

# A CORRECTIONAL DICHOTOMY OF ADMINISTRATIVE STRATEGIES TOWARDS TEACHERS' JOB PERFORMANCE IN PRIMARY SCHOOLS IN EKITI STATE

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**Abstract:** This study investigated the headteachers' administrative strategies and teachers' job performance in primary schools in Ekiti state, Nigeria. Descriptive research design of the survey type was adopted for the study. The population of this study comprised all the 9157 teachers and 855 headteachers in public primary schools in Ekiti State. The sample for the study comprised of 576 teachers and 72 primary school headteachers in six local government areas used for the study using Multistage sampling procedure which include simple random, stratified random techniques. Two sets of structured questionnaire titled "Headteachers' Administrative Strategies Questionnaire (HASQ)" and "Teachers' Job Performance Questionnaire (TJPQ)" were used for this study. The experts determined the appropriateness of the instruments and ensure that the instrument contained the appropriate items that could elicit the intended responses on the administrative strategies and job performance in order to meet the face and content validity. To ensure the reliability of the instrument, the test-retest method was adopted and instruments yielded a reliability coefficient of 0.83 and 0.71 for HASQ and TJPQ, respectively. The instruments were adjudged to be reliable for the study. All the hypotheses formulated were tested at 0.05 level of significance. The findings from the study showed that there was a significant relationship between headteacher' administrative strategies and teachers' job performance ( $r=0.639$ ) at  $p<0.05$ . The headteachers' administrative strategies contribute significantly to variations in teachers' job performance, and that participatory decision making was the best of predictor of teachers' job performance ( $r=0.622$ ) at  $p<0.05$ . The study concluded that headteachers administrative strategies had significant impact on teachers' job performance. It was therefore recommended that headteachers should improve on the use of participatory decision making, delegation of duties and regular staff meetings to enhance teachers' job performance. Teachers should also be exposed to further training to enhance their performance in the discharge of their duties.

**Key Words:** headteachers, administration, strategies, teachers, job performance.

## 1. INTRODUCTION:

Education is the process by which students acquire the relevant knowledge, skills and values to ensure proper intellectual and character development of individuals for self-reliance and responsible citizenship. Education at primary level is the bedrock and foundation towards higher knowledge in tertiary institutions. It is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the country.

All seem not to be well with teachers' job performance in Ekiti state. Thus the poor performance of teachers in the area of classroom management, preparation of lesson notes and instructional delivery could be attributed to lack of good headteachers administrative strategies. The problem of absenteeism and teachers not willing to discharge their duties therefore pose a question whether headteachers use the appropriate administrative strategies. The headteachers' administrative strategies includes participatory decision making, committee system, delegation of duties, disciplinary ability and regular staff meeting.

Decision-making is an executive function. It is the essence of management because it is needed in order to effectively carry out the key function of management, planning, organizing, directing, controlling, budgeting, staffing, etc. Decisions are action-bound. According to Ibukun (1997), a decision is a deliberate and conscious resolve of an individual or a group of people to act in a specified manner or direction for a purpose. In the same vein, Ajayi and Ayodele (2011) opined that decision making is the essence of management.

Participatory decision making is a process in which influence is shared among individuals who are otherwise hierarchically unequal (Wagner, 2008). It is a system which encourages employees to participate in the process of making decisions that directly affect their work lives. It is utilized to improve work practices, productivity, and organizational performance (Muriuki, 2013).

Teacher involvement in decision-making has been advanced for a variety of reasons. Participative decision-making provides an environment that makes employees' needs known and creates a means of expressing it openly in all areas of the organization (Sodhi, 2009). Olorunsola and Abiodun-Oyebanji (2011) asserted that teachers are central in the management of schools and their involvement in decision making is such a sensitive issue in schools that neglect of it by the headteachers could cause a lot of rift, conflict, misgiving, and hindrance to the realization of the objectives of the school goals. The researchers is of the opinion that the growth of any school depend upon the groups that make it up and effective utilization of the intellectuals ability of this group helps the growth and development of such schools.

Committee system allows obtaining and sharing of necessary information among staff and students while members of a committee who participate actively in making decisions feel a sense of belongingness necessary to implement the decisions (Ukeje, Akabogu and Ndu 1999, Ogumbameru, 2004). Ajayi and Ayodele (2011) asserted that a committee is a sub group within an organisation formally brought together to advise the manager on courses of action and or to make legitimate decision on specified issues. The use of committee system in decision making is based on the premise that "committees generally make better decision than the average individual" (Gray and Starke, 1988). Lydiah and Nasango (2009) stated that the headteachers' use of team working system was another organizational skill use to influence the performance of the teachers in their schools. In teamwork, delegation of duties ensured that work was done effectively.

Delegation refers to the process of entrusting authority and responsibility to other people. Delegation involves the headteacher, giving a teacher the responsibility and the authority to do something that is normally part of the headteachers' job (Karen 2007). According to Adeyemi (2006) effective delegation is crucial to effective management, which requires good communication and a high degree of trust between the delegator and the delegate. He said whether a school is a big or small; a manager cannot manage it alone without the support of other members of staff. Buari (2014) described the school as a complex organisation; which can only be run successfully, if the headteacher demonstrate the strategy of effective delegation. He went further to say that most problems be devilling the educational system nowadays such as cultism, insubordination, examination malpractice, poor academic performance are probably the result of improper delegation of duties.

Ajayi and Ayodele (2001) asserted that the success of the school system depends on the level of discipline of staff and students. A school characterised by high level of indiscipline will find it difficult to achieve its aims and objectives. It is the responsibility of the school head to maintain discipline in the school. However, he cannot do it alone, he has to involve the assistant head, heads of departments, members of staff, prefects and the students. Nkanata (2013) asserted that, discipline does not only imply compliance and conformity but it is also a process of growing towards self-control, developing character and learning both orderly and productive existence.

Regular meeting involve the headteachers gathering teachers together to discuss academic issues and make decisions on the way forward. In schools headteachers should be committed to effective communication in a collegiate atmosphere, strategies for improvement are open to consultation with all staff and are, crucially, subject to change as a result of responses. Through effective communication, new ideas and approaches are developed throughout the school along with peoples' commitment to them. In the TAC team Briefing (2004) it was reported that headteachers can use various approaches such as: memos, systematic headteachers visit to staffroom, use of white board that staff and headteacher would add notes to, weekly publication and regular meetings.

Abwalla (2014) posited that organized meeting for teachers to exchange views with their superiors. It is through such meetings that teachers' job performance is enhanced. The researcher was thus of the view that there is a positive relationship between regular staff meeting and teachers' job performance.

Fakunle (2009) asserted that a regular staff meeting is a strategy by which an administrator or headteacher can encourage teamwork. In some school, the general staff meeting is regarded as the executive council of the school in which case, its decision is binding on both the super-ordinates and the sub-ordinates. A teacher could improve his/her job performance if involved the process of management, it depends on the appropriate headteachers strategies used by the headteacher.

### **1.1 Purpose of the study**

The purpose of study was to examine the relationship between the variables of headteachers' administrative strategies and teachers' job performance. The variables include participatory decision making, the use of committee system, delegation of duties, disciplinary ability and regular staff meeting. The study found out that the contributions of headteachers' administrative strategies to teachers' job performance.

### **1.2 Research Questions**

The following research questions were raised to guide the study.

- Is there any relationship between participatory decision making and teachers' job performance?
- Is there any relationship between the use of committee system and teachers' job performance?
- Is there any relationship between delegation of duties and teachers' job performance?

- Is there any relationship between disciplinary ability and teachers’ job performance?
- Is there any relationship between regular staff meeting and teachers’ job performance?

**1.3 Research Hypotheses**

- There is no significant relationship between participatory decision making and teachers’ job performance.
- There is no significant relationship between the use of committee system and teachers’ job performance.
- There is no significant relationship between delegation of duties and teachers’ job performance.
- There is no significant relationship between disciplinary ability and teachers’ job performance.
- There is no significant relationship between regular staff meeting and teachers’ job performance.

**2. METHODOLOGY:**

The descriptive research design of the survey type was used in this study. The population of this study consisted of all the headteachers and teachers in public primary schools in Ekiti state. As at the time of this study (2015/2016) academic session, there were 855 headteachers and 9157 teachers in public primary schools in Ekiti state. The sample for this study comprised 576 teachers and 72 headteachers of public schools in Ekiti state. The teachers and headteachers were selected using multi stage sampling procedure.

At the first stage, two Local Government Areas were chosen from each senatorial district using simple random sampling technique. Second stage involved the selection of two schools from each of the six Local Government Areas selected using stratified random sampling technique. The third stage involved the selection of 8 teachers from each of the 72 schools using simple random sampling technique while the headteachers of the selected schools were purposively selected. This gives a total of 72 headteachers and 576 teachers used for the study. Two sets of instruments were used for this study. The first instrument is “Headteachers’ Administrative Strategies Questionnaire” (HASQ) and “Teachers’ Job Performance Questionnaire” (TJPQ) respectively. The experts determined the appropriateness of the instruments and ensure that the instrument contained the appropriate items that could elicit the intended responses on the administrative strategies and job performance in order to meet the face and content validity. To ensure the reliability of the instrument, the test-retest method was adopted in the study.

**3. RESULTS:**

**Hypothesis 1**

There is no significant relationship between participatory decision making and teachers’ job performance. In order to test the hypothesis, scores relating to participatory decision making and teachers’ job performance were computed using Items in Section B of “Headteachers’ Administrative Strategies Questionnaire (HASQ)” and Items in Section B of “Teachers’ Job Performance Questionnaire (TJPQ)”. These scores were subsequently subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 1.

**1. Table 1: Participatory decision making and teachers’ job performance**

Variables	N	Mean	SD	r <sub>cal</sub>	r <sub>table</sub>
Participatory decision making	576	22.97	0.37	0.622*	0.178
Teachers’ job Performance	576	60.21	15.37		

\*p<0.05

Table 1 revealed that r<sub>cal</sub> (0.622) is greater than r<sub>table</sub> (0.178) at 0.05 level of significance. This implies that there was a significant relationship between participatory decision making and teachers’ job performance.

**Hypothesis 2**

There is no significant relationship between use of committee system and teachers’ job performance.

In order to test the hypothesis, scores relating to use of committee system and teachers’ job performance were computed using Items in Section B of “Headteachers’ Administrative Strategies Questionnaire (HASQ)” and Items in Section B of “Teachers’ Job Performance Questionnaire (TJPQ)”. These score were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 2.

**2. Table 2: Use of committee system and teachers job performance**

Variables	N	Mean	SD	r <sub>cal</sub>	r <sub>table</sub>
use of committee system	576	20.73	6.33	0.571*	0.178
Teachers’ job Performance	576	60.21	15.37		

\*p<0.05

Table 2 revealed that  $r_{cal}$  (0.571) is greater than  $r_{table}$  (0.178) at 0.05 level of significance. The null hypothesis is rejected. This implies that there was a significant relationship between use of committee system and teachers’ job performance.

**Hypothesis 3**

There is no significant relationship between delegation of duties and teachers’ job performance.

In order to test the hypothesis, scores relating to delegation of duties and teachers’ job performance were computed using Items in Section B of “Headteachers’ Administrative Strategies Questionnaire (HASQ)” and Items in Section B of “Teachers’ Job Performance Questionnaire (TJPQ)”. These set of scores were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 3.

**3. Table 3: Delegation of duties and teachers job performance**

Variables	N	Mean	SD	$r_{cal}$	$r_{table}$
Delegation of duties	576	9.84	3.29	0.349*	0.178
Teachers’ job Performance	576	60.21	15.37		

\* $p < 0.05$

Table 3 revealed that  $r_{cal}$  (0.349) is greater than  $r_{table}$  (0.178) at 0.05 level of significance. The null hypothesis is rejected. This implied that there was a significant relationship between delegation of duties and teachers’ job performance.

**Hypothesis 4**

There is no significant relationship between disciplinary ability and teachers’ job performance. In order to test the hypothesis, scores relating to disciplinary ability and teachers’ job performance were computed using Items in Section B of “Headteachers’ Administrative Strategies Questionnaire (HASQ)” and Items in Section B of “Teachers’ Job Performance Questionnaire (TJPQ)”. These scores were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 4.

**4. Table 4: Disciplinary ability and teachers’ job performance**

Variables	N	Mean	SD	$r_{cal}$	$r_{table}$
Disciplinary ability	576	7.77	2.55	0.472*	0.178
Teachers’ job Performance	576	60.21	15.37		

\* $p < 0.05$

Table 4 revealed that  $r_{cal}$  (0.472) is greater than  $r_{table}$  (0.178) at 0.05 level of significance. The null hypothesis is rejected. This implied that there was a significant relationship between disciplinary ability and teachers’ job performance. The relationship between disciplinary ability and teachers’ job performance was average and positive.

**Hypothesis 5**

There is no significant relationship between regular staff meeting and teachers’ job performance. In order to test the hypothesis, scores relating to regular staff meeting and teachers’ job performance were computed using Items in Section B of “Headteachers’ Administrative Strategies Questionnaire (HASQ)” and Items in Section B of “Teachers’ Job Performance Questionnaire (TJPQ)”. These scores were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 5.

**5. Table 5: Regular staff meeting and teachers’ job performance**

Variables	N	Mean	SD	$r_{cal}$	$r_{table}$
Regular staff meeting	576	12.07	4.50	0.368*	0.178
Teachers’ job Performance	576	60.21	15.37		

\* $p < 0.05$

Table 5 revealed that  $r_{cal}$  (0.368) is greater than  $r_{table}$  (0.178) at 0.05 level of significance. The null hypothesis is rejected. This implied that there was a significant relationship between regular staff meeting and teachers’ job performance.

**4. DISCUSSION OF THE FINDINGS:**

The study revealed that there was significant relationship between participatory decision making and teachers’ job performance. This implies that individuals tend to work harder at attaining a goal when they are involved in setting it and head teachers involvement of teachers in decision making has an effect on teachers’ performance. The researchers findings is in agreement with Abwalla (2014) and Muriuki (2013).

It was revealed that there was significant relationship between the use of committee system and teachers' job performance. This could be a result of checks and balances emanating from authorities of relevant committees. The finding is in support of Buari (2014) who equally stressed that a democratic method of school management that allows employees, particularly teachers, adequate participation in any decisions that affect them through committee system, contributes significantly to teachers' job performance.

It was revealed that there was significant relationship between delegation of duties and teachers' job performance. This implies that headteachers are freed from time-consuming duties that subordinates can adequately handle, and make decisions to be timely and it gives room for participatory management which enable the subordinates to reach their full potential. The findings is in agreement with earlier researchers like Ejiogu (1998), Wadi (2009), that asserted that delegation of authority strengthens human relation among members of an organization, enhance self confidence among workers and increase the level of achievement in tasks, and enhance job performance.

The result showed that there was significant relationship between disciplinary ability and teachers' job performance. This implies that disciplinary ability is an important tool in the hand of teachers for better performance. The finding supports Ajayi and Ayodele (2001) who asserted that the success of the school system depends on the level of discipline of staff and students. In contrary finding and the view of above scholars Nakpodia (2010) posited that there is negative relationship between disciplinary ability and teachers' job performance.

The result revealed that there was significant relationship between regular staff meeting and teachers' job performance. This might be due to effective head teachers dialogues that encourage teachers to critically reflect on their learning and professional practice, including: making suggestions, giving feedback, modeling using inquiry and soliciting advice and opinions and giving praise. The finding agrees with the assertion of Abraham and Emmeme (2012) who found a positive relationship between regular staff meeting and teachers' job performance.

## 5. CONCLUSION AND RECOMMENDATIONS:

The study concluded that participatory decision making, use of committee systems, disciplinary ability, delegation of duties, and regular staff meeting determines teacher's job performance in public primary schools. In view of the findings of the study, it was recommended that Headteachers should involve teachers in decision making process through regular participation in preparation of examination time table, in the appointment of school prefect and appointment of food vendors into the school among others in order to improve their job performance. The headteacher should constitute various committee systems such as staff welfare committee on welfare matters, disciplinary committee in checking indiscipline among erring students and academic committee on matters bordering on academic purposes in order to increase their level of job performance. The headteachers should delegate duties to competent teachers while supervision is properly done in order to ensure effective teachers' job performance. There should be need for maintenance of high level of discipline in the school by the headteachers while appropriate punishments are meted on erring staff and students, which will improve teachers' job performance. The headteacher should ensure regular staff meeting by creating a room for freedom of speech during meetings and encourage adequate participation of staff to enhance teachers' job performance.

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