

Principals' Application Of Administrative Strategies For Enhancing Teachers Job Performance In Secondary Schools In Anambra State

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Abstract:

This study ascertained principals' application of administrative strategies for enhancing teachers job performance in secondary schools in Anambra State. The study was guided by five research questions and five hypotheses which were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised 6,654 respondents made up of 258 principals and 6,396 teachers in the 258 public secondary schools in Anambra State. Proportionate sampling technique was used to sample 708 respondents which consisted of 39 principals and 669 teachers. The researchers-developed instrument titled "Principals' Application of Administrative Strategies Questionnaire (PAASQ)" was used for data collection. The researchers together with five research assistants collected data for the study using direct approach and 97% return rate was recorded. Mean and standard deviation were used to analyse the research questions, while t-test was used to test the null hypotheses. The findings of the study revealed among others that the monitoring strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State include; observing teachers' classroom instructional delivery, inspecting of teachers' lesson plans and notes, observing teachers' attendance of school assemblies and checking of teachers' coverage of scheme of work. Based on the findings, it was recommended among others that State Post Primary school Service Commission should encourage and support principals to participate in international conferences in order to acquaint themselves with knowledge of participatory decision making strategies in the school system outside the shores of Nigeria.

Keyword: *Principal, Administrative Strategies, Job Performance, Monitoring Strategies, Committee System Strategies, Performance Appraisal*

1. INTRODUCTION

The education system influences the development of any nation. It prepares individuals for meaningful transition to an independent adult life through transmission of relevant skills and knowledge. Teachers play a pivotal role in education system. Teachers are directly involved in transmitting of knowledge, skills, attitude and values at classroom level in accordance with the school curriculum. Ofojebe and Ezeugoh (2010) stressed that teachers can influence the teaching-learning outcome either positively or negatively because they determine the quality of instructional delivery and also influence quality education as it pertains to implementation of the curriculum and educational policies. This seems to indicate that teachers' job performance is the key to maintaining high standard in education system.

Teachers' job performance is viewed in varying ways by different scholars. Ezeugbor, Onyali and Okoye (2018) defined teachers' job performance as their commitment in the discharge of their duties at any given time in the school, directed towards achieving the daily

classroom, school and entire goals of education. In the view of Najmeh and Ghanbar (2016) teachers' job performance is the organizational value of a teacher's job behaviour at different times and positions. Furthermore, Najmeh and Ghanbar stressed that organizational value is an organisation's estimation of teacher's activities and services such as performing duties or having an appropriate working relationship with other staff. A high performing teacher consistently achieves goals which are either directly or indirectly focused on improving learning in schools. The researcher defined teacher job performance as activities carried out by a teacher at a particular period in the school system which is geared toward accomplishing or executing a given goal.

Teachers' job performance could be measured in several ways. Duze (2012) pointed out that the teachers' job performance could be measured through annual report of their activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Furthermore, Duze asserted that other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivating students' interest, class control and disciplinary ability of the teachers. Nwosu (2017) stressed that assessing teacher performance in an academic institution is as important as assessing learning in pupils and students. Furthermore, Nwosu stressed that teachers are accountable in the educational process and their assessment serve as one way to monitor and regulate accountability. There had been remarkable improvement in teachers' job performance in Anambra State. However, there is still room for excellent job performance among secondary school teachers in Anambra State.

Teachers' job performance has gained the interest of many scholars in Anambra State. Uzoechina and Nwankwo (2017) observed that students performance in core subjects like mathematics and English language in external examinations such as West African Senior School Certificate Examination (WASSCE) and National Examination Council (NECO) are not encouraging and this is an evidence that teachers' commitment to duties, instructional planning and job performance is still below expectation. This is supported by Ezeugbor and Emere (2017) who observed that in as much as it is important to appreciate the outstanding performance of secondary school students in Anambra State in the WASSCE examinations from 2013-2016, there still exist evidences of teachers' failures and laxities in the discharge of their onerous responsibilities. These laxities may be in the areas of instructional preparation and delivery. Teachers' job performance hinges on principals' application of administrative strategies which deals with effective coordination, control and motivation of teachers. Proper management of staff by principals can produce motivated teachers for the achievement of educational goals and objectives through appropriate administrative strategies.

Administrative strategies is viewed in different ways by several scholars. According to Ofojebe and Nnebedeum (2016), administrative strategies are the techniques or approaches adopted by secondary school principals to effectively control, stimulate and utilize various resources in the school to enhance the attainment of schools goals and objectives. In the perception of Omemu (2017), administrative strategies are techniques for shaping an organization in the right parts towards the achievement of the goal. Shaping an organization in the right part is achieved through planning, controlling, monitoring, organizing and motivating teachers in school. In the context of this study, administrative strategies are managerial technique

applied by principals to observe, guide, control and stimulate teachers towards attainment of the predetermined objectives of the school.

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 students' academic performance (Ayodele, Buari & Oguntuase, 2016). Furthermore, Ayodele et al identified administrative strategies as follow: monitoring, use of committee system, staff performance appraisal, regular meeting, delegation of duties, participatory decision making and motivation. In the same vein, administrative strategies listed by other scholars include; motivation, supervision, monitoring of staff, discipline, delegation of duties, planning and communication (Ofojebe & Nnebedum, 2016; Osakwe, 2015). The administrative strategies adopted in this study are monitoring, committee system and staff performance appraisal, These three areas were adopted as there seems to be deficiencies in principals' monitoring, committee system and staff performance appraisal strategies in secondary schools in Anambra. Also the items of the instrument for data collection covered issues related to other administrative strategies. Furthermore, principals' disposition in promoting teachers' job performance through these administrative strategies is quite crucial in improving secondary school students' academic achievement in Anambra State. One of the administrative strategies to enhance democratic and representative form of management is the use of committee.

Committee is a group of staff constituted as a team saddled with a specific responsibility geared towards attaining predetermined objectives. In the same vein, Hagar (2018) defined committee as a group of people appointed or chosen to perform a function or do a particular job on behalf of a large group. Committee system triggers collaborative efforts among stakeholders in school administration. Ogbomida, Obano and Emmanuel (2013) stressed that committee are put in place in Nigerian educational institutions with the main aim of collaborating and synergizing with the school authority for effective and efficient administration that will promote goal realization of the system through these committees. Furthermore, Ogbomida et al stated that it equally fosters a sense of belonging and motivates staff total commitment to the aspiration and goals of the school. Several committees that could be found in secondary schools include; disciplinary committee, sport committee, health committee, examination committee, ceremony committee, welfare committee and budgeting committee among others. However, some secondary school principals in Anambra State delegate some tasks to committee but they seem to end up not using the suggestions and reports of the committee. The use of committee system is a platform to enhance teachers' participation in decision making process.

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 staff in school decisions making process. Baraka and Luicensi (2017) 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. Furthermore, Baraka and Luicensi, asserted that teachers participation in decision making gives teachers the opportunity to voice their opinions, and to share their knowledge with school administrators and fellow teachers. It provides opportunities for teachers in acquiring new knowledge and insights. Eris, Kayhan, Bastas and Gamar (2017) 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 Edikpa (2011) who observed that some secondary school principals in Anambra State do not involve subordinates in decision making even where it affects them. Duze (2011) reported that teachers were grossly deprived from participating in decision-making in secondary schools in Anambra State. Furthermore, Duze stressed that the denial of teachers the opportunity to participate in decision making is the root cause of most teachers' oppression, which in turn degenerates into breakdown of law and orders in schools. Involving staff in decision making could motivate them in performing their duties.

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. Ezeugbor and Emere (2017) 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. Onyali and Nnebedum (2016) observed that the way some principals monitor, control and motivate teachers in Anambra State is not impressive. In the same vein, Nwite (2017) observed that secondary school principals in Nigeria including Anambra State avoid their monitoring and supervisory roles of visiting classes and observing teachers' delivery of instruction. Monitoring is one of crucial sources of information for teachers' job performance appraisal.

Performance appraisal is a systematic assessment and evaluation of staff performance in with relation to pre-determined target or objective. In the same vein, Vanhoof, Gijbels and Petegem (2014) stressed that staff performance is the process where teacher's work is reviewed by the principal, an external inspector or by his or her colleagues. Furthermore, Vanhoof et al pointed out that this appraisal can be conducted in a range of ways from a more formal objective approach (based on a form performance management system involving set procedures and criteria) to the more informal, more subjective approach (through discussion with the teachers). During staff performance appraisal, tasked executed by the teachers are reviewed by principals and thereafter they discuss with teachers with a view of identifying their strengths and weaknesses. Thereby, assisting them to improve on their strengths and overcome their weaknesses. Performance appraisal is used in the organization to measure the effectiveness and efficiency of staff (Islami & Mustafa, 2018).

Unpleasant state of affairs in secondary schools in Anambra State seems to suggest that there are lapses in principals' application of administrative strategies to enhance teachers' job performance. To buttress this, Ezeugbor and Emere (2017) observed that in Anambra State, the level of complacency among teachers, truancy, absenteeism from classes, poor commitment to duty and failure in carrying out instructions from principals raises a concern as to whether the principals actually apply effective administrative or managerial strategies. This unpleasant state of affairs has become a source of worry to the researcher and this prompted this study.

1.2 Statement of the Problem

Despite the fact that there had been remarkable improvement on teachers' job performance and students' academic achievement in examination in secondary schools in Anambra State. There is still room for excellent job performance of teachers and outstanding

students' academic achievement through principals' application of administrative strategies to manage the staff in secondary schools in Anambra State. However, there appears to be cases of teachers' truancy, absenteeism, lateness and other forms of misconduct which posed great challenges for improvement of teachers' job performance. The possible explanation for these non-challant attitudes among teachers may be lapses in the principals' application of administrative strategies.

Some secondary school principals in Anambra State seem to rarely execute the reports of the school committee. Some secondary school teachers in Anambra State appeared to be deprived from being member of various committee and their activities seem to be irregularly monitored nor their job performance appraised by principals in a given interval. These issues demoralize teachers in performing their job. In the light of the above, the problem of the study put in question form is what is the principals' application of administrative strategies for enhancing teachers' job performance in secondary schools in Anambra State?

1.3 Purpose of the Study

The main purpose of the study is to ascertain principals' application of administrative strategies for enhancing teachers job performance in secondary schools in Anambra State. Specifically, the study sought to find out:

1. Principals' application of monitoring strategies for enhancing teachers job performance in secondary schools in Anambra State.
2. Principals' application of committee system strategies for enhancing teachers job performance in secondary schools in Anambra State.
3. Principals' application of staff performance appraisal strategies for enhancing teachers job performance in secondary schools in Anambra State.

1.4 Research Questions

The following research questions guided the study.

1. What monitoring strategies are applied by principals for enhancing teachers job performance in secondary schools in Anambra State?
2. What committee system strategies are applied by principals for enhancing teachers job performance in secondary schools in Anambra State?
3. What staff performance appraisal strategies are applied by principals for enhancing teachers job performance in secondary schools in Anambra State?

1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of principals and teachers on the monitoring strategies applied by principals for enhancing teachers job performance in secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of principals and teachers on the use of committee system strategies applied by principals for enhancing teachers job performance in secondary schools in Anambra State.

3. There is no significant difference in the mean ratings of principals and teachers on the staff performance appraisal strategies applied by principals for enhancing teachers job performance in secondary schools in Anambra State.

2. METHOD

Descriptive survey research design was adopted for the study. According to Nworgu (2015), descriptive survey is the design which aims at collecting data and describing it in a systematic manner the characteristics, features or facts about a given population. This design is deemed appropriate for the study, since the researcher collected data from a given population of the study to ascertain principals' application of administrative strategies for enhancing teachers' job performance in secondary schools in Anambra State. The population of the study comprised 6,654 respondents made up of 258 principals and 6,396 teachers in the 258 public secondary schools in Anambra State. (Post Primary Schools Service Commission, Awka, February, 2019). The sample for this study is 708 respondents made up of 39 principals and 669 teachers. This sample consists of 15 percent of the population of principals and 10 percent of population of teachers from each education zone. The population of principals is few hundreds and this justified the choice of 15%, while the population of teachers runs into thousands and this justified the choice of 10% to enable the researcher manage the population. This is in line with Mkpa cited in Nwune, Nwogbo and Nwankwo (2016) who posited that when a population runs into thousands, a sample of 5 to 20 percent is adequate. The 15% of principals and 10% of teachers is within the range of Mkpa's suggestion. The sample was composed using stratified proportionate sampling technique.

A researcher-developed questionnaire titled "Principals' Application of Administrative Strategies Questionnaire (PAASQ)" was used for data collection. The instrument was developed based on review of related literature and consultation of experts in educational management. PAASQ has two versions, one version was responded to by the principals while the other was responded to by teachers. Each of the two versions of the instrument has five parts respectively namely I, II and III. These parts were based on the three administrative strategies. Part I contains nine items on monitoring strategies, Part II which focused on use of committee system strategies contains nine items and Part III contains six items on staff performance appraisal strategies. The instrument contain 25 items structured on four points rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree weighted at 4, 3, 2 and 1 respectively. (See Appendix B on page 136).

The instrument was subjected to face validation by three experts. who are lecturers; two from the Department of Educational Management and Policy, and one from measurement and evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University. Their suggestions were effected before the final edition of the questionnaire was produced. The data used for computing the reliability indices of the two versions of PAASQ were obtained from the 60 copies of questionnaire administered on 20 principals and 40 teachers respectively in Enugu state. The choice of Enugu state was because Anambra and Enugu States share similar characteristics in school management. Cronbach alpha was used to compute the collected data. Cronbach alpha was considered appropriate to determine the internal consistency of the instrument. The co-efficient for parts, I, II and III of the principals

version were 0.74, 0.76 and 0.72 respectively and the overall coefficient was 0.74. On the other hand, the co-efficient for parts, I, II and III of the teachers' version were 0.73, 0.75 and 0.70 respectively and overall coefficient was 0.73.

The researchers with the help of five research assistants who are secondary school Teachers in Anambra state used direct approach for data collection. The research assistants were briefed by the researcher on the nature and purpose of the study. A total of 708 copies of the questionnaire were distributed and 690 were properly filled and successfully retrieved indicating 97% percent return rate. Copies of the questionnaire properly completed and successfully retrieved were used for data analysis. Mean and standard deviation were used to answer the research questions and t-test to test the hypotheses. For decision on the research question, any mean score that fell below 2.50 was taken as disagreement and any mean score of 2.50 and above was taken to indicate agreement. Standard deviation was used to ascertain the homogeneity or otherwise of the respondents mean ratings. For decision on the hypotheses, if t-calculated is equal to or greater than t-critical at 0.05 level of significance, the null hypothesis was rejected, but if otherwise, it was not rejected.

3. RESULTS

Research Question 1: What are the monitoring strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores of Principals and Teachers on the Monitoring Strategies applied by Principals for enhancing Teachers' Job Performance

| S / N | ITEMS | Principals (N = 37) | | | Teachers (N =653) | | |
|----------------------|---|---------------------|-------------|--------------|--------------------|-------------|--------------|
| | | Mean | Sd | Decision | Mean | Sd | Decision |
| 1 | Observing teachers' classroom instructional delivery | 2.73 | 0.90 | Agree | 2.67 | 1.11 | Agree |
| 2 | Inspecting of teachers' lesson plans | 2.65 | 1.25 | Agree | 2.68 | 1.11 | Agree |
| 3 | Inspecting of teachers' lesson notes | 2.62 | 1.11 | Agree | 2.51 | 1.14 | Agree |
| 4 | Checking of teachers' attendance record | 2.49 | 0.93 | Disagree | 2.43 | 1.10 | Disagree |
| 5 | Watching teachers' participation in school co-curricular activities | 2.22 | 1.18 | Disagree | 2.22 | 1.08 | Disagree |
| 6 | Observing teachers' attendance of school assemblies | 2.73 | 0.96 | Agree | 2.63 | 1.08 | Agree |
| 7 | Checking of teachers' coverage of scheme of work | 2.59 | 1.30 | Agree | 2.57 | 1.10 | Agree |
| 8 | Watching level of teachers' punctuality to school | 2.76 | 1.16 | Agree | 2.55 | 1.11 | Agree |
| 9 | Observing the hours of teachers' departure from school | 2.49 | 1.19 | Disagree | 2.34 | 1.17 | Disagree |
| Mean of means | | 2.59 | 1.11 | Agree | 2.51 | 1.11 | Agree |

As shown on Table 1, items 1, 2, 3, 6, 7 and 8 of principals and teachers mean scores are above the cut off mean of 2.50 indicating agreement with the items as principals' monitoring strategies. On the other hand, principals and teachers' mean scores for items 4, 5 and 9 are below 2.50 indicating disagreement with the statements as principals' monitoring strategies.

The overall standard deviation scores principals and teachers which are 1.11 and 1.11 indicated that there is homogeneity amongst principals and teachers responses, meaning a similar consensus of opinion. The cluster mean of 2.59 and 2.51 for principals and teachers respectively which are above the cut of mean of 2.50 indicated the monitoring strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State include; observing teachers' classroom instructional delivery, inspecting of teachers' lesson plans and notes, observing teachers' attendance of school assemblies and checking of teachers' coverage of scheme of work.

Research Question 2: What are the committee system strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State?

Table 2: Mean Ratings and Standard Deviation Scores of Principals and Teachers on the Committee System Strategies applied by Principals for enhancing Teachers' Job Performance

| S/N | ITEMS | Principals (N = 37) | | | Teachers (N = 653) | | |
|----------------------|--|---------------------|-------------|-----------------|--------------------|-------------|-----------------|
| | | Mean | Sd | Decision | Mean | Sd | Decision |
| 10 | Using of disciplinary committee in handling cases of erring teachers | 2.70 | 1.22 | Agree | 2.63 | 1.08 | Agree |
| 11 | Assigning co-curricular activities to school sport committee | 2.84 | 1.04 | Agree | 2.53 | 1.13 | Agree |
| 12 | Delegating medical related issues to school health committee | 2.59 | 1.04 | Agree | 2.52 | 1.16 | Agree |
| 13 | Handling matters related to students' assessment to examination committee | 2.41 | 1.01 | Disagree | 2.37 | 1.12 | Disagree |
| 14 | Using of welfare committee in handling issues related to teachers' well-being | 2.41 | 1.01 | Disagree | 2.49 | 1.09 | Disagree |
| 15 | Using of school plant maintenance committee in managing of school facilities | 2.00 | 1.03 | Disagree | 2.42 | 1.09 | Disagree |
| 16 | Using of budgetary committee in monitoring the school budget implementation | 2.62 | 1.13 | Agree | 2.52 | 1.17 | Agree |
| 17 | Assigning monitoring of teachers' instructional classes to supervisory committee | 2.00 | 1.03 | Disagree | 2.38 | 1.13 | Disagree |
| 18 | Assigning instructional periods planning to time-table committee | 2.35 | 1.06 | Disagree | 2.37 | 1.10 | Disagree |
| Mean of means | | 2.44 | 1.06 | Disagree | 2.47 | 1.12 | Disagree |

Result on Table 2 revealed that the mean ratings of principals which are above 2.50 for items 10, 11, 12 and 16 indicated agreement as their agreement as committee system strategies applied by principals. However, their mean scores are below 2.50 for items 13, 14, 15, 17 and 18 and this shows disagreement with the items as committee system strategies applied by principals.

The overall standard deviation scores of principals and teachers which are 1.06 and 1.12 indicated that there is homogeneity amongst principals and teachers responses, meaning a similar consensus of opinion with respect to principals application of committee system strategies. The cluster mean value of 2.44 and 2.47 for principals and teachers as contained therein indicated disagreement that the committee system strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State include: handling matters related to students' assessment to examination committee, using of welfare committee in handling issues related to teachers' well-being, using of school plant maintenance committee in managing of school facilities, assigning monitoring of teachers' instructional classes to supervisory committee and assigning instructional periods planning to table-time committee.

Research Question 3: What are the staff performance appraisal strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State?

Table 3: Mean Ratings and Standard Deviation Scores of Principals and Teachers on the Staff Performance Appraisal Strategies applied by Principals for enhancing Teachers’ Job Performance

| S/N | ITEMS | Principals (N = 37) | | | Teachers (N = 653) | | |
|----------------------|---|---------------------|-------------|--------------|--------------------|-------------|--------------|
| | | Mean | Sd | Decision | Mean | Sd | Decision |
| 19 | Evaluating teachers’ classroom instructional delivery | 2.77 | 0.98 | Agree | 2.69 | 1.04 | Agree |
| 20 | Reviewing teachers’ lesson notes | 2.68 | 1.13 | Agree | 2.58 | 1.11 | Agree |
| 21 | Assessing teachers attendance for the term | 1.86 | 1.08 | Disagree | 2.27 | 1.11 | Disagree |
| 22 | Examining the level of teachers’ punctuality to school | 2.73 | 1.19 | Agree | 2.61 | 1.13 | Agree |
| 23 | Reviewing teachers’ coverage of scheme of work | 2.86 | 1.13 | Agree | 2.54 | 1.08 | Agree |
| 24 | Assessing the level of teachers’ participation in school assemblies | 2.78 | 1.29 | Agree | 2.43 | 1.10 | Disagree |
| Mean of means | | 2.61 | 1.13 | Agree | 2.52 | 1.10 | Agree |

Table 3 shows that the principals and teachers agreed that all the items with exception of item 21 and also item 24 for only teachers are staff performance appraisal strategies applied by principals. This is evident in the mean values of all items which are above cut off mean of 2.50. The standard deviation scores which are 1.13 and 1.10 for principals and teachers respectively revealed that their responses are close to the mean, thereby indicating that there is homogeneity amongst principals and teachers responses, meaning a similar consensus of opinion. The cluster mean value of 2.61 and 2.52 for principals and teachers respectively as contained therein are above the mean score of 2.50 and this indicated that the staff performance appraisal strategies applied by principals for enhancing teachers’ job performance in secondary schools in Anambra State include: evaluating teachers’ classroom instructional delivery, reviewing teachers’ lesson notes, examining the level of teachers’ punctuality to school and reviewing teachers’ coverage of scheme of work.

Hypothesis 1: There will be no significant difference in the mean ratings of principals and teachers on the monitoring strategies applied by principals for enhancing teachers job performance in secondary schools in Anambra State.

Table 4: The t-test Analysis of No Significant Difference in the Mean Scores of Principals and Teachers’ on the Monitoring Strategies adopted by Principals for enhancing Teachers Job Performance

| Variables | N | \bar{X} | SD | t-cal. | t-crit. | df | α | Decision |
|------------|-----|-----------|------|--------|---------|-----|----------|-----------------|
| Principals | 37 | 23.27 | 9.58 | 0.41 | 1.96 | 688 | 0.05 | Not Significant |
| Teachers | 653 | 22.60 | 9.74 | | | | | |

The result on Table 4 shows that the calculated t-value of 0.41 is less than the critical value of 1.96 at 0.05 level of significance and 688 degree of freedom. This is an indication that difference in the mean ratings of principals and teachers on the monitoring strategies applied by principals for enhancing teachers job performance in secondary schools in Anambra State was not significant. Thus, the null hypothesis of no significant difference between the groups was not significant and thus, not rejected.

Hypothesis 2: There will be no significant difference in the mean ratings of principals and teachers on the committee system strategies applied by principals for enhancing teachers job performance in secondary schools in Anambra State.

Table 5: The t-test Analysis of No Significant Difference in the Mean Scores of Principals and Teachers' on the Committee System Strategies adopted by Principals for enhancing Teachers Job Performance

| Variables | N | \bar{X} | SD | t-cal. | t-crit. | df | ∞ | Decision |
|------------|-----|-----------|------|--------|---------|-----|----------|-----------------|
| Principals | 37 | 21.92 | 9.30 | -0.20 | 1.96 | 688 | 0.05 | Not Significant |
| Teachers | 653 | 22.23 | 9.88 | | | | | |

The result on Table 5 shows that the calculated t-value of -0.21 is less than the critical value of 1.96 at 0.05 level of significance and 688 degree of freedom. Thus, the null hypothesis of no significant difference between the groups was not significant and thus, not rejected. This is an indication that there was no significant difference in the mean ratings of principals and teachers on the committee system strategies applied by principals for enhancing teachers job performance in secondary schools in Anambra State.

Hypothesis 3: There will be no significant difference in the mean ratings of principals and teachers on the staff performance appraisal strategies applied by principals for enhancing teachers job performance in secondary schools in Anambra State.

Table 6: The t-test Analysis of No Significant Difference in the Mean Scores of Principals and Teachers' on the Staff Performance Appraisal Strategies adopted by Principals for enhancing Teachers Job Performance

| Variables | N | \bar{X} | SD | t-cal. | t-crit. | df | ∞ | Decision |
|------------|-----|-----------|------|--------|---------|-----|----------|-----------------|
| Principals | 37 | 15.68 | 6.67 | 0.50 | 1.96 | 688 | 0.05 | Not Significant |
| Teachers | 653 | 15.12 | 6.41 | | | | | |

The result on Table 6 shows that the calculated t-value of 0.50 is less than the critical value of 1.96 at 0.05 level of significance and 688 degree of freedom. This is an indication that difference in the mean ratings of principals and teachers on the staff performance appraisal strategies applied by principals for enhancing teachers job performance in secondary schools in Anambra State was not significant. Thus, the null hypothesis of no significant difference between the groups was not significant and thus, not rejected.

4. DISCUSSION OF THE FINDINGS

The result of the study revealed that monitoring strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State include; observing teachers' classroom instructional delivery, inspecting of teachers' lesson plans and notes, observing teachers' attendance of school assemblies and checking of teachers' coverage of scheme of work. This supported the finding of Ayodele (2016) which revealed that principals apply monitoring strategies in secondary schools. However, the finding of this study contradicted the finding of Obasi (2018) who reported that principals did not effectively employ monitoring strategies in the areas of ensuring that; all teachers' activities are always monitored in order to aid their commitment towards effective instructional delivery, 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. The finding also contradicted that of Ndungu, Guthu and Bomett (2015) who revealed that there was disagreement of principals' monitoring of teachers teaching in the classroom. The contradiction may be attributed to difference in geographical location of the two studies.

This finding is an indication 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. It was also reported that the difference in the mean ratings of principals and teachers on the monitoring strategies applied by principals for enhancing teachers job performance in secondary schools in Anambra State was not significant. This corroborated the finding of Okonkwo (2018) which showed that there is no significant difference in the mean ratings of principals and teachers on the principals' monitoring strategies for teachers' effectiveness. The agreement in the two findings is expected as the two studies were conducted in the same state within the time span of a year.

The finding of the study shows that the committee system strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State do not include: handling matters related to students' assessment to examination committee, using of welfare committee in handling issues related to teachers' well-being, using of school plant maintenance committee in managing of school facilities, assigning monitoring of teachers' instructional classes to supervisory committee and assigning instructional periods planning to time-table committee. This contradicted the finding of Ayodele, Buari and Oguntuase (2016) who reported that principals regularly use committee system strategies in school administration. This also disagreed with the finding of Alabi, Mustapha and Abdulkareem (2012) which indicated that

principals' utilized committee system such as; staff welfare committee, instructional supervision committee, disciplinary committee and school maintenance committee for enhancing administrative effectiveness. The contradiction in the findings could be as result of difference in time span. The possible reason for this finding could be that some secondary school principals could have the mindset that constituting committee members with different ideology and perception on school affairs may cause delay in school. Furthermore, huge amount of time could be spent for convening committee meetings. The secrecy of the committee system is difficult to maintain as a result of large members. Secondary school principals in Anambra State need the assistant of members of staff as they cannot perform all the school administrative tasks alone and use of committee system enhance delegation of duties and participatory management.

Further analysis indicated that there was no significant difference in the mean ratings of principals and teachers on the committee system strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State. The test of hypotheses was not significant probably because of the fact that both principals have low regard for use of school committee system and thus may have similar view with the teachers.

The result of the study revealed that staff performance appraisal strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State include: evaluating teachers' classroom instructional delivery, reviewing teachers' lesson notes, examining the level of teachers' punctuality to school and reviewing teachers' coverage of scheme of work. This agreed with the finding of Ayodele, Buari and Oguntuase (2016) who reported that principals regularly use staff performance appraisal strategies in school administration. The finding of this study also supported that of Ayodele (2016) who reported that principals apply staff performance strategies in secondary schools. The possible explanation for this agreement could be as a result of the fact, that the two studies were conducted in Nigeria and utilized similar participants. The staff performance appraisal adopted by secondary school principals gives them the opportunity to identify areas for improvement on teachers' instructional delivery. This may account for outstanding academic performance in external examinations recorded in the state.

It was also found out that the difference in the mean ratings of principals and teachers on the staff performance appraisal strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State was not significant. This is in agreement with the result of Endale (2015) which revealed that there was no significant difference in opinions of principals and teachers with regard to staff performance appraisal methods in secondary schools.

CONCLUSION

Based on the finding, it was concluded that principals apply administrative strategies with exception of committee system for enhancing teachers' job performance in secondary schools in Anambra State. Both principals and teachers attest to the fact that principals apply administrative strategies such as monitoring, staff performance appraisal, participatory decision making and motivational strategies for enhancing their job performance. These administrative strategies applied by secondary school principals could be linked to teachers' motivation which may account for outstanding performance of secondary school students in Anambra State. Further

indicator from the findings of this study is that the difference in the mean ratings of principals and teachers on the administrative strategies applied by principals for enhancing teachers job performance in secondary schools in Anambra State was not significant.

RECOMMENDATIONS

Based on the findings, it was recommended that:

1. State Ministry of Education should pay regular visits to public secondary schools in Anambra state for continuous monitoring of principals' use of committee system in running of the school affairs.
2. All Nigeria Conference of Principals of Secondary Schools (ANCOPSS) should organize regular orientation and sensitization programmes for principals to enlighten and improve their knowledge on the application of committee system strategies.
3. The Federal Ministry of Education should restructure leadership courses in teacher training institutions, incorporate modern staff performance appraisal strategies to enhance the establishment of effective leadership practices among teacher trainees in the 21st century schools.

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