

Principals' Administrative Strategies as Correlates of Teachers' Job Performance in Public Secondary Schools in Obollo-Afor Education Zone of Enugu State, Nigeria

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ABSTRACT

The study investigated principals' administrative strategies as correlates of teachers' job performance in public secondary schools in Obollo-Afor Education Zone of Enugu State. Four research questions and four null hypotheses guided the study. The study adopted a correlational survey design. The population of the study was 1,854 principals and teachers in 48 secondary schools in the Zone. A sample of 605 teachers was drawn using proportionate stratified random sampling technique. Questionnaire was used as the instrument for data collection and was subjected to face-validation by three experts. The internal consistency of the instrument was obtained using Cronbach Alpha, which yielded an index of 0.72. Data collected were analyzed using regression analysis while regression ANOVA was used in testing the formulated hypotheses at 0.05 level of significance. The result of the study revealed that, open communication, carrying teachers' along and providing for teachers' welfare among others are principals' administrative strategies for enhancing teachers' job performance in secondary schools. The result also, revealed a high positive significant relationship existing between principals' administrative strategies in decision making, delegation of duties, open communication and management of staff welfare and teachers' job performance in secondary schools. The study recommended among others that principals in public secondary schools should adopt positive administrative strategies as identified in this study to promote teachers' job performance.

Keywords: Administrative Strategies, Teachers' Job Performance, Decision Making, Open Communication, Teachers Welfare

INTRODUCTION

The level and quality of education attained by the citizens of a nation enhances the country's economic growth, progress, national development and institutional recognitions. Therefore, the educational goals of a nation as set out by the National Policy on Education regards to its relevance to the needs of an individual and the society at large needs to be maintained and queued in to better the lives of citizens [1][2] The aims and objectives of education outlined by the national policy on educational includes inculcation of

national unity and consciousness, right types of values and attitudes for the survival of the individual in the society, training of the mind in the understanding of the world around, the acquisition of appropriate abilities, skills, and competencies by individuals to live and contribute to the development of the nation. Many educational researchers have done a comprehensive review and research on the educational administrative strategies/styles and its effect on the employees work effectiveness. Some of the

pronounced and renowned researchers [3][4][5][6][7][8][9] have done many related researches in this field and they are well-reviewed in this project work. The researcher in [10] opined that among the crucial roles that were to be played by the principals the major ones include maintenance of teacher's welfare, providing effective and efficient leadership, carrying staffs along in decision making and managing instructional facilities in secondary schools through which the job performance of teachers and principals can be enhanced.

The author [11] also opined that in Nigeria, the administrative leader of secondary school is the principal who is responsible for all the day-to-day administrative activities of secondary schools with the purpose of adhering to the policy to achieve the educational set goals. Principalship as an administrative position in secondary school is occupied by an administrative head in charge of tasks planning, controlling and coordinating, including the management of materials, time resources, finance and as well as human which aimed at achieving the school goals and objectives [12]. The principal is entrusted with the responsibility of improving the quality of administration and instructional activities through effective use of various strategies to influence the teachers in carrying out their respective teaching jobs.

Strategies can be defined contextually as principals' administrative plans and activities mapped out towards motivating the teachers to enhance their job performances in secondary schools. Principals' administrative strategy is very vital in educational institutions to assist the teachers in carrying out their instructional activities for quality instructional delivery in schools [13][14]. Proper duty delegation to teachers, involvement of teachers in decision making, teachers' welfare provision, maintaining open communication and adequate provision of instructional facilities in schools as principals' administrative strategies that is adopted to

ensure staffs effective job performance in secondary schools [15][16].

Involving teachers in making decisions in issues that affects their welfare in schools remains not only an important strategy, but also, a vital leadership style that increases teachers' job performances and productivity [10][17][18].

Proper delegation of duties is an administrative strategy adopted by principals to motivate teachers and give them sense of responsibility in school administration. Furthermore, when Principals delegate authority to teachers properly, the teachers have been given extra sense of belonging, responsibility, recognition and as such, enhance their professional images as well as job performance [10].

According to [3], provision of teachers' needs does not only entail adequate provision of instructional facilities (libraries, laboratories, textbooks, accommodation), but also, attending to the personal needs of the teachers. Blasé and Blasé further observe that, when the pressing needs of the teachers are provided for and adequately addressed by principals, their job performance in schools is improved.

Open communication as an administrative strategy is very important in encouraging effective job performance among teachers. The flow of information, regulations, policies and procedures are one of the effective administrative outcomes [19][20][21][22].

Another important strategy employed by the principals to improve the job performance of staffs is the adequate provision of instructional facilities in schools. Providing teachers with the required working tools or facilities are one of the surest ways of enhancing their job performance [10][23][24].

Regular workshop is another administrative strategy used by principals to enhance teachers' job performance. It provides a platform for teachers and the principals to exchange ideas and share teaching experiences for the professional growth of teachers [15][25].

Performance is defined as the skillful combination of right ideas and human behaviors to achieve the desired set of goals and objectives. In other words, performance involves the effective use of skills as strategies by teachers to ensure proper instructional delivery in schools. Teachers job performance can be defined as the quantity and quality of task or duties performed by a staff for a given period of time in the school system which geared towards achievement of educational goals and objectives [7][26][10]

Through this extensive review, we were able to detect that in Obollo-Afor education Zone, there were principals' administrative deficiencies/lapses in secondary schools as there are poor performances of students in external exams and highest truancy amongst the teachers and principals were recorded in the zone.

This session of the thesis presented the step-by-step procedures adopted in executing this study and was extensively discussed under the following sub-headings: Research design, area of the study, population of the study, sample and sampling techniques, instruments for data collection, instrument validity, reliability of the instrument, methods of data collection and data analysis.

Design of the study

This study adopted correlational survey design. According to the author in [27], correlational research establishes the extent of relationship and association between two or more variable that can be used to make predictions on an existing condition and the variables are related, dependent or correlated. This design was chosen because, it enables the researcher to establish relationship between administrative strategies and teachers' job performance.

Area of Study

This research work was carried out in Obollo-Afor education Zone of Enugu state in Enugu North senatorial Zone. Obollo-Afor was situated in Enugu north

It is based on these, that we try to investigate in the zone if the principals adopt the major administrative strategies such as involving teachers in decision making, delegates duties properly, attends to teachers' welfare and ensure that instructional material used in their schools are up to date. The major aim of this research is to determine how principals' administrative strategies (decision making, delegation of duty, open communication and management of staff welfare) correlates with teachers' job performance in public secondary schools in Obollo-Afor education Zone of Enugu State.

The findings of this research work would be significantly of good advantage to the students, parents and the society at large as students will enjoy qualitative teaching from their teachers and become a good citizen by doing well academically, morally and otherwise due to quality and renowned school training.

METHODOLOGY

senatorial Zone which is one of the six geopolitical Zones in Enugu state. Obollo-Afor education Zone was made up of three Local Government Areas (LGA) namely; Udenu Local Government Area, Igbo-Eze North Local Government Area and Igbo-Eze south Local Government Area. From the Available records, it was noted that the education Zone has 48 secondary schools with a staff population of 1806. The education Zone is in the Northern part of Enugu State and its inhabitants are predominantly Igbo speaking with the mixture of the Hausa settlers who are traders. The study is being carried out here because of observed laxity and poor attitude to work among the teachers in carrying out their teaching obligations in secondary schools which affects students' learning outcome.

Population of the Study

This study is made up of population of 48 public secondary schools having 1,854 principals and teachers in the education Zone. According to available record, this figure comprises 48 principals and 1806 teachers in public secondary schools obollo Afor Educatio Zone (Source: Post Primary School Management Board (PPSMB)

statistical unit, Obollo-Afor zonal office 2018/2019 academic session).

Sample and sampling technique

The sample size of this study comprised 605 respondents which is made up of 48 principals and 557 teachers. The Zone was clustered into three localities namely Udenu LGA, Igbo Eze-North LGA and Igbo Eze-South LGA using proportionate random sampling technique. Furthermore, the clusters were randomly sampled using 30.87% of the teachers' population in each LGA which yielded 188 sampled teachers in Igbo Eze south LGA, 179 in Igbo Eze North LGA and 190 in Udenu LGA giving a total of 557 teachers. Since the entire 48 principals from the Zone were used for the study, no sample was carried out.

Instrument for Data Collection

The two researcher designed instruments used for data collection in this thesis are Principals Administrative Strategies Questionnaires (PASQ) and Teachers Job Performance Questionnaire (TJPQ). The PASQ is made up of section A and B. Section A provided the demographic information of respondents such as status, location and gender while section B comprised 32 items that were carefully arranged into four separate clusters known as clusters A, B, C and D. Cluster A took care of the information about the principals' decision making strategy and teachers job performance. Cluster B elicited information on the principals' delegation of duties strategy and teachers' job performance. Cluster C provided information on the principals' open communication strategy and teachers job performance while Cluster D elicited information on the principals' management of the staff welfare strategy and teachers job performance in public secondary schools in Obollo-Afor Education Zone. Secondly, teachers job performance questionnaire has nine items on it. The items in the two instruments are rated using 4-point rating scale namely; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with corresponding assigned values of 4, 3, 2 and 1 respectively.

Validity of Instruments

The validity of the instruments was ascertained by subjecting the initial draft to face and content validation. Three experts which comprised of two from the department of educational foundations (Edu. admin & planning unit) and one from measurement and evaluation all from faculty of education, University of Nigeria, Nsukka. The experts examined the items in relation to language clarity and appropriateness of the items in eliciting the required information from the respondents and make appropriate corrections. The items were modified based on the observations and corrections of the experts before final instrument production

Reliability of the Instrument

For reliability of the instrument to be correctly determined, they have to be subjected to trail-testing using ten principals and ten teachers from ten schools in Nsukka education Zone off the study area. Internal consistency of the items of the instruments were determined and computed using Cronbach Alpha method which yielded 0.73, 0.75, 0.72 and 0.74 for clusters A, B, C, and D and with 0.73 as the overall reliability value for the principals' questionnaire while 0.72 reliability estimate was obtained as the value for the teachers' job performance questionnaire respectively. The above reliability estimate values were considered to be high enough to adjudge that the instruments are suitable and reliable for the study as appended in Appendix A. The Secondary schools in Nsukka Education Zone were used, because they share similar characteristics in terms of quality of staff and instructional facilities as provided in the gifted schools. The respondents of the PASQ and TJPQ instruments used for the trial testing were the principals and the teachers respectively

Methods of Data Collection

The researcher administered copies of her instruments to the respondents with the help of two instructed research assistants at their various locations. The research assistants were fully instructed on how to

be courteous in distributing and collecting the questionnaire from the respondents on the spot by the researcher. This method was to ensure proper completion of the instruments by the respondents as well as high return rate. The researcher administered 605 copies of the questionnaire to the respondents. At the

end, 605 copies of the questionnaire were retrieved and used for data analysis. This indicated 100% rate of return.

Method of Data Analysis

Research questions were answered using Regression analysis whereas the formulated hypotheses were tested using regression ANOVA

RESULTS

The results of the research study were presented in this chapter according to the formulated research hypotheses and adopted research questions that guided the study.

Research question one

What is the relationship between principals' decision making strategy and teachers' job performance in secondary schools in Obollo-Afor education Zone of Enugu State?

Table 1: Regression analysis of the relationship between principals' decision making strategy and teachers job performance in secondary schools

Variables	r	R ²
Principals' Decision Making strategy and Teachers' Job Performance	0.64	0.41

(R₂) = coefficient of determination

It was observed from table 1 that, the correlation coefficient (r) between principals' on decision making strategy and teachers' job performance was 0.64. This showed that there is a very high positive relationship that exists between principals' on decision making strategy and teachers' job performance. Table 1, revealed that, the correlation coefficient of 0.64 associated with the coefficient of determinations (R²) is 0.41 which showed that 41% of the variation in teachers Job performance is attributed to principals' administrative strategies on decision making. Hence, 59% of the variation in

teachers' job performance is now attributed to other factors other than principals' administrative strategy on decision making. This simply indicated that 41% of variation in teachers' job performance was purely as a result of administrative strategy on decision making.

Hypothesis One

There is no significant relationship between principals' decision making strategy and teachers' Job performance in public secondary schools in Obollo-Afor education Zone of Enugu state.

Table 2: Regression Analysis of Significant Relationship between Principals' Decision Making strategy and Teachers' Job Performance

Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	9.634	1	9.634	59.515	.000 ^a
	Residual	97.615	603	.162		
	Total	107.250	604			

From table 2 results, probability value of 0.00 has a corresponding associated exact F-ratio value of 59.515 as obtained above. The probability value of 0.00 was compared with the set 0.05 level of significance for hypothesis testing. It was observed from the result findings that this

testing is significant because the set value of 0.05 is greater than the associated probability value of 0.00 which concurred with the set aside condition for significance. Hence, the null hypothesis is invalid and therefore rejected. From this clear evidence, the researcher finally

concludes that, there was a significant relationship between principals' administrative strategy on decision making and teachers' job performance in secondary schools in Obollo-Afor education Zone of Enugu state.

Research Question Two

What is the Relationship between Principals' Delegation of Duty strategy and Teachers' Job Performance in Secondary Schools in Obollo-Afor Education Zone of Enugu State?

Table 3: Regression Analysis of the Relationship between Principals' Delegation of Duty strategy and Teachers Job Performance in Secondary Schools

Variables	r	R ²
Principals' Delegation of Duty strategy and Teachers' Job Performance	0.52	0.27

(R²) = Coefficient of Determination

Results on table 3 showed that, the correlation coefficient between principals' delegation of duty strategy and teachers' job performance was 0.52. This implies that there exists a medium positive relationship between principals' administrative strategy on delegation of duty and teachers' job performance. It was revealed from table 3 that, 0.27 coefficient of determination (R²) corresponds with correlation coefficient value of 0.52. This implies that 27% variation on the coefficient of determination (R²) signifies that 27% variation in teachers' job

performance is attributed to principals' administrative strategy on delegation of duty whereas 73% of the variation in teachers' job performance is as a result of other factors other than principals' administrative strategy on delegation of duty.

Hypotheses Two

There is no significant Relationship between Principals' Delegation of Duty strategy and Teachers' Job Performance in Secondary Schools in Obollo-Afor Education Zone of Enugu state.

Table 4: Regression Analysis of Significant Relationship between Principals' Delegation of Duty strategy and Teachers' Job Performance

Model		Sum of squares	df	Mean square	F	Sig.
2	Regression	20.843	1	20.843	157.397	.000 ^a
	Residual	79.852	603	.132		
	Total	100.696	604			

Table 4 result showed that the F-ratio of 157.397 was obtained at associated exact probability value of 0.00. The 0.05 set level of significance was compared with 0.00 probability value for hypotheses testing and it showed positive significant because 0.05 is greater than 0.00. The null hypothesis didn't hold and therefore rejected. The researcher from the findings concluded that there is a significant relationship between principals'

administrative strategy on delegation of duty and teachers' job performance in secondary schools in Obollo-Afor education Zone of Enugu state.

Research Question Three

What is the relationship between principals' open communication strategy and teachers Job performance in secondary schools in Obollo-Afor education Zone of Enugu state?

Table 5: Regression Analysis of the Relationship between Principals' Open Communication **strategy** and Teachers' Job Performance in Secondary Schools

Variables	r	R ²
Principals' Open Communication strategy and Teachers' Job Performance	0.83	0.69

(R²) = Coefficient of Determination

Results of table 5 showed that, the correlation between principals' open communication strategy and teachers' job performance was 0.83. This indicates that, there was a very high positive relationship between principals' open communication strategy and teachers' job performance. From table 5, it was also observed that, the correlation coefficient of 0.83 was associated with coefficient of determination (R²) value of 0.69. This indicates that 69% of the variation in teachers' job performance is attributed to

principals' administrative strategy on open communication. This finally indicates that 31% of the variation in teachers' job performance is caused by other factors other than principals' administrative strategy on open communication.

Hypothesis Three

There is no Significant Relationship between Principals' Open Communication strategy and Teachers Job Performance in Secondary Schools in Obollo-Afor Education Zone of Enugu state.

Table 6: Regression Analysis of Significant Relationship between Principals' Open Communication **strategy** and Teachers' Job Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
3	Regression	10.585	1	10.585	63.566	.000 ^a
	Residual	100.416	603	.167		
	Total	111.002	604			

From table 6, it was observed that, exact probability factors of 0.00 was associated with 63.566 F-ratio as obtained above. Hypothesis testing set significance level of 0.05 was compared with the probability value of 0.00 and was found to be significant because 0.00 is less than 0.05. Therefore, the null hypothesis was rejected. The researcher finally concluded from the findings that, there was a significant relationship between

principals' open communication strategy and teachers job performance in secondary schools in Obollo-Afor education Zone of Enugu state.

Research Question Four

What is the relationship between principals' management of staff welfare strategy and teachers' job performance in secondary schools in Obollo-Afor education Zone of Enugu state?

Table 7: Regression analysis of the relationship between principals' management of staff welfare **strategy** and teachers' job performance in secondary schools

Variables	r	R ²
Principals' Management of Staff Welfare strategy and Teachers' Job Performance	0.88	0.77

(R²) = coefficient of Determination

Results of table 7 revealed that the correlation coefficients between principals' management of staff welfare strategy and teachers' job performance was 0.88. The result indicates that, there

exists a very high positive relationship between principals' administrative strategy in the management of staff welfare and teachers' job performance. Table 7 also revealed that, 0.77 coefficient

of determination (R^2) was associated with correlation coefficient of 0.88 as shown in the table above. This indicates that 77% of the variation in teachers' job performance was determined by the coefficient of determination. Hence, the remaining 23% of variation in teachers' job performance is caused by other factors other than

principals' management of staff welfare strategy.

Hypothesis Four

There is no Significant Relationship between Principals' Management of Staff Welfare strategy and Teachers' Job Performance in Secondary Schools in Obollo-Afor education Zone of Enugu state.

Table 8: Regression Analysis of significant relationship between principals' management of staff welfare **strategy** and teachers' Job Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
4	Regression	6.744	1	6.744	46.198	.000 ^a
	Residual	88.031	603	.146		
	Total	94.775	604			

From the findings, the exact probability value of 0.00 was associated with F-ratio value of 46.198 as shown in the table 8. The 0.05 set significance value level for hypothesis testing was compared with the 0.00 exact probability and it was found to be significant because 0.05 significance value level is greater than 0.00 probability value. Based on this, the null hypothesis was rejected. From these findings, the researcher therefore concluded that there was a significant relationship between principals' administrative strategy in the management of staff welfare and teachers job performance in secondary schools in Obollo-Afor education Zone of Enugu State

Summary of the Findings

The following findings emerged based on the extensive analysis of the data in the study:

1. There was a high positive relationship between principals' decision making strategy and teachers' job performance in secondary schools in Obollo-Afor education Zone of Enugu state. Moreover, 41% of the variation in teachers' job performance is

attributed to principals' decision making strategy.

2. There was a positive relationship between principals' delegation of duty strategy and teachers' job performance. Meanwhile, 27% of variation in teachers' job performance is attributed to principals' administrative strategy on delegation of duty.
3. There was a very high positive relationship between principals' open communication strategy and teachers' job performance. The result revealed further that 69% of variation in teachers' job performance is attributed to principals' administrative strategy on open communication.
4. There exists a very high positive significant relationship between principals' management of staff welfare strategy and teachers' job performance. Moreover, 77% of variation in teachers' job performance is attributed to principals' administrative strategy in the management of staff welfare.

DISCUSSION

The findings of this research study are discussed in line with the research questions and hypotheses that guided the study.

Relationship between Principals' decision making strategy and Teachers' Job Performance

The result of table 1 revealed a positive relationship between principals' decision making strategy and teachers' job performance. This means that principals' decision-making function significantly correlates with teachers' job performance in secondary schools in Obollo-Afor education Zone. This is because the coefficient of determination showed that 41% of the teachers' job performance in secondary schools is attributed to principals' decision-making function. The result of hypothesis one indicated a significant positive relationship between principals' decision making and teachers' Job performance in secondary schools. The findings are consistent with the findings of [25] who found out that involving teachers in decision making as well as accommodating their interest enhanced teachers' job performance in schools. The result is also in support of the findings of [28] which proved that being consistent in decision making process contributes in enhancing performance of administrators in universities in Rivers State.

Relationship between Principals' Delegation of Duty strategy and Teachers' Job Performance

The results of the study presented in table 3 revealed a positive relationship between principals' delegation of duties strategy and teachers' job performance. This means that proper delegation of duties by the principals has a significant positive effect or impact on teachers' job performance in secondary schools in Obollo-Afor education Zone of Enugu state. This is because the coefficient of determination showed that 27% of teachers' job performance in secondary schools is attributed to principals' delegation of duty function. The result of hypothesis two also indicated a significant positive

relationship between principals' delegation of duty and teachers' job performance in secondary schools. The result is in line with the findings of [8][10] who found out in their respective studies that delegating duties to teachers and giving them sense of belonging in school administration encouraged teachers' job performance in Imo state.

Relationship between Principals' on Open Communication strategy and Teachers' Job Performance

The results of table 5 revealed a positive relationship between principals' open communication strategy and teachers' job performance. This means that principals' maintenance of open communication function has significant positive relationship on teachers' job performance in secondary schools in Obollo-Afor education Zone of Enugu state. This is because the coefficient of determination showed that 69% of teachers' job performance in secondary schools is attributed to principals' open communication function. The result of hypothesis three also indicated a significant positive relationship between principals' open communication function and teachers' Job performance in secondary schools. The result agrees with the findings of [10] who found out that principals who use open communication in their administration contributes much in encouraging teachers' job performance. The result is also in consonance with the findings of [29] who in their work found out that principal with democratic skills in dealing with the staff encouraged teachers' job performance in secondary schools in Enugu state.

The relationship between Principals management of staff welfare strategy and teachers job performance

The findings of the study in table 7 showed that the respondents are in agreement that principals attending to the personal needs of the staff, protecting teachers' interest, recommending teachers for promotion, relating well with teachers enhances job performance of the teachers in schools. This is because the coefficient of

determination showed that 77% of teachers' job performance in secondary schools is attributed to principals' management of staff welfare function. The result of hypothesis eight also revealed a significant positive relationship between principals' management of staff welfare function and teachers' job performance in secondary schools. The above result is in consonance with the findings of

[30][31][32][33][34] which stated that there was significant positive relationship between teachers' job performance and principals' welfare services. The result is also in line with the findings of [32] who found out that job content and welfare services had significant positive relationship with teachers' job performance in schools.

CONCLUSION

Teachers' job performance to a large extent depends on the nature of the administrative strategies of the principals in secondary schools. Principals who are resourceful in the use of administrative strategies maintain open relationship with the teachers and the students thereby providing adequate material resources as well as motivation for the teachers in carrying out their responsibilities. The result indicated that there was a positive relationship existing between principals' use of decision making, delegation of duty,

open communication and staff welfare as administrative strategies in encouraging teachers' high level of job performance in the system. It therefore, becomes imperative that principals of schools imbibe the culture of these strategies to continue to encourage and motivate the teachers to ensure high level of job performance in the school system. This no doubt, will go a long way in ensuring the achievement of the goals of secondary education in Nigeria.

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