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## **PRINCIPALS' STRATEGIC MANAGEMENT PRACTICES AS DETERMINANTS OF TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVER STATE**

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### **ABSTRACT**

This study examined principals' strategic management practices as determinants of teachers' job performance in public senior secondary schools in Rivers State. Three research questions and three hypotheses guided the study. It adopted both descriptive and correlational design for the study. The population of this study consist of 6,893 teachers in the 291 public senior secondary schools in Rivers State with a sample size of 400 teachers (representing 5.8% of the entire population of the study), comprising of 200 males and 200 females teaching staff in Rivers State, and was drawn through a stratified sampling random technique. A self-structured instrument titled: Principals' strategic management Practices (PSMPQ) and Teachers' Performance (TPQ) Questionnaire were used for data collection. The instrument were validated by 2 experts in the Department of Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Nigeria. A test-retest method was used to establish the internal consistency of the instrument. The researchers administered the instrument with the assistance of two research assistants. Mean and standard deviations were used to answer the research questions, while the hypotheses were tested with Regression statistical tool at .05 level of significance. The major findings of the study indicated that there is a positive significant relationship between principals' strategic management practices in provision of reward systems and teachers' job performance in public senior secondary schools in Rivers State. The study concluded that provision of reward system enhances teachers' job performance, praising teachers for excellent performance is seen as a way to trigger higher instructional performance, issuing end-of-the-year awards to high-performing staff is perceived to stimulate more outstanding instructional performance.

**Keywords:** Principals, Strategic, Management, Practices, Teachers' Job Performance, Public, Senior, Secondary Schools, River State, Nigeria.

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## INTRODUCTION

In the evolving landscape of education, the role of school leadership has emerged as a critical factor in ensuring quality teaching and learning outcomes (Bush, 2008). In public senior secondary schools, principals are increasingly expected not only to manage administrative functions but also to serve as strategic leaders who drive teacher performance (Leithwood, Harris, & Hopkins, 2008). The concept of strategic management in educational leadership involves a deliberate and systematic approach to aligning school resources, policies, and practices with the broader goals of improving teacher effectiveness and, ultimately, student achievement (Davies & Davies, 2006).

According to UNESCO (2017), the quality of education is widely recognized as a cornerstone for national development, and within this realm, the performance of teachers plays a pivotal role in determining student success. In public senior secondary schools, where resources are often limited and challenges abound, the role of school leadership becomes even more critical. Principals are not only administrative managers but also strategic leaders whose actions directly influence the teaching and learning environment (Oduro, 2004).

In today's dynamic educational landscape, strategic management practices in schools are increasingly seen as vital mechanisms for addressing the multifaceted challenges faced by educators. Principals who adopt strategic approaches are better positioned to motivate teachers, foster professional growth, and create a supportive environment that mitigates the stresses associated with the teaching profession (Fullan, 2014; Day et al., 2016).

The principals of secondary schools are the custodians of secondary education, as they ensure that all programmes developed through the National Policy on Education are effectively implemented (Federal Republic of Nigeria [FRN], 2014). The roles of the principals of secondary schools include interpreting policy, executing curriculum programmes, ensuring student and staff welfare, maintaining equipment and physical facilities, training staff, fostering effective school-community relations, and engaging in interpersonal communication, record management, and decision-making processes, all of which contribute to teachers' performance (Oyetunji, 2006; Nwankwo, 1982).

The principal, as the head of the school, is responsible for decision-making, supervising the activities of both teachers and students, communicating with staff, conducting appraisals, and utilizing committee systems to enhance teacher productivity (Okeke, 2004). These are essential management practices that principals should adopt to ensure high performance from teachers.

Teachers are educational personnel who are trained and certified to implement the curriculum at the classroom level. They are critical to both education and national development and are considered an indispensable educational resource (Ololube, 2006). The success or failure of any educational programme or society may depend significantly on the extent to which teachers perform their duties effectively (Afe, 2001). Consequently, special attention is given to teachers in the management of the educational sector. In Nigeria, teacher education programmes and institutions are established to develop the right quantity and quality of teachers needed to deliver quality education (FRN, 2014; Ajayi & Akinwumiju, 2005). This is vital, as teachers are primarily responsible for lesson planning, instructional delivery, and classroom management.

Teachers undertake the task of classroom management. Apart from teaching and classroom management, teachers perform other several roles in education delivery. Burchell (2018) identified such other functions to include; acting as an *in loco parentis*, disciplining and counselling students among other administrative functions. Beyond that, teachers help principals in the day-to-day administration of the school. Teachers head some departments; act

as members of committee and community relations officer. These teachers also undertake other duties delegated to them by the school principals. In fact, the roles of teachers are encompassing, no school or nation can survive without teachers. These individuals are known as child-builders because they impact knowledge into the lives of skilled professionals such as; Doctors, Accountants, Engineers, Economist, and so on. In other words, teachers can also be called Nation Builders (Agi & Adiele, 2015).

### **Statement of the Problem**

The teaching profession is one of the avenues that provide opportunities for the growth of individuals in society. As a noble career, there is a need to create an enabling environment that allows for growth. Secondary school principals are at the center of all activities and have the mandate to ensure that the programs are run smoothly in a manner that attracts better performance.

The improvement of teachers for service delivery and achievement of organizational goals is critical and determines the success or failure of any educational programme and institution. Consequently, one of the core tasks of the principals in educational institution is to ensure that teachers are well encouraged by ways of rewards, delegation and involvement of teachers in decision-making process, provision of welfare package, etc. to enhance teachers job performance. Sadly, the reverse seems to be the case, as those motivational incentives itemized above are either in short supply or not supplied at all.

Hence, the obvious manifest of teachers' inability to cover scheme of work, teachers' ill-behaviour, lateness and absenteeism from school and engagement in other businesses, which have inhibited enhanced teachers' performance in public senior secondary schools in Rivers State. Some secondary school teachers in Rivers State have demonstrated low level of morale in discharge of their duties as a result. Also, Government attitudes that "teachers rewards are in heaven" in this 21<sup>st</sup> century remain a cause for worry amongst parents and other stakeholders in education.

It appears that, all these issues are evidence of negligence of the government to give adequate attentions that are commensurate to teachers' input. In the light of the above overview, the researcher investigated principals' strategic management practices determine teachers' job performance in public senior secondary schools in Rivers State, Nigeria, in order to bridge those identified gaps.

### **Aim and Objectives of the Study**

The aim of this study is to investigate the extent principals' strategic management practices determine teachers job performance in public senior secondary schools in Rivers State. Specifically, the study sought to:

- Determine the extent principals' provision of reward systems affect teachers' job performance in public senior secondary schools in Rivers State.
- Investigate the extent principals' delegation of duties impact teachers' job performance in public senior secondary schools in Rivers State.
- Evaluate the extent principals' provision of welfare service impact teachers' job performance in public secondary schools in Rivers State.

## **Research Questions**

The research was guided by the following research questions:

- To what extent does principals' provision of reward systems influence teachers' job performance in public senior secondary schools in Rivers State?
- To what extent does principals' delegation of duties enhance teachers' job performance in public senior secondary schools in Rivers State?
- To what extent does principals' provision of welfare services impact teachers' job performance in public senior secondary schools in Rivers State?

## **Hypotheses**

The following null hypotheses were formulated to further guide the study:

- There is no significant relationship between principals' provision of reward systems and teachers' job performance in public senior secondary schools in Rivers State.
- There is no significant relationship between principals' delegation of duties and teachers' job performance in public senior secondary schools in Rivers State.
- There is no significant relationship between principals' provision of welfare services and teachers' job performance in public senior secondary schools in Rivers State.

## **REVIEW OF RELATED LITERATURE**

### **Principalship**

A principal is the head administrator of a secondary school. Encyclopedia of Education (2002) posited that the title of principal is an appropriate designation for the chief administrator of school. Udo and Akpa (2001) referred to the principal as the executive head of a secondary school. The early school principalship was given to any teacher found to possess some sign of demonstrable administrative ability. A teacher with academic qualifications and the right type of personality could be appointed the administrative head in addition to full time teaching duty. Many of such principals were pre-occupied with such tasks as scheduling attendance taking reporting among others. The idea of a principal serving as a teacher as well as administrator continues today in small urban communities and most rural areas.

As school became more complex, the principal was relieved at least some part of the teaching duties. In Nigerian Schools, the administrator-ship has evolved from the position and performance of teachers. Hence, the title of principal usually refers to the head of a secondary school or a post primary institution (Aderounmu & Ehiametalor, 2005). Secondary school principal's office had now been transformed into a sort of a midway station between the educational policy makers, the staff and students. The principal as the administrator guides, controls and provides leadership in a way that support that aim and objectives of secondary school education as stated in National Policy on Education (FRN, 2014).

The secondary education needs a lot of changes and the school principal is likely to be the key agent to introduce and sustain such change. He is responsible for the smooth running of the school. His challenge therefore, is to ensure that all children reach the level of academic achievements. This he achieves by setting institutional methods for the attainment of school goals. The principal must possess certain qualities to reach the aim of success. An effective and

efficient principal must be a learning officer, a coach, an architect and ideal person, a leader of leaders and a teacher.

### **Principals' Provision of Reward System**

The employees' commitment is largely based on appreciation and rewards they received in the process of discharging their responsibilities. Teachers, who are rewarded financially, nonfinancially or both tend to improve their drive to impart knowledge on the students. Financial and non-financial could be seen as intrinsic and extrinsic in nature. Intrinsic rewards are necessary because employees are rewarded for their personal satisfaction, to make them feel better in the organization. These types of rewards include empowerment, trust, recognition, information and feedback. On the other hand, extrinsic rewards are those which employee receives from his or her organization after good performance or after accomplishing specific task. These rewards include gifts, promotions, salary increase, remuneration and bonuses. As identified by Khan et al. (2010), remuneration is a vital factor which affects teachers' morale.

There is need for flexibility in administering rewards to teachers and reward must recognize the differences in people's needs, expectations, aspirations, goals, their performances desires. On the other hand, performance clearly describes how an employee carries out the allocated tasks that make up the job. Good performance results from consented efforts, ability and true direction. Employees performance rewards is therefore made up of the totality of the financial and other non-financial rewards that an employee receives because of their labour or services rendered. In Imo State, there is considerable concern whether teachers are adequately rewarded for their performances in job execution. This is discernible from expressed reservations of some teachers on lack of morale in teaching profession (Agi & Adiele, 2015).

Many new teachers wonder if they need to have a classroom reward system. The short answer is yes, to an extent. Using rewards as a part of classroom management isn't mandatory, but there are reasons to consider doing so. For one, motivating young students to participate in their own learning can be difficult. Having them practice good behavior on a daily basis can be even harder (Ali & Dahie, 2015). There are advantages of having a classroom reward system. Then, we will see how you can design your own system and mention some pitfalls that you will want to avoid along the way. Whether we like it or not, humans need motivation. As we mature, most of us become intrinsically motivated. This means that we can motivate ourselves from within based on internal desires to do something such as reading because you genuinely enjoy it and not just because you are told to, or because you want to appear smart to your peers. This is a tough concept for little kids and even some adults. After all, many people would not work if it were not for what they receive at the end of the week: a paycheck (Adediwura, 2008).

Although, it is good to encourage students to become intrinsically motivated, it's also worth noting that extrinsic motivators are important, too. It will save your sanity to accept that external rewards such as money, grades, prizes, and praise will drive most of their behavior. Money is a contractual responsibility in the employment relationship and is a vital motivator for hiring and retaining staff. A cash payment or other reward given to employees in exchange for better performance is known as an incentive. Organizational perks, like wages, bonuses, and fringe benefits, seem to be obvious rewards given by the organization (Aladenusi & Ayodele, 2011). Additionally, rewards have been divided into monetary and non-monetary categories. According to Chen (1999) and Weatherly (2002), both monetary and some non-monetary rewards can be categorized as extrinsic rewards. Monetary rewards are defined as tangible items like pay, bonuses, promotions, and formal recognitions, whereas non-monetary rewards are non-tangible and include praise and personal recognitions.

## **Principal's Delegation of Duties**

Delegation of duties and responsibilities refers to the act of sharing responsibilities between the leaders and teachers, focusing on holding accountability of the outcome of teachers' performance and students' academic performance in the process of improving the quality of education. Delegation of duties denotes the act of giving another person or person's responsibility and authority. Eddie (2012), noted that when delegation is used effectively, it can be very key motivating factor. As a result, delegation boosts subordinates' feeling of accomplishment and self-esteem because it is far more satisfying to be allowed to applaud themselves for a task which is well planned and executed as opposed to another person's plan that is simply performed.

Jha (2014) argued that where there is delegation of tasks in accordance to the abilities and skills of subordinates, there is a high likelihood on an institution will give higher output that it would have been able to do. Therefore, it can be argued that delegation is likely to contribute to a certain level degree of teacher motivation which can either lead to achievement of positive or negative teacher performance to a certain extent.

Teachers with delegated authority have fairly broad powers to act as they see fit (Farrant, 2010). The main motivation for delegation in schools arises from the belief that the task of running a school is far too large for one person to handle alone. Irrespective of how many hours one puts into one's work, one cannot complete it on one's own. Westhuizen (2014) is of the opinion that delegation is so paramount in school management that it forms a solid foundation of the school as it helps in minimizing management workload and there is need for school managed to transfer or delegate some of their responsibilities and duties to their juniors as this will ensure they have adequate time of concentrating on more pressing and important issues.

Ogbonnaya (2004) defined delegation as the art of decentralizing function by a higher officer to lesser officers with the overall aim of achieving the goals of the organization. It can hardly be separated from decision-making. He further stressed that lack of delegation of functions by principal may strain relations between him and the other staff members. It may also lead to lack of confidence in the staff resulting in staff not putting their best in their various assignments, thereby impeding the achievement of school objectives.

According to Okafor (2002), the principal delegates some major functions to the vice principal with full authority such as to prepare the school timetable. He is also bestowed with the authority to discipline the staff and students, keep school records and supervision of classes, among others. The principal appoints departmental heads that performed supervisory and advisory functions within the department. The principal delegates the tasks of maintenance and storage of departmental equipment. Bursar/school finance clerks are also delegated to collect the revenue accruing from the school (Okafor, 2002). They are also responsible for the school imprest account, preparation of school budget, accounting and payment, among others. The form masters are delegated to ensure discipline and the general welfare of the class. They are also delegated to ensure that form stationeries, equipment, hygiene in the class and surroundings are being checked. They are also delegated to check class attendance and register.

## **Principals' Provision of Welfare Services**

Manzini and Gwandure (2011) claimed that historically, employee wellbeing initiatives were intended to lower absenteeism and boost effectiveness and performance. Today's employee welfare initiatives, on the other hand, cover practically all facets of employees' welfare and growth inside the corporate structure. The goal of welfare programs should be to create a workforce that is effective, healthy, content, and productive for the organization. According to

Priti (2009), the purpose of offering these services is to raise people's standards of living while also making working life more enjoyable. Employee welfare is a broad word that includes the numerous perks, services, and facilities provided by management to workers in an effort to improve their working and social lives and to meet their needs in order to enhance performance (Mishra & Bhagat, 2007).

The provision of welfare services and measurements within an organization has an impact on employee attitudes toward their jobs. Employee needs are met by welfare services, which can enhance their quality of work, family life, and overall welfare. An investigation by Ajayi and Afolabi (2012) into social service awareness revealed a connection between welfare amenities and job satisfaction at work. The study examined the effect of welfare measures on job satisfaction in Punjab's textile sectors, the degree to which workers are aware of and use welfare measures, and the degree to which the policies have been successful in improving the lot of workers.

Employees, according to Ololube (2024), are crucial institutional resources that need to be carefully managed in order to maximize return on investment and meet organizational goals. To ensure that employees' welfare is taken care of, school administrators must offer a variety of benefits. Ololube (2017) also suggested that schools provide all school welfare services and programs that encourage significant levels of motivation among these teachers since they should recognize that a healthy and stress-free teacher is a great asset to the organization. Jatto (2008) contended that in order to promote institutional harmony, the welfare of employees must also entail oversight of working circumstances. Low welfare provision, according to Ivancevish and Matteson (2007), chokes off employee performance standards since it limits their motivation and morale.

People join businesses on purpose to have their needs met. Morale drastically drops when schools are unable to fulfill needs and satisfy wants. The successful implementation of welfare packages to encourage teachers and other employers plays a significant role in a school's capacity to accomplish its stated goal (Ololube, 2017). This suggests that, despite the fact that a variety of factors affect school performance, the provision of welfare services is crucial in determining the success of schools since it serves as a foundation for staff motivation.

## **Teachers' Job Performance**

A teacher is a person, who has knowledge, skills and special training in teaching, explaining and educating. He is responsible in creating behavioural changes in terms of cognitive, psychomotor as well as affective domains. A teacher uses the knowledge of the curriculum to provide appropriate knowledge to the target learners. This implies that a teacher is one that can impart, build, create, mould, change and help transform learners under their tutelage. On the other hand, performance is a measure of the efficiency of a person, machine, factory, system and so on, in converting inputs into useful outputs. It is computed by dividing average output per period by the total costs incurred or resources consumed in that period. Simply put, it is a measure of how efficiently a given set of resources is utilized to achieve a given set of objectives.

Teachers occupy a central role as the principal resources in performance in terms of application and effectiveness. Application is the degree to which teachers apply themselves to their work while effectiveness is the extent to which duplication of human effort brings the desired result in output and quality (Alabi, 2000). These desired results, however, is a function of method, technique, personal skill, knowledge, attitude and these factors can be improved through training, development as well as leadership. Ebong (2006) added that performance is a measure of organizational efficiency for outputs using available resources. Nakpodia (2011) described performance as a measure of job performance. He stated that an employees' performance is a measure of how much the goals of the organization is being achieved through

his commitment to and performance on the job. It could also be described as the ability to combine skillfully the right behavior towards the achievement of organizational goals and objectives (Ololube, 2021, 2024).

On the other hand, teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade in Adeyemi, 2011). In other words, it clearly implied how effective and efficient a teacher is. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Akinyemi in Adeyemi, 2011). The performance might be high or low depending on his input and other extenuating factors, performance can be ascertained through job evaluation and appraisal to determine the extent to which the objectives of education have been attained. This can be done through classroom climate and management, evaluation of teachers' teaching techniques and methods, effective communication skills, record keeping and so on.

Therefore, teachers' performance could be described as the increase in output per teacher. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. However, Ololube (2024) argued that job performance is determined by the workers' level of participation in the day to day running of the organization. As stated earlier, one of the most important components of education is the teacher. The teacher is seen as the pivot on which learning expectations and objectives of the system is hinged upon. It is imperative to state that no nation can rise above the quality of its teachers (Okeke, 2004). Okeke averred that the teaching force in the nation's education system should remain productive, if it must achieve national development. Hence, it behooves on the relevant authorities, in this case the principal and management of the school, to put in extra efforts to ensure improved performance.

Furthermore, Nwankwoala (2016) described a productive teacher as one, who is liable to improve students reading and writing skills, work with students with special needs and employs active learning activities. Also a productive teacher is one who puts up good teacher performance, achieve high student success rate, meets general organizational target, ability to manage available human and material resources in the school (Okeke, 2004; Jatto, 2008). Babalola in Osagie (2011) presented what may be seen as the productive indices in the 21<sup>st</sup> century teacher: a teacher should be prepared to work with speed and accuracy, pay attention to unmotivated learners, customize teaching and learning to fit in an environment of speed where everybody is in a haste and the ability to produce literal thinkers. Teachers' performance can be achieved through the use of valuable staff development programmes which are vital instruments for ensuring the continuous growth of teachers in knowledge, skills and attitude in line with the changes in the education system and the expectations of the society (Ornstien & Levine, 2006; Afangideh, 2011).

## **METHODOLOGY**

This study adopted both descriptive and correlational research design. The population of this study consisted of 6,893 teachers in the 291 public senior secondary schools in Rivers State. It included 3,490 males and 3,403 females respectively. The sample for this study consisted of 400 teachers, with 200 male and 200 female teaching staff from Rivers State. This sample was drawn using a stratified sampling technique. Additionally, the sample size of 400 teachers represents approximately 5.8% of the total population of teaching staff in Rivers State. Researcher's self-constructed questionnaire titled "Principals' Strategic Management Practices and Teachers' performance (PSMPQ) and Teachers' Job Performance Questionnaire (TJPQ). Part 'A' gathered respondent's demographic data, such as, age, sex, academic qualifications, while Part 'B' was used to elicit responses in order to answer the research questions. The

responses on Part ‘B’ was patterned in a modified Likert type scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) rated 4, 3, 2, and 1 respectively.

The instrument was subjected to vetting and scrutiny by two other experts in the Department of Educational Management, University of Port Harcourt. Their observations and comments were used to modify the instrument before its final administration. The internal consistency of the instrument was established through a test re-test method. A reliability index of .811 and .830 was obtained. 400 questionnaires were distributed, of which 398 were retrieved, and two were lost.

### Method of Data Analysis

The retrieved data was analyzed using mean and standard deviation, while Regression was used to test the null hypotheses at .05 level of significance.

## RESULTS

**Research Question One:** To what extent does principals’ strategic management practices in the provision of reward systems enhance teachers’ job performance in public senior secondary schools in Rivers State?

Table 1: Descriptive statistics of mean and standard deviation on the extent principals’ strategic management practices in provision of reward systems enhance teachers’ performance in public senior secondary schools in Rivers State.

s/n	Items	Mean	SD.	Remark
1	Praising teachers for excellent performance	3.23	0.92	Very High Extent
2	Issuing end-of-the-year awards to high-performing staff	3.36	0.84	Very High Extent
3	Providing prompt attention to teachers’ on-the-job problems	3.43	0.82	Very High Extent
4	Recommending teachers for promotion	3.24	0.89	Very High Extent
5	Providing bonuses for teachers	3.35	0.80	Very High Extent
<b>Grand Mean</b>		<b>3.32</b>	<b>0.86</b>	<b>Very High Extent</b>

The results presented in Table 1 reflect the descriptive statistics specifically the mean and standard deviation regarding the extent to which principals’ strategic management practices in reward systems enhance teachers’ performance in public senior secondary schools in Rivers State. All five items have mean values ranging from 3.23 to 3.43 on a scale, indicating that principals apply these practices to a very high extent. The grand mean of 3.32 reinforces this overall trend. The SD values range from 0.80 to 0.92, showing a moderate level of agreement among respondents.

Overall the data suggests that principals in Rivers State frequently employ strategic reward systems, and these practices are strongly associated with enhanced teacher performance. The responses highlight the importance of recognition, timely support, promotion, and financial incentives as effective management strategies in educational leadership.

**Research Question Two:** To what extent does principals’ strategic management practices in delegation of duties enhance teachers’ job performance in public senior secondary schools in Rivers State?

Table 2: Descriptive statistics of mean and standard deviation on the extent principals’ strategic management practices in delegation of duties enhance teachers’ job performance in public senior secondary schools in Rivers State

s/n	Items	Mean	SD.	Remark
6.	Delegation of duties gives the school principals the time and ability to focus on higher-level tasks, thus reducing pressure and stress.	3.55	0.70	Very High Extent
7.	Delegation of duties provides teachers the ability to learn and develop new skills.	3.57	0.60	Very High Extent
8.	Delegation of duties develops trust between the teachers and improves communication.	3.27	0.73	Very High Extent
9.	Delegation of duties improves efficiency, performance, and time management.	3.27	0.69	Very High Extent
10.	Delegation of duties boosts morale of teachers as they get a chance to prove their abilities to their seniors.	3.43	0.78	Very High Extent
<b>Grand Mean</b>		<b>3.41</b>	<b>0.70</b>	<b>Very High Extent</b>

Title 2 provided descriptive statistics on the extent to which principals’ strategic management practices in delegation of duties enhance teachers’ job performance in public senior secondary schools in Rivers State. The mean scores for all items range from 3.27 to 3.57, with a grand mean of 3.41, which indicates that delegation of duties is practiced to a very high extent by principals in these schools. The standard deviations (SD) range from 0.60 to 0.78, which suggests a moderate level of consensus among respondents. Overall, the findings in Table 2 suggest that strategic delegation by principals plays a significant role in enhancing teacher job performance. Delegation not only empowers teachers by allowing them to develop new skills and improve morale, but also enables principals to focus on more critical responsibilities. This reinforces the value of shared leadership and trust-building in school management.

**Research Question Three:** To what extent does principals’ strategic management practices in provision of welfare services relates with teacher’s job performance in public senior secondary schools in Rivers State?

Table 3: Descriptive statistics of mean and standard deviation on the extent principals’ strategic management practices in provision of welfare services enhance teacher’s job performance in public senior secondary schools in Rivers State.

s/n	Items	Mean	SD.	Remark
11.	Ensuring timely payment of salaries	3.70	0.60	Very High Extent
12.	Prioritizing teacher health welfare	3.655	0.54	Very High Extent
13.	Providing benefits such as car loans and leave allowances	3.725	0.49	Very High Extent
14.	Creating a conducive and secure environment for teachers	3.605	0.58	Very High Extent
15.	Periodically reviewing the condition of service	3.33	0.82	Very High Extent
<b>Grand Mean</b>		<b>3.60</b>	<b>0.60</b>	<b>Very High Extent</b>

Descriptive statistics on the extent to which principals’ strategic management practices in the provision of welfare services enhance teachers’ job performance in public senior secondary schools in Rivers State. All items received a mean score above 3.30, with a grand mean of 3.60, showing that principals provide welfare services to a very high extent, and these services significantly contribute to improving teacher performance. The standard deviations (SD) range from 0.49 to 0.82, indicating a generally high level of agreement, with slight variation in responses for some items. On the whole, the data in Table 3 clearly shows that welfare services

provided by principals play a critical role in enhancing teacher performance. Key practices such as timely salaries, health benefits, financial incentives, and a supportive work environment are strongly appreciated and associated with improved job effectiveness. However, there may be room for improvement in the consistency of service condition reviews.

## Hypothesis Testing

**Research Hypothesis One:** There is no significant relationship between principals’ strategic management practices in provision of reward systems and teachers’ job performance in public senior secondary schools in Rivers State.

Table 4: Summary of regression analysis on the relationship between principals’ strategic management practices in provision of reward systems and teachers’ job performance in public senior secondary schools in Rivers State

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.871 <sup>a</sup>	.758	.757	.39752		
ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	98.066	1	98.066	620.578	.000 <sup>a</sup>
	Residual	31.289	397	.158		
	Total	129.355	398			
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.663	.103		6.425	.000
	Provision of Reward Systems	.767	.031	.871	24.911	.000

**Dependent Variable:** Teachers Performance  $y=663+.767x$

Table 4 presents the results of a regression analysis examining the relationship between the principals’ strategic management practices in provision of reward systems and Teachers Performance. The correlation coefficient (R) is .871, indicating a strong positive linear relationship between the provision of reward systems and teachers' job performance. The coefficient of determination (R Square) is .758, which means that approximately 75.8% of the variance in teachers’ performance can be explained by the provision of reward systems. The adjusted R Square is 0.757, which adjusts the R Square value for the number of predictors in the model. This standard error of the estimate, measures the accuracy of the prediction of teachers’ performance based on the provision of reward systems. In this case, it is 0.39752. The ANOVA table shows the results of the analysis of variance. The regression model significantly predicts teachers' performance, as indicated by a highly significant F-value of 620.578 ( $p < .05$ ). The constant term in the regression equation is 0.663. This represents the estimated value of teachers’ performance when the provision of reward systems is zero. The coefficient for the provision of reward systems is 0.767. This indicates that for each unit increase in the provision of reward systems, teachers’ performance is estimated to increase by .767 units. The standardized coefficient (Beta) for the provision of reward systems is .871. This indicates the strength and direction of the relationship between the provision of reward systems and teachers’ performance after standardizing the variables. The results suggest that the provision of reward

systems has a significant positive effect on teachers' performance. As the coefficient of .767 is highly significant ( $p < 0.05$ ) and the standardized coefficient (Beta) of .871 indicates a strong positive relationship, it can be inferred that increasing the provision of reward systems is associated with higher levels of teachers' job performance.

**Research Hypothesis Two:** There is no significant relationship between principals' strategic management practices in delegation of duties and teachers' job performance in public senior secondary schools in Rivers State.

Table 5: Summary of regression analysis on the relationship between principals' strategic management practices in delegation of duties and teachers' job performance in public senior secondary schools in Rivers State

<b>Model Summary</b>						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.794 <sup>a</sup>	.630	.628	.49154		
<b>ANOVA<sup>b</sup></b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	81.515	1	81.515	337.375	.000 <sup>a</sup>
	Residual	47.840	397	.242		
	Total	129.355	398			
<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.111	.180		-.616	.538
	Delegation of duties	.914	.050	.794	18.368	.000

**Dependent Variable:** Teachers Performance  $y = -.111 + .914x$

Data in Table 5 showed the correlation coefficient (R) as .794, which indicates a strong linear relationship between the delegation of duties and teachers' job performance. The coefficient of determination (R Square) is .630, which means that approximately 63.0% of the variance in teachers' performance can be explained by the delegation of duties. The adjusted R Square is .628, which adjusts the R Square value for the number of predictors in the model. This is the standard error of the estimate, which measures the accuracy of the prediction of teachers' performance based on the delegation of duties; in this case, it is .49154. The ANOVA table shows the results of the analysis of variance. The regression model significantly predicts teachers' performance, as indicated by a highly significant F-value of 337.375 ( $p < .05$ ). The constant term in the regression equation is -.111. This represents the estimated value of teachers' performance when the delegation of duties is zero. The coefficient for the delegation of duties is .914. This indicates that for each unit increase in the delegation of duties, teachers' performance is estimated to increase by .914 units. The standardized coefficient (Beta) for the delegation of duties is .794. This indicates the strength and direction of the relationship between the delegation of duties and teachers' performance after standardizing the variables. The above tables present the results of a regression analysis examining the relationship between the delegation of duties and teachers' performance. The results suggest that the delegation of duties has a significant positive effect on teachers' performance. As the coefficient of .914 is highly

significant ( $p < .05$ ) and the standardized coefficient (Beta) of .794 indicates a strong positive relationship, it can be inferred that increasing the delegation of duties is associated with higher levels of teachers' job performance.

**Research Hypothesis Three:** There is no significant relationship between principals' strategic management practices in provision of welfare services and teachers' job performance in public senior secondary schools in Rivers State.

Table 6: Summary of regression analysis on the relationship between principals' strategic management practices in provision of welfare services and teachers' job performance in public senior secondary schools in Rivers State

<b>Model Summary</b>							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	.767 <sup>a</sup>	.589	.587	.51818			
<b>ANOVA<sup>b</sup></b>							
Model		Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	76.190	1	76.190	283.747	.000 <sup>a</sup>	
	Residual	53.165	396	.269			
	Total	129.355	397				
<b>Coefficients<sup>a</sup></b>							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
1	(Constant)	-.709	.231		-3.068	.002	
	Provision of welfare services	1.040	.062	.767	16.845	.000	

**Dependent Variable:** Teachers Performance  $y = -.709 + 1.040x$

Table 6 presents the results of a regression analysis examining the relationship between the provision of welfare services and teachers' job performance. The correlation coefficient (R) is .767, indicating a strong positive linear relationship between the provision of welfare services and teachers' performance. The coefficient of determination (R Square) is .589, which means that approximately 58.9% of the variance in teachers' performance can be explained by the provision of welfare services. The adjusted R Square is .587, which adjusts the R Square value for the number of predictors in the model. This standard error of the estimate, measures the accuracy of the prediction of teachers' performance based on the provision of welfare services. In this case, it is .51818. The ANOVA table shows the results of the analysis of variance. The regression model significantly predicts teachers' performance, as indicated by a highly significant F-value of 283.747 ( $p < .05$ ). The constant term in the regression equation is -.709. This represents the estimated value of teachers' performance when the provision of welfare services is zero. The coefficient for the provision of welfare services is 1.040. This indicates that for each unit increase in the provision of welfare services, teachers' performance is estimated to increase by 1.040 units. The standardized coefficient (Beta) for the provision of welfare services is .767. This indicates the strength and direction of the relationship between the provision of welfare services and teachers' performance after standardizing the variables. The results suggest that the provision of welfare services has a significant positive effect on teachers' performance. As the coefficient of 1.040 is highly significant ( $p < .05$ ) and the standardized coefficient (Beta) of .767 indicates a strong positive relationship, it can be inferred

that increasing the provision of welfare services is associated with higher levels of teachers' job performance.

## **DISCUSSION OF FINDINGS**

### **The extent provision of reward system improves teachers' job performance**

The study revealed the existence of a positive significant relationship between principals' strategic management practices in provision of reward systems and teachers' job performance in public senior secondary schools in Rivers State. F-value of 258.309 ( $p < .05$ ). This finding may be as a result of the extent provision of reward system enhances teachers' performance. in public senior secondary schools in Rivers State. This study is in line with findings of Kha et al. (2010), which opined that remuneration is a vital factor which affects teachers' morale, and again, that employees' commitment is largely based on appreciation and rewards they received in the process of discharging their responsibilities. Teachers, who are rewarded financially, non-financially or both tend to improve their drive to impart knowledge on the students. Financial and non-financial could be seen as intrinsic and extrinsic in nature.

A reward system creates feedback loops within the educational system. When teachers receive rewards for their performance, it affects their behavior and motivation levels. Positive reinforcement through rewards can lead to increased engagement, performance, and commitment to teaching. A well-designed reward system can help clarify expectations and incentivize teachers to work towards achieving the institution's objectives, such as improving student outcomes or fostering a positive learning environment.

The implementation of a reward system may require adjustments based on feedback and evaluation. For instance, if certain rewards are not effectively motivating teachers or if unintended consequences arise, the system may need to be modified to better align with desired outcomes. Therefore, the impact of a reward system on teachers' performance may vary depending on the context and how the system is designed and implemented.

### **The extent principals' strategic management practices in delegation of duties improves teachers' job performance**

The study showed the existence of principals' strategic management practices in delegation of duties enhances teachers' performance in public senior secondary schools in Rivers State Fvalue of 337.375 ( $p < 0.05$ ). This finding may be as a result of the extent delegation of duties enhances teachers' performance in public senior secondary schools in Rivers State. This study is in line with the findings of Eddie (2012), which noted that when delegation is used effectively, it can be very key motivating factor. As a result, delegation boosts subordinates' feeling of accomplishment and self-esteem because it is far more satisfying to be allowed to applaud themselves for a task which is well planned and executed as opposed to another person's plan that is simply performed.

Principals' strategic management practices in delegation affect the entire educational system. When duties are effectively delegated, principals can create a more balanced workload for teachers, allowing them to focus on their core responsibilities and areas of expertise. Principals' strategic delegation practices can establish feedback loops within the educational system. When teachers are delegated appropriate tasks that match their skills and interests, they are likely to feel more empowered and motivated. This can lead to increased engagement and performance in their work. Just as in the case of reward systems, principals' delegation practices should be aligned with organizational goals. Delegating tasks strategically, principals are able to ensure that teachers are contributing effectively to the achievement of broader

educational objectives, such as improved student outcomes or implementing strategic teaching methods.

Principals may need to adjust their delegation practices based on feedback from teachers, changes in curriculum or policies, or shifts in the educational landscape. Flexibility and responsiveness in delegation can contribute to teachers' performance by enabling them to adapt to new challenges and opportunities. The relationship between principals' delegation practices and teachers' performance is likely nonlinear and influenced by various factors. Effective delegation involves understanding the unique strengths and weaknesses of individual teachers, as well as the broader organizational context. Principals' innovative approaches to delegation may have complex and sometimes unexpected effects on teachers' performance, which can be better understood through a systems perspective.

### **The extent principals' strategic management practices in provision of welfare services improves teachers' job performance**

The study revealed the existence of a strong positive significant relationship between principals' strategic management practices in provision of welfare services and teachers' job performance in public senior secondary schools in Rivers State. F-value of 283.747 ( $p < 0.05$ ). This finding may be as a result of the extent provision of welfare services enhances teachers' performance in public senior secondary schools in Rivers State. This study is in line with the findings of Manzini and Gwandure (2011) that claimed that historically, employee wellbeing initiatives were intended to lower absenteeism and boost effectiveness and performance and also in line with Priti (2009), which revealed that the purpose of offering these services is to raise people's standards of living while also making working life more enjoyable.

### **CONCLUSION**

This study examined the impact principals' strategic management strategic management practices implemented by principals on enhancing teachers' job performance in public senior secondary schools in Rivers State. Key findings indicate that the provision of a reward system, including praising teachers for excellent performance, issuing end-of-the-year awards, providing prompt attention to on-the-job problems, recommending teachers for promotion, and offering bonuses significantly influences teachers' commitment and performance. Additionally, principals' delegation of duties and provision of welfare services, such as timely payment of salaries, prioritizing teacher health, and creating a conducive environment, are perceived to enhance teacher morale and efficiency. Moreover, effective communication practices by principals, involvement of teachers in decision-making, and recognition of their input contribute to improving teachers' performance. Overall, the study concluded that teachers' performance is rated very high, emphasizing their effectiveness in duties, responsiveness, and motivation, underlining the importance of supportive managerial practices in fostering a conducive environment for teaching and learning.

### **Recommendations**

The following recommendations are made in respect to the findings of the study:

- Principals should continue to develop and implement innovative reward systems that recognize and appreciate teachers' contributions. This could include performance-based bonuses, recognition awards, or professional development opportunities.

- Principals should further empower teachers by delegating responsibilities effectively. This could involve providing opportunities for teachers to take on leadership roles, participate in decision-making processes, and contribute to school improvement initiatives.
- Principals should prioritize the provision of comprehensive welfare services for teachers, including health benefits, support for work-life balance, and access to professional development resources. A well-supported and cared-for teaching staff is likely to be more productive and engaged.

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