

TEACHER WORK BEHAVIOUR UNDER FEMALE PRINCIPALS' ADMINISTRATION IN SECONDARY SCHOOLS IN ENUGU STATE

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ABSTRACT

This study examined teacher work behaviour under female principals' administration in secondary schools in Enugu State. Two research questions and two hypotheses guided the study. A descriptive survey research design was adopted for this study. The population for the study was 160 respondents which comprised 80 female principals and 80 vice principals. The researchers did not sample the population because it is manageable. The instrument for data collection was structured questionnaire developed by the researchers titled "Teacher Work Behaviour under Female Principals' Administration Questionnaire (TWBFPAQ)". The questionnaire was validated by three research experts. The reliability of the instrument was determined using Cronbach Alpha in which .79 was gotten for cluster A and .10 for cluster B with an overall reliability index of .80 which made the instrument highly reliable. Mean and standard deviation were used for answering the research questions. t-test statistic was used for testing the hypothesis at .05 level of significance. The findings of the study revealed among others that teachers are involved in the decision making process under the female principals' administration in secondary schools in Enugu State. In line with the findings, the researchers recommended among others that workshops and seminars should be organized by the Ministry of Education for the female principals in order to avail them other critical areas in which teachers can be involved in decision making process.

Keywords: Teacher Work Behaviour, Female Principals, Administration, Decision making, Discipline.

Introduction

Education serves as a vital instrument for developing human capital and is fundamental for national progress. It underpins every aspect of a nation's existence, as no country can advance beyond the quality of education it offers (Federal Republic of Nigeria [FRN], 2013). To fully develop and keep up with contemporary societal trends, an effective educational system is essential. The focus of this study is secondary education, a critical educational stage that acts as a bridge between primary and tertiary education. At this level, individuals receive the essential training required to equip themselves with skills needed for future career challenges.

According to Ogba (2011), secondary education fills the gaps left by primary education and prepares students for specialization in various fields, thus imposing new demands on the managers of secondary schools. Okoza (2012) views secondary education as an investment that can facilitate quicker economic, social, political, technological, scientific, and cultural advancement in the nation. However, Ajayi (2015) and Omoregie (2015) note that secondary education in Nigeria faces multiple crises, including issues such as cultism, examination malpractice, teacher indiscipline, and tardiness among some teachers. These challenges adversely impact the quality of instructional delivery and students' academic performance. Such problems can be linked to various factors, including teachers' work behaviour and the leadership styles of school principals.

Behaviour encompasses the activities of living organisms, while human behaviour includes the full spectrum of what individuals do, including their thoughts and feelings (Skinner in Cautilli, 2015). Human behaviour reflects the range of actions exhibited by people, influenced by various factors such as culture, attitudes, emotions, values, ethics, authority, relationships, hypnosis, persuasion, coercion, and genetics (McInerney, 2015). Nwachukwu and Anyanwu (2016) asserted that behaviour can be either overt or covert; overt behaviour is observable, whereas covert behaviour includes internal activities like thinking, feeling, and mental processes, which can lead to visible reactions such as laughter or crying. In the context of this study, a teacher's work behaviour refers to the actions exhibited by teachers in their workplace.

A teacher is fundamentally a committed individual who instructs young learners, nurtures their growth, delivers educational content, and guides them toward healthy development and a successful adult life (Majasan in Ofojebe & Ezugoh, 2010). Teachers are vital elements of any educational system, as the success of that system primarily depends on both the quality and quantity of its teaching staff (Agboola & Offong, 2018). They are responsible for delivering high-quality instruction that not only engages students but also addresses their diverse learning needs, thereby contributing to the overall academic performance of the school. By effectively aligning their teaching strategies with the school's objectives, teachers play a key role in achieving the broader goals of secondary education, ultimately shaping the future of their students and the community at large. The person responsible for overseeing school administration is known as the principal.

The principal serves as both an administrative and professional leader within the school, holding direct responsibility for its successful operation. Meador (2014) characterized the principal as the primary educator who holds executive authority within the school setting. This role encompasses not only administrative responsibilities but also leadership in guiding the educational vision and mission of the institution. As the central figure in school management, the principal influences the development of curriculum, oversees staff performance, and fosters a positive learning environment, ultimately impacting the educational outcomes for students. As an administrator and manager, the female principal directs the school organization toward achieving the goals of secondary education. In her leadership role, she significantly influences her teachers' work behaviour in various ways while carrying out her administrative duties.

Administration is a social process focused on identifying, maintaining, motivating, controlling, and unifying both formally and informally organized human and material resources within a cohesive system designed to achieve specific objectives. Decision-making is a crucial aspect of administration, broadly defined as the process of working collaboratively with others to effectively achieve organizational goals (Aguba in Okenwa and Igbo, 2013). In the context of secondary education, teacher work behaviour is significantly influenced by the administration of female principals, who emphasize the importance of inclusive decision-making.

Decision-making is the cognitive process of selecting a course of action from multiple alternatives to achieve a desired outcome or solve a specific problem. According to Duze (2011), decisions are made to address both immediate and long-term problems with the aim of effectively and efficiently reaching established goals and objectives. Effective schools do not arise by chance; they are the product of careful planning and strategic decision-making. By involving teachers in the decision-making process, these principals foster a sense of ownership and accountability, leading to improved discipline among educators. This collaborative approach not only enhances the work environment but also contributes to the overall effectiveness of the educational institution, ultimately benefiting student learning outcomes. Decision-making is a critical component in the administration of educational organizations worldwide and is integral to many activities carried out by administrators, including planning, construction, and mentoring.

Discipline represents another crucial aspect of teacher work behaviour. It plays a significant role in human behaviour by regulating individuals' responses to different situations and governing interactions with others (Ajibola & Ali, 2014). Discipline involves teaching students to respect school authorities, adhere to rules and regulations, and maintain established standards of behaviour. The education sector operates under a set of rules and regulations that all school members are expected to follow (Okumbe in Ofeimu, Abdulrahman & Kolawole, 2018). These rules are intended to guide the behaviours of staff and students within the school community, as well as their relationships with external stakeholders. The purpose of these codes of conduct is to uphold disciplined behaviour within the school system, particularly among teachers.

Female principals and their vice principals play a critical role in evaluating the work behaviour of teachers and addressing any issues that arise within the educational environment. Their insights and reactions are crucial because they are significant stakeholders in secondary education in Enugu State. These leaders are responsible for creating an atmosphere that fosters effective teaching and learning, making their assessments of teacher behaviour essential for overall school success. However, there is uncertainty regarding the work behaviour of teachers under the administration of female principals in Enugu State, indicating a gap that needs to be explored. This present study aims to investigate this issue further, providing valuable insights into the dynamics between female leadership and teacher performance in the secondary education system.

Statement of the Problem

One of the most pressing issues threatening the quality of secondary education in Nigeria is the unethical behaviour exhibited by teachers. Over the years, there has been a noticeable

increase in ethical violations among school administrators and educators in secondary schools. Some of the common unethical behaviours include tardiness to school, inadequate instructional delivery, involvement in examination malpractice, and general indiscipline, which manifests in erratic behaviour toward both administrators and students. Many teachers display acts of indiscipline, often stemming from their exclusion from the decision-making processes led by female principals. This lack of involvement can lead to feelings of disempowerment and frustration among educators, further exacerbating the situation.

Moreover, the environment created by the principals significantly influences teachers' work behaviours, making it crucial to examine the dynamics of this relationship. When teachers feel marginalized, their commitment to their roles may diminish, adversely affecting their professional conduct and the overall educational atmosphere. As such, this study seeks to address a critical question: What is the work behaviour of teachers under the administration of female principals in secondary schools within Enugu State? Understanding this relationship is essential for identifying strategies to enhance the quality of education and foster a more collaborative environment among teachers and school leadership. Through this investigation, valuable insights can be gained that may help mitigate unethical behaviours and promote a more effective teaching and learning experience.

Purpose of the Study

The purpose of the study was to ascertain teacher work behaviour under female principals' administration in secondary schools in Enugu State. Specifically, the study sought to:

1. ascertain the work behaviour of teachers under female principals' administration in the aspect of decision making;
2. determine the work behaviour of teachers under female principals' administration as regards discipline.

Research Questions

The following research questions guided the study:

1. What is the work behaviour of teachers under female principals' administration in the aspect of decision making?
2. What is the work behaviour of teachers under female principals' administration as regards discipline?

Research Hypothesis

The following hypotheses guided the study and they were tested at .05 level of significance:

HO₁: There is no significant difference between the mean ratings of female principals and their vice principals on the work behaviour of teachers under female principals' administration in the aspect of decision making.

HO₂: There is no significant difference between the mean ratings of female principals and their vice principals on the work behaviour of teachers under female principals' administration as regards discipline.

Research Method

A descriptive survey research design was adopted for this study. According to Nworgu (2015) descriptive survey research design is used in preliminary and exploratory studies because it allows researcher(s) to gather information, summarize, present and interpret for the purpose

of clarification. The population for the study was 160 respondents which comprised 80 female principals and 80 vice principals. The researcher did not sample the population because it is manageable. The instrument for data collection was a structured questionnaire developed by the researchers titled “Teacher Work Behaviour under Female Principals’ Administration Questionnaire (TWBFPAQ)”. The questionnaire consisted of 10 items. The questionnaire was validated by three research experts. Two of the experts were from the Department of Educational Management, and one from Measurement and Evaluation Unit, Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology (ESUT).

The reliability of the instrument was determined using Cronbach Alpha in which .79 was gotten for cluster A and .10 for cluster B with an overall reliability index of .80 which made the instrument highly reliable. A 4 point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used. The researcher was assisted by two research assistants in the administration and collection of data. Out of the 160 copies of the instrument administered, 149 copies were retrieved (73 from the female principals and 76 from their vice). The researcher achieved a 93.13% returned rate. Mean and standard deviation were used for answering the research questions. In rating the computed mean, any mean scores from 2.50 and above was regarded to as “agree” while items that fell below 2.50 were regarded as “disagree”. The criterion mean of 2.50 was gotten by summing up the weighted options (4+3+2+1=10) and dividing it by total number of response options (4) as follows; $10/4=2.50$. -test statistic method was used for testing the hypothesis at .05 level of significance. The decision rule for the hypothesis was that hypothesis was not significant when the t-calculated value was less than the critical table value, but significant when the t-calculated value was greater than or equal to the critical table value.

Results

Research Question 1: What is the work behaviour of teachers under female principals’ administration in the aspect of decision making?

Table 1: Mean ratings of female principals and their vice on work behaviour of teachers under female principals’ administration in the aspect of decision making

ITEMS		Female Principals			Vice Principals		
S/N	Under the female principals teachers are involved in:	Mean	SD	Dec.	Mean	SD	Dec.
1.	planning of school curriculum.	2.66	1.01	A	2.61	0.88	A
2.	school budgeting.	2.58	0.95	A	2.66	0.91	A
3.	students’ personnel administration.	2.77	0.89	A	2.50	1.01	A
4.	procurement of school facilities.	2.51	0.91	A	2.59	0.85	A
5.	admission process of students.	2.55	0.99	A	2.55	0.99	A
Cluster Mean		2.61	0.95	A	2.58	0.93	A

Table 1 shows the mean ratings and standard deviation of female principals and their vice principals on the work behaviour of teachers under female principals' administration in the aspect of decision making. The female principals' mean range from 2.51 to 2.77, while their vice principals' mean range from 2.50 to 2.66. They have cluster means of 2.61 and 2.58 as well as standard deviations of 0.95 and 0.93 respectively. The responses from both female principals and their vice revealed that teachers are involved in the decision making process under the female principals' administration in secondary schools in Enugu State.

Research Question 2: What is the work behaviour of teachers under female principals' administration as regards discipline?

Table 2: Mean ratings of female principals and their vice on work behaviour of teachers under female principals' administration as regards discipline

ITEMS		Female Principals			Vice Principals		
S/N	Under the female principals:	Mea n	SD	Dec.	Mea n	SD	Dec.
6.	some teachers come to school late.	2.36	0.89	D	2.32	0.96	D
7.	some teachers abuse alcohol and other drugs and substances in school.	2.36	0.96	D	2.31	0.90	D
8.	some teachers disrespect fellow teachers and school administration.	2.31	0.90	D	2.34	0.84	D
9.	some teachers lack lesson notes.	2.30	0.96	D	2.33	0.99	D
10.	some teachers fail to mark students' exercise books and tests.	2.31	0.95	D	2.33	0.89	D
Cluster Mean		2.33	0.93	D	2.33	0.92	D

Table 2 shows the mean ratings and standard deviation of female principals and their vice principals on the work behaviour of teachers under female principals' administration as regards discipline. The female principals' mean range from 2.30 to 2.36, while their vice principals' mean range from 2.31 to 2.34. They have cluster means of 2.33 and 2.33 as well as standard deviations of 0.93 and 0.92 respectively. The responses from both female principals and their vice revealed that teachers are well disciplined under the female principals' administration in secondary schools in Enugu State.

Hypotheses

HO₁: There is no significant difference between the mean ratings of female principals and their vice principals on the work behaviour of teachers under female principals' administration in the aspect of decision making.

Table 3: Summary of t-test Analysis of the Mean Ratings of Female Principals and their Vice Principals on the Work Behaviour of Teachers under Female Principals' Administration in the Aspect of Decision Making

Group	n	Mean	SD	df	t-cal	t-crit	Decision
Female Principals	73	2.61	0.95	147	0.27	1.96	

				Ho ₁ is not rejected
Vice Principals	76	2.58	0.93	

Table 3 shows that t-cal of 0.27 is less than the t-crit of 1.96 at .05 alpha level of significance with 147 degree of freedom. This means that there is no significance difference between the mean ratings of female principals and their vice principals on the work behaviour of teachers under female principals' administration in the aspect of decision making.

HO₂: There is no significant difference between the mean ratings of female principals and their vice principals on the work behaviour of teachers under female principals' administration as regards discipline.

Table 4: Summary of t-test Analysis of the Mean Ratings of Female Principals and their Vice Principals on the Work Behaviour of Teachers under Female Principals' Administration as regards discipline

Group	n	Mean	SD	df	t-cal	t-crit	Decision
Female Principals	73	2.33	0.93	147	0.00	1.96	Ho ₂ is not rejected
Vice Principals	76	2.33	0.92				

Table 4 shows that t-cal of 0.00 is less than the t-crit of 1.96 at .05 alpha level of significance with 147 degree of freedom. This means that there is no significance difference between the mean ratings of female principals and their vice principals on the work behaviour of teachers under female principals' administration as regards discipline.

Discussion of Findings

It was found in this study that the teachers under the female principals' administration are involved in the decision making process in secondary schools in Enugu State. The findings revealed that teachers are involved in planning of school curriculum, school budgeting, students' personnel administration, procurement of school facilities and admission process of students. This finding is in agreement with Duze (2011) who stated that, the involvement of teachers in decision-making is very important because of their direct relationship with the students. This is an important aspect in those teachers, who are always with the students' need to have a personal assessment in order to identify their areas of challenges and make proper recommendations to the principals. Further finding revealed that there is no significance difference between the mean ratings of female principals and their vice principals on the work behaviour of teachers under female principals' administration in the aspect of decision making.

The finding of the study revealed that teachers are well disciplined under female principals' administration in secondary schools in Enugu State. The respondents stated that teachers under the female principals adhere to the laid down rules the schools system. The finding is in line with Oziambo (2013) who stated that teachers working under female principals tend to be disciplined because most female principals do not tolerate any form of indiscipline. Further finding revealed that there is no significance difference between the mean ratings of female principals and their vice principals on the work behaviour of teachers under female principals' administration as regards discipline.

Conclusion

The study focused on the work behavior of teachers under the administration of female principals in secondary schools in Enugu State. The findings indicate that female principals actively engage teachers in the decision-making process within the school. Additionally, teachers demonstrated discipline while carrying out their responsibilities. This involvement and commitment are essential for achieving the established objectives of secondary education. Overall, fostering collaboration between principals and teachers can significantly enhance the educational environment.

Recommendations

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

1. Workshops and seminars should be organized by the Ministry of Education for the female principals in order to avail them other critical areas in which teachers can be involved in decision making process.
2. The state government should introduce an award that would promote excellence. This will help to promote the discipline among the teachers.

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