Relationship Between Principals' Decision-Making Behaviour and Teachers' Job Performance in Public Secondary Schools in Anambra State.

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Abstract
The study investigated the relationship between principals' decision-making behaviour and teachers' job performance in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study comprised 7,027 teachers in the 268 public secondary schools in Anambra State. The sample for this study consisted of 703 teachers drawn using multistage sampling procedure. Two researchers'-developed questionnaires titled ''Principals' Decision-Making Behaviour Questionnaire" (PDMBQ) and "Teachers' Job Performance Questionnaire" (TJPQ)' were used for data collection. The instruments were validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations, Nnamdi Azikiwe University, Awka. Cronbach's alpha method was used for a test of internal consistency of the instruments which yielded overall coefficients of 0.80 for PDMBQ and 0.78 for TJPQ. Pearson Product Moment Correlational Coefficient was used to answer the research questions and P-value was used to determine the significance of the correlation. The findings of the study revealed that principals' participatory decision-making behaviour have high and significant relationship with teachers' job performance in public secondary schools in Anambra State. Principals' directive decision-making behaviour have low and significant relationship with teachers' job performance in public secondary schools in Anambra State. Based on the findings, it was recommended among others that principals should conduct monthly meetings and weekly interactive sessions with teachers to encourage them to participate in making key decisions relating to their work activities to improve their job performance level.

Keynotes: Principals' Decision-Making, Decision-Making Behaviour**,** Teachers' Job Performance.

Introduction

Education is the bedrock for economic development of a nation. It is universally recognized as an instrument for social, political, scientific and technological development. In the same vein, Chazan (2022) opined that education is an indispensable tool for national development and an avenue for empowering citizens of any nation. Education empowers people with attitude, skills and knowledge for purposeful living in the society. It is the process through which an individual acquires necessary knowledge, competencies and capacities that enable him adapt positively into the society. Like every other educational systems in different climes, the Nigerian education system is systematically structured into pre-primary schools, primary schools, secondary schools and tertiary education. The focus of this study is secondary education.

Secondary school education refers to post-primary formal education offered to students who have successfully completed their primary school education. Secondary school education plays a pivotal role in laying the foundation for the further education of students. Secondary school education

in Nigeria as stated in the Federal Republic of Nigeria (FGN, 2013) aims to prepare the individual child for useful living in the society and for higher education. The manager who is charged with the responsibility of running affairs of secondary school is the principal.

A principal is the administrative head who control the daily operations of a secondary school. The principal is responsible for maintaining discipline among staff and students, supervision of instruction, allocation of scarce resources, appraising staff performance, among others. The success of the principal in performing her duties in the school is to some extent linked to ability to take decisions. Similar to this, Afolakemi and Adekemi (2023) pointed out that one of the key responsibilities of school administrators is decision making.

Decision-making can be defined as a process of choosing the best alternative course of action among difference option based on the targeted objective. Okumbe cited in Obiekwe, Ogbo and Igbokwe (2020) defined decision making as the process of specifying the nature of a particular problem and selecting among available alternatives in order to solve a problem. It is act of identifying a problem, evaluate the available solutions and choose the most suitable one to solve the problem. Sachin (2019) described decision-making as the process by which a course of action is selected as the way to deal with a specific problem. In the context of this study, the researchers defined decision–making as the process of determining course of action by considering several competing alternatives for a best choice to tackle an issue. Some principal in their behaviour tend to make decisions based on available information or from experience, some seek the opinion of their staff before making decisions. Also, some principals tend to exhibit friendly and kind interaction with their subordinate while taking decisions and some like to evade decision-making. These constitute the decision-making behaviour of principals.

Decision-making behaviour is a subjective characteristic which is a reflection of how an individual identifies, delineates, perceives a problem and consequently takes well-guided steps towards proffering requisite solution to the problem. Eller College of Management (2024) defined decision-making behaviour as the study of affective, cognitive and social processes which humans employ to identify and choose alternatives. It is the behavioural attributes displayed by a leader while making decision. Sedigheh, (2023) and House, (1971) identified various decision making behaviours to include: identified participatory decision-making behaviour, rational decision-making behaviour, spontaneous decision making behaviour, directive decision-making behaviour, supportive decision making behaviour, avoidance decision-making behaviour, and achievement-oriented decision-making behaviour. The present study focused on participatory decision-making and directive decision-making behaviours. This is because these two are mostly adopted by secondary school principals.

Participatory decision-making behaviour connotes consultation, delegation of authority or group consensus. It involves judging, analysing and selecting a particular alternative from so many possible alternative choices (Wordah and Ekwesianya, 2020). Principal's participatory decision making behaviour may help improve the quality of decisions, increase the understanding of the group and their commitment to the decision. In participatory decision-making, the leader promotes a sense of belongingness by making every individual feel important as member of the school (Brown and Weli, 2019). The leader assumes that the followers are willing to work towards organizational goals. Hence, the leader demonstrates respect for every person and responsibilities are shared. Participatory decision-making behaviours go further and appeal to the sense of affiliation of the teachers making them feel a sense of belongingness by allowing them then to participate in making decision in school rather than being ordered. The principals who give order in making decisions tend to exhibit directive decision-making behaviour.

The directive decision-making behaviour gives order and is otherwise referred to as the authoritarian decision-making behaviour in which power and decision-making resides with the leader. The directive decision-maker controls group members on the way things should be done. The leader does not maintain a clear channel of communication with his subordinates. They neither delegate authority nor permit subordinates to participate in policy-making. In this type of decision-making behaviour, the principal makes decisions for staff members without due consultation. Cherry (2017) stated that directive decision-making is characterized by principal's control over all decisions and gives little or no assistance to teachers. This type of behaviour could shape work attitude of teachers and may affect their job performance.

Teachers' job performance is the activities expected of teachers to do and how well those activities are carried out. Teachers' job performance is central for academic achievement of students and for education development. Obiekwe, Ogbo and Igbokwe (2020) described teacher's job performance as the duties performed by a teacher at a particular period in the school system towards achieving the goals of the school. Teachers' performance can be measured through annual report of their activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, and extra-curricular activities. Effective teacher job performance is important for students' success, as well as for the overall functioning of the school.

There appear to be a decline in the performance of teachers in secondary schools in Anambra State. Most teachers have developed negative work behaviour such as lateness, absenteeism, lack of zeal in carrying out assigned tasks, sneaking out of school to run private businesses, frequent requests for transfers to other schools, demand for material rewards and quitting the job.

In situations where school administrative decisions are made independently by principals, teachers' job satisfaction and commitment towards achieving educational goals is not guaranteed. These may be the reasons some teachers in secondary schools in Anambra state. So many reasons can be attributed to this ugly situation which includes harshness by school heads and not being involved in important administrative decision making in the school. Moreover, personal observation of the researchers revealed that most principals in Anambra State make administrative decisions almost by themselves rather than involving teachers. In situations where school administrative decisions are made independently by principals without consultations, teachers' attitude and performance towards achieving educational goals may not be guaranteed.

Purpose of the Study

The purpose of the study is to determine the relationship between principals' decision-making behaviour and teachers' job performance in public secondary schools in Anambra State. Specifically, the study determined:

1. The relationship between principals' participatory decision-making behaviour and teachers' job performance in public secondary schools in Anambra State.
2. The relationship between principals' directive decision-making behaviour and teachers' job performance in public secondary schools in Anambra State.

Research Questions

1. What is the relationship between principals' participatory decision-making behaviour and teachers' job performance in public secondary schools in Anambra State?
2. What is the relationship between principals' directive decision-making behaviour and teachers' job performance in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between principals' participatory decision- making behaviour and teachers' job performance in public secondary schools in Anambra State.
2. There is no significant relationship between principals' directive decision- making behaviour and teachers' job performance in public secondary schools in Anambra State.

Methods

A correlational research design was adopted for the study. The study was carried out in Anambra State. The population of the study comprised all the 7,027 teachers in the 268 state government owned secondary schools in the six (6) education zones of Anambra State. The sample comprised 703 teachers drawn using multistage sampling procedure involving simple random sampling techniques and proportional stratified sampling. Two instruments developed by the researchers and titled Principals' Decision-Making Behaviour Questionnaire (PDMBQ) and Teachers Job Performance Questionnaire (TJPQ). The instruments were validated by three experts, two from Department of Educational Management and Policy and one from Department of Educational Foundations (Measurement and Evaluation unit), all from Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of instruments were established using Cronbach's alpha method and this yielded

co-efficients of .84 and for PDMBQ and TJPQ respectively. The researcher with the help of five research assistants administered the questionnaires to teachers at their various schools. A total of 703 copies of instruments were distributed to teachers and 684 copies of questionnaires were properly filled and successfully retrieved, indicating 97 percent return rate which was used for data analysis. Pearson Product Moment Correlation Coefficient (r) was used to answer the research questions. The magnitude of the relationship was determined using Nworgu (2015) guidelines, thus: 0.00-0.19, very low; 0.20-0.39, low; 0.40-0.59, moderate; 0.60-0.79, high, and 0.80-1.00, very high. The p-value was used to determine the significance of the relationship for the two hypotheses. A null hypothesis was rejected where the calculated p-value was less than the stipulated level of significance (0.05), on the other hand, where the calculated p-value was greater than the stipulated level of significance the null hypothesis was not rejected. All analyses were carried out using Statistical Package for Social Science (SPSS) Version 25.

Results

Table 1: Summary of Pearson's Correlation Analysis between Principals' Participatory Decision-Making Behaviour and Teachers' Job Performance

Source of Variation	N	r	Remark
Participatory Decision-Making Behaviour Teacher' Job Performance	648	0.78	High Positive Relationship

Table 1 reveals that a Pearson's correlation coefficient (r) of 0.78 was obtained. This shows that there is high positive relationship between principals' participatory decision-making behaviour and teachers' job performance in public secondary schools in Anambra State. This indicates that an improvement on principals' participatory decision-making behaviour will highly contribute to teachers' job performance in public secondary schools.

Table 2: Summary of Pearson's Correlation Analysis between Principals' Directive Decision-Making Behaviour and Teachers' Job Performance

Source of Variation	N	r	Remark
Directive Decision-Making Behaviour Teachers' Job Performance	648	0.33	Low Positive Relationship

Result in Table 2 shows that a Pearson's correlation coefficient (r) of 0.330 was obtained. This indicates that principals' directive decision-making behaviour has low positive relationship with teachers' job performance in public secondary schools in Anambra State. This indicates that directive decision-making behaviour displayed by principals will lead to low teachers' job performance in public secondary schools.

Test of Hypotheses

Table 3: Significance of Correlation Analysis between Principals' Participatory Decision-Making Behaviour and Teachers' Job Performance

Source of Variation	N	r	p-value	Remark
Participatory Decision- Making Teachers' Job Performance	684	0.78	0.00	Sig

Result in Table 3 shows that there is significant relationship between principals' participatory decision-making behaviour and teachers' job performance in public secondary schools in Anambra State. The calculated r (0.78) had *p*-value <0.05. Since the *p*-value is less the stipulated 0.05 level of significance, the null hypothesis was therefore rejected.

Table 4: Significance of Correlation Analysis between Principals' Directive Decision-Making Behaviour and Teachers' Job Performance

Source of Variation	N	r	p-value	Remark
Directive Decision- Making Teachers' Job Performance	684	0.33	0.00	Sig

Result in Table 4 shows that there is a significant relationship between principals' directive decision-making behaviour and teachers' job performance in public secondary schools in Anambra State. The calculated r (0.33) had *p*-value <0.05. Since the *p*-value is less the stipulated 0.05 level of significance, the null hypothesis was therefore rejected.

Discussion of Findings

The findings of the study shows that there is high positive relationship between principals' participatory decision-making behaviour and teachers' job performance in public secondary schools in Anambra State. This finding is in line with that of Nyindo (2023) who found a high positive relationship between participatory decision making and job performance of staff in universities. Teachers offered opportunity to participate in decision-making feel that their opinions matter and their ideas are valued and they could reciprocate by working hard to attain high job performance. It was also found that there is significant relationship between principals' participatory decision- making behaviour and teachers' job performance in public secondary schools in Anambra State. This affirmed the finding of Adeigbe, Ajayi, Adegboye and Fakorede (2024) which showed a significant relationship between participatory decision-making and job performance of employees.

Another finding of the study showed that a low positive relationship exist between principals' directive decision-making behaviour and teachers' job performance in public secondary schools in Anambra State. Teachers could find directive decision-making behaviour of principals to be more restrictive which may make them struggle to unleash their creative potentials thereby contributing to a low job performance. Directive decision-making behaviour of principals hinder the exploration of new ideas and creative ways of carrying out work activities which could be responsible for low job performance of teachers in public secondary schools in Anambra State. Further result indicated that there is significant relationship between principals' directive decision- making behaviour and teachers' job performance in public secondary schools in Anambra State. This is in consonance with the finding of Balushi, Muslim and Khudari (2024) that directive decision-making had a significant relationship with employees' job performance. This finding also affirmed that of William, Takon, Temilayo and Okafor (2023) which indicated that directive decision-making approaches had a significant relationship with employees' job performance. Directive decision-making behaviour of principals provides clear guidelines and structure that allow teachers to focus their time and energy in performing their duties which might account for the significant relationship with teachers' job performance in public secondary schools in Anambra State.

Conclusion

Based on the findings, it was concluded that there is positive and significant relationship between principals' participatory and directive decision-making behaviours and teachers' job performance in public secondary schools in Anambra State.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Principals should conduct monthly meetings and weekly interactive sessions with teachers to encourage them to participate in making key decisions relating to their work and activities to improve their job performance.
2. Principals should adopt more of participatory decision making behaviour because it has been found to have a high positive relationship with teachers' job performance.

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