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RELATIONSHIP BETWEEN TEACHERS' PERCEPTION OF PRINCIPALS' MANAGEMENT STRATEGIES THEIR JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study examined the relationship between the teachers' perceptions scores of the principals' managerial strategies and their job performance in public secondary schools in Anambra State. Ten research questions guided the study. Ten hypotheses were tested at 0.05 significant levels. Correlational survey research design was adopted. The study was carried out in Anambra State. The population of the study consisted of 6402 public secondary school teachers, and 258 principals within the six education zones in the state. Sample size of 1056 teacher respondents were used ; adopting multistage random sampling techniques for the selection. Gender as moderator variable was also adopted for the study. Questionnaire instruments of 65 Items, titled" Teacher Questionnaire" (T Q); was used for the study as adopted and validated by educational experts. Trial testing of the instruments was determined in Enugu State; to obtain the reliability indices of 0.746 and 0.766, which were reliable, based on Frankell and Wallen (2016),approval reliability index of 0.700. Cronbach Alpha procedure was used to measure the internal consistency of the instruments. Data were collected by the researcher within the three selected sample zones. As the study operates at interval level of measurement, Pearson Products Moment Correlation Coefficient was used, to answer the research questions. The hypotheses were tested at 0.05 levels of significance. Results from the findings among others revealed; a significant low positive relationships, between the teachers' perceptions scores of the principals' management strategies and their job performance, in the application of motivational strategy, as ascertained by both teacher gender respondents. In contrast; a

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significant medium positive relationship existed between the key variables, in the implementation of communication strategy as identified by both teacher gender respondents also. Based on the findings, certain recommendations were proffered among others; that regular workshops and seminars on modern motivational strategy at different levels of learning should be organized, to enhance teacher job performance and other managerial practices and leadership skills and qualities, in public secondary schools in Anambra State and beyond.

Keywords: *Teachers, Relationships, Principals, Perceptions, Management, Strategies, Job Performance.*

Introduction

Education fundamentally is an attribute of human development; that creates empowerment and innovations, through the appropriate implementation of the management strategies adopted in schools. Apparently, it recognizably generates relevant and knowledge for the basic survival of individuals, and for the sustainability of the existing educational system in Anambra State and beyond. Hence, education operates as a strategic means of developing the world and all its components in order to logistically maintain such a healthy managerial relation among the various valuable resources both human and material (Nachi, 2018). In assumptions, these compatible educational elements operated as authentic guides for school management, especially in public secondary schools within the State(Apple,2018).

However, the contemporary secondary level of education is significantly recognized as a vital instrument for the development and transformation of learners ,as confirmed by prominent educational scholars (Nworgu, 2015).Therefore, secondary education is an educational link that technically graduated from the primary to the tertiary level, through Basic and Post-Basic programs, under strategic managerial paradigm (Federal Republic of Nigeria, 2014).It is significantly valued in the training and management of teenagers, prior their tertiary education and career development in the various sectors .Based on antecedent reports ,secondary education is categorized into Junior Basic and Post –Basic sections , as originally introduced by the Federal Government in the following forms thus: 6-3-3-4 system and 9-3-4 educational system

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Tahir (2001),UNESCO,2010)ed. These were usually owned by either State or Federal Government. In the specified location for the research, population parameter of 258 public secondary schools, equivalent to the total number of functional principals existing within the six education zones in Anambra State were recorded for the study . Significantly, the broad goals and objectives of secondary education is to prepare learners to be useful contributors to the valued global educational enterprise and to advance progressively into the tertiary level of education(Obi & Onuselogu, 2018).

In essence, secondary education is geared towards raising future generations of eminent professionals who would accomplish in the State the goals and objectives of education through the strategic management of their career prospects to improve job performance based on the principals 'idiographic attributes namely; gender, qualifications, experience ,location among others .Gender in this study served as moderator variable that strengthened the degree of the relationship . For instance , the population of the contemporary school dropouts are on the increase progressively ,probably as a result of poor application of managerial strategies in public schools. These managerial indicators investigated include ;supervision strategy, communication strategy disciplinary strategy ,motivational strategy, and human relation strategy among others. In the process of the implementation, they often meet certain managerial challenges that tremendously overwhelm the scope of the principals' dimensions of principal ship.(Apple,2018).

Teachers on the other hand occupy salient strategic positions in the managements and development of public secondary schools in Nigeria just as operative in Anambra State. They progressively partner with the principals as close collaborative even under the pressure of poor motivational incentives at work places .Hence ,their perception scores in this correlation study was significant for allied assessment by other educational experts .Moreover, reports from the situation analysis of schools revealed worrisome condition ,that called for profundity research and urgent remedy in public schools , especially in the rural areas .Probably as a result of poor

managerial strategy adopted with the recent high enrollment rate militating against the progress and development of public secondary schools in the dimensions of motivation ,supervision, communication, discipline, and human relation among others (Apple, 2018).

In view of all these managerial deficiencies in the various States especially the dimensions of my scope of the study .There is therefore an exigent need to examine the teachers' perceptions scores; both males females of the principals managerial strategies and their job performance in public secondary schools in Anambra State

Research Questions

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

Hypotheses

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

Research Method

Ten research questions guided the study. Ten hypotheses were tested at 0.05 levels of significance. The study adopted a correlation survey research design. The study was carried out in Anambra State. The study population consisted of 6402 public secondary school teachers, and 258 public school principals, within the six education zones in the state. Sample size of 1056 teacher respondents was used; adopting multistage random sampling techniques for the selection. Gender was also adopted as a moderator variable. Questionnaire instruments of 65 items titled teacher questionnaire (TQ), was adopted as validated by educational

experts. Trial testing of the instruments was determined in Enugu State , to obtain reliability indices of 0.746 and 0.766. The instrument was reliable based on Frankell and Wallen (2016) approval index of 0.700. Cronbach alpha procedure was used to measure the internal consistency of the instrument. Data collected by the researcher were analysed, using Pearson's Product Moment Correlation Coefficients, to answer the research questions and to test the hypotheses at 0.05 levels of significance.

Presentation of Results

Hypothesis 1:

There is no significant relationship between male teachers' perceptions scores of principal's motivational strategy and their job performance in public secondary schools in Anambra State as ascertained by both male and female teacher respondents.

Table1. Test of significance of Pearson's correlation between male teachers' perceptions scores of principal's motivational strategy and their job performance

Source of Variation	N	Motivational Strategy	Job Performance	p-value	Remark
Motivational Strategy	383	1.00	0.209	.000	Significant
Job Performance	383	0.209	1.00		

Table 1 reveals that the relationship between male teachers' perception scores of principals' motivational strategy and their job performance in public secondary schools in Anambra State was significant, r. (383) = 0.209, *P*-value <0.05. The seventh null hypothesis was therefore rejected.

Hypothesis 2: There is no significant relationship between female teachers' perceptions scores of principal's motivational strategy and their job performance in public secondary schools in Anambra State.

Table 2. Test of significance of Pearson's correlation between female teachers' perceptions scores of principal's motivational strategy and their job performance

Source of Variation	N	Motivational Strategy	Job Performance	p-value	Remark
Motivational Strategy	647	1.00	0.391	.000	Significant
Job Performance	647	0.391	1.00		

Table 2 shows that the relationship between female teachers' perception scores of principals' motivational strategy and their job performance in public secondary schools in Anambra State was significant, r. (647) = 0.391, *P*-value <0.05. The null hypothesis was rejected.

Discussion of Findings

Indications from the result of the findings, as perceived by both male and female teachers, significantly reveal low positive relationship between the teachers' perception scores of the principals' motivational strategy and their job performance, based on Pearson (r) 0.209 and 0.391 correlational coefficient as interpreted by Nworgu (2015). Such tangible or intangible motivational incentives that appear negligible are often highly significant in the management of human resources in institutions which most principals fail to practice. This view is consistent with the findings of Ezeugbor (2019) that highly motivated teachers either by cash or kind tend to exhibit self-actualization level of motivation and job satisfaction in any organization based on Abraham Maslow's theories and principles.

In support of this assumption, Watt & Richardson, (2017) noted from their study that certain motivational stimulus,

do not illicit any substantial effects on some persons, while in others the effects are tremendous. Such knowledge would be very expedient for principals' management skills acquisition and professional training update nationwide. This is similar to the findings of Unachukwu and Okereke, (2009), that motivation enhances students' learning skills and substantially improves the teachers' over all achievement in public schools. More so, the result of the hypothesis confirmed the validity and reliability of the findings which indicate relative significance relationship with a p-value that is less than 0.05 alpha level of significance and degree of freedom (p-value < 0.05), with a view to ascertain the linearity of the relationship between the data of the relevant variables analyzed.

Conclusion

In view of the findings, the researcher imperatively established significant positive relationships, between the teachers' perception scores of the principals' overall management strategies, with their job performance in public secondary schools in Anambra State, with a P-value that is < 0.05, indicating a reject of the null hypotheses that there is no significant relationship between the key variables

Recommendations

Annual workshop on the topic should be organized to enlighten the principals, relevant stakeholders and other personnel resources, on the significance of adopting appropriate managerial strategies , in relation to the teachers overall job performance level in Anambra State public secondary schools..

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