in the school or in their classrooms.

- The principal of School B adopts a dominant autocratic approach to leadership. Tasks and responsibility to execute the task successfully was delegated to the teaching staff, without accompanied authority to make their own decisions within the broad guidelines of school and departmental policy.
- Tasks were delegated to the teaching staff with little or no support to help them to improve their teaching skills. The principal was not really interested in the best interests of the staff, because there was little teamwork and coherence amongst staff. All authority for planning, organizing and control was also vested in him as the leader.
- The principal of School B did not possess the habit to listen to other people's views or insight; hence, he did not tolerate any attempt from members of his senior management team to question his decisions.
- The principal encourages one-way communication. He always wanted to dominate all discussions and did not encourage any form of two-way communication; hence, it that he took all decisions relating to curriculum affairs alone and later informs the senior management team in the form of instructions.
- Little opportunities were created for staff to fulfil their needs be innovative, because they were not allowed to exchange ideas with the principal and little or no two-way communication was encourage in the school.
- The principal of School B does not visit the classes to improve the quality of teaching and learning in the school. Rather, he delegates class visit tasks to his vice-principal. He doesn't take the responsibility of monitoring teachers' task serious; thus, would not be able to give account to the education authorities.
- Due to the adopted autocratic management style of the principal, effective leadership was not spread through the school which might also have had a negative effect on effective change and the transformation of the school.
- The principal and the head of department of School B do not listen to the other side of a story in resolving conflict situations.
- The parents of students were seldom involved in School B, therefore little or no interest was shown in the school teaching and learning affairs. They do not also accept mutual responsibility for the education of their children and by implication; they don't appreciate the teachers' efforts to teach their children.

- In School B there was no visible strategy developed by the school to encourage good communication with the parent-community through participative management with parents in the decisions that affects them.
- School B developed a poor school culture over years. In essence, the behaviour of the staff and the students did not generate good examples to follow. Also, it is evident that the history of the school was not loaded with proud traditions and rituals and the school didn't produced heroes and heroines the students and teachers would want to identify and to be proud of their school.

7.2.5 Overview of findings regarding classroom leadership and management contributing to school effectiveness in School A

The main findings in this thesis regarding the classroom leadership and management practices towards school effectiveness in School A are highlighted below.

- The teacher in School A dominantly makes use of a more democratic teaching style. He also has the ability to adapt his teaching style to the circumstances created by events in the classroom and what he wants to teach.
- The teacher of School A does proper lesson planning and he applies suitable teaching methods and strategies.
- He maintains good discipline in his classes, although no written classroom policy, procedures or rules were visible in the class. He upholds a view that a written classroom policy is not necessary, because all the students know how to behave themselves in the school.
- The teacher of School A creates a positive classroom climate by ensuring a safe atmosphere in class. He also creates a supportive classroom environment, by listening to the students, by being open and honest with them and by taking what they say and do seriously through the encouragement of interactive teaching.

7.2.6 Overview of findings regarding classroom leadership and management contributing to school effectiveness in School B

The main findings of this thesis regarding the classroom leadership and management practices towards school effectiveness in School B are highlighted below.

- The leadership behaviour of the teacher in School B indicates that he adopts a dominant autocratic teaching style. The teacher wants to control everything in class, physically and emotionally involved in every action as planning, organizing, coordinating, directing and control. Thus, the teacher chooses to motivate students by fear and justifies such behaviour by saying that students need strict discipline and structure and that it would help them make a success of their future.
- Although, School B teacher put in a lot of effort to be well prepared for his lessons, but his adoption of autocratic teaching style does not encourage interactive teaching. Therefore, two-way communication is not encouraged by the teacher and he doesn't allow students to express their views or feelings.
- The teacher believes that a classroom climate conducive to effective teaching and learning is only created by the physical environment of the school and classrooms. However, he does not treat his students with empathy, fairness and sensitivity. It seems that there is no effort from his side to demonstrate that he cares, supports and praises students to build their self-confidence
- Interpersonal relationships between the teacher and his students were not built on values like respect, truthfulness, fairness and honesty, hence, classroom control tend to be difficult to achieve by the teacher signifying poor interpersonal relationships of the teacher with his students. Therefore, he was always impolite, rude and even makes use of corporal punishment and other extreme methods of punishment, to maintain order and discipline in his classes.

7.3 Overview and Comparison of the findings in terms of the relationship between school leadership and management and; classroom leadership and management contributing to school effectiveness in School A and B.

7.3.1 Introduction

The three themes/indicators of school effectiveness in this study are, school leadership, school management and; classroom leadership and management. Prior to this section, they were investigated as separate entities (see Chapters 2 and 3 literature reviews). Thus, the researcher will critically synthesize, compare the findings on these three themes/indicators and establish how their synergies contribute to school effectiveness. This is more so, because research has ascertained that school leadership and management are related to effective school attainment (Moorosi and Bush, 2011:59-75; Kruger, et. al., 2007:1-20; Barber, 2004:3-7). However, school A and B principal and other members of SLMT do not share any similar finding in terms of their leadership practices, but share dissimilar and similar findings in relation to school management practice. Hence, a comparative overview of the findings in School A and B regarding school leadership and management and their corresponding influence on classroom leadership and management contributing to school effectiveness are highlighted below.

7.3.2 Comparison of findings between School leadership and school effectiveness in School A and B

School A principal has concern for staff development, therefore it impacted positively on School A teacher's ability to adopt his teaching content and style, based on the circumstances created by what he wants to teach. That is, the ability of the teacher to apply suitable teaching methods and strategies might have resulted from the internal development training and workshops organised at intervals in School A, which does not occur in School B. This finding points to the fact that there is a relationship between staff development and effective teaching and learning in School A. In furtherance of the display of transformational leadership, modeling was exhibited by School A principal through teaching one of the school

subjects and that may have served as power of example to other members of the SLMT, teachers and the students likewise. School B principal otherwise, does not teach any of the school subjects, which might have resulted in the demotivation of School B teachers towards taking their teaching task serious, hence negatively impacting on the academic achievement of the students.

More so, the presence of internal school vision document may have been a motivation to School A principal's continuous and regular visibility in the school. Thus his enthusiasm in building the school's vision, establishment of the school goals, supervision of academic activities, demonstration of high-performance expectations and creation of a productive school culture. On the other hand, School B does not possess a challenging vision of its own and its sole reliance on the vision of the Lagos State Ministry of Education might have made it difficult for teachers, students and parents to identify with any internal vision of the school. Moreover, the lack of internal school vision may be one of the reasons there is no direction and enthusiasm for teachers to work towards the attainment of high students' academic achievement in the classroom.

School A SLMT's established a stance on the maintenance of professional teaching ethics and the upright interpersonal relationship between the teachers and students through democratic means. However, the school places emphasis on monitoring teaching and effective learning. School A principal also places prompt attention to the regular teaching records of teachers' attendance in the classroom. On the other hand, in School B, there is lack of professional ethics and moral behaviour among teachers towards their teaching tasks - teachers are unmotivated and lack dedication. Therefore, it seems that the teachers have a negative attitude towards their work and most of them are uncaring and disinterested in what is happening in the school, which may have affected their teaching output in the classroom.

7.3.3 Comparison of findings between school management and school effectiveness in School A and B

In School A there are monitoring efforts, supports and demonstrations of care by the school leaders - SLMT - in making sure that a delegated job is well supervised to the advantage of the students, whereas in School B, the opposite is the case. Work is delegated to the teaching staff with little or no follow-up supervision or monitoring to ensure that teachers

discharge the delegated task. This might have had direct influence, not only on the thorough discharge of the task and accountability, but also on School B teacher's attitude towards students' teaching and learning in the class.

The principal of School A is visible in the school; he is enthusiastic in building the school's vision, establishing the school goals, demonstrating high performance expectations and in creating a productive school culture. This may have a positive influence on the general discipline in the school and also on classroom discipline. On the other hand, School B principal is not visible in the school and he is aware that teachers are missing classes without any reason; that teacher do not execute their work according to predetermined standards and; a set time schedule and he does not seem to take serious actions against them. Thus, it seems that School B principal is not committed to use his authority to change the situation within the school.

As regards communication with staff, School A principal believes in dialogue, collective and democratic means of resolving teaching and learning problems and conflicts; thus, enhancing interpersonal relationship and collective decision-making between the teachers, students, other members of staff and the community within which the school is located. The communication practice of the principal enhances the success of conflict resolution efforts in School A and may thus have effect in the motivation of the students, resulting in positive teaching-learning relationship between teachers and the students. On the other hand, School B principal does not have the habit of listening to other people's views or insights; neither does he tolerate any attempt from members of his senior management team to question his decisions, thus, his conflict resolution practices are negative. He dominates all discussions and does not encourage any form of two-way communication, hence, it seems that he takes all the decisions alone and informs the senior management team in the form of instructions, which is probably the reason School B teacher exhibit autocratic relationship towards the students during teaching and learning.

The culture of School B is built on values such as love, respect, fairness and democratic principles which reflect on the overall leadership and management behaviour of the teachers, particularly towards the discharge of their teaching tasks, and may have in-turn also had influence on School A practical control of teachers. Contrary, the school climate and culture of School B, as created by the principal's leadership and management behaviour in

controlling teachers' activities (forcing teachers to discharge teaching tasks) might have influenced the classroom leadership and management behaviour of the teacher in School B. Therefore, the teacher in School B may have chosen to motivate students by fear based on the belief that, creating fear in the students can make them to be serious with their studies, as being practiced towards them (the teachers) by the principal. In essence, School B teacher may not have been treating his students with empathy, fairness and sensitivity, because of the coercive behaviour of leadership they must have acquired through the principal.

In addition, it is part of the culture of School A for many years that laziness, unprofessional conduct of teachers and undisciplined behaviour of students is not tolerated, based on the positive evidence of the students' past academic achievement results. At the same time, School A develops an open and productive climate conducive to the quality of teaching and learning. Thus, it is apparent that School A utilizes the benefit of a strong relationship between an open and productive school climate and culture to create and enabling classroom climate. This is because, behaviour patterns of School A students are evidences of the school culture (tradition) and the students always adhere to the school's code of conduct.

Moreover, the influence of the school climate and culture is visible in the classes of the teachers observed in of School A. Contrarily; School B climate is intermittently tense. School B principal is not really interested in the best interests of the staff, because there is little teamwork and coherence amongst staff. All authority for planning, organizing and control are vested in the leader which may have reflected in the teacher's classroom leadership and management practices. Also, the presence of whole school policy regulating teaching and learning in School A indirectly impacts on students' character during teaching, compared to School B that does not possess a whole school policy regulating teaching and learning.

The School A principal played a leading role in engaging the parent-community to supporting the learning climate of the school, win the trust and respect of the parent-community, value the contribution of parents, trust them and accepted them as equal partners of the school, in order to sustain the dependence of the school on the goodwill of their parent-community. Therefore, the principal's maintenance of close association with the students' parents could have formed a source of motivation for the students to concentrate better on their study. Parent-community partnership is one of the school effectiveness characteristics which School A possesses, but could not be found in School B.

School A and B are both situated in a low-income socio-economic environment. School A parents are however willing to support the school financially with what they have. What is even more important is the support structure of cooperation and coherence between School A and the parent-community. School A and the parent-community accept mutual responsibility for quality teaching and learning. Thus, parents, teachers and students are proud to be associated with the school. On the other hand, the inability of school B to ensure that the parents have interest in the schooling of their children has not allowed the school community to play a vital role in the education of their children. Nevertheless, a poor culture of school community relations may have resulted in teachers' classroom practices, therefore negative student achievements, because there is little or no support structure of cooperation and coherence between school and the parent-community in School B.

Similarly, the findings in school A and B SLMT reveal that they both plan and distribute teaching subjects to teachers at the beginning of the academic year (concerning who is to be responsible to teach each of the school subjects and how subject should be taught), and that depicts organizing efforts of the two schools. Thus, the practice of planning in school A and B might have influenced the strict organisation and coordination of the two syllabi (WAEC and NECO) of teaching and learning in both schools. Another similarity in School A and B is that the teachers are usually reluctant to welcome change in their teaching practices. Nevertheless, School A teachers sometimes welcome change with eagerness in relation to how they must do their job, because they are exposed to few trainings and workshops organized by their school, which makes them to be subtle in their resistance to change compared to school B teachers.

7.4 Contributions of the study to the body of knowledge

This study emphasizes that school leadership and management processes must be seen as symbiotic, because there cannot be effective school leadership without an efficient school management. Hence, the workings of both leadership and management variables must always be given priority by school leaders and; practised in collective and holistic manner in a bid to attain school effectiveness.

Findings from this study strongly confirm the importance of the relationship between whole school and; classroom leadership and management, based on the indication that while school principals and other members of the SLMT must always set the pace for school effectiveness

through the exhibition of proper leadership and management practices, the teachers may emulate them in the discharge of effective classroom teaching tasks. That signifies and highlights the enormous influence that internal whole school leadership and management may have in shaping teacher leadership and management practices in the classroom towards achieving school effectiveness. This, Moorosi and Bush (2011:59-75) confirm by emphasizing that "leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives, that is, leading and managing are distinct, but are both important".

The researcher also hopes that this study has helped to provide relevant information on the importance of school context in achieving effective school. An area of concern emphasized by Scheerens (1990:1-50), when he upholds the disclosure that developing countries show a "strong predominance of the input-process-output production function type" in terms of school effectiveness - that is, a change in input (e.g. leadership and management input) could affect output. In addition, this study might also be among the few which explores school effectiveness in Nigeria from the perspective of internal school leadership and management. This is because the closest study found by the researcher is that of Adewuyi (2008) who investigated the understanding of school effectiveness and English Language certification in the third world, utilising an ethnographic case study of some Nigerian secondary schools.

Moreover, another similar study to the one explored in this thesis is the reviews of school effectiveness research carried out in Tanzania by Guoxing (2007). The review is in relation to values of democratic school management in developing countries (Africa, in particular), towards the improvement of school effectiveness. It reveals a demonstration of the same pattern of benefits of involving student participation in creating smooth management and therefore, better schooling environment. Therefore, findings from this study point to the fact that student leaders (class captains) could have some amount of positive influence in the effective discharge of teacher's teaching tasks, which may point towards effective teaching learning in the classroom.

From a methodological perspective, much of the researches done on the topic of school effectiveness focused on the quantitative research approach. For example, survey, quasi-experimental, quantitative case study, experimental observation which are majorly of quantitative nature (Scheerens, 1999:1-50), but this study utilized the qualitative case-study

research approach in order to holistically understand in-depth, how leadership and management dynamics contribute to school effectiveness.

The two theories used in this study have been utilized in different ways by past researchers. For instance, Scheerens's (1990) conceptual framework has been applied by Mohiemang (2008) in a research which sought to understand achievement in effective school, utilizing the education management perspective. On the other hand, Prinsloo (2009) leadership and management model has been used to understand the utilization of cooperative learning in the management of a Grade 3 classroom. Nevertheless, this present study provides and explains how both theories explain school effectiveness, by providing more insights into whole school, classroom leadership and management practices of SLMT and the teacher respectively, with details on how they contribute to school effectiveness.

This study buttresses the held conviction of scholars in the field of school effectiveness research that 'context' really matters (Scheerens, 1990:1-50; Kruger, et.al., 2007:1-27; Sun and de jong, 2005:92-122; Raynolds, 2006:536-560; Raynolds, et. al., 2011:1-43; Guoxing, 2007). Therefore, despite that the two schools sampled in this study - performing and under-performing - are located within the same socio-economic environment, possess similar number of quality physical, human and material resources and; are being operated and controlled by the Lagos state government based on equal treatment in terms of financial and administrative regulations, the internal leadership and management contexts of each of the schools, nevertheless made them to differ in terms of effectiveness.

7.5 Limitations of the study

Even though the researcher's main reason for choosing the qualitative research approach was to gather in-depth understanding of the phenomenon, it was discovered that some aspects of this study were not properly covered as the researcher would have wanted. Also, the distance between Pretoria in South Africa and Lagos - Nigeria makes it difficult for the researcher to do much follow-up visits to the two selected schools in order to clear-up uncertainties or indistinctness which might have emerged during the data analysis phase of the study, thus, obtain more information.

The researcher believes that this study might not have provided adequate answers despite the use of probe questions to gain more insights on the responses of the sampled participants in this study. The reason may be due to the fact that the researcher visited the schools with a letter of permission from the educational authorities in Lagos State. Hence, an impression may have been created by the sampled participants in the study that the Ministry of Education in Lagos State might have mandated the researcher to conduct the research.

Despite that the researcher's main reason of utilizing the constructivist/interpretive paradigm was to gather in-depth understanding of the phenomenon under study, it was discovered that some aspects were not properly covered as he would have wanted. For instance, the researcher would have loved to dig deeper into school leadership, management and classroom management sub-themes and gather more varying opinions of the participants in the school, in order to get a wide ranging reasons for the effectiveness or ineffectiveness of a school.

In addition it might be difficult to generalize the findings of this study, because the qualitative research approach was utilized and that necessitated the study to be contextualized, hence, a small sample was utilized which resulted in the world-view of the participants sampled in the study. Moreover, the researcher strongly suppose that this study has not provided all the answers to questions raised to probe the participants in this research effort, hence, the recommendations for further study in order to advance the frontiers of knowledge on how leadership and management contribute to school effectiveness.

7.6 Recommendations of the study

As found in this study, the attainment of effective schools through leadership and management is through the combined input and efforts of school stakeholders, hence, the following recommendations of the study and those for further studies are made:

7.6.1 Recommendations for practice

- The findings of this study in relation to the leadership and management practices of the SLMT and the teacher in the ineffective school, points to the fact that the Lagos

State Ministry of Education should focus on the appointment of the most suitable leaders and managers to occupy vacant posts of SLMT members and teachers. Nevertheless, the government should as a matter of policy, regularly train internal school leaders and managers at the onset of ascending school leadership and management roles.

- A was found in this study that continuous staff development and capacity building of the teaching staff are crucial factors for school effectiveness, it is therefore recommended that, as a matter of policy, principals should have concern for staff development which may help in updating teachers in their teaching subject areas and subsequently, aid students' academic achievement. More so, as a matter of policy, the Lagos Ministry of Education should intensify the development of teachers and encourage individual schools to put at the top of their priority lists.
- Findings in this research shows the importance of viable school vision and its importance in the pursuit of school objectives and goals, hence, school principals should be enthusiastic in crafting school vision, be visible to monitor the workings of the vision that is geared towards high-performance expectations in creating an effective school.
- Because modeling was found to be of motivation to the teaching tasks of teachers, school principals should set examples through modeling of best practices and important values as ways of motivating the teachers towards discharging their tasks.
- The findings on poor school climate informs that school principals must take the issue of attaining positive school climate very serious through positive example of leadership, building concurrent school culture of mentoring, hard work, democratic and a situational leadership behavior, through building of harmonious relationship with staff, students and so on, which may assist in the creation of conducive and effective teaching and learning environment.
- Because this research indicates clearly that school climate is a means of attaining an effective school, culture of schools should be built on values such as discipline, care, respect, truthfulness, fairness, honesty and accountability, etc. in order to further enhance school climate.
- Since the study has shown that a well formulated school policy stimulates and guide decisions towards management of curriculum, extra-curriculum and administrative activities, school leaders must put in place school policies that are operational and implemented appropriately.

- It was shown in this study that the attainment of school effectiveness was through collective decision making, hence, the school principal should endeavour to involve teachers in leadership and management activities and programmes in the school, which may translate to teachers' leadership and management practices in the classroom.
- Findings in this study emphasize the importance of school-community roles in the attainment of effective school, hence, principals should emphasized the creation of roles in schools for parents as partners and; emphasize and acknowledge their involvement in the enhancement of students learning through appropriate leadership and management skills.
- The importance of interpersonal relationship was found as panacea for positive classroom climate in this study, hence, teachers must cultivate the habit of motivating students and develop good interpersonal relationship with them in order to enhance effective teaching and learning.
- In the light of the findings of this study which show the extent of leadership and management of the ineffective school SLMT and teacher, the researcher thus, recommends that leadership and management appreciation workshops be organized by the Lagos State government to enhance the leadership and management profile of novice teachers and newly appointed members of school SLMT, in order to promote their leadership and management practices, hence, school effectiveness.

7.6.2 Recommendations for further studies

The following recommendations for further research will enhance the frontier of this study.

- While this study is carried out in one out of five education district in Lagos State, Nigeria, it is recommended that same study is carried out in other education districts, because internal school leadership and management context differ.
- Influence of leadership, management and school effectiveness could be investigated using the quantitative approach of research in contrast to the qualitative approach used in this study.
- Other similar research could be done relating to leadership and management as they contribute to school effectiveness, but focus should be on the perception of the other internal school stakeholders – vice-principal, HOD, students and other school

administrative staff - on their perception of the school principal's leadership and management practices and behavior towards the achievement of school effectiveness.

- Evidently, leadership and management indices are many and complex and thus cannot all be studied in a single thesis of this type. To this end, other processes of leadership and managements which may lead to school effectiveness and not acknowledged or studied in this thesis may be included in other studies of this nature.
- Although this study utilizes the classroom level of Scheerens school effectiveness framework, however, a study of the same nature of this thesis may be replicated using other levels of Scheerens school effectiveness framework, but must be based on the consideration of their various school contexts in public schools in Lagos State.
- This study is on how leadership and management contribute to school effectiveness and was carried out in Lagos State owned and controlled schools, however, a study of the same nature could be conducted to compare Federal Government owned schools and State Government owned schools within similar contexts.

7.7 Reflections on this study

The researcher is not disappointed in his choice of the qualitative research approach. The school observations, classroom observations and the individual interviews provide sufficient raw data to form the basis to do the analysis of the captured data. It was a good decision to use the data obtained from the literature review in Chapters 2 and 3 about the dynamics of leadership and management on an *a priori* base to identify themes and sub-themes. The main themes of the study namely; leadership and management and the sub-themes of leadership and management, therefore provided a foundation to analyse, interpret and discuss the data captured from the individual interviews obtained from the two sampled schools.

The criteria that were developed from the literature for each of the leadership and management sub-themes could effectively be used to measure the leadership and management behaviour and; actions of the selected respondents from the two schools concerned. That made it possible for the researcher to compare the two schools in terms of how the senior leadership and management team and; teachers' leadership and

management behaviour and actions influence school effectiveness, through the analysis, interpretation and discussion of data obtained from the two sampled schools.

7.8 Concluding remarks

Strong leadership has to do with the concern for staff development to build the teaching capacity of staff; with the emphasis on the quality of instructional programme in the school, based on values such as respect, accountability, truthfulness, fairness and honesty is important to ensure the quality of education. A School leader and manager must however have the ability to ensure the achievement of predetermined aims and objectives by means of effective planning, the setting of aims and objectives, the implementation of policy, decision-making, delegating, coordinating and control. The first responsibility therefore should be focus on task execution (effective teaching and learning). An education leader and manager must also ensure that subordinates define tasks in accordance with predetermined standards. He or she should also see to it that the predetermined objectives are achieved according to a set time schedule. With this objective in view, education leaders should use the conceptual management skills that have been discussed to execute specific activities and prescribed procedures in the six management areas.

Furthermore, the school principal as a leader has the responsibility of reinforcing sound interpersonal relations in the school, built on mutual respect and trust. This should be done through the creation and maintenance of harmonious relationships with staff, students and parents, by means of effective leadership and motivation, communication skills and the skills necessary to form effective groups in establishing sound relationships in a school. In addition, the successful completion of a task is dependent on the leader's ability to direct the actions of people (staff), so that they willingly achieve the set objectives of the school. Effective leadership is however characterized by adaptability and flexibility. "A good leader is therefore not a person who can only maintain good human relationships, but who is also able to enforce the performance of formal activities of a school when the situation demands" (Prinsloo, 2003:138).

In the overall conclusion, although School B SLMT (ineffective school) seems to have exhibited similar, but negligible leadership and management practices compared with school A (effective school), it is however believed that the exhibition of substantial and crucial

leadership and management practices in several areas of the school contributed to the effectiveness of School A in comparison with School B; which may have also resulted in its creation of encouraging a positive teaching and learning climate.