

## **Relationship between Principals' Administrative Strategies and Teachers Job Performance in Secondary Schools in Anambra State**

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### **Abstract**

The study determined the relationship between principals' administrative strategies and teachers job performance in secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Correlation research design was adopted for the study. Multistage sampling procedures were used to draw the sample size of 959 respondents out of the population of 6,396 teachers. Two sets of structured questionnaires were used for data collection. Data collected were analyzed using Pearson's Product Moment Correlation Coefficient and t-test. The results revealed that there was high positive relationship between principals' motivational strategies and teachers' job performance in secondary schools in Anambra State. Based on the findings, it was recommended among others that school principals should collaborate with relevant stakeholders to improve their motivational strategies through raising of funds for equipping staff offices with relevant furniture and Organising training programmes for teachers.

**Keywords:** Administrative strategies, teachers' job performance, motivational strategies, participatory decision making

### **1. Introduction**

Education is a catalyst for economic, social and political development of any nation. It enlightens individuals, refines their mind and inculcates desirable character for peaceful living in the society. It is also a crucial medium of acquiring essential knowledge and skills that promote useful living and enable individuals contribute to the development of the society. Teachers are responsible for educating the learners in the school system. The job performance of teachers can determine teaching-learning outcome and success of educational institution.

Teachers job performance is outcome of the set of behaviour, attitude, character and task executed by teaching staff in attainment of set objectives. Ijov, Hemen, Aloga and Akinyemi (2016) defined teachers job performance as what staff get out of an activity for what they put in education Ijov et al stressed that job performance takes into cognizance both the quality and quantity of the results achieved by teacher. Job performance is dependent upon variety of factors, which include; motivation, communication and supervision among others which enhance, their willingness to work. There are many ways to determine teachers job performance. These include ability of the teachers to; make deliberate effort to enhance students' academic performance, display in-depth knowledge of his or her subject matters, presenting of lesson in a well-organised manner, regularity and punctuality in the school, discipline, motivation and counseling of

students and compliance to teachers professional code of conduct among others (Nnebedum & Akinfolarin, 2017). Teachers job performance could be assessed through lesson presentation, participation in staff meeting, involvement and coordination of students' co-curricular activities, timely preparation of students' result sheets, behaviour and professional conducts and marking of school attendance register of students among others. There had been remarkable improvement in teachers' job performance in Anambra State. However, there is still room for excellent job performance among secondary school teachers in Anambra State. Uzoechina and Nwankwo (2017) observed that students performance in core subjects like mathematics and English language in external examinations such as West African Senior School Certificate Examination (WASSCE) and National Examination Council (NECO) are not encouraging and this is an evidence that teachers' commitment to duties, instructional planning and job performance is still below expectation. Teachers' job performance could be enhanced through administrative strategies.

There are many definitions of administrative strategies. Ngeripaka, Nkporbu and Acheya (2019) defined administrative strategies as managerial function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives. Administrative strategies is the managerial technique of planning, organizing and controlling the available human and material resources in order to attain set objectives. The components of administrative strategies have been identified by many scholars. Ayodele, Buari & Oguntuase (2016) identified administrative strategies as follow: monitoring, use of committee system, staff performance appraisal, regular meeting, delegation of duties, participatory decision making and motivation. In the same vein, administrative strategies listed by other scholars include; motivation, supervision, monitoring of staff, discipline, delegation of duties, planning and communication (Ofojebe & Nnebedum, 2016; Osakwe, 2015). The administrative strategies adopted in this study participatory decision making and motivation. The peculiar problems in motivational and participatory decision making in secondary schools in Anambra State justify the choice of the areas.

Decision making is the act of identifying and selecting a course of action based on evaluation of the available alternatives. It is essential to involve staff in school decisions making process. Baraka and Luicensi (2017) stressed that through participatory decision making strategies (approach); teachers benefit from one another's experience and enhance their teaching effectiveness by offering constructive suggestions and appropriate feedbacks to each others. Furthermore, Baraka and Luicensi, asserted that teachers participation in decision making gives teachers the opportunity to voice their opinions, and to share their knowledge with school administrators and fellow teachers. It provides opportunities for teachers in acquiring new knowledge and insights. Eris, Kayhan, Bastas and Gamar (2017) pointed out that teachers' participation in decision making creates an energetic atmosphere in school and strengthen teamwork. Some secondary school teachers in Anambra State seem to be excluded by principals in decision making. This corroborates Edikpa (2011) who observed that some secondary school principals in Anambra State do not involve subordinates in decision making even where it affects them. Duze (2011) reported that teachers were grossly deprived from participating in decision-making in secondary schools in Anambra State. Furthermore, Duze stressed that the denial of teachers the opportunity to participate in decision making is the root cause of most teachers' oppression, which in turn degenerates into breakdown of law and orders in schools. Involving staff in decision making could motivate them in performing their duties.

Motivation is the driving forces that initiates, directs and sustain desirable behaviour in order to attain a goal. Motivated teachers could be delighted to carry out the duties and responsibilities assigned to them with uttermost dedication and commitment. Ofojebe and Nnebedum (2016) asserted that motivation of teachers makes them to thirst for success which is the bench mark for achieving the school objectives they further added that motivation energizes teachers to be resilient, creative and committed in their quest for enhancing teaching and learning in the school. There are several strategies to motivate teachers in school. Ezeugbor, Onyali and Okoye (2018) pointed out that these motivational strategies include; recommending staff for promotion, maintaining good interpersonal relationship with them, creating atmosphere for teamwork and rendering counseling services to staff among others. Nwobi (2013) observed that there was inadequate training and poor motivation of staff in secondary schools in Anambra State and this demoralize them in performing their job. This may be the possible explanation of teachers' misconduct and negative attitudes to work in secondary schools in Anambra State. The negative attitudes seem to adversely affect their job performance. It is against this basis that the present study was undertaken.

### **1.1 Statement of the Problem**

Despite the fact that there had been remarkable improvement and outstanding performance of some secondary school teachers in Anambra State, there are some cases of lukewarm attitude in the discharge of their jobs. Some teachers engage in one form of business activity during school hours. Some teachers are habitual late comers to school, absent themselves from school without fair reasons and display some forms of professional misconducts. These lukewarm attitudes could be due to the fact that they are not well-motivated or involved in decision making process in the school. In some cases, where teachers are involved in decision making, their opinions are sometimes discarded by the schools. In the light of the above, the study investigated the relationship between principals' administrative strategies and teachers job performance in secondary schools in Anambra State.

### **1.2 Purpose of the Study**

The main purpose of the study is to determine the relationship between principals' administrative strategies and teachers job performance in secondary schools in Anambra State. Specifically, the study seeks to find out the:

1. Relationship between principals' motivational strategies and teachers job performance in secondary schools in Anambra State.
2. Relationship between principals' participatory decision making strategies and teachers job performance in secondary schools in Anambra State.

### **1.3 Research Questions**

The following research questions will guide the study.

1. What is the relationship between principals' motivational strategies and teachers job performance in secondary schools in Anambra State?
2. What is the relationship between principals' participatory decision making strategies and teachers job performance in secondary schools in Anambra State?

### **1.4 Hypotheses**

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between principals' motivational strategies and teachers job performance in secondary schools in Anambra State.
2. There is no significant relationship between principals' participatory decision making strategies and teachers job performance in secondary schools in Anambra State.

## 2. Method

Correlation research design was adopted for the study. The study was conducted in Anambra State of Nigeria, which is one of the states in the South-Eastern part of Nigeria. Anambra State shares common boundaries with Delta State in the West, Imo State in the South, Enugu State in the East and Kogi State in the North. The population of the study was 6,396 public secondary school teachers in Anambra State. Multistage sampling procedures were used to draw 959 teachers for the study.

Two sets of structured questionnaire titled 'Principals' Administrative Strategies Questionnaire (PASQ) and Teachers' Job Performance Questionnaire (TJPQ) were used for data collection. The questionnaires items were generated based on the information gathered from the review of related literature. PASQ contained 34 items and TJPQ had 18 items. The instruments were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagreed weighted 4, 3, 2 and 1 respectively. The instruments were face validated by three experts, two in Department of Educational Management and Policy and the other is a specialist in Measurement and Evaluation, all from Faculty of Education in Nnamdi Azikiwe University, Awka. Their respective suggestions were incorporated in the production of the final the two set of instruments. Cronbach alpha was used to determine the reliability test of the instruments. Data used for the analysis were obtained from single administration of the instruments to 25 secondary school teachers in Enugu State. The choice of Enugu State is because secondary schools in state share similar characteristics with the one in Anambra State. Using Cronbach alpha, data collected were analyzed and the co-efficient values of 0.78, 0.81 and 0.74 were obtained for the three clusters of PASQ and 0.84 was obtained for TJPQ.

Direct method of data collection was utilized in the study. The researchers involved four research assistants who are secondary school teachers in Anambra state in administration of the copies of the instruments to the respondents. The researcher assistants were briefed on the nature of study and the skills required in administration of the instruments. A total of two weeks were utilized for data collection. Out of the 959 copies of the instrument administered, 938 copies which represent 98 percent were successfully retrieved. Data collected were analyzed using Pearson's Product Moment Correlation Coefficient to answer the research questions and t-test to test the hypotheses. For decisions on the research questions, the coefficient (r) and the size of the relationship was interpreted using the interpretation of correlation coefficient by Downie and Heath cited in Nworgu (2015) as shown: 0.80 and above for high, above 0.30-below 0.80 for moderate and 0.30 and below for low respectively. For decisions on the hypotheses, if t-calculated is equal to or greater than t-critical at 0.05 level of significance, the null hypothesis is rejected, but if otherwise, it is not rejected.

### 3. Results

Research Question 1: What is the relationship between principals’ motivational strategies and teachers job performance in secondary schools in Anambra State?

*Table 1: Pearson's Correlation between Principals’ Motivational Strategies and Teachers’ Job Performance*

N		Motivational Strategies	Teachers’ job Performance	Decision
Motivational Strategies	938	1	.824	
Teachers’ Job Performance	938	.824	1	High

Table 1 shows that the Pearson's Correlation Coefficient,  $r. (938) = .824$ . This is an indication that there is a high relationship between principals’ motivational strategies and teachers’ job performance in secondary schools in Anambra State.

Research Question 2: What is the relationship between principals’ participatory decision making strategies and teachers job performance in secondary schools in Anambra State?

*Table 2: Pearson's Correlation between Principals’ Participatory Decision Making Strategies and Teachers’ Job Performance*

N		Decision Making Strategies	Teachers’ job Performance	Decision
Decision Making Strategies	938	1	.887	
Teachers’ Job Performance	938	.887	1	High

Table 2 shows that the Pearson's Correlation Coefficient,  $r. (938) = .887$ . This is an indication that there is a high relationship between principals’ participatory decision making strategies and teachers’ job performance in secondary schools in Anambra State.

Ho 1: There is no significant relationship between principals’ motivational strategies and teachers’ job performance in secondary schools in Anambra State.

**Table 3:** Summary of t-test analysis of no Significant Relationship between Motivational Strategies and Teachers’ Job Performance

	N	Motivational Strategies	Teachers’ Job Performance	t-cal.	t-crit.	Remark
Motivational Strategies	938	1	.824	2.01	1.96	Rejected
Teachers’ Job Performance	938	.824	1			

The result presented on Table 3, the t-calculated value of 2.01 is greater than t-critical value of 1.96 at 0.05 level of significance and 822 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is significant relationship between principals’ motivational strategies and teachers’ job performance in secondary schools in Anambra State.

Ho 2: There is no significant relationship between principals’ participatory decision making strategies and teachers’ job performance in secondary schools in Anambra State.

**Table 4:** Summary of t-test analysis of no Significant Relationship between Participatory Decision Making Strategies and Teachers’ Job Performance

	N	Decision Making Strategies	Teachers’ Job Performance	t-cal.	t-crit.	Remark
Decision Making Strategies	938	1	.887	2.08	1.96	Rejected
Teachers’ Job Performance	938	.887	1			

The result presented on Table 4, the t-calculated value of 2.08 is greater than t-critical value of 1.96 at 0.05 level of significance and 822 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is significant relationship between principals’ participatory decision making strategies and teachers’ job performance in secondary schools in Anambra State.

#### 4. Discussion of the findings

The findings of the study revealed that there was high positive relationship between principals' motivational strategies and teachers' job performance in secondary schools in Anambra State. This is in line with the findings of Ukpong and Uchendu (2012) there was positive relationship (influence) between motivational strategies of principals and teachers' job performance. The agreement between the findings could be due to the fact that the two studies were conducted in the same country. These principals' motivational strategies could stimulate teachers to prepare their lesson notes and plans when due, teach the students using appropriate instructional methods, give assignments, conduct tests, exams as well as mark and appropriately record it. This may account for the dedication and commitment of secondary school teachers in Anambra State which seems to be evident in excellent academic of students in external examinations and their job performance in recent years. It was also reported that that there was significant relationship between principals' motivational strategies and teachers' job performance in secondary schools in Anambra State. This supported the finding of Getange (2016) who reported that there was significant relationship between motivational strategies and teachers' job performance (productivity). Nwosu (2016) there was significant relationship between motivation and teachers' job performance. The possible explanation for the agreement between the findings could be due to the fact that the two studies were conducted in the same continent.

It was also revealed that there is a high relationship between principals' participatory decision making strategies and teachers' job performance in secondary schools in Anambra State. This is in agreement with the finding of Oroye (2019) which revealed that there was a weak relationship between principals' decision making strategies and teachers' job performance. This finding is an indication that secondary school principals in Anambra State who consult and seek the opinions of teachers in making decision boost their morale in execution of their duties. These participatory decision making strategies exposed secondary school principals in Anambra State to a variety of ideas which usually leads to higher probability of success in managing schools affairs. Secondary school teachers' involvement in exchanging information and ideas during decision making give them a sense of belonging and this stimulates them to execute the final decisions which enhance their job performance. This is line with the finding of Oroye (2019) which revealed that there was a significant relationship between principals' decision making strategies and teachers' job performance. This also supported the finding of Ayeni (2018) who reported that there was a significant relationship between principals' decision making practices and teachers' job performance (productivity) in secondary schools. The agreement between the findings could be attributed to the fact that the studies were conducted within the same country and difference in time span of two years.

#### 5. Conclusion

Based on the findings, it was concluded that there was positive and significant relationship between principals' administrative strategies and teachers' job performance in secondary schools in Anambra State. The principals' administrative strategies assist teachers to perform effectively in their instructional delivery. This will in turn result to improvement on administrative efficiency, teachers' job performance and students' academic achievement in secondary schools in Anambra State.

## 6. Recommendation

Based on the findings, it was recommended that:

1. State Post Primary school service Commission should encourage and support principals to participate in international conferences in order to acquaint themselves with knowledge of participatory decision making strategies in the school system outside the shores of Nigeria.
2. School principals should collaborate with relevant stakeholders to improve their motivational strategies through raising of funds for equipping staff offices with relevant furniture and Organising training programmes for teachers.

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