

PRINCIPALS' MANAGEMENT STRATEGIES AS PREDICTORS OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study examined principals' management strategies as predictors of teachers' job performance in public secondary schools in Anambra State. Two research questions guided the study while two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study was 267 principals in the 267 public secondary schools from the six Education Zones in Anambra State. The entire population was used in the study using census sampling technique. Two instruments were used for data collection: Principals' Management Strategies Questionnaire (PMSQ) and Teachers' Job Performance (TJPQ). The instruments were subjected to face and construct validation. The reliability of the instruments was done using Cronbach Alpha technique and the average coefficients were established at 0.78 for PMSQ and 0.85 for TJPQ. Simple linear regression statistical tools were used for the study. The findings of the study revealed that decision-making strategy and monitoring strategy positively and significantly predicted teachers' job performance in public secondary schools in Anambra State. The study concluded that principals' management strategies are positive and significant predictors of teachers' job performance in public secondary schools in Anambra State. Based on the findings, the study recommended that principals should adopt a friendly attitude in their approaches in managing teachers in their school and involve them in making decisions that affect them in order to keep improving and sustaining their job performance in public secondary schools in Anambra State

Keyword: Principals' management strategies, teachers' job performance

Introduction

Teachers are very important as far as education is concerned. Teachers promote quality education from the domain of teaching and learning through creative ideas, participation and cooperative learning, research, analysis and critical thinking, problem solving, innovation and encouragement of creative and divergent thinking. Adinna and Onyekwelu (2021) noted that teachers' activities in area of teaching and learning lead to proper development of knowledge, skills, attitudes, values that enable students to function effectively and live as responsible citizens and also make useful contributions to the society. Therefore, teachers' job performance play a crucial role in students' learning processes. Good performance of students depends on the effective job performance of their teachers in the school.

Teachers' job performance is the outcome of official tasks executed by members of teaching staff at a given time. Teachers' job performance is defined by Oguejiofor (2023), as the measure of the degree and ability of teaching staff to carry out their duties diligently to achieve predetermined goals. Adinna et al. (2024) asserted that teachers' job commitment in the school is a function of their improved academic performance. In Onyekwelu (2025) argument, teachers' performance is the act of work activities to meet the demand of a job in a given period. Asiegbu and Emegwa (2024) described teachers' job performance as the responsibilities and actions carried out by staff teaching to achieve daily classroom objectives and broader educational goals. Okaforcha and Nwabueze (2024) noted that teachers' job performance is concerned with overall ability of teachers to exhibit the right attitude to work, be committed and dedicated to the teaching roles and making deliberate efforts towards the attainment of educational goals and objectives. Teachers' job performance is described by Onyekwelu (2024), as the duties performed by teaching staff at a particular period in the school system in achieving organizational goals. The job performance of teachers could be accessed through the work activities such as lesson preparation, utilization of instructional resources, classroom organization, instructional delivery, conducting of examination and preparation of results among others.

Contextually, teachers' job performance is the execution and completion of tasks assigned to an individual teacher in the school. In the context of schools, a teacher's job performance encompasses the actions carried out in fulfilling responsibilities aligned with daily classroom objectives and broader education goals. These responsibilities may include effectively covering the designated curriculum, regularly assessing and grading students' work, managing classroom behaviour, and preparing lesson plans, among other task. Job performance entails the behaviours and outcomes exhibited by teachers that align with and support organizational objectives. Essentially, teachers' job performance reflects their ability to fulfill assigned duties and contribute meaningfully to achieving organizational goals. In order to accomplished school goals,

the principals could apply and practice good management strategies that could motivate teachers to perform their daily task at their best.

Principals' management strategies involve the organization and utilization of human and material resources for the achievement of educational goals. Onyekwelu (2024) opined that the application of a set of administrative strategies by principals is informed by the fact that principals are to bring all round development into the school, in order to improve teachers' performance. Furthermore, Eze et al. (2023) identified management strategies as follow: monitoring, use of committee system, staff performance appraisal, regular meeting, delegation of duties, participatory decision making and motivation. Okaforcha et al. (2024) submitted that management strategies is the process of evaluating, planning and implementing plans for the realization of school goals. In other words, they are set of behaviours that lead to effective job performance and without them in many cases the knowledge of school managers does not have any effect. Okaforcha et al. (2024) identify management practices as communication network, decision-making, supervision, leadership, motivation, fund management, coordinating, delegation, staffing, planning, organizing, directing, evaluating and mediator between the school and community to ensure active job performance among teachers in secondary schools. In the same vein, Izuehie (2024) noted that principals' managerial strategies could be assessed using the dimensions of their activities such as communication, good interpersonal relationships, discipline, use of resources, conflict resolution, integrity, motivating, delegating, building image, welfare management, supervision, availability for consultation and innovation in an organization.

Contextually, principals' management strategies are the managerial technique of planning, organizing and controlling the available human and material resources in order to attain set objectives in the school. There are number of management strategies which in one way or the other can assist the school principals in discharging out their daily activities. Failure to take into cognizance may likely to encounter problems in the management of their schools. Thus, the management strategies adopted in this study include decision-making strategy and monitoring strategy. Thus, principals' management strategy of decision-making strategy is crucial for improving teachers' job performance.

Decision-making is the act of identifying and selecting a course of action based on evaluation of the available alternatives. It is essential to involve teaching staff in school decisions making process. Ikediugwu and Ibezim (2023) stressed that through participatory decision-making strategies (approach); teachers benefit from one another's experience and enhance their teaching effectiveness by offering constructive suggestions and appropriate feedbacks to each others. Egboka and Onyeagba (2024) asserted that teachers' participation in decision-making gives them the opportunity to voice their opinions, and to share their knowledge with school administrators and fellow teachers. It provides opportunities for them to acquire new knowledge and insights. Manafa and Adinna (2023) pointed out that teachers' participation in decision-making creates an energetic atmosphere in school and strengthen teamwork. Some secondary school teachers in Anambra State seem to be excluded by principals in decision-making. This corroborates Ughamadu et al. (2024) who observed that some secondary school principals in Anambra State do not involve subordinates in decision-making even where it affects them. This may be the possible explanation of teachers' misconduct and negative attitudes to work in some public secondary schools in Anambra State. The negative attitudes seem to adversely affect their job performance which needs motivation and monitoring to boost the morale of teachers. Thus, principals adopting monitoring strategy to ensure proper involvement of staff in decision-making may be an approach to improve on teachers' performance.

Monitoring is the act of observing the activities of personnel in the school. It provides opportunity for principals to ascertain the challenges encountered by teachers during instructional delivery. Uzokife and Mbonu (2023) stressed that principals supervise and monitor the work and behaviour of teachers in order to improve individual teachers' competencies that could position them for effective teaching outcome. The monitoring strategies include; class visits, school attendance verification, checking of teachers' lesson notes and plans. Ezeaku and Obi (2025) observed that the way some principals monitor, control and motivate teachers in Anambra State is not impressive. Ibezim (2024) explained that supervision is the process of administration that involves the push to manage everyday activities of individuals or groups of people working in the school system. Okaforcha and Nwabueze (2024) credited that good supervision skills of principals including classroom visitation skill, motivational skill, monitoring skill and interpersonal skill would strengthen the participation of teachers in school community programmes. The principal is the leader, and as a leader in any group is considered as having the best ideas, possessing the greatest understanding of situations and providing the best guidance and supervision to improve teachers' activities (Mohammed et al., 2024). Therefore, a situation whereby principals fail to adopt effective administrative strategies in

managing the schools like visiting classes and observing teachers' delivery of instruction, this might invariably lead to poor job performance of teachers in schools.

It is a reality that teachers are the instrument through which educational objectives can be achieved. If teachers are properly motivated, they might be committed and satisfied to give their best at work to promote performance as well as enhance moral development of their students. Teachers in public secondary schools have been observed to be seeking for alternative means to make ends meet in recent times, causing divided attention in their teaching profession, coming late and absenting from school, irregular attendance to class, dissatisfaction, lack of concentration, low commitment to work among others. These lapses are maybe as a result of poor application of principals' management strategies. This seemed to mean that school management is not working up to expectations. It appears school management does not effectively and efficiently provide the teachers with all the necessary services that might help in improving teachers' job performance in public secondary schools in Anambra State. It is against this backdrop, therefore, that this study strived to ascertain principals' management strategies as predictors of teachers' job performance in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to examine principals' management strategies as predictors of teachers' job performance in public secondary schools in Anambra State. Specifically, the study sought to:

1. find out the predictive value of principals' decision-making strategy on teachers' job performance in public secondary schools in Anambra State.
2. determine the predictive value of monitoring strategy on teachers' job performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of principals' decision-making strategy on teachers' job performance in public secondary schools in Anambra State?
2. What is the predictive value of principals' monitoring strategy on teachers' job performance in public secondary schools in Anambra State?

Hypotheses

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

1. Principals' decision-making strategy does not significantly predict teachers' job performance in public secondary schools in Anambra State.
2. Principals' monitoring strategy does not significantly predict teachers' job performance in public secondary schools in Anambra State.

Research Methods

The study was carried out in public secondary schools in Anambra State. Two research questions guided the study while two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study was 267 principals in the 267 public secondary schools from the six Education Zones in Anambra State. The entire population was used in the study using census sampling technique. Two instruments structured by the researcher were used for data collection: Principals' Management Strategies Questionnaire (PMSQ) and Teachers' Job Performance (TJPQ). The instruments were subjected to face and construct validation. The face validation was done using three experts while construct validation was carried out by Principal Component Analysis (PCA) with the help SPSS v.26. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficient values of 0.78 for PMSQ and 0.85 for TJPQ were obtained and considered highly reliable and suitable for the study. Out of 267 copies of the instrument administered, 255(96%) of the instrument were correctly completed and returned. Simple linear regression statistical tool was used for the study.

Data Analysis

Research Question One: What is the predictive value of principals' decision-making strategy on teachers' job performance in public secondary schools in Anambra State?

Table 1: Summary of simple regression analysis on the predictive value of principals' decision-making strategy on teachers' job performance in public secondary schools in Anambra State

	Unstandardized	Std. Dev.	Standardized
	β	β	β
Constant	35.059	3.478	
Decision-making strategy	0.678	0.206	0.663
R	0.663		
R ²	0.547		
Adj. R ²	0.518		

The summary of the simple regression analysis as shown in Table 1 indicated that the regression line has a positive intercept as presented by the constant value of 35.059. This means that if all the variables are held constant or fixed (zero) at the expense of principals' decision-making strategy, teachers' job performance will be valued at 35%. The analysis showed that principals' decision-making strategy positively predict teachers' job performance in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.663$). More so, the standardized beta is also values at $\beta = 0.663$ which indicated that principals' decision-making strategy is a positive predictor of teachers' job performance in public secondary schools in Anambra State. This implies that a unit rise in principals' decision-making strategy led to 0.663(66%) rise in teachers' job performance in public secondary schools in Anambra State. The coefficient of determination (R^2) value of 0.547 indicated that the explanatory power of the variable was moderately strong. This implies that 55% of the variations in teachers' job performance in public secondary schools in Anambra State were accounted for by the variations in principals' decision-making strategy. The adjusted R^2 supported the claim of the R^2 with a value of 0.518 indicating that 52% of the total variation in the dependent variable of teachers' job performance was explained by the independent variable of principals' decision-making strategy in public secondary schools in Anambra State.

Research Question Two: What is the predictive value of principals' monitoring strategy on teachers' job performance in public secondary schools in Anambra State?

Table 2: Summary of simple regression analysis on the predictive value of principals' monitoring strategy on teachers' job performance in public secondary schools in Anambra State

	Unstandardized	Std. Dev.	Standardized
	β	β	β
Constant	30.426	4.217	
Monitoring strategy	0.572	0.305	0.546
R	0.546		
R ²	0.442		
Adj. R ²	0.421		

The summary of the simple regression analysis as shown in Table 2 indicated that the regression line has a positive intercept as presented by the constant value of 30.426. This means that if all the variables are held constant or fixed (zero) at the expense of principals' monitoring strategy, teachers' job performance will be valued at 30%. The analysis showed that principals' monitoring strategy positively predict teachers' job performance in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.546$). Additionally, the standardized beta is also values at $\beta = 0.546$ which revealed that principals' monitoring strategy is a positive predictor of teachers' job performance in public secondary schools in Anambra State. This implies that a unit improvement in principals' monitoring strategy led to 0.546(55%) improvement in teachers' job performance in public secondary schools in Anambra State. The coefficient of determination (R^2) value of 0.442 indicated that the explanatory power of the variable was moderately strong. This implies that 44% of the variations in teachers' job performance in public secondary schools in Anambra State were accounted for by the variations in principals' monitoring strategy. The adjusted R^2 supported the claim of the R^2 with a value of 0.421 indicating that 42% of the total variation in the dependent variable of teachers' job performance was explained by the independent variable of principals' monitoring strategy in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis One

H₀₁: Principals' decision-making strategy does not significantly predict teachers' job performance in public secondary schools in Anambra State.

Table 3: Test of significance of simple regression analysis on principals' decision-making strategy as predictor of teachers' job performance in public secondary schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β	t- value	p- value
Constant	35.059	3.478		25.425	0.000
Decision-making strategy	0.678	0.206	0.663	23.548	0.000
R	0.663				
R ²	0.547				
Adj. R ²	0.518				
F	42.524				0.000

The summary of the test of significance of simple regression analysis as shown in Table 3 showed that the regression line is constant at 35.059; simple regression coefficient (R) is valued at 0.663 while the R² is valued at 0.547 and Adjust R² is valued at 0.518. The F-ratio associated with regression is significant at 42.524, the t-test is 23.548 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance at 0.05, the study therefore rejected the null hypothesis that principals' decision-making strategy does not significantly predicted teachers' job performance in public secondary schools in Anambra State and do not reject the alternative hypothesis that principals' decision-making strategy significantly predicted teachers' job performance in public secondary schools in Anambra State.

Hypothesis Two

H₀₂: Principals' monitoring strategy does not significantly predict teachers' job performance in public secondary schools in Anambra State.

Table 4: Test of significance of simple regression analysis on principals' monitoring strategy as predictor of teachers' job performance in public secondary schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β	t- value	p- value
Constant	30.426	4.217		22.531	0.000
Monitoring strategy	0.572	0.305	0.546	20.832	0.000
R	0.546				
R ²	0.442				
Adj. R ²	0.421				
F	32.584				0.000

The summary of the test of significance of simple regression analysis as shown in Table 4 showed that the regression line is constant at 30.426; simple regression coefficient (R) is valued at 0.546 while the R² is valued at 0.442 and Adjust R² is valued at 0.421. The F-ratio associated with regression is significant at 32.584, the t-test is 20.832 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance at 0.05, the study therefore reject the null hypothesis that principals' monitoring strategy does not significantly predicted teachers' job performance in public secondary schools in Anambra State and do not reject the alternative hypothesis that principals' monitoring strategy significantly predicted teachers' job performance in public secondary schools in Anambra State.

Discussion of the Findings

Findings on the predictive value of principals' decision-making strategy on teachers' job performance in public secondary schools in Anambra State revealed that principals' decision-making strategy exhibit a positive predictive value of 0.663 on teachers' job performance in public secondary schools in Anambra State. This implies that improvement in the practices of principals' decision-making strategy will bring about 66% increases in teachers' job performance and vice versa in public secondary schools in Anambra State. This finding is in agreement with the findings of Madukwe et al. (2022) that school principals make certain decisions concerning instructions by considering the consequences; and encourage teachers to modify teaching-learning environment for effective teaching; allow teachers take part in drafting school budget. In line with the study findings, Eze et al. (2023) findings indicated that the application of direct staff participation in decision-making makes a positive contribution to a range of indicators of their performance,

such as output, quality, and reduction in turnover throughout time, as well as reducing sickness and absenteeism. Affirming this, Bello and Oredein (2023) found that there is a significant effect of employees' involvement in decision-making on their performance. This means that staff effectiveness is enhanced by involving the staff in all administrative activities of the school. Edo and Johnson's (2024) findings indicated that staff involvement practices highly and significantly relate to teachers' job performance in public secondary schools. In this vein, Ibezim (2024) findings disclosed that, staff with a high involvement, whose jobs act as the centre of their lives, is expected to work much harder than those with a low involvement. Similarly, Okaforcha et al. (2024) findings indicated that teachers could take a greater role in the overall success of the school when they commit to being active participants in the decision-making process. Moreover, teachers need to feel they have more to offer to the school than just teaching within their classroom. When staff are involved in all managerial decisions, it helps them to develop ownership of all decisions made, create opportunities for them to share ideas, learn from each other, and this helps them to perform at their best when these plans are finally implemented, thereby promoting effective administration which are geared at working toward a school goal.

Findings on the predictive value of principals' monitoring strategy on teachers' job performance in public secondary schools in Anambra State revealed that principals' monitoring strategy exhibit a positive predictive value of 0.546 on teachers' job performance in public secondary schools in Anambra State. This implies that improvement in the practices of principals' monitoring strategy will bring about 55% increases in teachers' job performance and vice versa in public secondary schools in Anambra State. The findings of the study supported the finding of Okafor (2022) that principals apply monitoring strategy to motivate teachers to do their job in secondary schools. The finding of this study also agrees with the finding of Amaefule et al. (2022) that principals' monitoring teachers help improve teaching and learning, and ensure that students are safe and supported. Uzokife and Mbonu (2023) findings affirmed that constant classroom visitations are paid to teachers in order to observe their teaching methodologies and regular classroom attendance of teachers is constantly taken to ensure their commitment to their job. Similarly, Mohammed et al. (2024) that principals effectively employ monitoring strategies in the areas of teachers' activities to ensuring that all teachers' activities are always monitored in order to aid their performance towards effective instructional delivery,. The finding also agrees with the findings of Okaforcha and Nwabueze's (2024) that principals' classroom visitation and monitoring skills have positive and significance relationship with teachers' job performance in public secondary schools in Anambra State. They indicated that secondary school principals in Anambra State oversee teachers' activities to ensure that policies, principles, rules and regulation are adhered to, for the purpose of achieving education goals and objectives. The principals monitor the work of member of staff to find out whether it is in line with stated standard, and if not, they corrects, directs, teaches and assist the teachers to improve on their instructional delivery.

Conclusion

The findings of the study showed that principals' management strategies determined the level of teachers' job performance in public secondary schools in Anambra State. As such, teachers' motivation to work hard, attend to students' academic needs and preferring solutions to students' problems depends largely on the effective management strategies adopted by the school principals. Therefore, principals' management strategies are absolutely necessary in any academic settings for adequate teachers' job performance. The study therefore concluded that principals' management strategies are positive and significant predictors of teachers' job performance in public secondary schools in Anambra State.

Recommendations

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

1. Principals should adopt a friendly attitude in their approaches in managing teachers in their school and involve them in making decisions that affect them in order to keep improving and sustaining their job performance in public secondary schools in Anambra State.
2. Ministry of Education should come up with management strategies aimed at training and re-training of principals of public secondary schools in monitoring of teachers for effective job performance, such as principals as supervisors should endeavour to pay adequate attention to classroom visitation and provide professional assistance and guidance where necessary.

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