

## INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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### ABSTRACT

*The perceived low performance of some teachers in the discharge of their duties has become worrisome. The study investigated the influence of principals' management practices on teachers' job performance in public secondary schools in Anambra state. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted a descriptive research design. The population of the study consisted of 267 principals in the 267 public secondary schools in Anambra State. The instruments for data collection were two questionnaires structured by the researcher and titled "Principals' Management Practices Questionnaire (PMPQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The data collected were analyzed using mean and standard deviation for the research questions, while the hypotheses were tested at 0.05 level of significance using paired sample t-test. The findings from the study showed that principals' decision-making practice influenced teachers' job performance to a low extent and principals' delegation of duties practice influences teachers' job performance to a low extent in public secondary schools in Anambra State. The study concluded that the decision making practices of principals' showed a significant influence on teachers' job performance and principals' delegation practice influenced teachers' job performance to a low extent in public secondary schools in Anambra State. In recommendation, principals should involve teachers in decision-making and delegate duties to them to build trust and foster a sense of ownership to increase their job performance.*

**Keywords:** Principal, Management Practice, Teachers' Job Performance.

### INTRODUCTION

A school is an institution established for the purpose of teaching and learning. It is a place where pupils and students are refined and where formal education is given to the youths of the society. The successful coordination of instructional and administrative tasks within the school system depends largely on the principals.

Some objectives of secondary school education to include: providing all primary school leavers with the opportunity for education at a higher level, irrespective of sex, social status, ethnic background, offering diversified curriculum to cater for the differences in talents, opportunities and future roles; inspiring students with a desire for self-improvement and achievement of excellence, foster national unity with an emphasis on the common ties that unite us in our diversity; raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens and providing technical knowledge and vocational practices necessary for economic development. The actualization of the aforementioned objectives could be dependent on teachers' job performance. However, there are recent observation about the poor performance of some teachers in public secondary schools in Anambra Sate like lateness to school, absenteeism, non attendance to classes etc. These are serious threat to all levels of our educational system, because teachers are the expected professionals, entrusted with the responsibility to conserve, protect and sustain the future and destiny of the nation (Adinna & Okafor, 2023)

Therefore performance is defined as the measure of the degree and ability to carry out duties diligently. It is the act of carrying out and accomplishing a task. Yegoh (2018) defined performance as the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation. Teachers' job performance is the measurement of the degree of success or failure of teachers who have been assigned specific jobs or given responsibilities to perform which result to achieving the school goals. (Osegbue, et al., 2022) defined teachers' job performance as behaviour that can be evaluated which contributes to organizational effectiveness.

The principals make input to curriculum decisions and are aware of proposals that are being made, plan the subjects to be studied jointly with teachers and make sure that adequate teachers are

provided to teach the subject (Okeke, 2023). In view of the ongoing discussion, Pandey (2017) identified the following as principals' management practices necessary for teachers' job performance as adopting varieties of instructional leadership strategies, teachers' evaluation, monitoring and supervision strategies, staff-motivation, decision-making, communication, planning, coordinating and budgeting strategies, among others. Similarly, Osegbue, et al., 2025 maintained that Principals' management practices include a set of behaviour which should be exhibited by effective principals for academic success. The perceptions of individuals as regards school principals in the course of discharging their statutory duties has largely informed a rise in the variety of names and titles they are variedly identified with in different quarters, including director, instructional supervisor, adviser, public relations officer, curriculum director, chief education officer, school leader, among others. Thus, Asuquo and Etor (2021) noted that different principal management practices abound in educational organizations which includes; supervision, motivation, interpersonal relationship, communication, decision-making and delegation, but this study focused on principals' decision-making and delegation of duty practices.

Decision-making entails workers' involvement in management decision making processes in terms of choosing from an available alternative course of actions needed to solve prevailing organizational problems. Participatory decision-making practices is a departure from the traditional kind of decision-making (autocratic and dictatorial). Decision-making is the process of selecting the best/most preferred and workable action among other options or alternative courses of action available, either toward solving problems or the achievement of an objective. Decision-making is a sequential process ending in a single decision or series of decisions (choices) which stimulate or cause some actions (Ngussa & Gabriel, 2017).

The delegation process involves assigning responsibility, work or duty to subordinates, granting authority were the delegator relinquishes authority to the minors so that the task assigned is accomplished and account for the authority delegated to an individual. Accountability underpins the obligation of a subordinate to perform the responsibilities assigned to him/ her. Delegation of authority to employee helps workers to work independently to solve organizational problems which energies them to make team decisions and work on those decisions. Delegation of authority to teachers generates positive and direct influence on their job performance (Al-Jammal, et al., 2015).

In a secondary school setting, teachers' job performance is determined by the management practices of the principal. Considering that the job performance of secondary school teachers in Anambra State depend on the management practices adopted by the principals, it is therefore essential to determine the influence of principals' management practices on teachers' job performance in Public Secondary Schools in Anambra State.

## **STATEMENT OF PROBLEM**

In recent times, the topic of teachers' job performance has attracted a lot of attention among scholars and researchers. This may be due to the perceived low performance of some teachers in the discharge of instructional jobs. Evidence from literature have documented a high rate of low performance among some public secondary school teachers. Some teachers are under performing in their roles because they display; poor attitude to work, lateness to school, inconsistent attendance to classes, poor self-discipline, nonchalant attitude toward notes writing, marking attendance register and several other unacceptable behaviours which cannot contribute to the attainment of set goals.

There is no doubt that school principals are saddled with the responsibility of ensuring that teachers carry out their assigned responsibilities as expected. However, most school principals seem to give the impression that they are short of administrative competence. The ugly situation demands that school principals, as a matter of necessity, improve their management practices to nip such a discouraging situation in the bud. As institutional heads, principals are expected to make a tremendous improvement in their management practices to put under control the aforementioned challenges in the secondary school system. Therefore, this study was conceived to assess the influence of principals' management practices on teachers' job performance.

## **Purpose of the Study**

The main purpose of this study was to examine the influence of principals' management practices on teachers' job performance in Public Secondary Schools in Anambra State.

Specifically, the study sought to:

1. ascertain the extent principals' decision-making practice influence teachers' job performance in public secondary schools in Anambra State.

2. determine the extent principals' delegation of duties influence teachers' job performance in public secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

- 1 To what extent does principals' decision-making practices influence teachers' job performance in public secondary schools in Anambra State?
- 2 To what extent does principals' delegation of duty practices influence teachers' job performance in public secondary schools in Anambra State?

### **Hypotheses**

The following null hypotheses were formulated and were tested at 0.05 level of significance:

- 1 There is no significant influence of principals' decision-making practices on teachers' job performance in public secondary schools in Anambra State.
- 2 There is no significant influence of principals' delegation of duties practices on teachers' job performance in public secondary schools in Anambra State.

### **RESEARCH METHODOLOGY**

The design of this study was descriptive survey design which sought ascertain principals' decision making and delegation of duties on teachers'; job performance in public secondary schools in Anambra State. The population of the study comprised of 267 principals in the 267 public secondary schools in the six education zones in Anambra state. The sample of this study was 267 principals in the 267 public secondary schools in Anambra State using census sampling technique. The instrument for data collection was two structured questionnaires titled "Principals' management practices questionnaires (PMPQ)" and "Teachers' job performance questionnaires (TJPQ)". Responses to the questionnaire items were designed on a four-point scale of measurement of Very High Extent (VHE) 4points, High Extent (HE) 3points, Low Extent (LE) 2 points, Very Low Extent (VLE) 1 point. The instrument was validated by 3 experts, two experts from Educational Management and one expert from Measurement and Evaluation all from Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The method of data collection was direct delivery and retrieval through the aid of three trained research assistants. Reliability of the instrument was determined using Cronbach Alpha. Mean and Standard Deviation was used to answer research questions while Paired Sample t-test was used to test the null hypothesis at .05 level of significance.

## RESULTS

**Research question 1.** To what extent does principals' decision-making practice influence teachers' job performance in public secondary schools in Anambra State?

**Table I:** Mean Rating of principals' on the extent decision making practice influence teachers' job performance in public secondary schools in Anambra State;

Descriptive Statistics					
	Item Statement; as a principal you ensure	N	Mean	Std. Deviation	Remark
1	Solicits teachers' inputs in formulating school policies	263	1.74	0.95	LE
2	Utilizes teachers experiences in making decisions on sensitive issues	263	1.72	1.01	LE
3	Always seeks teachers' advice on matters concerning school-community relations	263	1.82	0.92	LE
4	Distributes leadership responsibilities to committees to get better ideas in making decisions	263	1.82	0.92	LE
5	Always considers the view points of teachers in resolving disputes	263	1.82	0.92	LE
6	Discusses instructional workloads with teachers to make necessary adjustment	263	1.82	0.92	LE
7	Jointly carry out the needs assessment to determine important school projects with teachers	263	1.82	0.92	LE
8	Held periodic meetings to solve challenges on students' performance with teachers	263	1.82	0.92	LE
9	Jointly review the level of implementation of the school work plan to enhance performance with teachers	263	1.82	0.92	LE
10	Involves teachers in decisions that affect them.	263	1.82	0.92	LE
<b>Total mean</b>			<b>18.02</b>	<b>9.32</b>	
<b>Grand mean</b>			<b>1.80</b>	<b>0.93</b>	<b>LE</b>

Results on table 1 above shows the descriptive statistics of mean ratings of principals on the extent decision making practice influence teachers' job performance in public secondary schools in Anambra State. From the result, item statements 1-10 with mean ratings of 1.74, 1.72, 1.82, 1.82, 1.82, 1.82, 1.82, 1.82, 1.82 and 1.82 respectively showed that principals' decision making practice influenced teachers' job performance to a low extent.

The grand mean of 1.80 showed that principals' decision making practice influence on teachers' job performance is to a low extent in public secondary schools in Anambra state.

**Hypothesis One:** There is no significant influence of principals' decision-making practice on teachers' job performance in public secondary schools in Anambra State.

Table 2: Paired sample t-test of principals ratings on the influence of principals' decision making practice (PDMP) on teachers' job performance (TJP) in public secondary schools in Anambra State.

Paired Samples Correlations						
Variables	N	Mean	Std Dev.	t-value	Df	P-value
PDMP-TJP	263	2.76	0.85	5.15	262	0.00

\*Significant at  $p < .05$

Analysis in Table 2 showed the paired sample t-test of principals on the significance of decision making practice (PDMP) on teachers' job performance (TJP) in public secondary schools in Anambra State. The result showed that *P-value* of 0.00 is less than 0.05 level of significance which resulted in the decision to reject the null hypothesis that principals decision making practice is not significant in influencing teachers' job performance in public secondary schools in Anambra State. Therefore, the study concluded that the

decision making practices showed a significant influence on teachers' job performance in public secondary schools in Anambra State.

**Research Question Two:** To what extent does principals' delegation of duties practice influence teachers' job performance in public secondary schools in Anambra State?

**Table 3:** Mean Rating of principals' on the extent delegation of duties practice influence teachers' job performance in public secondary schools in Anambra State?

Descriptive Statistics					
	Item Statement; as a principal you ensure	N	Mean	Std. Deviation	Remark
1	follows up all delegated assignments to ensure conformance with the responsibility	263	1.90	0.97	LE
2	provides proportional authority to task delegated	263	1.74	0.95	LE
3	uses criteria to determine which task to delegate	263	1.72	1.01	LE
4	provide adequate support to staffs to complete delegated tasks	263	1.82	0.92	LE
5	monitor the progress of assigned tasks	263	1.82	0.92	LE
6	consider him/herself as responsible for the delegated task	263	1.82	0.92	LE
7	assigns teachers to tasks in accordance with ranks	263	1.82	0.92	LE
8	ensure accountability on delegated tasks	263	1.82	0.92	LE
9	delegates task that is aligned with the school goals	263	1.82	0.92	LE
10	provides proportional authority to task delegated	263	1.82	0.92	LE
<b>Total mean</b>			<b>18.10</b>	<b>9.37</b>	
<b>Grand mean</b>			<b>1.81</b>	<b>0.93</b>	<b>LE</b>

The results on table 3 above shows the mean ratings of principals on the extent delegation of duties practice influence teachers' job performance in public secondary schools in Anambra State. From the result, item statements 1-10 with mean ratings of 1.90, 1.74, 1.72, 1.82, 1.82, 1.82, 1.82, 1.82, 1.82 and 1.82 respectively showed that principals' delegation of duties practice influenced teachers' job performance to a low extent. The grand mean of 1.81 showed that principals' delegation of duties practice influence on teachers' job performance is to a low extent in public secondary schools in Anambra State.

**Hypothesis Two:** There is no significant influence of principals' delegation of duties practice on teachers' job performance in public secondary schools in Anambra State.

**Table 4:** Paired sample t-test of principals on the influence of principals' delegation of duties practice (PDDP) on teachers' job performance (TJP) in public secondary schools in Anambra State.

**Paired Samples Correlations**

Variables	N	Mean	Std Dev.	t-value	Df	P-value
PDDP-TJP	263	2.46	0.21	2.87	262	0.00

*\*Significant at  $p < .05$*

Analysis in Table 8 showed the paired sample t-test of principals on the significance of delegation of duties practice (PDDP) on teachers' job performance (TJP) in public secondary schools in Anambra state. The result showed that  $P$ -value of 0.00 is less than 0.05 level of significance which resulted in the decision to reject the null hypothesis that delegation of duties practices. Therefore, the study concluded that the delegation of duties practices of principals' showed a significant influence on teachers' job performance in public secondary schools in Anambra state.

**DISCUSSION OF FINDINGS**

The findings are discussed under the following headings:

**Extent of decision making practice on teachers' job performance in public secondary schools in Anambra state**

The finding of this study showed that Principals' decision making practice influenced teachers' job performance to a low extent indicated by the grand mean of 1.80 in public secondary schools in Anambra State. Also, the study concluded that decision-making practices of principals' showed a significant influence on teachers' job performance in public secondary schools in Anambra State,  $P$  value= 0.00. This finding is in agreement with that of Elijah and Amaka (2020) who it was revealed in their study that, there is a moderate and significant positive relationship between principalship, decision making and teachers' job performance in public senior secondary schools in Rivers State. However, the extent of influence varied across studies, with this study finding a low extent of influence. This finding is also similar to the findings of the study by Adeolu and Rita (2022) whose study found that there was a significant relationship between principals' decision-making strategies and students' academic performance. This finding showed that involvement of teachers in decision making processes in terms of choosing from an available alternative course of actions needed to solve prevailing organizational problems influenced their job performance.

**Extent of influence of delegation of duties practice on teachers' job performance in public secondary schools in Anambra state**

The finding of this study revealed that Principals' delegation of duties practice influences teachers' job performance to a low extent as indicated by the grand mean of 1.81 in public secondary schools in Anambra State. Also, the study concluded that the Principals' delegation of duties practices of principals' showed a significant influence on teachers' job performance in public secondary schools in Anambra State,  $P$  value= 0.00. The study findings is similar to that of Onesmo et al., (2022) whose findings revealed that delegation of responsibility fosters shared leadership responsibility between head of schools and experienced teachers, as well as develops accountability and commitment among the teaching staff, which would inadvertently improve job performance. The findings of this study however differed from that of Segawa and Matovu, (2020) who found no statistically significant relationship between assignment of responsibilities and teachers' psychological job commitment. Factors that lead to commitment lead to improved job performance. This findings showed that delegating duties allows teachers to focus on areas they are passionate about while contributing to a broader educational goal. By sharing responsibilities, teachers can innovate and be more effective in their teaching, leading to improved student engagement and outcomes.

Principal management practices are essential factors in fostering teachers' job performance in public secondary schools. Effective principal management practices empower teachers to perform their duties efficiently. Therefore, principal management practices are critical determinants of teachers' job performance that should be prioritized in educational interventions aimed at enhancing teachers' productivity. This study investigated the influence of principal management practices on teachers' job performance in public secondary schools in Anambra State. The findings revealed that principals' management practices influenced teachers job performance to a low extent. This suggests that while principal management practices play a role in shaping teachers' job performance, their impact is relatively limited. Thus, the study concluded that principal management practices showed a significant influence on teachers job performance.

## Conclusion

Principals' management practices are essential factors in fostering teachers' job performance in public secondary schools. Effective principal management practices empower teachers to perform their duties effectively. Therefore, principal management practices are critical determinant of teachers' job performance that should be prioritized in educational interventions aimed at enhancing teachers' productivity.

## Recommendations

The following recommendations were made from the findings of this study.

1. Principals should involve teachers in decision-making processes to build trust and foster a sense of ownership to increase their job performance
2. Principals should delegate duties effectively, providing clear expectations, necessary resources, and adequate support to reduce teacher workload and improve their job.
3. Government should provide opportunity for principals as school managers to attend conferences, workshops, seminars and colloquiums on managerial practice at least once a year both nationally and internationally for more acquisition of knowledge for effective management practice in order to keep them at par with their foreign counterparts.

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