

Relationship between Teachers' Perception of Principals' Management Strategies and Their Job Performance in Public Secondary Schools in Anambra StateNdubizu, Carole Uzonwa A. &
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Abstract. The study examined the relationship between teachers' perception scores of principals' management strategies and their job performance in secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Correlation survey research design was adopted for the study. The study was carried out on a population of 6,402 teachers within the six education zones in the state. Sample sizes of 1,056 teachers were drawn through multistage sampling technique. Two instruments titled Principals' Management Strategies Questionnaire and Teacher Job Performance Questionnaire were used to collect data for the study. Trial testing of the instruments was carried out in Enugu State and the reliability coefficients obtained were 0.74 and 0.76 using Cronbach's alpha method. Pearson's Product Moment Correlation Coefficient was used to answer the research questions and p-value for the hypotheses. The findings revealed there is a low positive and significant relationship between male teachers' perception scores of principals' disciplinary strategy and their job performance in public secondary schools in Anambra State. There is a medium positive and significant relationship between female teachers' perception scores of principals' disciplinary strategy and their job performance in public secondary schools in Anambra State. Based on the findings, it was recommended that proactive disciplinary strategy should be adopted to forestall peace, justice and equity in Anambra State public secondary schools and beyond, to enhance teacher job performance in alliance with the goals and objectives of Federal Republic of Nigeria National Policy on Secondary Education.

Keywords: Management, Management Strategies, Job performance

Introduction

Education as a relative concept is a functional instrument of transformation of individual learners, through the agency of education; at different dimensions of life existence. It provides opportunities for the empowerment of learners and possible skill acquisitions that are relevant for societal developments and sustenance (Nworgu, 2015). As a beneficial source of knowledge; education significantly improves the quality of lives of the people and the managerial strategies adopted by principals of schools, in relationship to teachers' job performance at the advantage of the educational system. Consequently, it predicts and streamlines the eclectic management practices applied in public secondary schools in Anambra State as perceived by teachers which include; disciplinary, strategy, communication and motivational among others. Their modalities of implementation to a large extent depend on their individual demographic attributes which include gender, qualifications, experience, location (Daresh, 2014; Dimmock, 2017).

In view of the claimed assumptions, Nnachi (2018) defined education as a fundamental bedrock for human development that generates innovations at different dimensions of studies through the process of education as a tool. The very aim is to successfully accomplish the educational goals and objectives of secondary education (Federal Republic of Nigeria National Policy, 2014).

Apparently, the concept of education is holistic and supportive in the strategic development of both human and material resources in order to establish healthy managerial relationships between the relevant variables predicted. Therefore, education in general contributed immensely to the development of theories and principles through its operations as authentic guides to strategic management of secondary schools (Daresh, 2014). Hence, education is as prominent as life existence; for the promotion and recognition of individual professionals all over the globe, for purposes of skills and knowledge acquisitions through the primary and secondary orientations, until one graduates to tertiary level in higher institutions.

Secondary education in the contemporary, function as a vital educational avenue for the empowerment of learners at such level of education. Pragmatically, it functions as a preliminary basic link between the primary and the higher level of education, in the strategic management process. It is usually identified as a formalized type of education for the training and managements of teenagers, for purposes of acquiring certain basic skills and career prospects, prior their tertiary educational experience. It has been observed that teachers occupy vital strategic positions in the management and development of public secondary schools in Anambra State and beyond. They progressively partner with the principals as close collaborates in the education of learners to enhance job performance. Most teachers judiciously function; but receive their irregular remunerations and poor motivational incentives with regrets in schools. Public secondary schools are the government owned schools, whose conditions today have become a national rife and greatly worrisome. Reasons being attributed to interior locations, high enrollment rate and poor managerial strategies adopted by principals of public schools hence; teachers tend to function as classroom managers and amateur traders, to make both ends meet. In matters of discipline, their misconduct in morals and examination issues has overruled their ethical practices and standards, to the detriment of secondary education managements. The principals proactively manage the schools; adopting varieties of managerial strategies; such as disciplinary strategy, communication strategy, supervision strategy, motivational and human relation strategy among others; which often exposed then to certain managerial challenges. These problems often overwhelm the scope of the principals' dimensions of principal-ships. Hence, the goals and objectives of secondary education over the years have not been perfectly accomplished. It is in relation to these managerial outcomes and possible deficiencies that one examined the relationship between the teachers' perception scores of the principals' management strategy, and their job performance in public secondary school in Anambra State.

Research Questions

1. What is the relationship between male teachers' perception scores of the principals' disciplinary strategy and their job performance in public secondary schools in Anambra State.?
2. What is the relationship between female teachers' perception scores of the principals' disciplinary strategy and their job performance in public secondary schools in Anambra State.?

Hypotheses

1. The relationship between the male teachers' perception scores of the principal's disciplinary strategy and their job performance in public secondary schools in Anambra State was not significant.
2. The relationship between the female teachers' perception scores of the principal's disciplinary strategy and their job performance in public secondary schools in Anambra State was also not significant.

Method

A correlational survey research design was adopted for the study. This design according to Nworgu (2015) is one which seeks to establish what relationship exists between two or more variables. The study was guided by two research questions and two hypotheses were tested at 0.05 level of significance. The study was carried out in Anambra State on a population of 6,402 teachers in the six education zones of the state. The sample consisted 1056 teachers drawn using multistage sampling procedure. Questionnaire instruments teachers' perception of principals' management strategy questionnaire and teachers' job performance questionnaire were used to collect data for the study. The instruments were validated by three experts. A reliability coefficient of 0.74 and 0.76 were obtained for the two questionnaires using Cronbach's Alpha method. Data collected for the study were analyzed using Pearson's Product Moment Correlation.

Results

Table 1. Pearson's r on male teachers' perception scores of principals' disciplinary strategy and their job performance

Source of Variation	N	r	p-value	Remark
Disciplinary Strategy	383	0.350	0.00	Low Positive and Sig Relationship
Job Performance				

Table 1 shows that there is a low positive and significant relationship between male teachers' perception scores of the principals' disciplinary strategy and their job performance in public secondary schools in Anambra State.

Table 2. Pearson's r on female teachers' perception scores of principals' disciplinary strategy and their job performance

Source of Variation	N	r	p-value	Remark
Disciplinary Strategy	647	0.470	0.00	Medium Positive and Sig Relationship
Job Performance				

Analysis in Table 2 shows that there is a medium positive and significant relationship between female teachers' perception scores of the principals' disciplinary strategy and their job performance in public secondary schools in Anambra State.

Discussion of Findings

The results of the findings as perceived across both gender disparities of teachers reveal low and moderate positive relationships in public secondary schools, with Pearson (r) records of 0.350 and 0.470. This is indicative of the deficiencies discovered in the implementation of the disciplinary techniques in Anambra State.

Orakwue and Asalu (2018) in affirmation argued that the very essence of adopting disciplinary technique is for the Government and principals to check individual misconducts and anti-social behavior of the students, teachers and even the principals in the public schools, based on certain relevant demographic attributes which include; principals' gender, experience, academic qualifications, location of the institution, family, and health challenges. Nwaka (2010) in support of this view affirmed that disciplinary technique is an essential strategy and contributory factor in the effective management of schools, else educational system will crumble lacking orderliness in the integrity of character of it products and citizens (UNESCO,

2010). Further analysis of the hypothetical testing of the indices correlated show a relative significant relationship with p-value that is less than 0.05 levels of significance to satisfy the linearity of the relationships between the variables (Nworgu, 2015).

In consonant with the standing view, Nwogbo (2009) in her research also contributed that the application of appropriate disciplinary strategy results in the production of quality students and teachers that graduate into heroic future leaders for benefit of the society and the globe. In alliance, further testing of hypothesis was conducted which yielded a significant result with an expected P-value that is less than 0.05 level of significance, to ascertain the linear relationship between the relevant variables and their degree of freedom (Nworgu, 2015).

Conclusion

There is a low positive and significant relationship between male teachers' perception scores of the principals' disciplinary strategy and their job performance in public secondary schools in Anambra State. There is a medium positive and significant relationship between female teachers' perception scores of the principals' disciplinary strategy and their job performance in public secondary schools in Anambra State.

Recommendations

Based on the findings, the following recommendations were therefore proffered.

1. More proactive disciplinary strategy should be adopted to forestall peace, justice and equity, in alliance with the goals of the Federal republic of Nigeria National Policy on Education to improve job performance standards in schools.
2. Principal should also create significant adjustment in their pragmatic approach to implementing disciplinary strategy especially in examinations to improve teacher job performance and commitment within Anambra state public schools.
3. Annual workshop on disciplinary strategies and examination irregularities should be organized to enlighten the principals, teachers, and other relevant stakeholders in Anambra State public secondary schools and beyond, for significant job performance accomplishment.

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