

## **PROVOSTS' MANAGERIAL STRATEGIES: A VERITABLE TOOL FOR THE ACHIEVEMENT OF SCHOOL GOALS IN KWARA STATE COLLEGES OF EDUCATION**

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### **Abstract**

*Managerial strategies are sine qua non to the achievement of school goals. This paper examined the extent of contributions of managerial strategies to school goal achievement in Kwara State Colleges of Education. Four managerial strategies (resource management, time management, conflict management, and communication management) were identified as managerial strategies necessary for the attainment of the goals of the colleges of education. The paper concluded that the identified managerial strategies will assist provosts as tools in their hands for the achievement of school goals in the Kwara State Colleges of Education. Four suggestions were made, one of which is the training and re-training of provosts in the efficient and effective utilization of resources, through workshops, seminars, and conferences.*

**Keywords:** *Provosts' Managerial Strategies, Achievement, Management Skills, Stakeholders*

### **Introduction**

The Nigerian Colleges of Education (COEs) are teacher education institutions that train and produce teachers in quantity and quality across the globe. Specifically, Nigeria Colleges of Education represent the third-tier ladder of tertiary educational provisions in the country. As an important citadel of academic learning, they play a pivotal role in the production of highly motivated, qualitative, conscientious, and efficient classroom teachers for the Nigerian educational system. The Nigerian COEs are one of the higher degree awarding institutions of the Nigeria Certificate in Education (NCE), which offers technical, science, and other conventional courses in special education, business, social sciences, and humanities to meet the needs and interests of various individuals for sustainability in the society.

According to the Federal Republic of Nigeria (FRN, 2013), the intent of establishing the COEs was to provide educational institutions where teachers shall be professionally trained, whose program shall be structured to equip teachers for effective performance of their duties (FRN, 2013: 43). As a result of this, the goals of COEs as teacher education institutions are to produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system; further encourage the spirit of enquiry and creativity in teachers; help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals; provide teachers with the intellectual and professional background adequate for their assignment and to make them adequate, adaptable to changing situations; and enhance teachers' commitment to the teaching

profession. Going by the aforementioned goals, demands that COEs are meant to be functional and sustainable. Functionality and sustainability of the Nigerian COEs can only be made possible through effective management of these institutions (Ezugoh et al. 2020).

Management, as described within the context of this present study, can be viewed as the appropriate coordination of activities or programs of the COEs for the achievement of goals. Akpakwu (2022) viewed management as guiding human and physical resources into dynamic organization units, which attain their objectives to the satisfaction of those who serve and with a high degree of morale and sense of attainment on the part of those rendering services. Management as further described by Akpakwu, is a social process designed to ensure the cooperation, participation, and intervention of a given or predetermined goals or objectives.

Stakeholders are still worried on whether provosts are effective in managing these Colleges of Education despite efforts made by the government to improve the system by training and retraining of provosts, building of structure, networking provost offices to the world, Colleges of Education seem to have failed to produce effective and efficient Teachers according to the expected standards (Ogunsaya, 2023). Furthermore, it is of importance to note that the achievement of set objectives for which colleges of education were established to achieve is linked to the manipulative abilities of provosts in the utilization of the management techniques towards realizing the objectives for which the Colleges of Education were established. The objectives of teacher education as offered in the colleges of education, as enshrined in the National Policy on Education (2013: 43), include: (1) produce highly motivated, conscientious, and efficient classroom teachers for all levels of the education system; (2) Further encourage the spirit of enquiring and creativity (3) Help teachers to fit into the social life of the community and the society at large, and enhance their commitment to national goals. (4) Provide teachers with an intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and (5) Enhance teachers' commitment to the teaching profession.

Given the aforementioned enormous objectives of the College of Education, it is expedient to note that provosts, who are the leaders of these institutions, cannot allow events or things to happen by chance. A carefully mapped out strategies have to be employed such that these objectives could be achieved. And the strategy seems to be the management strategies they employ in dealing with the staff of these Colleges of Education to impact on their job performance. Strategies are essentially, ways of putting necessary tools in place such as resource management, time management, conflict management and communication management to achieving a given task in all fields of human endeavor, they are very important management strategies, the various methods, tools and techniques applied and adopted by managers to solve management or managerial related problems (Akumba, 2024). This paper seeks to examine the extent to which provosts' managerial strategies contributes to the school goals achievement in Kwara State Colleges of Education.

### **Concept of School Goal Achievement**

The attainment of goals in any school organization (Colleges of Education) is highly dependent on a person or group of people who are saddled with the responsibility of piloting the affairs of the school through planning, organizing, controlling, and coordinating human activities. These people are called managers, provosts, administrators, leaders, or supervisors (Akpan, 2020). Abdullahi (2020) postulated that school goal achievement is the process by which the school attains its objectives. School goal achievement in this study refers to the quality of teaching, students' outcomes, staff training/ development, and community services. An effective school is one in which a majority of the students perform at or above the common countrywide levels. Educational goal achievement is a way by which the percentage scoring in the common and high school is growing, while the percentage of students in the low achievement categories is dropping. This implies that an effective school is one in which the average exceeds the anticipated suggested fulfillment. The management of school instructional quality constitutes one of the most vital functions of the principal because the ultimate goal of human resources management is the improvement of teaching and learning. The school management collaborates with teachers, students, and supervisors in the selection and implementation of relevant and appropriate school activities that will enhance institutional quality (Abdullahi, 2020).

### **Concept of Provosts' Managerial Strategies**

Management of staff involves a number of strategies that begin with maintenance activities toward the achievement of personal and organizational goals. Strategic management is the process of planning, evaluating, and implementing designed to maintain or improve competitive advantage (Tanyan, 2023). Strategy is a field of study that offers an integrated direction for both the decision-making processes of individual organizations and of individuals themselves. The primary objective of the strategy is to construct and maintain the institution's advantage over its competitors so that the school can thrive (Gawer & Cusumano, 2015; McGrath, 2013; Reni, 2022). Strategy is a wise step that any school must take. Procedures are created to attain goals efficiently and effectively. As a result, a leader (provost) must strategies to fulfill the goals that have been established through procedures for resolving existing difficulties (Nova, 2018; Reni, 2022).

Moreover, some aspects that can help the strategy find success include: enthusiasm and motivation, coworkers (friends), situations, conditions, and commitments. The significance of leadership processes lies in the process of guiding and influencing team members' activities related to a task. This has at least one significant implication that a subordinate or follower leader should be involved (Reni, 2022). Hence, the management strategy is a planning process that is ensured by a leader by influencing their subordinates, with a focus on the long-term goals of the organization. With procedures, an organization will realize a strong position or position in its field of activity. Because the procedure is a form of planning that is oriented towards achieving maximum results. Thus, the procedure is used by the leader as a tool to influence subordinates in determining organizational goals and motivating subordinates to do better.

Reni (2022) Career Guide (2023) Fullan (2015) Jolaoye and Olaifa (2024) Ngozika et al (2019) University of People (2023) opined that managerial strategies are the competencies required for

efficient and effective planning, staffing, organizing, coordinating, controlling, and decision making. Provosts' managerial strategies refer to their ability to successfully plan, organize, coordinate, control, make decisions, and initiate action to aid the effective management of schools. Provosts can create a healthy school culture for continual improvement in quality education; teamwork, communicate goals, policies and procedures to staff; modify practice and school structures to accommodate new policy expectations; provide curriculum leadership opportunities; ensure good provost-staff relationship and guide specific initiatives to improve students' achievement (Carr, 2015; Elmore, 2015; Jill & Try, 2022; Lezotte & McKee, 2016). According to this study, provosts' managerial strategies are: Resource management, Time management, Conflict management and Communication management.

### **Resource Management Strategy**

Stella (2020) suggested that resources can be classified into two broad categories, namely: i) Physical resources, which are made up of land and everything on it (man-made as well as natural); and ii) Human resources, made up of skilled and unskilled labour. Enaohwo (1990); Nwideduh (2003); Stella (2020) of the opinion that physical resources in education are the essential tools with which activities and operations of the school are carried out. Okonkwo and Ozurumba (1989); Stella (2020) viewed the resources as anything used to meet educational needs. Hornby (2001); Stella (2020) highlighted that resources are all the things available for individuals, groups of individuals and organizations, institutions, associations, and any combination thereof, to be used for the purpose of achieving pre-determined aims and objectives.

Stella (2020) observed resources as whatever is being directed specifically for the attainment of the goals of college of education and education in general. Stella (2020) discussed Two types of resources which are physical Resource: These are the tangible resources owned by the institutions of colleges of education. And human Resource: Stella (2020) perceived that human resources are the people who make up the workforce of an organization, business, sector or economy. Human resource management (HRM) is a strategic and coherent approach to the management of an organization's most valued assets: the people working there who individually and collectively contribute to the achievement of its objectives. Armstrong, (2005); Stella (2020) financial resource; viewed that financial resource refers to the money available to a business for spending in the form of cash, liquid securities and credit lines. Material Resource: According to the free dictionary, material resources are assets in the form of material possessions. Resource category Forms Physical resource - Classrooms -Land -Plant and machinery -Buildings -Library -Computer laboratories -Office space Human resource -Academic staff resources -Administrative staff resources -Support staff resources -Specific competencies -Time Financial resource -Tuition Fee collections -User fees collections - Donation -Investments -Facilities hire -Consultancy fees Material resource -Stores -Vehicles - Equipment -Material handling equipment Training materials -Office consumables.

According to Abdullahi and Abdulkareem (2023), human resources can be regarded as skills, aspirations, and knowledge of workers available for use in the production of organizational goods and services directed at achieving the stated goals. Human resources management generally refers to

the process of ensuring optimal increase in skills, competencies, and knowledge required to carry out tasks and duties effectively in an organization. This implies the need to make people contribute effectively to the progress and development of their organizations (Abdullahi & Abdulkareem, 2023). Human resources can be regarded as personnel, staff, or humans who make up the staff of an organization (Abdullahi & Abdulkareem, 2023; Tam & Fonkeng, 2018). Management refers to techniques by which leaders make use of materials and human as useful resources to attain the stated organizational goal (Abdullahi, 2017; Abdullahi & Abdulkareem, 2023). Hence, Human resources management can be defined as techniques that deal with the utilization of potential human beings to function effectively in an organization for fantastic organizational achievement (Alabi, 2010; Nimota & Rasaki, 2023). Human resources management refers to the recruitment, selection, induction, training, improvement, and motivation of employees towards reaching organizational effectiveness (Abdullahi, 2020). Human resources management is concerned with the need to make people productive and contribute their quota towards educational goal achievement (Abdullahi, 2020). According to Abdullahi and Abdulkareem (2023), Okeke (2010), human resources management deals with the management of human capabilities as well as the optimal utilization of the capabilities towards more productivity. Human resources management can be viewed as the diagram of formal structures in an organization to ensure the effective and efficient use of human intelligence to accomplish organizational goals (Omebe, 2018). Human resources management can also be considered as the recruitment, staffing, welfare maintenance, education, retraining, promotion, placement, compensation, transfer, and discipline of staff in an organization to achieve effectiveness.

### **Time Management Strategy**

According to Peter (2005), Stella (2020), time refers to the scarcest resource of the manager, and if it is not properly managed, nothing else can be managed (Alex, 2009; Stella, 2020). Controlling one's life means controlling one's time, and controlling time means controlling the events in one's life (Murthy, 2006; Stella, 2020). Time determines the importance of any other resources in accomplishing organizational set objectives and goals (Ugwulashi, 2018). Time management can be very useful in a student's hectic schedule. Time resource: Adedeji (1998) remarks that time is one of the scarce resources known to man. Time utilization, according to Adedeji, could be explained within the framework of doing the right thing at the right time in the workplace. For effective classroom management and control, time management skills must be imbibed. Time management, like any other skill, can be learn. The degree of efficiency and success in teaching and learning in the classroom depends on the adequacy of the planning and use of time as a resource. Ajayi (2007) highlights the following as some of the reasons for time management. - It reduces misunderstanding and confusion. - It creates time and opportunity for carrying out the essential duties. - It reduces conflicts in schedules, activities, and interpersonal relations. - It facilitates the delegation of duties to staff. - It increases the productivity of staff. - It makes it easy for staff to meet deadlines cited in Babalola and Ayeni (2009). Time management is very useful in a student's hectic schedule (Cryil, 2019, & Stella, 2020). Time management is the process of planning, allocating, and prioritizing activities and how much time you spend on those activities.

Time management is the act or process of applying conscious control over the amount of time spent on specific activities. According to Stella (2020), better time management can be achieved if goals have been set and then all future work is prioritized based on how it moves the individual or organization towards meeting the goals. The value of time management lies in the fact that people have too many tasks they need to do but not enough time to do what they want. Time management helps identify needs and wants in terms of their importance and matches them with time and other resources (Ezine, 2018). It also brings about orderliness and enables one to be more productive and fulfilled (Adejojo, 2019). Without time management, the efficient and effective use of all resources will be impossible. Therefore, time management stands as an effective tool necessary for organizational effectiveness in the realization of set objectives and goals (Ugwulashi, 2018). Effective time management potentially increases productivity, promotes advancement, limits burnout of time and resources improves both professional and personal satisfaction (Claessens et al, 2020; Gordon & Borken, 2016; Kearns & Gardiner, 2019).

### **Conflict Management Strategy**

The goal of colleges of education is to establish protocols and procedures to guide lecturers' actions, management decision-making, and client expectations. Colleges of education that anticipate a crisis will prepare adequately and handle such situations or avoid the crises altogether (Beldad et al., 2017). The crisis response is what provosts decide and put into action after the crisis occurs, and the messages are distributed to various faculties and departments. A crisis is inescapable, making it essential for an organization to react to and prepare for operational disruption. Therefore, it is critical for provosts to effectively anticipate a crisis directive and proactively plan for a crisis (Kim, 2020).

The provosts are the primary administrators of colleges of education in anticipating potential problems and identifying critical options for difficult situations. A crisis can erupt in numerous ways and an assortment of extraordinary circumstances. The Provosts should prepare the response's scope, and each response method is suitable for other types of crises (Kim & Lim, 2020). An instance of such organizations includes financial, natural, technological, and personnel crises (Kim & Lim, 2020). A crisis solution intends to enable the provosts and lecturers to avoid damaging their image or reputation (Diers-Lawson, 2019). The primary function of the crisis solution is to deliver crisis preparedness for Colleges of Education to sustain their operations, restore their reputations, and ensure continued school goals achievement conflict management strategy aligned into three stages: (1) before the crisis, (2) after the crisis, and (3) crisis response (Diers-Lawson, 2019; Parisnicole, 2021)). Before the crisis occurs, that is the before the onset of the emergency. Then, after the crisis will eventually be some form of recovery. The crisis response occurs as a crisis occurs. A dedicated provosts allow Colleges of Education to collectively tackle a crisis or disaster and minimize loss of life, property, or reputation (Diers-Lawson, 2019). Provosts are the vessels used to control and manage the spread of information between colleges of education and the public.

### **Communication Management Strategy**

Human existence revolves around communication. Human beings communicate all the time. Communication means the transfer of information from one person or group of persons to another.

It involves the expression of feelings, thoughts, and ideas. Human beings need to communicate. Even people who are deaf and dumb communicate. The need to communicate is so important that isolation or solitary confinement is regarded as a severe punishment (Lateef & Hellen, 2023). Elements of communication. The originator of the communication content is known as the source. One puts one's thoughts or feelings together and expresses them. This is known as encoding; the content of communication is known as the message. The message is sent utilizing a channel. The receiver of the message is the audience. The audience then interprets the message to obtain meaning from it; this is the process of decoding the message. It is important for the source of the message and the receiver to share meaning for communication to be effective. Communication consists of action and reaction. When the receiver responds to the message, the response is known as feedback. However, communication could be hindered; certain factors could hinder the process in various ways and for various reasons. A reader of this course material may not see the printed matter clearly for certain reasons; one of which could be that he needs a pair of reading glasses or the printed matter itself is faint and therefore not legible. He may see clearly, but may not understand the content due to his low literacy level and inability to interpret what is written. He may be distracted by the happenings around him; he could be distracted because he is worried about his finances. All hindrances to effective communication constitute noise; barriers to effective communication are known as noise.

Communication could be oral; it could be written and it could take place through non-verbal means. The context of communication is also important. This refers to the environment and circumstance in which communication takes place (Lateef & Hellen, 2023). Types of Communication. Communication takes place at different levels. The major types of communication are as follows.

- a. Intrapersonal Communication: This takes place when a person sends and receives the message himself. Thinking and reasoning within you is intrapersonal communication.
- b. Interpersonal Communication: This takes place all the time. It is usually between two people. It involves person to person contact, and is usually face to face.
- c. Group Communication: This involves small groups of people sharing information. You could form a discussion group, consisting of yourself and three other people, in preparation for your examinations.
- d. Non- Verbal Communication: Someone might ask somebody, where is Mr. X? and you simply turn away from that person, looking in the opposite direction. This could mean that you do not want to speak to the person who has asked after Mr. X. It could also mean that Mr. X can be found in the direction to which you have turned. You would have sent information without speaking or writing.
- e. Mass Communication: Mass communication involves communication with a mass audience. The senders of the messages are relatively few. Examples are broadcasters, news editors, reporters, and writers. The receivers are a mass audience who are anonymous and heterogeneous. Messages are sent through specialized and sophisticated channels known as the mass media. Traditional mass media channels are print media (such as newspapers, magazines, and books) and broadcast media (such as radio and television). However, in recent times, various new media platforms powered by the Internet have become recognized as mass media channels. Communication lies at the center of sustainable development. Communication for development has to do with understanding people, their beliefs, and their values. It involves engaging communities to identify problems, offering solutions, and taking appropriate action (Lateef &

Hellen). Musa et al (2021) concluded that, in recent time, public schools are in crisis, with various sectors of society questioning their performance and ability to provide the quality of education needed to enlist the nation in the comity of developed countries in all ramifications. Communication in an organization and with people outside the organization leads to better understanding among people. Thus, organizational communication is the communication that is done between the stakeholders for business purposes; to give information to people within and outside the organization to ensure effective and efficient product and service delivery towards achieving satisfaction by all.

Dupe, (2015) Musa et al. (2021) Carr, (2015) Elmore, ( 2015) Jill and Try (2022) Lezotte and McKee (2016) in their studies, agreed to the fact that the usage of provosts' managerial strategies of resources management, time management, conflicts management and communication management will serve as a veritable tools, to enhance provosts efficiency and effectiveness in managing human and material resources towards achieving school goals in Kwara state colleges of education.

### **Conclusion**

The problem of the study is the provosts' managerial strategies, a veritable tool of achieving the school goal in Kwara State Colleges of Education. The main focus of every colleges is to achieve its set goals which serve as the major parameters, such as (quality teaching, student's outcome, staff training and development, community services) for it to be rated among world-class institutions for job performance, thus, there is the need for school manager who have adequate knowledge of work and people who can execute such assignments, these schools manager are the provosts in colleges of education. The study concluded that for the school administrators (provosts) to achieve the goals of colleges of education in Kwara state, the managerial strategies of resource management, time management, conflict management, and communication management are necessary tools to attain the end.

### **Suggestions**

1. Provosts should be exposed to training and re-training in the efficient and effective utilization of human and material resources through workshops, seminars, and conferences.
2. Effective administrative functioning of rules and regulations must be ensured by the provosts as a process to avoid conflicts or crises in the colleges before they become serious.
3. The provosts should ensure staff, students, and support staff are prompt to their duties, for the timeliness in the accomplishment of their responsibilities.
4. A clear information line should be drawn for effective communication from the top to the bottom of the college's hierarchy.



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