

## PRINCIPALS' MANAGEMENT STRATEGIES AS CORRELATES OF TEACHERS' COMMITMENT TO WORK IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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### Abstract

The study examined principals' management strategies as correlates of teachers' commitment to work in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at .05 level significance. The study adopted correlational research design. The population of the study comprised 5396 (5,133 teachers and 263 principals) in 263 public secondary schools in six Education Zones in Anambra State. A sample of 579 respondents (513 teachers and 66 principals) was drawn using proportionate stratified and simple random sampling technique. The instruments for data collection were a researchers-structured questionnaire titled: "Principals' Management Strategies Questionnaire (PMSQ), and Teachers' Commitment to Work Questionnaire (TCWQ)". The face and construct validity of the instruments were established by three experts; one from Measurement and Evaluation and two in Educational Management. The reliability of the instruments was determined using Cronbach Alpha Coefficient method which gave coefficient values of 0.86, 0.82 and 0.86 respectively. Pearson Product Moment Correlation Coefficient was used to answer the research questions and test the hypotheses at 0.05 level of significance. The study revealed that principals' instructional leadership strategy ( $r = 0.676$ ;  $p < 0.000$ ), and principals' decision-making strategy ( $r = 0.683$ ;  $p < 0.000$ ) positively

and significantly relate to teachers' commitment to work in public secondary schools in Anambra State. The study recommended that school administrators should continue to promote participatory decision-making processes in their schools by involving teachers in decision-making so as to increase the level of morale and motivation among teachers.

**Keywords:** *Principals' Management Strategies, Instructional Leadership Strategy, Decision Making Strategy, Commitment to Work, Public secondary Schools*

## Introduction

Education is a positive instrument for the overall improvement of one's knowledge, ideologies and skills with the aim of achieving self-reliance, sustainability and enlightenment. It is a process of systematic training and instruction designed to transmit knowledge, acquire skills, potentials and abilities which enable an individual contribute significantly to the growth and development of his society and nation. Ugochukwu et al. (2021) stated that the importance of education cannot be overemphasized as it plays a pivotal role in the supply of manpower needed for national development. The main policy objectives of education is to raise the quality of education at all levels in order to make the products of the system more useful to the society and to maintain education as one of the prime engines for development. However, teachers'

commitment to their work is a determinant factor to how fast these education objectives would be achieved (Ayele, 2014).

Teachers' commitment to work is the professional attitude as well as sense of devotion to duty which is displayed by a teacher on the job. Edo and Nwosu (2018) explained that teachers' commitment to work could be determined by their proper execution of basic tasks and additional responsibilities assigned by the management, active involvement in school functions, punctuality to work, remaining in school till the closing hour, willingness to help students to learn and regularity in school. Teachers' execution of assigned tasks for a specific period broadens their knowledge which could improve their commitment to work. Kuncoro and Dardiri (2017) noted that some factors that affect teachers' commitment to work include; unsuitable performance goals that

are too high, unclear performance plans, lack of role clarity, confusion about priorities or targets, improper leadership and lack of good management strategies.

Management strategies are the procedures, styles and techniques used to manage behaviours and personnel activities in an organization. Tonwe (2017) averred that management strategies involve the act of giving assistance, encouragement and stimulation to staff by the management to enhance their performance towards the achievement of objectives. In school setting, principals' management strategies include an attempt to achieve a goal that is to create learners' involvement and cooperation in all school activities and to establish an environment conducive for teaching and learning. Management strategies involve providing for teachers' welfare, professional growth, supportive supervision, giving rewards, counseling staff members and school organizational career planning. Amadi et al. (2019) opined that for improved performance in the school organization, principals should adopt vital management strategies such as instructional leadership, teamwork, staff appraisal, decision-making, training and development of staff. Therefore,

within the context of this study, the researcher focused on these aspects of principals' management strategies; Instructional leadership strategy and decision-making strategy.

Instructional leadership strategy has to do with the ability to help formulate curriculum objectives, determine curriculum contents, provide materials, resources and equipment for the instructional programmes, supervise and evaluate instructions, promote quality instruction by ensuring consistency and coordination of instructional programmes, monitoring students progress by using the curriculum criteria, provide constant in-service education for instructional personnel, proper keeping of school's instructional records, institute policy and procedures for dealing with teachers and students' instructional matters, ensuring teachers' and students' safety during instructions and ensuring that students' receive proper teaching, among others (Wakarindi, 2013). Providing effective management strategy in relation to instructional leadership is not only generic but also enable workers to put in their best to identify themselves with the goals and

objectives of the school system (Obasi, 2018).

Decision-making strategy is the processes involved in selecting a course of action that will solve a problem. David (2019) noted that decisions must be made by the school management whenever the institution is confronted with a problem from time to time in order to achieve educational objectives. Different areas in which principals take decisions could be in the aspects of performing his functions like staffing, coordinating resources and planning educational programmes, among others. Akpakwu (2014) explained that every school principal is expected to apply certain steps in decision making before implementation. These includes defining the problem by determining the nature of the problem, collecting relevant data to know the root cause of the problem, identifying the available resources as well as any constraints to the educational establishment which might make the solution feasible, set feasible alternative courses of action to be taken in response to the problem, evaluate each alternative, choose among the set of alternative decisions, implement the decision

and finally learn from the feedback of the implemented decision.

The implementation of management strategies in schools aims to empower personnel, equipping them with the necessary tools for enhanced service delivery, increased productivity, and the successful attainment of educational goals (Onuma, 2016). Implementing these management strategies by school principals is expected to enhance teachers' commitment to their work. Consequently, teachers' improved commitment is anticipated to positively impact the accomplishment of educational goals. It is against this background that the researcher sought to examine principals' management strategies as correlates of teachers' commitment to work in public secondary schools in Anambra State.

### **Statement of the Problem**

Teachers are the most important cog in the educational machine and are highly instrumental to the success of any educational programme embarked upon by the government. However, there have been reported instances of teachers facilitating examination malpractices and engaging in

extortion within public secondary schools. Though, majority of the public secondary schools in Anambra State have been performing above average in their examinations, yet some of them are still to meet up to expectation. This development is gradually becoming a source of worry to parents and other stakeholders in education.

The researcher observed that some teachers show little commitment in terms of carrying out their assigned job. There has been a case of teachers coming late to work, absenteeism, inability to cover the scheme of work, moonlighting, and also portraying laissez faire attitude to matters that concerns the development of their school. These behaviours seem to point out that school management has failed on their part. There seems to be no management strategies employed by principals to help checkmate teachers' activities in the school. These could possibly explain the level of truancy observed among teachers. To find answers to these unwelcomed development found among teachers in public secondary schools in Anambra State, the study sought to examine principals' management strategies as correlates of teachers' commitment to

work in public secondary schools in Anambra State.

### **Purpose of the Study**

The general purpose of the study was to examine principals' management strategies as correlates of teachers' commitment to work in public secondary schools in Anambra State. Specifically, the study sought to:

1. examine the extent principals' instructional leadership strategy relates to teachers' commitment to work in public secondary schools in Anambra State.
2. ascertain the extent principals' decision-making strategy relates to teachers' commitment to work in public secondary schools in Anambra State.

### **Research Questions**

This study was guided by the following research questions:

1. To what extent does principals' instructional leadership strategy relate to teachers' commitment to



work in public secondary schools in Anambra State?

2. To what extent does principals' decision-making strategy relate to teachers' commitment to work in public secondary schools in Anambra State?

### Hypotheses

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

1. Principals' instructional leadership strategy does not significantly relate to teachers' commitment to work in public secondary schools in Anambra State.
2. Principals' decision-making strategy does not significantly relate to teachers' commitment to work in public secondary schools in Anambra State.

### Research Methods

The study adopted correlational research design. The population of the study comprised 5396 (5,133 teachers and 263 principals) in 263 public secondary schools

in six Education Zones in Anambra State. A total of 579 respondents (513 teachers and 66 principals) were drawn using proportionate stratified and simple random sampling technique from the study. The sample size comprised 10% of teachers and 25% population of principals. The choice of 10-25% was in line with the recommendations of Nworgu (2015) who stated that 10 to 80 percent of any given population is adequate for the research work. The instruments used for the data collection were researchers developed instruments titled "Principals' Management Strategies Questionnaire (PMSQ), and Teachers' Commitment to Work Questionnaire (TCWQ)". The instruments were divided into section A and B. Section A which has two clusters elicits information on instructional leadership strategy and decision-making strategy with 10-item statements each; Section B "Teachers' Commitment to Work Questionnaire (TCWQ)" with 15-item statements elicits information on teachers' commitment to work. The instruments were on four point rating scale of Very High Extent (VHE) (4 points), High Extent (HE) (3 points), Low Extent (LE) (2 points), and Very Low Extent (VLE) (1 point). The face and

construct validity of the instrument were established by three experts; one from Measurement and Evaluation and two in Education Management. All the experts are all from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. The questionnaire reliability was ascertained through a pilot test. The data collected were analyzed with Cronbach Alpha method and coefficient values of 0.86 for Instructional Leadership Strategy, 0.82 for Principals' Decision-Making Strategy and 0.86 for Teachers' Commitment to

Work. Out of 513 copies of the questionnaire administered to teachers, 492 (96%) of them were correctly completed and returned, while 21(4%) were either misplaced or not correctly filled. On the other hand, out of 66 copies of the questionnaire administered to principals, 60 (91%) were returned while 6(9%) were not returned. In all, 492 (96%) of teachers and 60(91%) of principals sampled were used for the study. Pearson Product Moment Correlation Coefficient was used to answer the research questions and hypotheses at 0.05 level of significance.

## Results

**Research Question 1:** To what extent does principals' instructional leadership strategy relate to teachers' commitment to work in public secondary schools in Anambra State?

**Table 1:** Summary of Pearson Product Moment Correlation on the Extent Principals' Instructional Leadership Strategy Relates to Teachers' Commitment to Work in Public Secondary Schools in Anambra State

Variables	N	r	r <sup>2</sup>	Remark
Principals' Instructional Leadership Strategy	492	.676	.457	High Extent
Teachers' Commitment to Work	60			

*\*\*Significant at  $p < 0.05$*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 1 showed that principals' instructional leadership strategy relates to teachers' commitment to work

in public secondary schools in Anambra State with:  $r = .676$ ,  $r^2 = .457$  and percentage (%) = 45.7. This analysis revealed a significant positive correlation coefficient of .676, indicating a strong positive relationship between principals' instructional leadership strategy and teachers' commitment to work in public secondary schools in Anambra State. This finding suggests that an increase in principals' instructional leadership strategy is associated with a 67.6% increase in teachers' commitment to work in public secondary schools in Anambra. The coefficient of determination ( $r^2$ ), which was calculated to be .457, indicates a high level of explanatory power for the variable. This means that a higher level of principals' instructional leadership strategy is linked to a greater level of teachers' commitment to their work. This means that the principals' instructional leadership strategy accounts for 45.7% of the variance in teachers' commitment to work.

**Research Question 2:** To what extent does principals' decision-making strategy relate to teachers' commitment to work in public secondary schools in Anambra State?

**Table 2:** Summary of Pearson Product Moment Correlation on the Extent Principals' Decision-Making Strategy Relates to Teachers' Commitment to Work in Public Secondary Schools in Anambra State

Variables	N	r	$r^2$	Remark
Principals' Decision-Making Strategy	492	.683	.467	High Extent
Teachers' Commitment to Work	60			

*\*\*Significant at  $p < 0.05$*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 2 showed that principals' decision-making strategy relates to teachers' commitment to work in public secondary schools in Anambra State with:  $r = .683$ ,  $r^2 = .467$  and percentage (%) = 46.7. The analysis revealed a strong positive correlation coefficient of .683, indicating a positive relationship between principals' decision-making strategy and teachers' commitment to work in public secondary schools in Anambra State. This suggests that an increase in principals' decision-making strategy is associated with a significant 68.3% increase in teachers' commitment to work



in public secondary schools in Anambra. The coefficient of determination ( $r^2$ ), calculated at .46.7, indicates a high level of explanatory power for the variable. This means that a higher level of principals' decision-making strategy is linked to a greater level of teachers' commitment to their work. This means that principals' decision-making strategy accounts for 46.7% of the variance in teachers' commitment to their work. Furthermore, this finding suggests that decision-making strategy of principals is crucial for enhancing teachers' commitment and effectiveness in their work.

**Hypothesis 1:** Principals' instructional leadership strategy does not significantly relate to teachers' commitment to work in public secondary schools in Anambra State.

**Table 3:** Summary of Pearson Product Moment Correlation on the Significant Relationship between Principals' Instructional Leadership Strategy and Teachers' Commitment to Work in Public Secondary Schools in Anambra State

Variables	N	r	$r^2$	p-value	Remark
Principals' Instructional Leadership Strategy	492	.676	.457	.000	Significant
Teachers' Commitment to Work	60				

*\*\*Significant at  $p < 0.05$*

The summary result of Pearson Product Moment Correlation Coefficient in Table 3 showed the significant relationship between principals' instructional leadership strategy and teachers' commitment to work in public secondary schools in Anambra State with p-value = .000. Since p-value (.000) is less than .05 level of significance, the study rejected the null hypothesis that principals' instructional leadership strategy does not significantly relate to teachers' commitment to work in public secondary schools in Anambra State and accepted the alternative hypothesis that principals' instructional leadership strategy significantly relates to teachers' commitment to work in public secondary schools in Anambra State.

**Hypothesis 2:** Principals' decision-making strategy does not significantly relate to teachers' commitment to work in public secondary schools in Anambra State.

**Table 4:** Summary of Pearson Product Moment Correlation on the Significant Relationship between Principals' Decision-Making Strategy and Teachers' Commitment to Work in Public Secondary Schools in Anambra State

Variables	N	r	r <sup>2</sup>	p-value	Remark
Principals' Instructional Leadership Strategy	492				
Teachers' Commitment to Work	60	.683	.467	.000	Significant

**\*\*Significant at  $p < 0.05$**

The summary result of Pearson Product Moment Correlation Coefficient in Table 4 showed principals' decision-making strategy and teachers' commitment to work in public secondary schools in Anambra State with  $p\text{-value} = .000$ . Since  $p\text{-value} (.000)$  is less than .05 level of significance, the study rejected the null hypothesis that principals' decision-making strategy does not significantly relate to teachers' commitment to work in public secondary schools in Anambra State and accepted the alternative hypothesis that principals' decision-making strategy significantly relates to teachers' commitment to work in public secondary schools in Anambra State.

Findings on the extent principals' instructional leadership strategy relate to teachers' commitment to work in public secondary schools in Anambra State revealed that principals' instructional leadership strategy positively and significantly related to teachers' commitment to work to a high extent. The findings are in line with the findings of Akpakwu (2014) and Onuma (2016) who found out that principals' provision of supervision, motivation, professional growth, and welfare for teachers and factors that affect teachers' performance during instructional delivery in secondary schools are part of their leadership instructional roles. The implications for these areas of emphasis justify the fact that in

## Discussion of Findings

supportive supervision, the principal as internal supervisor leads the teacher to think along new ideas and improved ways of doing things. The findings of the study contradict with the findings of Tonwe (2019) who disclosed that principals' did not employ effective instructional leadership strategies for achieving educational objectives in secondary schools. However, the principals' were found wanting not to have employed sufficient instructional leadership strategies for achieving educational objectives in secondary schools. The similarities and dissimilarities in the studies emphasize the significance of principals' roles in influencing instructional delivery and acknowledge the impact of various factors on teachers' effectiveness in the classroom.

Findings on the extent principals' decision-making strategy relate to teachers' commitment to work in public secondary schools in Anambra State revealed that principals' decision-making strategy positively and significantly related to teachers' commitment to work to a high extent. The findings of the study are in line with the finding of Uzogor and Nwankwo (2020). These studies are of the view that principals who actively involve teachers in

decision-making processes and create a collaborative decision-making climate have a positive impact on teachers' commitment. Thomas (2015) also revealed that principals who engage in open and supportive communication, provide regular feedback, and create a positive working environment have a positive impact on teachers' commitment levels. The similarities in the studies underscores the importance of actively involve teachers in decision-making and creating a participative environment that will enhance their commitment, job satisfaction and their willingness to contribute to the school goals and success.

### Conclusion

Principals' management strategies play a critical role in shaping the culture and overall success of a school. Based on the findings of the study presented, analyzed and discussed, the study concluded that principals' management strategies positively and significantly relate to teachers' commitment to work in public secondary schools in Anambra State.

### Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. Ministry of Education should prioritize professional development for principals to enhance their instructional leadership skills, focusing on supervision, motivation, and fostering professional growth among teachers.

2. School administrators should continue to promote participatory decision-making processes in their schools by involving teachers in decision-making so as to increase the level of morale and motivation among teachers.

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