

PRINCIPALS' HUMAN RELATIONS STRATEGIES AND TEACHERS' JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The main purpose of the study was to investigate the relationship between principals' human relations strategies and teachers' job effectiveness in public secondary schools in Anambra State. Five research questions guided the study and six hypotheses were tested at 0.05 level of significance. The correlational research design was adopted for the study. The population of the study comprised 266 principals in the 266 public secondary schools in the six Education Zones of Anambra State. Data for this study was collected by means of structured questionnaires developed by the researcher. The instruments were validated by three experts in the Department of Educational Foundations, all from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam. The instrument's reliability was established through a pilot test. The data collected were analyzed using Cronbach Alpha and coefficient values of 0.75, 0.82, 0.87, 0.81 and 0.84 for clusters A to E respectively with an overall reliability co-efficient value of 0.81 for Instrument A. Furthermore, test of reliability on Instrument B using Cronbach Alpha reliability Co-efficient yielded coefficient value of 0.78. The Pearson Product Moment Correlation Coefficient was used to answer research questions while the multiple regression correlation analysis was employed to test the hypotheses. The findings of the study revealed that communication strategy, teamwork strategy, motivation strategy, staff development strategy and conflict management strategy have a positive relationship with teachers' job effectiveness. Based on these findings, the researcher concludes that there is a significant relationship between human relations strategies and teachers job effectiveness in public secondary schools in Anambra State.

Keywords: Human Relations Strategies, Communication Strategy, Teamwork Strategy, Motivation Strategy, Staff Development Strategy, Conflict Management Strategy, Teachers Job Effectiveness

INTRODUCTION

The principal is the administrative head in charge of school administration, and his or her job is to use a range of monitoring approaches to help teachers see the need

for change, prepare for change, and practice new behaviours in order to improve teaching and learning. Ezeugbor (2015) stated that the school principal has the highest administrative position in the secondary school chain of power. The school principal is the instructional leader who is charged with enhancing the quality of instructional delivery by ensuring that teachers are properly supervised. Nwite (2016) noted that the principal's key responsibilities include providing excellent instructional leadership to increase the diversity of the curriculum and the quality of the instructional program in order to achieve the school's objectives. The principals are in charge of executing the country's educational policy in secondary schools, and they normally report to the secondary education delegate in their region

(Nnebedum & Akinfolarin, 2017). The custodian and bookkeeping officials of their respective institutions are the principals. Onyeike and Nwosu (2018) averred that principals are the unwavering leaders and administrators of their schools, and the future of these institutions is in their hands.

The principal is in charge of administration in the educational system. He organizes and co-ordinates the entire organ to fulfill its objectives. Because he is at the top of the hierarchy, his actions have an impact on every other aspect in the system, including teachers, students, and non-teaching workers. Mbipom in Onyeike and Nwosu (2018) noted that principals accept all routine jobs in order to complete all administrative responsibilities as leaders in order to achieve school objectives for posterity. Principals' responsibilities include scheduling, planning, coordinating, budgeting, instructional supervision, physical plant maintenance, and custodial services to students and staff, as well as serving as a liaison between the school, the ministry, and the community (Nnebedum & Akinfolarin, 2017).

Gordon (2023) opined that some human relation strategies like staff development, teamwork, communication and conflict management. Furthermore, some studies suggest that principals' human relations strategies are communication, teamwork, motivation, staff development and conflict management (Ngwakwe et al., 2018; Amadi, 2019; Mukumbi & Kabeta, 2019; Osamwonyi, 2016). The human relations strategies that was adopted for this study are communication, use of teams, motivation, staff development and conflict management. They was reviewed in the subsection below:

Communication is the process of transmitting messages from one party to another via various settings such as intrapersonal communication, interpersonal or interpersonal communication, group communication or organizational communication, and mass communication (Hasbullah, 2018). At least two people are involved in communication: the sender and the receiver of information. The communicator, the route of communication, and the communicatee are the three components of communication (Nwogbo et al., 2019). When communication occurs in the context of group or organizational communication, it has its own communication network or pattern.

However, Aminullah (2019) opined that communication is a symbolic action that cannot be separated in human existence. Communication is both the foundation of our existence and the lifeblood of the educational system. Communication is essential in educational organizations to guarantee that workers complete responsibilities for the company's development, to obtain fresh ideas, and to boost employees' value and pleasure in the organization. It is impossible to overstate the importance of excellent communication in educational institutions.

Teamwork is a catalyst for improved productivity and instructional effectiveness (Agarwal & Adjirackor, 2016). Teams can be created to help teachers build their capacities and include creative ideas for better curriculum delivery (Dimitriades in Ayeni & Fakunle, 2021). Teamwork is the capacity to collaborate and communicate with others in order to achieve a common objective (Ballangrund et al., 2017). To operate effectively as a team, individuals must be aware of and committed to the team's goals, as well as able to do tasks both alone and in conjunction with other team members. Teamwork's advantages are becoming more and well-documented. Teamwork is a crucial element in effectively managing a school.

Motivational strategies, as described by Chiemeka-Unogu (2022), are methods that assist individuals in pursuing their goals. These techniques aim to achieve predictable and long-lasting positive effects through the use of actively applied motivating stimuli. Motivation is the process that explains an individual's intensity, direction, and persistence of effort towards achieving a goal (Robbins & Judge, 2016). Teachers' motivation involves encouraging and inspiring them to effectively perform their duties. Akpan (2015) averred that teacher motivation positively correlates with job satisfaction. Furthermore, work motivation is positively associated with job satisfaction, and highly motivated teachers are more likely to succeed in their profession (Bozpolat, 2016).

Staff development is defined as a process by which teachers evaluate, renew, and extend their commitment as change agents to the moral purposes of teaching, as well as acquire and critically develop knowledge, skills, planning, and practice with children, young people, and colleagues throughout their careers (Amie-Ogan & Deekae, 2020). Staff development is a method for improving job knowledge, promoting more effective job performance, and establishing long term career goals. It aids employees in comprehending their obligations. It is the paraprofessional possibilities offered to

novice and experienced teachers and teaching assistants. These activities are intended to improve classroom instruction, allow individuals to advance professionally, introduce practitioners to the actual uses of research-validated methodologies, and assist teachers in meeting their licensing and compensation differentials. Staff development is the provision made by the school for improving the school system and the personnel from initial employment to retirement. Staff development programme are those activities designed to instruct, inform and stimulate classroom teachers.

Staff development strategy for school teachers involves systematic efforts to enhance their knowledge, skills, and competencies to improve their effectiveness in teaching and overall professional growth (Amie-Ogan & Deekae, 2020). This strategy typically includes various initiatives such as workshops, seminars, training sessions, mentoring programs, peer learning opportunities, and continuous professional development activities. The aim is to support teachers in staying updated with the latest educational trends, instructional techniques, and subject matter expertise, ultimately leading to improved student outcomes and school performance.

Conflict management is a planned process required in an organisation to arrive at a decision in an appropriate way of handling and resolving conflict in order to promote peaceful culture and build a platform upon which the organisational goal could be attained. Conflict management strategy is described as any approach, method or tactics adopted and applied by a principal during conflicts situations with the intention to bring such situation to a peaceful end in order to achieve the stated objective of the organisation or unit. Onyali and Nnebedum (2018) stated that conflict management strategies may be defined as the practices, mechanisms or techniques put in place by the school principal in order to check the negative tendencies of conflict. Conflict management is the process by which disputes are resolved, where negative results are minimized and positive results are prioritized. This key management skill involves using different tactics depending on the situation, negotiation, and creative thinking. With properly managed conflict, an organization is able to minimize interpersonal issues, enhance client satisfaction, and produce better business outcomes. Conflict management is an important aspect of school administration as the teachers and principals may utilize these approaches to achieve a conducive teaching and

learning climate. One of the indices of principals' administrative effectiveness is the ability to manage conflict between him and the teachers and among other teachers and students in schools (Nwangwu & Chidiobi, 2017).

A teacher is any person who is involved in the activity of sharing, directing and imparting knowledge or practice, giving instruction in a school. Ikediugwu (2018) stated that a teacher or a school teacher is a person who provides education for students (children) and students (adults). In many countries, a person who wishes to become a teacher must first obtain specified professional qualification from a university or college. Nwokeocha (2016) asserted a professional teacher is a person with the educational competences and abiding commitment needed to engage successfully in the professional practice of teaching.

Effectiveness is defined the ability to choose appropriate goals and achieve them (Mondal, 2020). Effectiveness is defined as the extent to which an activity fulfils its intended purpose or function. Wooll (2022) defined effectiveness as the capacity to generate a better output, one that adds more value or accomplishes a better result. It is often measured as the quality of the desired result. Thus, a strategy is effective if it properly employs resources to achieve the desired results.

On the other hand, job effectiveness represents the achievement of a teacher. Aperribai et al (2020) claimed that job effectiveness is measured based on quality, quantity and time. Aperribai et al stated that job effectiveness is the achievement of duties and obligations, including additional duties outside their obligations.

Statement of the Problem

The Government of Anambra State has constantly stressed the need of maintaining quality in the administrative, instructional, and pedagogical procedures used by teachers in the state, particularly at the secondary level. Regardless of the state government's viewpoint, it appears that the quality of administration and teaching in public secondary schools has not met expectations. It appears that secondary school teachers in several Anambra State public secondary schools have not performed their tasks efficiently. The researcher's field observations in several public secondary schools appear to demonstrate a lack of dedication from some teachers in some secondary schools in the state, where some senior teachers seldom carry out the role of teaching. Some of these teachers appear to delegate their teaching duties to student-teachers in the school.

Furthermore, the researcher observes that in some public secondary schools, there appear to be issues between principals and members of the school staff. This is evident in cases where teachers and other members of the school staff complain of not being carried along on decisions in the school. This seems to have resulted in conflicts which appear to dampen teachers' performance on the job. Similarly, there are cases where members of some schools' School Based Management Committee (SBMC), Parent Teachers Association Meeting and Old Boys Association have accused some secondary school principals of high-handedness and not carrying them along on matters relating to the general administration of their schools. The researcher wonders if the adoption of human relations strategies would improve teachers' job effectiveness. It is in a bid to answer this question that the researcher investigated the relationship between principals' human relations strategies and teachers' job effectiveness in public secondary schools in Anambra State.

Purpose of the Study

The general purpose of the study was to examine the relationship between principals' human relations strategies and teachers' job effectiveness in public secondary schools in Anambra State. Specifically, the study sought to:

1. investigate the relationship between communication and teachers' job effectiveness in public secondary schools in Anambra State.
2. determine the relationship between teamwork and teachers' job effectiveness in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between communication and teachers' job effectiveness in public secondary schools in Anambra State?
2. What is the relationship between teamwork and teachers' job effectiveness in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses tested at .05 level of significance guided the study:

1. There is no significant relationship between principals' adoption of communication strategy and teachers' job effectiveness in public secondary schools in Anambra State.

2. There is no significant relationship between principals' teamwork and teachers' job effectiveness in public secondary schools in Anambra State.

Methodology

The study was adopted the correlational research design. The area of the study is Anambra State. Anambra State is located in south east Nigeria. It was created on August 27, 1991, during the administration of General Ibrahim Babangida, who was the President of Nigeria at the time. Anambra State was carved out of the old Anambra State, which was further divided into two states to create Enugu State and Anambra State. Geographically, Anambra State is situated in the Niger-Benue Basin, and it is bordered by Delta State to the west, Enugu State to the east, Imo State to the south, and Kogi State to the north. The state lies between latitudes 5°50'N and 7°15'N, and longitudes 6°40'E and 7°45'E. It has a total land area of approximately 4,844 square kilometers. Anambra State is known for its diverse religious landscape. The population of the study comprised 266 principals in the six Education Zones of 266 public secondary schools in Anambra State (Planning, Research and Statistics Department, Anambra State Post Primary Schools Service Commission (PPSSC), Awka, February, 2023). The entire

population of this study was 266 principals in the six Education Zones of 266 public secondary schools in Anambra State. This is in line with Nworgu (2015) who stated that when the population is manageable, the researcher can sample the entire population of the study. Hence, the researcher sampled the entire population of the study without sampling. This study used two instruments. "Principals' Human Relation Strategies Questionnaire (PHRSQ)".and 'Teachers' Job Effectiveness Questionnaire (TJEQ). The instruments were subjected to face and construct validation. Face validation was done by three experts, two in Educational Management and one in Measurement and Evaluation, all in the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The experts determined the face and construct validity of the questionnaires by vetting the items in terms of clarity of the words used, whether the items are easily understandable, relevance of items to the subject matter and content coverage of the questionnaire. The data collected were

analyzed using Cronbach Alpha and coefficient values of 0.75, 0.82, 0.87, 0.81 and 0.84 for clusters A to E respectively with an overall reliability co-efficient value of 0.81 for Instrument A. Furthermore, test of reliability on Instrument B using Cronbach Alpha reliability Co-efficient yielded coefficient value of 0.78. These coefficient values indicated that the instrument is reliable for the study. Based on the suggestions, comments and corrections of the experts, the final version of the instrument was produced. The instruments were administered to the respondents by the researcher with the help of three research assistants who were briefed on how to administer, manage time, mannerism and retrieve the instrument from the sampled respondents. The data collection lasted for two weeks. The Pearson Product Moment Correlation Coefficient was used to answer research questions. The co-efficient "r" obtained was used to ascertain how each of the independent variables correlate the dependent variable. The research questions were interpreted as follows:

Correlation Coefficient	Interpretations
0.8 to 1.0 (negative or positive)	Very High
0.6 to 0.8 (negative or positive)	High
0.4 to 0.6 (negative or positive)	Average

0.2 to 0.4 (negative or positive)	Low
0.0 to 0.2 (negative or positive)	Very Low (no relationship)

In testing the null hypotheses, Pearson Product Moment Correlation Coefficient was used to tested hypotheses, 1-5 while multiple regression correlation analysis was employed to test hypothesis 6. In interpreting the values of the null hypotheses, when p-value is less than or equal to .05 ($p \leq .05$), the null hypothesis will not be accepted. On the other hand, when the p-value is greater than .05 ($p > .05$), the null hypothesis will not be rejected.

Analysis of Research Questions

Research Question 1: What is the relationship between communication strategy and teachers' job effectiveness in public secondary schools in Anambra State?

Table 1: Summary of Pearson Correlation Analysis between Communication strategy and Teachers Job Effectiveness in Public Secondary Schools in Anambra State

		Communication Strategy	Teachers Job Effectiveness	Remark
Communication Strategy	Pearson Correlation	1	.810**	Very High Positive relationship
	Sig, (2-tailed)		.000	
	N	228	228	
TeachersJob Effectiveness	Pearson Correlation	.810**	1	
	Sig, (2-tailed)	.000		
	N	228	228	

** Correlation is significant at the 0.05 level (2-tailed).

Data in Table 1 revealed that the Pearson's Correlation Coefficient is $r=0.81$. This shows that a very high positive relationship exists between communication

strategy and teachers' job effectiveness. This implies that if principals use communication strategy a human relations strategy it would greatly improve teachers job effectiveness. Thus, there is a very high positive relationship between communication strategy and teachers' job effectiveness in public secondary schools in Anambra State.

Research Question 2: What is the relationship between teamwork and teachers' job effectiveness in public secondary schools in Anambra State?

Table 2: Summary of Pearson Correlation Analysis between Teamwork strategy and Teachers Job Effectiveness in Public Secondary Schools in Anambra State

		Teamwork Strategy	Teachers Job Effectiveness	Remark
Teamwork Strategy	Pearson Correlation	1	.720**	Very High Positive relationship
	Sig, (2-tailed)		.000	
	N	228	228	
Teachers Job Effectiveness	Pearson Correlation	.720**	1	
	Sig, (2-tailed)	.000		
	N	228	228	

** Correlation is significant at the 0.05 level (2-tailed).

Data in Table 2 reveals that the Pearson's Correlation Coefficient is $r=0.72$. This shows that a high positive relationship exists between teamwork strategy and teachers' job effectiveness. This implies that if principals use teamwork strategy as a human relations strategy in their interaction with teachers in public secondary schools, it would have a high positive impact on teachers' job effectiveness. Thus, there is a high positive relationship between teamwork strategy and teachers' job effectiveness in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between principals' adoption of communication strategy and teachers' job effectiveness in public secondary schools in Anambra State.

Table 6: Test of Significance of Pearson Correlation on the Relationship between Principals' Adoption of Communication Strategy and Teachers' Job Effectiveness in Public Secondary Schools in Anambra State

		Correlations		Remark
		Communication Strategy	Teachers Job Effectiveness	
Communication Strategy	Pearson Correlation	1	.810**	Significant
	Sig, (2-tailed)		.000	
	N	228	228	
Teachers Job Effectiveness	Pearson Correlation	.810**	1	
	Sig, (2-tailed)	.000		
	N	228	228	

** Correlation is significant at the 0.05 level (2-tailed).

Data presented on Table 6 indicates the correlation coefficient (r) as .810 with a p -value = 0.000. Since the P value of 0.000 is less than .05 ($P < .05$), it means that effect of principals adoption of communication strategy on teachers' job effectiveness in public secondary schools in Anambra State is statistically significant. This means that there is a significant relationship between principals' adoption of communication strategy and

teachers' job effectiveness in public secondary schools in Anambra State. Thus, the null hypothesis was not accepted.

Hypothesis 2: There is no significant relationship between principals' teamwork and teachers' job effectiveness in public secondary schools in Anambra State.

Table 7: Test of Significance of Pearson Correlation on the Relationship between Principals' Adoption of Teamwork Strategy and Teachers' Job Effectiveness in Public Secondary Schools in Anambra State

		Correlations		Remark
		Teamwork Strategy	Teachers Job Effectiveness	
Teamwork Strategy	Pearson Correlation	1	.720**	Significant
	Sig, (2-tailed)		.000	
	N	228	228	
Teachers Job Effectiveness	Pearson Correlation	.720**	1	
	Sig, (2-tailed)	.000		
	N	228	228	

** Correlation is significant at the 0.05 level (2-tailed).

Data presented on Table 7 indicates the correlation coefficient (r) as .720 with a p-value = 0.002. Since the P-value of 0.000 is less than .05 ($P < .05$), it means that effect of principals adoption of teamwork strategy on teachers' job effectiveness in public secondary schools in Anambra State is statistically significant. This means that there is a significant relationship between principals' adoption of teamwork strategy and teachers'

job effectiveness in public secondary schools in Anambra State. Thus, the null hypothesis was not accepted.

Conclusion

The researcher based on the findings of the study concludes that there is a very high positive relationship between human relations strategies and teachers job effectiveness in public secondary schools in Anambra State. The findings of the study revealed that various human relations strategies like communication strategy, teamwork strategy, motivation strategy, staff development strategy and conflict management strategy all contribute significantly to teachers' job effectiveness. It is therefore imperative that principals of public secondary schools and other interested stakeholder should put in place measures to integrate these strategies into the organizational culture of public secondary schools so as to facilitate teachers' job effectiveness.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. Principals of public secondary schools should prioritize implementing effective communication strategies in the school environment. This includes fostering open channels of communication among staff members, students, and parents. Regular communication platforms such as meetings, newsletters and digital communication tools should be utilized to ensure clear and transparent communication.
2. Principals of public secondary schools should actively promote a culture of teamwork among teachers. Principals should encourage collaboration, peer support, and shared decision-making processes among teaching staff. Facilitating team-building activities and creating opportunities for collaborative lesson planning can strengthen teamwork and enhance teachers' job effectiveness.

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