

**INNOVATIVE STRATEGIES FOR MANAGING TEACHERS EFFECTIVE JOB PERFORMANCE IN SECONDARY SCHOOLS IN AWKA EDUCATION ZONE OF ANAMBRA STATE.**

**BY**

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**ABSTRACT**

This study examines the innovative strategies on teacher job performance in secondary schools in Anambra State. Effective principalship is crucial for improving teacher productivity, student outcomes, and overall school performance. The study was specifically set to determine the impact of innovative Strategies role on teachers job performance in secondary schools in Awka local government area of Anambra State, establish the participatory decision making strategies on teachers job performance in secondary schools in Awka local government area of Anambra State, and establish the impact of principals demonstration role on teachers job performance in secondary schools in Awka local government area of Anambra State. The survey design was adopted and the simple random sampling techniques were employed in this study. The population size comprise of 1518 teachers in Awka Education zone public secondary school of Anambra State. In determining the sample size, the researcher Stratified random sampling technique selected 338 respondents and 338 were validated. Self-constructed and validated questionnaire was used for data collection. The collected and validated questionnaires were analyzed using frequency tables and mean scores, while the hypotheses was tested using Chi-square statistical tool. The result of the findings reveals that principals' classroom visitation, workshops and demonstration roles significantly influence on teachers job performance in public secondary schools. The study recommends that principals should endeavor to pay adequate attention to classroom visitation and provide professional assistance and guidance were necessary. Also the Educational administrators in collaboration with Teachers Service Board (TSB) should regularly organize workshops so as to enhance teachers' job performance in schools. Principals should ensure that efforts are made to make the demonstration techniques genuine and natural so that artificiality could be avoided. Conclusion were made and implication of the findings drawn.

**Introduction**

Education serves as a fundamental instrument for the comprehensive development of both individuals and the state. It is widely recognized as essential for personal and societal advancement, with scholars such as Adegbemile (2021) and Amechi, Amaonye, Onuoha, and Okwu (2022) identifying it as a pivotal factor in the progress of any nation. Moreover, education plays a crucial role in facilitating a nation's growth and

development, as the literacy rate of a country significantly influences its overall advancement.

Additionally, education is tasked with imparting valuable skills, knowledge, and structured activities that enhance learners' potential for contributing to national development (Ochoyi and Danladi, 2021). It is the primary means through which development is achieved at all levels. Education encompasses the acquisition of new values and skills necessary for effective participation in society (Etuk, Ering, and Ajake, 2022). Adeyanju (2021), as referenced by Anaduaka and Okafor (2022), supports this notion, asserting that development in human society is unattainable without education, and that peace and security cannot be established without development.

The evidence suggests that the advancement of both individuals and the state is significantly influenced by the quality and accessibility of education. Consequently, education serves as a key indicator for assessing the developmental potential of both individuals and the state (Daura and Adu, 2023). Education encompasses the acquisition of skills, relevant knowledge, and competencies necessary for thriving in a technological society. It is the means through which individuals gain the tools and understanding required to navigate their social structures. Undoubtedly, education is a fundamental priority in any society that aspires to progress.

Education has it as a duty to and serves as a tool used to produce educated and enlightened human beings who would contribute positively to the development of the society. Hence Olanyi (2019) described the school as a social institution which does not exist in a vacuum. He further said that a school is a micro-community, existing within a macro-community to mould the habits, interest, attitudes and feelings of children and transmit from one generation to another.

In Nigeria, education at different levels has its objectives. Secondary school is the stage of education that follows primary school. It is generally the final stage of compulsory education. Webster (2021), saw secondary school as an intermediary between elementary school and college where general technical vocational or challenge preparatory course are usually offered. Collins (2020) referred to it as a school for young people, usually between the age of eleven and eighteen. FRN, (2022), stated that it is the form of education children receive after primary education and before the tertiary institution.

The Federal Republic of Nigeria (2022:18) in her National Policy of Education identified the specific objectives of secondary education as follows:

1. Provide increased number of school pupils with an opportunity for education of quality, irrespective of sex, social, religious or ethnic background
2. Diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by open to the students after their secondary school course.
3. Equip students to live effectively in our modern age of science and technology.
4. Develop and project Nigerian culture, arts and language as well as the world's cultural heritage.
5. Raise the generation of people who can think more of themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as good citizens, foster

Nigerian unity and emphasizes on the common ties that unites us in our adversities.

6. Inspires its students with a desire for achievement and self-improvement both now or later in life.

It is pertinent to note that in order to achieve the objectives of secondary education in Nigeria; teachers' job performance is crucial and should be considered in every administrative decision taken in the Secondary education system. The secondary school is an institution or a human industry established for refining human beings in the areas of skills, behaviour and for all round excellence. In the context of this study, Teachers' job performance is taken to refer to the teachers' greater efficiency and effectiveness in doing their work in terms of lesson plan, student assessment, teaching methods, classroom teaching, use of learning resources and communication skill. It refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession (Ololube, 2020). It is also measured in terms of the quality and standard of outputs being produced. Pages (2020) sees job performance as actions of person or group when given a task. To this end, teachers' job performance relates to actions of teachers or groups when giving given teaching tasks.

Job performance therefore, can be described as the duty, task, function, obligation and responsibility of a teacher and the effectiveness with which the teaching is carried out. Abdul (2020) was of the opinion that job performance has to do with result measurement and he described performance measures as those ratings used in evaluating teachers. Sederberg, Charles and Clark (2021) said that job motivation would produce a teacher with high validity.

Furthermore, individuals who have achievement motivation tend to be very conscious in his/her work. Keen attention is given to teachers' job performance by educational researchers for many reasons; to identify teachers' strength and weakness, and plan appropriate professional development activities, also, to provide a basis for administrative decision involving hiring and firing, promotion and tenure, assessment and salary. These types of job performance evaluation are designed to ensure that teachers give their best and also to see that highly qualified and committed teachers are retained in the teaching profession.

Due to the importance of teachers in the society, Mahar (2020) emphasizes the importance of teachers' job performance when she observed that school teachers are the principal instruments in awakening the child to cultural value, in preparing the child for his or her later professional training and in helping him/her adjust normally to his environment. Ololube (2020) posits that teachers are the most important group of professionals for our nation's future. In any educational institution, it is the work of the teachers that determine the degree of success or failure in the institution's effort to achieve its goal of integrating morality and learning. The teacher is the vehicle through which the subject matter is presented to the students. It is therefore expected that teachers adequately cover their subject syllabus, be punctual and regular to lesson, can stimulate students' interest to learn, can identify students' learning problems, etc

For a successful achievement of the objectives of secondary education, an effective and efficient principal are known to have developed strategic process and procedures decision making that pay particular attentions to issue of education objectives, equity cost effectiveness as well as shared influence and control. They choose appropriate styles for the management of teachers' effective job performance. Heads of schools are tasked with the implications of the management of the objectives of the secondary school education programme. He/she is the chief executive in secondary school administration. The principal occupies the managerial position in the school. Principal as a leader or administrator organize school activities, programs in collaboration of the stake holders in agreement of carrying out their duties effectively through principal decision emphasis on any discussions concerning school activities, programmes, contributive, supportive in any secondary school ordinances or guidance. Akpa (2020) sees the principal as an administrative head, a manager, a community public relations man, a supervisor as well as structural leader. Ikediugwu (2020) is of the opinion that a principal is a curriculum innovator and a catalyst towards planned revelation. Babalola and Ayeni (2021) maintain that the principal is the manager who must plan, co-ordinate and supervise the affairs of the schools so that it runs smoothly. Such personnel as a principal is supposed to have a proven quality and the knowledge to achieve his complex administrative roles. He plays many different roles that form a synergy for the attainment of the state secondary school objectives through different managerial strategies.

From the foregoing, it is the duty of the principal to achieve the stated objectives but the present system of secondary education in Nigeria poses a lot of new and additional challenges to the secondary school principals. To meet these challenges, the school administrator will have to equip himself with the knowledge of adequate administrative strategies in management and attitude which will make him proficient in his administrative duties and help him achieve the goals of the institution.

Management according to Murtaza, Khan, Khaleeq and Saeed (2022) is the process of reaching organizational goals by working with people and other organizational resources. Management refers to the process of coordinating and integrating work activities so that they are completed efficiently and effectively with through other people (Din, Khan and Murtaza, 2021). The term management can also refer to the individuals who guide and direct organizations or to a career devoted to the task of guiding and directing organization.

Management strategies are those techniques or activities which the school administrator follows to coordinate the human and material resources towards the achievement of education objectives. In the view of Fassi (2022) principals' management strategies include: relating with the host community for provision of instructional materials, accountability in the management o school fund, provision of students' personnel services, provision of counseling services, adequate staffing, delegation of authority, staff development, motivating the staff and ensuring maintenance of school plants for school accountability.

Management strategies are those means, skills and techniques which the school administrator should adopt in order to achieve better performance and train effectiveness in school administration. Administrative strategies consist of activities that are done by a

school administrator in order to plan, organize, co-ordinate, supervise, and run a business, school or other business institution. It consists of the activities of educational organization as geared towards the attainment of the goals of teaching in the part of teachers and learning on the part of students (Ezeani, 2022; Nel, Werner, Hassbroek, Poisat, Sono and Schultz, 2021). Thus, the objectives for which the schools were established would be effectively achieved if the principal; adopt the following management strategies: mentoring, participation in decision making, staff development and improvisation of learning materials and these are the areas the researchers has to work on.

Steyn and Van Nierkerk (2020) described it as the process which ensures that the best available person is appointed to a vacant position. These therefore indicate that the secondary school principal attaches importance to performance of administrative duties in the school. There is a serious need for adequate staff and their development or manpower development. Adequate number of staff (teachers) will ensure that students learn varieties of what they ought to learn and improve their ways of learning. The increasing knowledge about how learning occurs, new techniques are constantly emerging which the classroom teacher must be aware of; otherwise he becomes obsolete, with the old and static methods and ideas (Ezeani, 2022). The principal has a challenging task of providing adequate staff development programmes aimed at improving both the collective performance of his staff and the personal performance of individual members. The teacher must first receive adequate training and retraining in order to enhance his or her competence. Thus, the extent to which the school achieves its aims and objectives is based on the quality of training and retraining programmes the teachers are exposed to (Ogbiji, 2020). The need for training and retraining of teachers therefore becomes imperative for managers of school organizations.

Based on the above background, the researcher examines Principal Strategies for Enhancement of Teachers Job Performance in Secondary Schools in Dunukofia Zone of Anambra State

### **Purpose of Study**

The main purpose of this study is to investigate Principal Strategies for Enhancement of Teachers Job Performance in Secondary Schools in Dunukofia Zone of Anambra State. This study specifically sets out to examine:

1. The mentoring strategies employed by principals for effective teacher job performance.
2. The participatory decision making strategies employed by principals for effective teacher job performance.

### **Research Question**

The following research questions will serve in this research work:

1. What are the mentoring strategies employed by principals for effective teacher job performance?
2. What are the participatory decision-making strategies employed by principals for effective teacher job performance?

## Hypotheses

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

**H<sub>01</sub>:** The mean response score of teachers on mentoring strategies employed by principals for effective teacher job performance is not slightly greater than the criterion mean of 17.5.

**H<sub>02</sub>:** The mean response score of teachers on participatory decision making strategies employed by principals for effective teacher job performance is not significantly greater than the criterion mean of 17.5.

## Analysis

In this chapter, the researcher presents the results in tables according to the specific purposes of the study, research questions and hypotheses.

### Principals' mentoring strategies for effective job performance

#### Research Question 1

**RQ<sub>1</sub>:** What are the mentoring strategies employed by principals for effective job performance?

**Table 1:**

Sample size (n), Summation of Scores ( $\sum X$ ), Mean( $\bar{X}$ ), Standard Deviation (S) and Remarks for mentoring strategies employed by principals for effective job performance.

S/N	Item Statement: The principal Ensures that: or the Principal;	n	$\sum X$	$\bar{X}$	S	Remarks
1.	Older teachers mentor the new ones Agree So as to develop ability to give and take criticism.	338	1070	3.17	.913	
2.	Ensure that older teachers help Disagree the new teachers in writing lesson notes	338	653	1.93	1.037	
3.	Attach new teachers to older ones as Agree Subject questions	338	1066	3.15	.956	
4.	Helps the new teachers in setting Agree questions	338	1075	3.18	.885	
5.	Helps the new teachers in marking Agree questions	338	1058	3.13	.925	
6.	Ensure staff growth in the school Disagree through conferences and seminars	338	620	1.83	1.035	

7.	Increase staff morale to work	338	1062	3.14	.877
	Agree				
	<b>Cluster/Pooled Mean</b>				<b>19.54</b>
	<b>Mean of Item Means</b>				<b>2.79</b>

In Table 1, the mean ratings of the respondents on mentoring strategies employed by principals for effective job performance were displayed. Considering the criterion decision means of 2.50, the result indicated that items 1, 3, 4, 6 and 7 were remarked as agree since their mean scores were above the criterion means of 2.50 while items 2 and 5 were considered as disagree since their mean scores were below the criterion mean of 2.50. Most of the standard deviations were far away from the mean implying that the scores in the distribution are lose to each other and that there is homogeneity among the scores of the respondents. The cluster/pooled mean is 19.54 while the mean of means is 2.79, revealing that the respondents had a strong agreement that the principals apply some mentoring services for effective job performance of the teachers as they ensure that older teachers mentor the new ones so as to develop ability to give and take criticism and attach new teachers to older ones as subject teachers.

### Hypothesis 1

**HO<sub>1</sub>:** The mean response score of teachers on mentoring strategies employed by principals for effective job performance is not significantly greater than the criterion mean of 17.5.

#### Table 2:

Sample size (n), Sample Mean (X), Population Mean ( $\mu$ ), Standard Deviation (S), Standard Error (S.E), Mean Difference (M.D), Cohend-d (d), Degree of Freedom (df), one sample t-test statistics and Decision.

n	X	$\mu$	S	S.E	M.D	d	df	t <sub>cal</sub>	t <sub>tab.</sub>	Decision
338	19.54	17.5	2.884	.157	2.036	0.706	337	12.978	1.645	Ho Rejected

In Table 2, the test of hypothesis confirming the result of the research question 1 was displayed. It was indicated in the table that the sample mean is 19.54 and the population mean is 17.5, its subsequent t-calculated value is 19.54 and the population mean is 17.5, its subsequent t-calculated value is 12.978 is greater than the t-tabulated value of 1.645. Hence, rejecting the null hypothesis but its alternative was accepted, entailing that the mean response score of teachers on mentoring strategies employed by principals for effective job performance is significantly greater than the criterion mean of 17.5. This indicates that the difference between the two means is not by chance. This also shows that the mentoring strategies employed by principals for effective job performance is high and significantly above average of the rating. The Cohen-d statistics of 0.706 also confirmed that the effect size of the difference between the mean is medium/moderate.

### Principals' involvements of teachers in decision making strategies for effective job performance.

#### Research Question 2

**RQ<sub>2</sub>:** What are the participatory decision making strategies employed by principals for effective job performance?

**Table 3:**

Sample size (n), Summation of Scores ( $\sum X$ ), Mean ( $\mu$ ), Standard Deviation (S) and Remarks for mentoring strategies employed by principals for effective job performance.

S/N	Item Statement: The principal Remarks	n	$\sum X$	X	S
	<b>Ensures that: or the Principal;</b>				
8.	Teachers take part in planning the scheme Disagree of work	338	620	1.83	1.029
9.	Some teachers are involved in Textbook Disagree Selection Committee	338	653	1.93	1.037
10.	All the teacher participate in decision Agree Making concerning administration of internal examination.	338	992	2.93	.922
11.	Teachers participate in disciplinary matters Agree concerning them.	338	1059	3.13	.903
12.	Teachers take part in deciding policies Agree affecting their staff welfare development programme	338	1015	3.00	.942
13.	Allowing teachers to contribute on issues Agree Regarding their discipline	338	970	2.87	.912
14.	Give teachers permission to contribute Agree meaningfully during staff meetings	338	1018	3.01	.808
	<b>Cluster/Pooled Mean</b>				<b>18.97</b>
	<b>Mean of Item Means</b>				<b>2.71</b>

In Table 3, the mean ratings of the respondents on participatory decision making strategies employed by principals for effective job performance were displayed. Considering the criterion decision mean of 2.50, the result indicated that items 10-14 were remarked as agree since their mean score were above the criterion mean of 2.50 while items 8 and 9 were considered as disagree since their means scores were below the criterion mean of 2.50. Most of the standard deviations were far away from the mean implying that the scores in the distribution are close to each other and that there is homogeneity among the scores of the respondents. The cluster/pooled mean is 18.97 while the mean of means is 2.71, revealing that the respondents had a strong agreement that the principals involve teachers in decision making for effective job performance as

they ensure that all the teachers participate in disciplinary matters concerning them and give teachers permission to contribute meaningfully during staff meetings.

## Hypothesis 2

**HO<sub>2</sub>:** The mean response score of teachers on participatory decision making strategies employed by principals for effective job performance is not significantly greater than the criterion mean of 17.5.

### Table 4:

Sample size (n), Sample Mean (X), Population Mean ( $\mu$ ), Standard Deviation (S), Standard Error (S.E), Mean Difference (M.D), Cohend-d (d), Degree of Freedom (df), one sample t-test statistics and Decision.

n	X	$\mu$	S	S.E	M.D	d	df	t <sub>cal</sub>	t <sub>tab.</sub>	Decision
338	18.97	17.5	3.112	.169	1.473	0.474	337	8.705	1.645	Ho Rejected

In table 4, the test of hypothesis confirming the result of the research question 2 was displayed. It was indicated in the table that the sample mean is 18.97 and the population is 17.5, its subsequent t-calculated value is 8.705 is greater than the t-tabulated value of 1.645. Hence, rejecting the null hypothesis but its alternative was accepted, entailing that the mean response score of teachers on participatory decision making strategies employed by principals for effective job performance is significantly greater than the criterion mean of 17.5. This indicates that the difference between the two means is not by chance. This shows that the participatory decision making strategies employed by principals for effective job performance is high and significantly above average of the rating. The Cohen-d statistics of 0.474 also confirmed that the effect size of the difference between the means is small.

## Summary of the Findings

The following findings were made from this study;

1. Principals apply some mentoring services for effective job performance of the teachers as they ensure that older teachers mentor the new ones so as to develop ability to give and take criticism and attach new teachers to older ones as subject teachers. Hence, the mentoring strategies employed by principals for effective job performance is high and significantly above average of the rating.
2. Principals involve teachers in decision making for effective job performance as they ensure that all the teachers participate in taking decision on administration of internal examination, disciplinary matters concerning them and are allowed to contribute meaningfully during staff meetings. Hence, the participatory decision making strategies employed by principals for effective job performance is high and significantly above average of the rating.

## Recommendations

1. It is recommended that the principal should make more effort to innovate and improve more in the area of staff development strategies in a way that the teachers' job performances will be improved. This can be done by ensuring that

they organize inter-school visitation and demonstration teaching by specialists in different fields of knowledge.

2. It is also recommended that the principal should from time to time assist the teachers to discover more needed materials for teaching. This will help in enhancing their teaching methods and consequently improve students' performance.

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