

**PRINCIPALSHIP, DECISION-MAKING AND TEACHERS' JOB  
PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS  
STATE**

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**ABSTRACT**

*This paper is designed to ascertain the relationship between principalship, decision making and teachers' job performance in public senior secondary schools in Rivers State. Two research questions were posed and two hypotheses formulated. The study employed a correlation research design which also involved the simple linear method. The population of the study is seven thousand, eight hundred and twelve (7,812) teachers and principals. The sample size of the study is one thousand, three hundred and ninety two (1,392) respondents. The sampling techniques used in this study are purposive and random sampling techniques. The research instruments used are Principalship Decision Making Rating Scale (PDMRS) and Teachers' Job Performance rating Scale (TJPRS). The instruments were validated by specialists from the department of measurement and evaluation and also from the field of educational management. Cronbach alpha statistic was used to establish a reliability coefficient of 0.81. The research questions were answered using Pearson (r) correlation statistics, while t-test significance of simple linear correlation statistics was used to test the hypothesis at 0.05 level of significance. It was revealed in this study that, there is a moderate and significant positive relationship between principalship, decision making and teachers' job performance in public senior secondary schools in Rivers State. Based on the findings of this study, the researchers recommend among others that; principals of secondary schools should employ participatory decision making style to boost teachers' interest and moral in service delivery to achieve the school objectives.*

**Key words:** Principalship, decision making, teacher performance, education, principal, teacher.

### **Introduction:**

Education has been and often recognized as very crucial and veritable instrument for the social, political and economic development of nations. It empowers people with attitude, skills and knowledge for purposeful living in the society. It is the process through which an individual inquires necessary knowledge, competencies and capacities that enable him adapt positively into the society. Whether formal, informal or non-formal, education attempt to pass on members of the society it's cultured and preserved overtime for the enlightenment and strengthening of citizenry (Onye & Ajuzie, 2018; p.1). National policy on Education (2014) observes that education in Nigeria is an instrument "par excellence" for effecting natural development. Secondary education is the education children received after primary education and before tertiary stage of education.

Secondary education is of Key importance because it is expected that a child who cannot protected to tertiary level would have enquired enough skills and knowledge at the secondary level to enable him/her contribute meaningfully to the economic growth of his/her society (Kenigheni, 2014). Oku, Emenalo and Okeke (2018, P. 195), opines that educational institutions like any other organization is set up to achieve a number of goals and objectives using limited human and materials resources available. In the course of realizing the organizational goals through human interactions and actions, there are bound to be problems, difficulties and conflicts needs, values, interest, ideas etc. in a situation like this, a school administrator had to find a way of proffering solutions to the problems or situations and this is done through decision making, which some authors believed to be an act of administration or leadership (Agi and Edward, 2015).

Leadership is very important elements of school administration since running schools requires full cooperation of all stakeholders who need direction and coordination. The school is a social system which means that individuals are in constant interaction in process of accomplishing predetermined goals and objectives (Ukeje & Okerie as cited in Agi & Edward, 2015). Leadership position has the onerous responsibility of achieving the goals of their organizations. To them is entrusted the power to organize the personnel and the materials available in an organization so that they follow to realize the set goals and objectives of the establishment. Their relevance as organizational leaders is to the extent to which they are found capable of utilizing the men and materials available to them in achieving the target objectives of the organization. The head or leader of an establishment maintains his relevance by helping the organization stay in business through realizing the motive which might be profit or service oriented (Ogbonnaya, Orbeegbulem, Onwurah & Enyi, 2013).

Nwankwo as cited in Nnodim (2016) defined leadership as a process whereby a personal (the leader) or persons (leaders) intentionally influences (by communication, interrelationships, motivation, etc) the behaviour of others in a special group or organizational goals. Leadership is a position or ability to lead a group of people in an organization for the attainment of an objective. A leader is a person with power over the others that exercise this power for the purpose of influencing their behaviours. Principal is the head and leaders in secondary schools. Principalship according to Hornby's Advanced

Learners Dictionary of current English as cited in Anukam, Okunamiri and Ogbona (2010, p.232) defines the word principalship as “the highest in the order of importance, the chief persons in authority; the most important leader of a school or college”. Encyclopedia of Education as cited in Anukam, Okunamiri, and Ogbonna (2010) states that the title of principal is an appropriate designation for the administrator of a single school. But in Nigeria context, principal usually refers to the head of a secondary school or a post primary institution.

The title principal usually refers to the head of secondary school post primary institution. He or she is the first citizen of the institution, the head of the school family, the custodian of the school culture, the mirror of the tone of the school, the personification of the school motto: the architect of the school psyche and the first among equals in the tutorial team (Ezeochi as cited in Anukam, Okunamiri and Ogbonna 2010). The personality of the principal is the fulcrum around which the totality of the schools image revolves. School principalship is one of most important educational leadership positions.

Secondary school principal plays significant role in the school system to achieve its common goals. That is why some scholars describes him as an executive head of the school because of the way he makes decisions and implements decisions and programmes of the school. He coordinates activities for work to proceed smoothly, quickly and efficiently to achieve the goals of the school. And this aim cannot be actualize by the principal alone. He requires the help of other staff. Principals, just like other administrators, plan stimulate, coordinate, direct and evaluate the work of other staff in the school. That is why it is pertinent that a principal work with other staff to be effective in achieving choice cardinal objective of the school. Principalship is a shared responsibility or leadership. Participatory decision-making is a sine quo non in every organization. It made provision for workers to assume full responsibility of the organization.

Anagbogu and Ndu in Okoli (as cited in Nwana et'al, 2016), described decision making as a conscious and deliberate resolve that binds the individual group to taking action in a specific way. Decision making is a conscious process of making choices among one or more alternatives with the intention of moving towards some desired states of affairs (Abba in Ezeali & Uzomba as cited in Mmejim, 2018, p. 239). It is process of identifying and selecting a course of action to direct a problem or take advantage of an opportunity. Heintz and koontz (as cited in Oku, Emenalo and Okeke 2018, p.196), defines decision making as the selection of a course of action from among alternatives. It is a central job to do it, and when and where to do it and at times how it will be done. Peretomode (as cited in Oku, Emenalo and Okeke, 2018) also, states that decision making is the process of choosing from among alternative ways of achieving an objective or providing a solution to a problem. It involves choice and entails cost. If one alternative is chosen, the other is lost (cost). Decision making is the process by which managers respond to the opportunities and threats that confront them by analyzing the options and making determinations, or decisions about specific organization goals and courses of action (Jones & George as cited in Agi & Edwards, 2015 p.130). From the above definitions, it is crystal clear that decision making requires careful and concerted efforts to achieve the best result. The field of education is a living open system of thought that continually deals with fresh issues as they

arise out of man's changing actions and experiences (Morris as cited in Nwanna, 2016). These educational activities can only be carried out through effective leadership and decision making by the educational manager or leader. It is believed that the success or failure of any school is dependent upon the groups that make it up and effective utilization of the intellectual abilities of these group or human resources helps the development of such an organization or schools affects schools administration; job satisfaction, job commitment, productivity, school administrative efficiency and school discipline in general (Nwanna, et' al, 2016).

This teaching is an interaction between a teacher (an instructor) and a student over a subject in a setting (Uzomah, & Asuoha, 2014). This interaction leads to learning. Learning is a relatively permanent change in behavior which arises from an organization's interaction with its environment. It is a life long process of transforming information and experience into knowledge, skills, behaviours and attitudes. The success or failure of any educational system can be traced to the performance of teachers. Teachers are the bedrock of any educational system and the nerve of all the programmes and activities taking place in the school(Kanno, 2008, P. 342). Anyanwa (as cited in Kanno, 2008) states that teacher is that individual who is able to make the learner want to learn and helps same to learn more. Every system is adjudged by the value of its products and serves and in the case of education, the core product is a well tutored learner who processes specific skills and knowledge with refined behaviour that enable him function effectively in the society (Onye& Ajuzie, 2018). Teachers' performance is essential in the school system. Performance is the act of accomplishing or executing a given task (Lindsay, Griffin and Owen as cited in Adejumoki, 2013). Teacherjob performance is the duties performed by a teacher in a particular period in the school system in achieving organizational goals (Obilade as cited in Selamat & Tautig, 2013). They said it could be measured through teachers' job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility.

Principal's participatory decision making, style helps improves the quality of decisions, increasing the understanding of the group and also their commitment to the decision. Participation in decision making connotes consultation, delegation of authority or group consensus. It involves judging, analyzing and selecting a particular alternative from so many possible alternative choices. Any effective action carried out in the school is as a result of the right administrations made (Nwanna, et' al, 2016). It is against this backdrop that the researcher examined principalship, decision making and teachers' job performance in public senior secondary schools in Rivers State.

### **Purpose of the Study**

The main purpose of the study is to examine the relationship between principalship, decision making and teachers' job performance in public senior secondary school in Rivers State. But in specific term, the study sought to;

1. ascertain the relationship between principal leadership behavior and teachers' job performance in public senior secondary schools in Rivers State.
2. examine the relationship between decision making and teachers' job performance in public senior secondary schools in Rivers State.

### Research Questions

The following research questions were posed to guide the study:

1. What are the relationship between principal leadership behaviour and teachers' job performance in public senior secondary schools in Rivers State.
2. What are the relationship between decision making and teacher's job performance in public secondary schools in Rivers State.

### Research Hypotheses

To guide the research, two hypotheses formulated and tested at 0.05 level of significance.

1. There is no significant relationship between principal leadership behaviour and teachers' job performance in Rivers State.
2. The relationship between decision making and teachers' job performance is not significant.

### Methodology

The study utilized correlation research designed. The population of the study is 7812 principals and teachers. The sample size of the study is 1392. The sampling techniques used in the study are purposive and random sampling techniques. Instrument titled principal leadership behaviour, decision making Rating scale (PDMRS) and teacher's job performance Rating scale (TJPRS) were used to elicit information from the respondents. The instruments were validated by experts from the department of Educational Management, and Educational Management and Education. Whose correction and comments enhanced the final draft production. The test-retest method was used to determine the reliability co-o efficient. The co-efficient total 0.81 was obtained using cronback alph method. The research questions were answered using pear son (r) correlation statistics. While the hypotheses were tested at 0.05 using t-test significance of simple linear correlation statistics.

### Research Question 1

**RQ<sub>1</sub>:** What is the coefficient of relationship between principals' leadership behaviour and teachers' job performance?

**Table 1:** Relationship between principals' leadership behaviour and teachers' job performance

Variables (V:X&Y), Sample Size (n), Summation ( $\Sigma$ ), Sum of Squares (SS), Cross-Products (CP), Variance ( $S^2$ ), Covariance (Cov.), Pearson r (r), and Remarks for the coefficient of relationship between principals' leadership behaviour and teachers' job performance

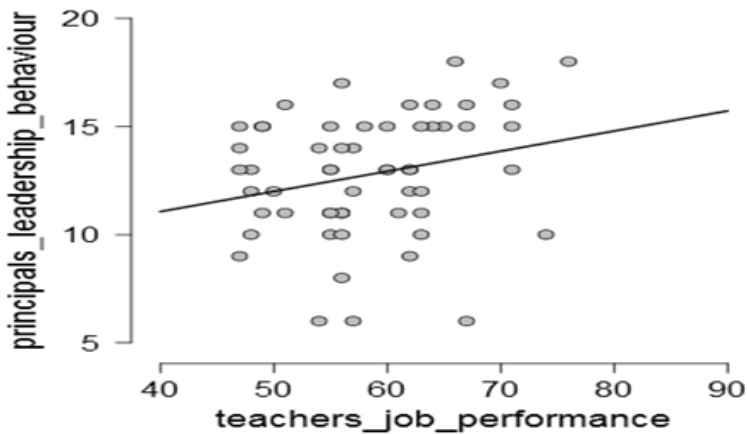
V	n	$\Sigma$	SS	CP	$S^2$	Cov.	r	Remarks
X	1334	77878	72626.069		54.483			Low

Y	1334	17043	10627.983	6760.414	7.973	5.072	<b>0.24</b>	<b>Positive Relationship</b>
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Magnitude of Relationship = Low

Direction of Relationship = Positive

Percentage Coefficient of Determination = 5.76%



**Figure 1:** Scatter plot of scores in principals' leadership behaviour against scores in teachers' job performance in secondary schools

Table 1 and figure 1 above shows the coefficient of relationship between principals' leadership behaviour and teachers' job performance. Through the sum of squares and cross products, an index of 0.24 was realized. This index of 0.24 shows that there is low positive relationship between principals' leadership behaviour and teachers' job performance. The percentage coefficient of determination shows that 5.76% of the variations in teachers' job performance could be attributed to principals' leadership behaviour. Further explanation as presented in the scatter plot (graphical diagram) shows the positive direction of the linear relationship between principals' leadership behaviour and teachers' job performance, as the correlation line tends upward. Looking at the scedasticity (scattering) of the plot reflects how the dots bunch up or scatter evenly through the whole length of the line. With the dispersion of the dots, it reflects that there is somehow heteroscedasticity of the values (scores) in X and Y variables; signifying that the strength of relationship between principals' leadership behaviour and teachers' job performance is not all that uniform.

## Hypothesis 1

**H<sub>01</sub>:** The coefficient of relationship between principals' leadership behaviour and teachers' job performance is not significant.

**Table 2:**

Sample Size (n), Coefficient of Relationship (r), Alpha Level ( $\alpha$ ), Degree of Freedom (df) and t-test of Significance of Correlation between two Variables

V	n	$\Sigma$	r	$\alpha$	df	t <sub>cal</sub>	t <sub>tab</sub>	Decision
X	1334	77878	0.24	0.05	1332	9.156	1.96	<b>H<sub>0</sub> Rejected</b>
Y	1334	17043						

Table 2 presented the test of the coefficient of relationship between principals' leadership behaviour and teachers' job performance. The degree of freedom is 1332 and the t-calculated value of 9.156 is greater than the t-tabulated value of 1.96. Since the t-calculated value is greater than the t-tabulated value, the null hypothesis is rejected; thus concluding that the low positive relationship between principals' leadership behaviour and teachers' job performance is significant.

## Research Question 2

**RQ<sub>1</sub>:** What is the coefficient of relationship between decision making and teachers' job performance?

**Table 2:** Relationship between decision making and teachers' job performance

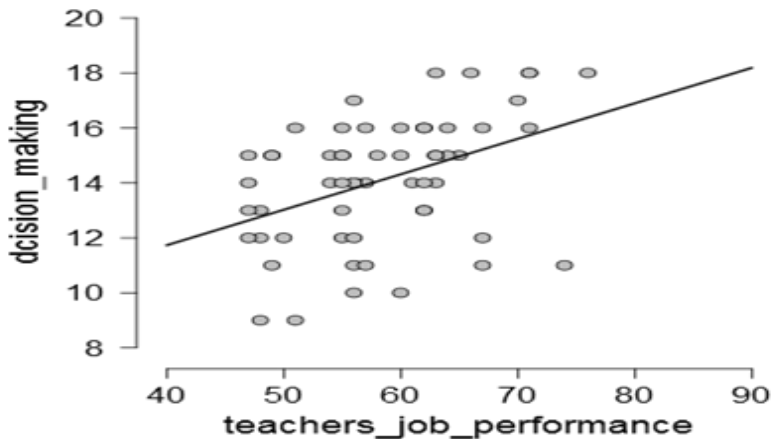
Variables (V:X&Y), Sample Size (n), Summation ( $\Sigma$ ), Sum of Squares (SS), Cross-Products (CP), Variance ( $S^2$ ), Covariance (Cov.), Pearson r (r), and Remarks for the coefficient of relationship between decision making and teachers' job performance

V	n	$\Sigma$	SS	CP	$S^2$	Cov.	r	Remarks
X	1334	77878	72626.069	9377.655	54.483	7.035	<b>0.42</b>	<b>Moderate Positive Relationship</b>
Y	1334	18814	6931.724		5.200			

Magnitude of Relationship = Moderate

Direction of Relationship = Positive

Percentage Coefficient of Determination = 17.64%



**Figure 2:** Scatter plot of scores in decision making against scores in teachers' job performance in secondary schools

Table 11 and figure 6 above shows the coefficient of relationship between decision making and teachers' job performance. Through the sum of squares and cross products, an index of 0.42 was realized. This index of 0.42 shows that there is moderate positive relationship between decision making and teachers' job performance. The percentage coefficient of determination shows that 17.64% of the variations in teachers' job performance could be attributed to decision making. Further explanation as presented in the scatter plot (graphical diagram) shows the positive direction of the linear relationship between decision making and teachers' job performance, as the correlation line tends upward. Looking at the scedasticity (scattering) of the plot reflects how the dots bunch up or scatter evenly through the whole length of the line. With the dispersion of the dots, it reflects that there is some homoscedasticity of the values (scores) in X and Y variables; signifying that the strength of relationship between decision making and teachers' job performance is uniform.

## Hypothesis 2

**H<sub>02</sub>:** The coefficient of relationship between decision making and teachers' job performance is not significant.

### Table2:

Sample Size (n), Coefficient of Relationship (r), Alpha Level ( $\alpha$ ), Degree of Freedom (df) and t-test of Significance of Correlation between two Variables

V	n	$\Sigma$	r	$\alpha$	df	t <sub>cal</sub>	t <sub>tab</sub>	Decision
X	1334	77878	0.42	0.05	1332	16.791	1.96	<b>H<sub>0</sub> Rejected</b>
Y	1334	18814						



Table 2 presented the test of the coefficient of relationship between decision making and teachers' job performance. The degree of freedom is 1332 and the t-calculated value of 16.791 is greater than the t-tabulated value of 1.96. Since the t-calculated value is greater than the t-tabulated value, the null hypothesis is Rejected; thus concluding that the moderate positive relationship between decision making and teachers' job performance is significant.

### **Discussion of findings**

#### **Relationship between principals' leadership behaviour and teachers' job performance**

It was revealed in this study that there is a low positive and significant relationship between principals' leadership behaviour and teachers' job performance. This shows that although there is a link between the two variables, but not much impact was felt. This indicates that there is a low tendency for principals' leadership behaviour to improve teachers' job performance. Hence, there is principal's inspiration to teachers, mentorship and not taking advice from the teachers influence teachers' job performance while the respondents disagreed that the principals motivate the teachers and that the intellectual capacity of the teachers are stipulated by the principals. The success of an organization depends on the quality of its leadership, as leaders influence, inspire, motivate and direct the activities and actions of other members of the organization toward achieving the organizational goals and objectives. Therefore successful leadership is the cardinal ingredient in achieving the school goals.

It was found also that there is a moderate positive and significant relationship between decision making and teachers' job performance. This shows that decision making is a factor that affects teachers' job performance positively. The respondents agreed that decision making influences teachers' job performance through the involvement of teachers in decision making, teachers given the opportunity to contribute their quotas in the running the school; teachers discharged their duties effectively when they are involved in decision making and that the goals of the school are easily achieved when the principals engage their teachers in administration purposes. This means that involving the teachers in decision making enhances and motivates the teachers to perform effectively. Decision is one key functions of secondary school principal. And it behold in him or her to move the staff for effective and official administration of the school. Participatory decision making plays crucial role in ensuring quick achievement of organizational actions and objectives. In the course of realizing the organizational goals through, human interactions and actions, there are bound to be problems, difficulties and conflicts among the numerous competing objectives, needs, values, interest, ideas, etc.

### **Conclusion**

This paper examined the relationship between principal ship, decision making and teachers' job performance in public senior secondary school in Rivers State. Participatory decision making is pivotal in leadership of every organization. Therefore, it is imperative for heads (ie principals) of secondary schools to involve other staff in decision making to boost their interest in sincerely contributing their quota in achieving the common goals of school system. Decision making is a key ingredient for the successful management of school system. Any decision that is wrongly taken affects negatively the operation smooth

operation of the school. Every decision must be result-oriented and should also add value to the school system. Therefore, the researchers are of the view that effective and participatory decision making is a panacea towards achieving the common goals of schools.

### **Recommendations**

The following recommendations were made;

1. The heads (ie principals) of secondary schools should employ participatory decision making as major panacea to solving schools problems.
2. Principals of schools should be liberal minded and accommodating in their leadership to pave way for staff contributions in the administration. This is because no man is a compendium administrative knowledge. "Two good heads is better than one good head". In essence, the principal helps to achieve the goals of the educational system through other staff. Administration effectiveness is requires collective efforts in every organization.

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