

Research Article

Employer's Administrative Strategies as Correlates to Workers' Job Performance

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Abstract: This research study was carried out in public secondary schools in Obollo-Afor Education Zone of Enugu state to investigate principals' administrative strategies as correlates of teachers' job performance. This research study was guided by two research question and two formulated hypotheses whereas correlational survey design was adopted in the study. The population size of the study was 1854 which comprised of both the principals and teachers in selected 48 public secondary schools in Obollo-Afor education Zone of Enugu state, Nigeria. Proportionate stratified random sampling technique was used to obtain a sample size of 605 teachers for the study. This research was guided by two formulated research questions titled Principals' Administrative Strategies Questionnaire (PASQ) and Teachers' Job Performance Questionnaire (TJPQ) which were used as instrument for data collection. Cronbach Alpha method was used to obtain the internal consistency of the used instruments PASQ and TJPQ which yielded 0.73 and 0.72 respectively. Data collected were analyzed using regression analysis while regression ANOVA was used in testing the formulated hypotheses at 0.05 level of significance. The research result also showed that a high positive relationship exists between principals' strategies in open communication and management of staff welfare and teachers' job performance in Public secondary schools. This study among others recommended that principals in public secondary schools should adopt positive administrative strategies as identified in this study to promote teachers' job performance.

Keywords: Open Communication, Principals Administrative Strategy, Teachers Welfare, Worker' Job Performance.



1. Introduction

The best and easiest way to decrease the economy of a country is by degrading the standard and quality of education of the country. Every country has its national and educational goals, aims and objectives enshrined in their national educational policy. The goals and objectives of Nigerian education system enshrined in the national educational policy includes: (1) inculcation of national unity and consciousness. (2) Right types of values and attitudes for the survival of the individual in the society. (3) Training of the mind in the understanding of the world around. (4) The acquisition of appropriate abilities, skills, and competencies by individuals to live and contribute to the development of the nation. Furthermore, for these policy goals and objectives to be effectively achieved, maintained, adopted and strictly adhered to the employer (school principals) has a very important role to play in order to ensure total compliance. The employer in this research work will be narrowed down to the principals and the employee will be the teachers.

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 [1] [2]. For the administrative leaders of secondary schools (principal) to carry out their functions effectively towards their subordinates (teachers), the principal must adopt some effective leadership strategies that suits the organization. A strategy is defined as a series of plan by the administrative heads such as principals to achieve the school objectives using the available human and material resources to improve staffs' job performances in schools [3] [4]. Principals as the administrative head of secondary schools should ensure that teacher's welfare is maintained, provides effective and efficient leadership to the staff, carries staff along in decision making and manages instructional facilities which will enhance teachers job performance [5] [6] [7]. This research paper is further divided into four sections namely: review of related works, research methodology, results and discussions and finally conclusion.

2. Literature Review

Administration can be defined as the process of providing, organizing, utilizing, and controlling human and material inputs for the purpose of producing outputs relevant to the accomplishment of school objectives. Secondary school administration is the systematic process whereby the staff ensures appropriate use of available resource materials to achieve the academic and societal needs of the students [8] [9] [10]. Strategy is a road-map or a technique or those planned activities by the principals to influence the teachers in carrying out their teaching activities diligently. Principals' administrative strategy refers to the application of the functional tasks in educational management by the principals [4] [11] [12] [13] [14].

Teaching staff therefore, refers to trained and certified persons who transfer knowledge to students through an organized process in an organized institution. The Federal republic of Nigeria [15] explicitly uses the nomenclature "staff" to designate teachers at all levels of education in Nigeria in the following declaration: "All teachers in our educational institutions shall be professionally trained" [16]. To this effect, the Federal Government of Nigeria through the Decree No. 31 of 1993 establishing the Teachers Registration Council (TRC) charged with the responsibility geared towards professionalization of teachers in Nigeria. Thus, Teachers Registration Council is a body that is regulating the activities of teachers in the country and as well certifies all the professional teachers. The degree at which a teacher is dedicated to his/her duty is measured by the teacher's job performance and the results of the students (s)he handles.

Teachers Job Performance (TJP) is the ability of teachers to combine relevant ideas to enhance teaching and learning process. It is observed that teacher's behavior varies under different situation in secondary schools in the course of the discharge of their duties. As used in this context, teachers' job performance involves all the teaching activities carried out by the teacher in secondary schools to ensure effective learning and teaching under the guidance of the school principal [5] [17] [18]. The four major principals' administrative strategies as shown in Figure 1 are (a) involving teachers in decision making (b) proper delegation of duties (c) open communication and (d) management of staff welfare.

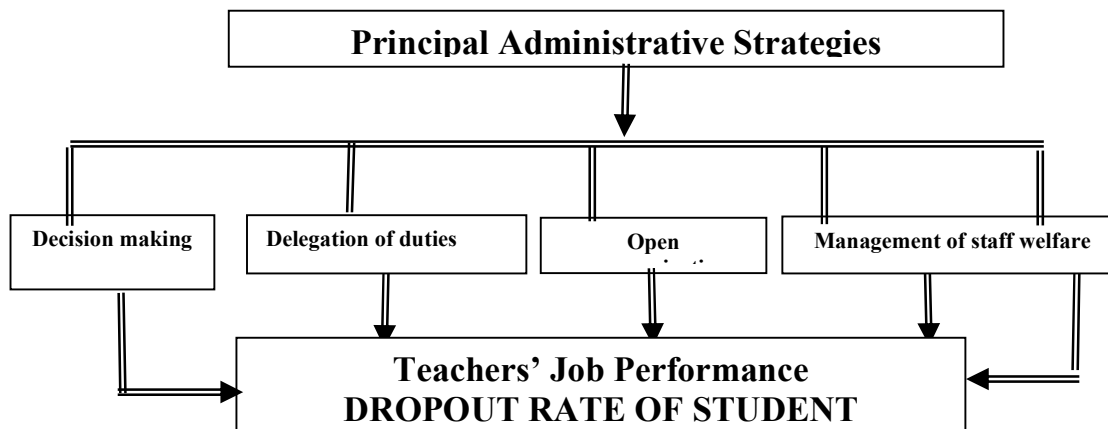


Figure 1. Schematic Representation of the Key Variables on Principals Administrative Strategies as Correlates of Teachers' Job Performance

The diagram in Figure.1 showed the representation of the principals' administrative strategies relationship with teachers' job performance in secondary school. Principals who apply decision making, delegation of duties, open communication and management of staff welfare strategies effectively in administration enhances teacher job performance. In this research work we will concentrate fully in open communications and management of staff welfare as it is peculiar to the issues in obollo-Afor Education Zone.

2.1. Principals' Involvement in Open Communication

Open communication is an administrative strategy that has to do with sharing information with the workers which helps in coordinating activities, reduces unnecessary administrative stress while improving the performance of teachers in schools. Hence, effective use of open communication as a strategy for influencing the job performance of teachers by principals cannot be overemphasized. The flow of information, regulations, policies and procedures are one of the effective administrative outcomes according to Okeke [19].

Nwabueze, Chukwuji & Ugwoezuonu [20] investigated the perceived impact of principals' communication skills on teachers' functional performance and students' study habits in secondary schools in Enugu State. The study was guided by three hypotheses, three research questions and also adopted descriptive survey design. Then design consisted of population of 291 senior secondary schools and 291 principals in Enugu state. The 150 principals were sampled and drawn from 150 secondary schools using stratified random sampling technique representing 51.6% of the population. The data was collected using questionnaires as an instrument with 0.94 reliability index. The research questions were answered using mean score and standard deviation whereas the hypotheses were tested using t-test at 0.05 level of Alpha significance.

According to Manafa [21] investigated the communication skills needed by principals for efficient management of secondary schools in Anambra state. Two null hypotheses and two research questions guided this research study whereas descriptive survey design was adopted. The findings of the study and the result obtained showed that poor usage/lack of communication skill lowers the standard of education, leads to lack of unity of purpose in secondary schools and as well as hinders educational policy implementation.

Nakpodia [22] investigated the extent at which communication skill affects the administrative performance of secondary schools in Delta State. From the findings, conclusion was drawn that principals should not overlook communications in their day-to-day running of the school. Finally, principals were recommended to be practicing effective communication strategies to enhance discipline, peace and maintain law & order in the schools.

Akinwale & Okotoni [23] elaborated on the communication styles practiced by some secondary school in the Zone. Findings of the study showed that the common communication styles adopted by

principals in Osun state were porous, inconsistency and assertive in style. From this inference, it was observed that only few secondary schools make use of aggressive communication style and they are progressing more than others. Finally, this study concluded that effective communication style plays important role in effective running of secondary schools as well as increases the teachers job performance. Therefore, secondary school principals should adopt effective communication styles for effective administrative running of school.

2.2. Principals' Involvement in Staff Welfare

Another important strategy employed by the principals to improve the job performance of staffs is the adequate provision of staff welfare which invariably enhances teachers Job performance. 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. Workshop is an administrative strategy employed by the school principals to bring teachers together for knowledge building and productivity [24] [25] [26].

George, Gerhard and Badenhorst [26] conducted research titled "The role of Intrinsic and Extrinsic factors in determining job satisfaction amongst urban secondary school teachers in Namibia. Result of the findings showed that there are some significant disagreements pertaining intrinsic factor of work and more especially in the area of taking care of teachers' needs and motivation. The significant correlation between levels of turn out and job performance was found in terms of emotional exhaustion which correlates with low level of job performance.

Oragwu [27] showed the effect of communication and research techniques under these reviewed topic: A Review on Educational Administrative Strategies and Its Effect on Employers Job Performance, Principals' Administrative Strategies as Correlates of Teachers' Job Performance in Public Secondary Schools in Obollo-Afor Education Zone of Enugu State Nigeria in relate to decision making and delegation of duties, Qualitative Research and the Need for Inclusivity in Nigerian Higher Education System. From the review they also reviewed that open communication and staff welfare enhances job performance.

Madi, Jegak and Balakrishnan [28], researched on the topic titled "the differences in the Job Satisfaction among secondary school teachers in Australia". This study was guided by three research questions and three formulated research hypotheses. 250 teachers out of the population of 1000 teachers in Australia were randomly drawn using simple random sampling method. The results indicated that the job content and types of welfare service conditions accounted for the identified differences among teachers' job satisfaction in the secondary school areas. However, there was no observable relationship between teachers' gender and job satisfaction. The research work reviewed, has a relationship with the current study because it discussed teachers job satisfaction. It however, differed with the present study in that it did not address principals' administrative strategies as correlate of teachers' job satisfaction and it also differs in scope.

From the extensive review it was observed that in Obollo-Afor education Zone, there appears to be observed principals' administrative deficiencies in secondary schools. These deficiencies are: poor quality teaching by the teachers, truancy, decaying infrastructural facilities leading to poor quality instructional delivery by teachers as well as poor job performance of teachers in the system. These are areas of school administration in which principals of schools are to focus their attention in order to ensure that teachers teach effectively and efficiently to enhance their job performance and increase job productivity.

Sequel to all these identified problems in Obollo-Afor education Zone, it appears that principals do not carry their administrative functions effectively in the area of open communication to their staff and welfare of the staff in most of the schools. The above condition not only affects the quality of learning among the students but also affects the quality of job delivered by the teachers in secondary schools in the area.

This study is delimited to public secondary schools in Obollo-Afor education Zone of Enugu State. The content scope of the research focuses on the relationship between principals' administrative strategy in open communication and administrative strategy in the management of staff welfare in correlate to teachers' job performance in public secondary schools in Obollo-Afor Education Zone. It is against this background that this study intends to (1) critically examine the principals' administrative strategies as a correlate of teachers' job performance in Obollo-Afor education Zone (2) Determine the relationship between principals' open communication strategy and teachers' job performance in public secondary schools in Obollo-Afor education Zone and (3) Determine the

relationship between principals' management of staff welfare strategy and teachers job performance in public secondary schools in Obollo-Afor education Zone.

This study was guided by two research questions (1) What is the relationship between principals' open communication strategy and teachers' job performance in public secondary schools in Obollo-Afor education Zone? (2) What is the relationship between principal' management of staff welfare strategy and teachers' job performance in public secondary schools in Obollo-Afor education Zone? This study was guided by two Null hypotheses: Ho1: Principals' open communication strategy does not significantly correlate with teachers' job performance in public secondary schools in Obollo-Afor education Zone, Ho2: Principals' management of staff welfare strategy does not significantly correlate with teachers' job performance in public secondary schools in Obollo-Afor education Zone and finally were tested at 0.05 level of significance.

3. Methodology

This session presented the step-by-step procedures adopted in executing this study which 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.

3.1. Design of the Study

This study adopted correlational survey design. According to Oragwu, A. A. & Nwabueze, A. I. [29], 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.

3.2. Area of Study

This research work was carried out in Obollo-Afor education Zone of Enugu North senatorial Zone in Enugu state, Nigeria. Obollo-Afor was situated in Enugu north senatorial Zone which is one of the six geo-political Zones in Enugu state. The education Zone was made up of three Local Government Areas (LGA) namely; Udeni 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 truancy among the teachers in carrying out their teaching obligations in secondary schools which affects students' performance.

3.3. 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 in obollo Afor Education Zone (Source: Post Primary School Management Board (PPSMB) statistical unit, Obollo-Afor zonal office 2018/2019 academic session).

3.4. 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 Udeni 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 Udeni 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.

3.5. Instrument for Data Collection

The two researcher designed instruments used for data collection in this research work 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 16 items that were carefully arranged into two separate clusters known as clusters A and B. Cluster A provided information on the principals' open communication strategy and teachers job performance while Cluster B 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.

3.6. 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.

3.7. 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 which is outside the study area. Internal consistency of the items of the instruments were determined and computed using Cronbach Alpha method which yielded 0.72 and 0.74 for clusters A and B 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. 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

3.8. Methods of Data Collection

The researcher administered copies of the 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.

3.9. Method of Data Analysis

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

4. Finding and Discussion

4.1. Finding

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

4.1.1 Research Question One

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

Results of Table 1 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 1, 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.

Table 1. Regression Analysis of the Relationship between Principals' Open Communication Strategy and Teachers' Job Performance in Public Secondary Schools

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

(R²) = Coefficient of Determination

4.1.2. Hypothesis One

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

Table 2. 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 2, 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. Therefore, it can be concluded from the findings that, there was a significant relationship between principals' open communication strategy and teachers job performance in public secondary schools in Obollo-Afor education Zone of Enugu state, Nigeria.

4.1.3. Research Question Two

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

Table 3. Regression Analysis of the Relationship between Principals' Management of Staff Welfare Strategy and Teachers' Job Performance in Public 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 3 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 1 also revealed that, 0.77 coefficient of determination (R²) 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.

4.1.4. Hypothesis Two

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

Table 4. 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 4. 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, it was 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, Nigeria.

4.2. Discussion

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

4.2.1. Relationship between Principals on Open Communication Strategy and Teachers' Job Performance

The results of Table 1 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, Nigeria. 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 1 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 Adeyemi [5] 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 Nwabueze, Chukwuji and Ugwuezeonu [11] who in their work found out that principal with democratic skills in dealing with the staff encouraged teachers' job performance in schools.

4.2.2. Relationship between Principals Management of Staff Welfare Strategy and Teachers Job Performance

The findings of the study in Table 3 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 2 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 George, Gerhard and Badenhorst [26] 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 Madi, Jegak and Balakrishnan [28] [29] who found out that job content and welfare services had significant positive relationship with teachers' job performance in schools.

4.2.3. Summary of the Findings

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

1. 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.
2. 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.

5. 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 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 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. Furthermore, from this study it is also imperative that the teachers on their own part should reciprocate by being dedicated to their duties in the school system. When there is high degree of relationship existing between the principals and the teachers as revealed in this study, there will be effective bound in teaching and learning which is of advantage to the students and also to the benefit of all in the society.

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