

Research Article

Administrative Leaders' Strategies as Correlates of Workers' Job Performance

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Article History

Received:

19.07.2023

Revised:

02.08.2023

Accepted:

27.08.2023

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Abstract: The study investigated the Principals' Administrative Strategies as Correlates of Teachers' Job Performance in Secondary Schools in Nsukka Education Zone of Enugu State. Four research questions and four null hypotheses guided the study. A correlational survey design was adopted for this study. The population comprised 1830 principals and teaching staff. A sample size of 605 respondents was drawn using a proportionate random sampling technique. The two designed instruments used for data collection are Principals' Administrative Strategies Questionnaires (PASQ) and Teachers' Job Performance Questionnaires (TJPQ). The instrument was subjected to face validation by three experts and internal consistency of the instrument was obtained using Cronbach Alpha that yielded an index of 0.73. Data collected were analyzed using regression analysis while regression ANOVA was used in testing the formulated hypotheses at a 0.05 level of significance. The findings revealed among others that, open communication, carrying teachers along and providing for teachers' welfare among others are principals' administrative strategies for enhancing teachers' job performance in public secondary schools. The result also revealed that a highly positive significant relationship exists between principals' administrative strategies in decision-making, delegation of duties, open communication and management of staff welfare and teachers' job performance in public secondary schools in Enugu state. 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 Leaders Strategies, Correlational Survey Design, Workers Job Performance.



1. Introduction

The best technique to water down the economy of a country is by degrading its educational system. The educational goals of a nation as set out by the National Policy on Education regarding its relevance to the needs of an individual and the society at large need to be maintained and queued in, to better the lives of citizens [1]. The aims and objectives of education outlined by the national policy on education are the inculcation of national unity and consciousness, the right types of values and attitudes for the survival of the individual in 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. For these policy aims and objectives to be achieved, maintained, adopted and strictly adhered to the school principals have a very important role to play in order to ensure total compliance [2]. Principals have to play crucial roles administratively by ensuring that teachers discharge their duties effectively by caring for the teacher's welfare, providing effective and efficient leadership, carrying staff along in decision making and managing instructional facilities in secondary schools through which the job performance of teachers and principals can be enhanced [2] [3].

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 [4]. The principal as the administrative leader of a secondary school is entrusted with the responsibility of improving the quality of administration and instructional activities through the effective use of various strategies to influence the teachers in carrying out their respective teaching jobs [5].

A strategy is a carefully set out plan for achieving a particular goal or objectives usually over a period of time. The integration of institutions' major goals, action sequences and policies into a cohesive whole as a style of plan is known as strategy Ekpo and Adejo [6]. Agwu [7] defines strategy as a series of plans by administrative heads such as principals to achieve the school objectives using the available human and material resources to improve staff job performances in schools. Contextually, strategies are 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. 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 are principals' administrative strategies that needed to be adopted by principals [8] [9] [10].

The poor commitment and lack of dedication in teachers' job performance leads to poor quality instructional delivery and poor academic achievements of secondary school students in Nsukka Education Zone seem to suggest that there are lapses in the administration of the schools by the principals. Poor quality of instruction among teachers may be due to inadequate attention to teachers' welfare, poor provision of instructional facilities as well as lack of motivation for teachers. The common observation in secondary schools in the area shows that principals' administrative strategies may perhaps have a serious influence on teachers' job performance.

The state of some secondary schools in Nsukka Education Zone is worrisome as manifested in truancy among principals and teachers, poor school plant maintenance as well as lack of commitment to duties by principals. Teachers appear to be nonchalant in responding to students' welfare in terms of teaching and discipline. The question now is what administrative strategies can be adopted by principals to enhance the teacher's job performance in public secondary schools of the Zone? It is from the aforementioned drawbacks that this study therefore investigates the relationship between principals' administrative strategies and teachers' job performance in public secondary schools in Nsukka Education Zone in Enugu State?

2. Literature Review

Involving teachers in taking decisions on issues that affect their welfare in schools remains not only an important strategy but also, a vital leadership style that increases teachers' job performances and productivity. Adeyemi [2] observed that the principal who carries teachers along in decision-making fosters their active job performance in schools. The author further stressed that proper delegation of duties, management of teachers' welfare and adequate provision of instructional materials are administrative strategies to be adopted by principals to enhance teachers' job performance. Nicholls [11] explained that involving teachers in decision-making represents a useful strategy by principals to

make proper use of the teachers' creative abilities and initiative to increase their recognition in the performance of their duties.

Proper delegation of duties is an administrative strategy adopted by principals to motivate teachers and give them a sense of responsibility in school administration. Adeyemi [12] states that, when principals delegate authority to teachers properly, the teachers have been given an extra sense of belonging, responsibility, and recognition and as such, enhance their professional images as well as job performance. Staff's job performance can as well be measured and influenced by principals through proper management of staff welfare. According to Blasé and Blasé [13], the 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 [14].

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

Another important strategy employed by the principals to improve the job performance of staff is the adequate provision of instructional facilities in schools. Adeyemi [12] states that providing teachers with the required working tools or facilities is one of the surest ways of enhancing their job performance. Cheng [16] also observes that teachers' job performance and effectiveness in curriculum implementation rests on adequate motivation and availability of instructional materials in schools. Bass [17] equally observes that, when principals provide teachers with adequate teaching facilities, they are not only happy with the performance of their duties but were made to improve their performance functions for increased productivity in the school system.

The regular workshop is another administrative strategy used by principals to enhance teachers' job performance. It provides a platform for teachers and principals to exchange ideas and share teaching experiences for the professional growth of teachers [9]. The authors observed that a workshop is an administrative strategy employed by school principals to bring teachers together for knowledge-building and productivity. The author, further explained that it is during this type of workshop that ideas are exchanged, analysis of new ideas are achieved, and evaluation of concepts and suggestions are made in view to ensure improved job performance of teachers in the school system [18].

Performance can be described in various ways according to Jay [19], performance is an act of executing a particular task in a sequential and chronological order. Jay further described the performance as the skilful combination of the right ideas and human behaviours 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 tasks or duties performed by staff for a given period of time in the school system which is geared towards achievement of educational goals and objectives. According to Jay [19], teachers' job performance is the ability of teachers to combine relevant inputs together to improve teaching and learning processes in secondary schools. As applied in this study, teachers' Job performance is the extent teachers are committed to carrying out their teaching functions effectively as a result of principals' administrative strategies in secondary schools.

Teachers' job performance is concerned with the overall ability of the teachers to exhibit the right attitude to work, being dedicated and committed to the teaching roles, and making deliberate efforts towards the attainment of educational goals and objectives. Bolarinwa [20] observes that the indicator of teachers' job performance is evaluated in the teachers' ability to make a deliberate effort to enhance students' academic performance, possession and display of in-depth knowledge of the subject matter, lesson presentation, effective classroom organization and control, and participation in the school curriculum activities. Others according to the author include regularity and punctuality in the school, maintenance of good interpersonal relationships with subordinates and superiors, discipline, motivation, and counselling of students as well as compliance with teachers' professional codes of conduct among others.

Teachers' job performance can also be ascertained by the teachers' level of commitment to the day-to-day administration of the school. Hence, effective use of administrative strategies by the principal's influences teachers' academic functions and performance positively. This can be achieved by the principals, through identifying teachers' needs and trying to meet up with them. Also, Adeyemi [12] asserts that job performance variables such as imparting knowledge to students, effective use of the scheme of work, monitoring of student's work, preparation of lesson note's disciplinary ability and close supervision are virtues that teachers are to possess and uphold to school system. Adeyemi further points out that, in regard to this, teachers' job performance can be measured and detected through their annual activity reports in terms of the mentioned performance variables.

2.1. Principals' Involvement in Decision-Making

Okeke [15] carried out a research study on Principals' Leadership competencies and The Performance of Teachers in Secondary Schools in the Udi Education Zone of Enugu State''. This research study was guided by three Null hypotheses and four research questions and as well adopted a descriptive survey design. A population of 1000 secondary school teachers were sampled using a simple random sampling technique with a sample size of 500 respondents. The questionnaire was used as a data collection instrument and was validated by three professionals. Cronbach Alpha method was used to obtain a reliability estimate computation index of 0.73. Mean and standard deviation were used to answer the research questions whereas a t-test was used for testing the slated null hypothesis. From the study, it was observed that the principal lacked involving teachers participating in decision-making in school, proper delegation of duty and open communication.

Otegbulu [21] researched on "Principals' Leadership Styles as Correlate of Teacher/Student Behaviors in Imo State". A hypothesis and three research questions guided the study. A correlational survey design was adopted. A sample population of 360 respondents made up of 300 teachers and 60 principals was sampled using a stratified random sampling technique in the research study reviewed. The questionnaire was used for data collection and was face validated by 3 experts whereas the Cronbach alpha method was used in determining the reliability of the estimate of the study which gave a 0.78 index. The research question was answered using mean and standard deviation and the hypotheses were tested using t-test statistics. From the research study, it was concluded that principals who ignore the participation of staff in decision-making experience poor attendance at school [22].

Adeyemi [12] examined the teachers' direct involvement in decision-making and principals' decision-making strategies and used the study to determine the effect on the student's academic improvement and on the teacher's Job performance in secondary schools in Ondo senatorial distinct of Ondo state of Nigeria. Two hypotheses were formulated and four research questions guided the study. A descriptive survey and ex-post factor search were adopted in the design. Furthermore, 600 teachers and 30 principals were the respondents and 30 secondary schools in Ondo senatorial Districts were sampled using a random sampling technique. Data was collected using Questionnaire. The collected data were analyzed using Percentage and frequency count whereas hypotheses were tested at 0.05 Alpha level using Pearson product-moment correlation coefficient. The results showed that the significant relationship between principals' decision-making strategies and teachers' instructional task performance is ($p \leq 0.000$, $r = 0.511$).

Duze [23] investigated teachers' and students' involvement in decision-making and its impacts on their behaviours and discipline towards secondary school activities in Nigeria. In this research, a questionnaire was used as an instrument for data collection. The population of 3318 students and 612 teachers were sampled randomly which handled research question one. Frequency, simple percentage, mean, chi-square, t-test and Pearson product-moment were used in testing the 6 null hypotheses. The result showed that teachers and students indicated a low level of participation which was obtained when they are not involved in decision making and it influenced their behaviour towards school discipline and internal work. Therefore, from this study, all school administrators in Nigeria were recommended to wisely adopt participatory decision-making to achieve optimal goals.

2.2. Principals' Involvement in Delegation of Duties

Adeyemi [12] researched on Leadership Style and Teachers' Job Performance in Ondo State of Nigeria''. A descriptive survey design was adopted in this research whereas three null hypotheses and three research questions guided the study. This study comprised a population of 7460 teachers and principals. A stratified random sampling technique was used to sample 240 principals and 1800 teachers which comprised 2040 respondents. Formulated Teacher's Job Performance (TJP) and

principals' leadership questionnaires were used as data collection instruments. Cronbach Alpha method was used to determine and estimate the internal reliability. Correlation matrix, percentage, t-test and frequency count were used for data collection and analysis. The result indicated that democratic leadership and delegation of duties to subordinates is the most commonly adopted style of principals in the school.

Koech and Namusonge [24] carried out research on the influence of leadership styles on organizational performance in Kenya to determine the impact of workers' performance. A descriptive survey design was adopted in the design whereas three null hypotheses and three research questions guided the study. The research study has a population of 30 middle and senior managers in the organization which also formed the sample size. The data collection instrument used for this study is a questionnaire. Mean and standard deviation were used to answer the research questions whereas the null hypothesis was tested at a 0.05 level of significance using the correlation coefficient method [25]. The result indicated a high correlation between organizational incentives and job performance of organizational members where leadership made use of delegation of duties and open communication patterns.

2.3. Principals' Involvement in Open Communication

Nwabueze, Chukwuji & Ugwoezuonu [26] 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 a descriptive survey design. The design consisted of a population of 291 senior secondary schools and 150 principals in Enugu state. The 150 principals were sampled and drawn from 150 secondary schools using a stratified random sampling technique representing 51.6% of the population. The data was collected using questionnaires as an instrument with a 0.94 reliability index. The research questions were answered using mean score and standard deviation whereas the hypotheses were tested using a t-test at 0.05 level of Alpha significance. The research showed how principals' leadership skills can promote teachers' effective Job performance and also students' study attitudes in secondary schools Ukaigwe [27].

Manafa [28] 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 research population comprised of 103 principals and vice principals each in Onitcha, Otuocha and Aguata education Zone of Anambra state respectively. There are 206 respondents in this research and a questionnaire was used as an instrument for data collection. The instrument was validated, mean score and standard deviation were used for data analysis whereas a 0.81 reliability level of significance was estimated using Cronbach Alpha method. The findings of the study and the result obtained showed that poor usage/lack of communication skills lower the standard of education.

Nakpodia [29] investigated the extent at which communication skill affects the administrative performance of secondary schools in Delta State. Three formulated hypotheses and some research questions guided this study. The hypotheses were tested using a z-test and a survey study together with ex-post facto design were adopted. This research study comprised a population of 320 public secondary schools and 9608 teachers in the state. Hence, 3% of the teachers and 9% of the principals were sampled using a simple random sampling technique which gives 650 teachers and 30 principals respectively. The observations showed that there is an observable effect of communication on the administration of secondary schools, using sex, age and experience as the independent variables. From the findings, a conclusion was drawn that principals should not overlook communications in their day-to-day running of the school.

Akinwale & Okotoni [30] elaborated on the communication styles practised by some secondary schools in the Zone. This research study adopted a survey design and the population study comprised of 466 principals and 6,922 teachers in Osun State. A sample of 36 principals and 720 teachers was used for the research study. Four schools from nine local governments out of 30 local governments that made up the Zone were selected using a simple random sampling method. Principals and 20 teachers from each of the 36 schools were also selected using simple random techniques. The data collection instrument used was a questionnaire which was designed for principals and teachers. Percentages and frequency counts were adopted for analyzing data. The findings of the study showed that the common communication styles adopted by principals in Osun state were porous, inconsistent and assertive in style.

2.4. Principals' Involvement in Staff Welfare

George, Gerhard and Badenhorst [31] researched on the role of Intrinsic and Extrinsic factors in determining job satisfaction amongst urban secondary school teachers in Namibia. The descriptive survey design was adopted in this study whereas the research was guided by four research questions and three hypotheses. The population study comprised 2,560 teachers that cut across the Namibia metropolis. Seventeen Government schools were randomly selected out of 337 secondary school teachers in Windhoek Zone of Namibia. Data was collected using Focus Group Discussions and interviews whereas collected data was analyzed using Spearman correlation coefficients. Chamundeswari, [32] also worked on the Job satisfaction and performance of teachers in different categories of schools in Accra, Ghana. The result of the findings showed that there are some significant disagreements pertaining intrinsic factors of work, especially in the area of taking care of teachers' needs and motivation.

According to Madi, Jegak and Balakrishnan [33], researched on "the differences in Job Satisfaction among secondary school teachers in Australia". This study was guided by three research questions and three formulated research hypotheses. A descriptive survey Design was adopted in this research. Hence, 250 teachers out of the population of 1000 teachers in Australia were randomly drawn using a simple random sampling method. A structured questionnaire was used as an instrument for data collection whereas mean and mean deviation were used to answer research questions. Chi-square was used to test the hypotheses at a 0.05 level of significance. The results indicated that the job content and types of welfare service conditions accounted for the identified differences in teachers' job satisfaction in the secondary school areas.

In Nsukka education Zone, there appear to be observed principals' administrative deficiencies in secondary schools. There are observed poor quality of teaching by teachers, irregularity of attendance to classes by teachers, 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.

In Nsukka education Zone, it appears that principals do not involve teachers in decision-making, an improper delegation of duties, disregard to teachers' welfare and poor position of instructional materials in most of the schools. The above condition not only affects the quality of learning among the students but also affects the quality of jobs delivered by the teachers in secondary schools in that area. It is against this background that this study intends to critically highlight principals' administrative strategies as a correlate of teachers' job performance in the Nsukka education Zone.

3. Methodology

This study adopted a correlational survey design. The study was carried out in 56 public secondary schools in the Nsukka education zone with a population of 56 principals and 1774 teachers making a total of 1830 staff. A sample size of 605 respondents comprising 56 principals and 549 teachers was drawn. The Zone was clustered into three localities namely; Nsukka LGA, Igbo-Etiti LGA and Uzouwani LGA using a proportionate random sampling technique which represents 33.1% of the population. The two researcher-designed instruments used for data are Principals Administrative Strategies Questionnaires (PASQ) and Teachers Job Performance Questionnaire (TJPQ). The PASQ is made up of sections 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 Nsukka Education Zone. Secondly, the teacher's job performance questionnaire has nine items on it. The items in the two instruments are rated using a 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. The instrument was validated and reliability was carried out with the test-retest method, computed and calculated using the 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. Research questions were answered using Regression analysis whereas the formulated hypotheses were tested using regression ANOVA

4. Finding and Discussion

4.1. Finding

4.1.1. Research Question One

What is the relationship between principals' decision-making strategy and teachers' job performance in Public secondary schools in Nsukka Education Zone of Enugu State?

Table 1. Regression Analysis of the Relationship between Principals' Decision-Making Strategy and Teachers' Job Performance in Public 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' decision-making strategy and teachers' job performance was 0.64. This showed that there is a very high positive relationship that exists between principals' 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. This simply indicated that 59% and 41% of the variation in teachers' job performance is attributed to other factors and principals' administrative strategies for decision making respectively.

4.1.2. Research Question Two

What is the Relationship between Principals' Delegation of Duty Strategy and Teachers' Job Performance in Public Secondary Schools in Nsukka Education Zone of Enugu State?

Table 2. Regression Analysis of the Relationship between Principals' Delegation of Duty Strategy and Teachers' Job Performance in Public Secondary Schools

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

(R²) = Coefficient of determination

Data in Table 2 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. The 0.27 coefficient of determination (R²) in Table 2 corresponds with a correlation coefficient value of 0.52 which signifies that 27% of the variation in teachers' job performance is attributed to principals' administrative strategy on delegation of duty whereas 73% of the variation is as a result of other factors other than principals' administrative strategy on delegation of duty.

4.1.3. Research Question Three

What is the relationship between principals' open communication strategy and teachers' Job performance in Public secondary schools in Nsukka Education Zone of Enugu state?

Table 3. 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

Data in Table 3 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 3, it was also observed that the correlation coefficient of 0.83 was associated with a 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 whereas 31% of the variation is caused by other factors other than principals' administrative strategy on open communication.

4.1.4. Research Question Four

What is the relationship between principals' management of staff welfare strategy and teachers' job performance in Public Secondary schools in Nsukka Education Zone of Enugu state?

Table 4. 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

The results of Table 4 revealed that the correlation coefficient between principals' management of staff welfare strategy and teachers' job performance was 0.88. The data indicates that there exists a very high positive relationship between principals' administrative strategy in the management of staff welfare and teachers' job performance. This indicates that 77% of the variation in teachers' job performance is attributed to principals' administrative strategy on management of staff welfare whereas the remaining 23% of the variation is caused by other factors.

4.1.4. Test of Hypotheses

4.1.4.1. Hypothesis One

There is no significant relationship between principals' decision-making strategy and teachers' Job performance in public Secondary Schools in Nsukka Education Zone of Enugu state.

Table 5. Regression Analysis of the 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			

Data in Table 5 showed the analysis of the regression ANOVA test on the Significant Relationship between Principals' Decision-Making Strategy and Teachers' Job Performance in Nsukka Education

Zone. The calculation presented in the table showed that the significant probability value of 0.00 has a corresponding associated exact F-ratio value of 59.515. The significant probability value of 0.00 is far less than the set value of 0.05 level of significance indicating that the null hypothesis is invalid and therefore rejected. Based on this result, it was concluded that there was a significant relationship between principals' administrative strategy on decision-making and teachers' job performance in Public secondary schools in Nsukka Education Zone of Enugu state.

4.1.4.2. Hypothesis Two

There is no significant relationship between Principals' Delegation of Duty strategy and Teachers' Job Performance in Secondary Schools in Nsukka Education Zone of Enugu state.

Table 6. 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			

The result in Table 6 showed the analysis of the regression ANOVA test on the Significant Relationship between Principals' Delegation of duty and Teachers' Job Performance in Nsukka Education Zone. The calculation in Table 6 showed that the F-ratio of 157.397 was obtained at the associated significant probability value of 0.00. The 0.05 set level of significance was greater than the calculated 0.00 significant probability value when compared indicating that the null hypothesis is invalid and therefore rejected. The researcher based on the findings concluded that there is a significant relationship between principals' administrative strategy on delegation of duty and teachers' job performance in public secondary schools in Nsukka Education Zone of Enugu state.

4.1.4.3. Hypothesis Three

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

Table 7. 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			

The result in Table 7 showed the analysis of the regression ANOVA test on the Significant Relationship between Principals' Open Communication strategy and Teachers' Job Performance in Nsukka Education Zone. The calculation in Table 7, showed that the exact probability factor of 0.00 was associated with the calculated F-ratio value of 63.566. The hypothesis testing set significant level of 0.05 was compared with the calculated probability value of 0.00 and it 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 Nsukka Education Zone of Enugu state.

4.1.4.4. Hypothesis Three

There is no Significant Relationship between Principals' Management of Staff Welfare strategy and Teachers' Job Performance in Secondary Schools in Nsukka 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			

The data in Table 8 showed the analysis of the regression ANOVA test on the Significant Relationship between Principals' management of staff welfare strategy and Teachers' Job Performance in Nsukka Education Zone. From the findings, the exact probability value of 0.00 was associated with a calculated F-ratio value of 46.198. From Table 8 result, the 0.05 set significance value level is greater than the calculated significant probability value of 0.00 when compared indicating that the null hypothesis is invalid and therefore 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 Nsukka Education Zone of Enugu State.

4.1.5. 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 Nsukka 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 the 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 the 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 the variation in teachers' job performance is attributed to principals' administrative strategy in the management of staff welfare.

4.2. Discussion

The findings revealed that there exists 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 Nsukka education Zone of Enugu state. 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 findings are consistent with the findings of Desta [34] who found out that involving teachers in decision-making as well as accommodating their interests enhanced teachers' job performance in schools. The result is also in support of the findings of Ukala, Nwabueze and Madumere-Obike [35] which proved that being consistent in the decision-making process contributes to enhancing the performance of administrators in universities in Rivers State.

The findings revealed that there exists a positive relationship between Principals' Delegation of Duty 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 Nsukka education Zone of Enugu state. This is valid because the coefficient of

determination indicates that 27% of teachers' job performance in secondary schools is attributed to principals' delegation of duty function. The result is in line with the findings of Otegbulu [21] and Adeyemi [12] who found out in their respective studies that delegating duties to teachers and giving them a sense of belonging in school administration encouraged teachers' job performance in Imo state.

The findings revealed that there is a positive relationship between Principals' Open Communication strategy and Teachers' Job Performance. This means that principals' maintenance of open communication function has a significant positive relationship on teachers' job performance in secondary schools in Nsukka Education Zone of Enugu state. This was concluded from the coefficient of determination which indicated that 69% of teachers' job performance in secondary schools is attributed to principals' open communication function. The result agrees with the findings of Adeyemi [12] who found out that principals who use open communication in their administration contribute much in encouraging teachers' job performance.

The finding revealed that there is a positive significant relationship between Principals' management of staff welfare strategy and teachers' job performance as the result showed that the respondents are in agreement that principals attending to the personal needs of the staff, protecting teachers' interests, 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 above result is in consonance with the findings of George, Gerhard and Badenhorst [31] which stated that there was a 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 [33] who found out that job content and welfare services had a significant positive relationship with teachers' job performance in schools.

5. Conclusion

This study showed that 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 relationships with the teachers and the students thereby providing adequate material resources as well as motivation for the teachers in carrying out their responsibilities. Principals adopting these excellent strategies discussed in this study will go a long way in achieving the educational goals of secondary schools in Nigeria.

Based on the findings, the following recommendations were made:

1. Principals in public secondary schools should adopt positive administrative strategies as identified in this study to promote teachers' job performance.
2. Principals should carry their teachers along in decision-making for their improved job performance.
3. Principals should delegate duties to teachers based on seniority and competence to promote teachers' job performance
4. Principals should ensure open communication with their teachers in school administration to enhance their job performance
5. Principals should ensure adequate accommodation of teachers' views to enhance their job performance in schools.
6. Secondary school teachers should try as much as possible to relate well with their principals to improve their productivity and also contribute in achieving their educational goals at the highest level.

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