

**PRINCIPALS' ASSESSMENT OF WORK BEHAVIOUR OF TEACHERS UNDER
FEMALE PRINCIPALS' ADMINISTRATION IN SECONDARY SCHOOLS IN ENUGU
STATE AS IT CONCERNS SUBORDINATION TO
AUTHORITY AND DECISION MAKING**

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Abstract

This study aimed at determining the work behaviour of teachers under the Female Principals administration in Secondary Schools in Enugu State as it concerns subordination to authority and decision making. Two research Questions and five null hypotheses guided the study. Descriptive survey research design was adopted for the study and sampling was not conducted as all the one hundred and nine Female Principals and their Two hundred and eighteen Vice Principals' in Secondary Schools in Enugu State that form the population for the study were used. The instrument for data collection was the research developed Questionnaire titled "Principal's Assessment of work behavior of teachers under female principals' administration – PAOWBTUFPPA). The instrument was face validated by three experts. Two of the experts were from the Department of Educational Management and the other one from measurement and Evaluation Unit of the Department of Science and Computer Education. The reliability co-efficient of the entire instrument was 0.76. For Sections A & B it yielded 0.90 and 0.93 respectively. The researcher administered the copies of the Questionnaire with the help of two research assistants. Mean scores and standard deviation were used to answer the research Questions and t-test statistics was used to test the hypotheses at 0.05 level of significance. One of the major findings of the study revealed that in matters of subordination to authority teachers under female principals subordinate themselves to the female principal to a little extent as confirmed by divergent viewpoints making amongst other findings. The recommendations made were; the Enugu State Government through the assistance of the Post Primary Schools Management Board of the State should strengthen all acts that promote discipline amongst the school staff hence, School supervision mechanism must be reinvigorated.

Keywords: Assessment, Work behaviour, Teachers, Female Principals, Administration, Secondary education, Enugu State.

INTRODUCTION

Authority is the right of leaders to compel obedience from subordinates in carrying out their assigned functions, so that organizational objectives may be achieved. It is the right of leaders to direct the activities of others towards the attainment of organizational goals. According to Aguba (2009:20):

For any organization to function very well, authority must be vested in some people. Authority is the leadership symbol of any organization without which there can be no meaningful achievement of objective.

Authority is described as institutionalized power. It is a legitimate power to compel others to obedience.

Ocho (2005) wrote that authority is power vested in a position and recognized as such not only by the incumbent, but by others within and outside the organization. Nwizu (2014) posits that the exercise of authority requires that a person successfully issues orders to a group of subordinates, who respond because of their belief in the legitimacy of the order.

Barnard in Ukeje, Akabogu and Ndu (2002), assert that authority is the character of a communication (order) a formal organization by virtue of which it is accepted by a contributor to or member of the organization as governing or determining what he does or is not to do so far as the organization is concerned. An administrator (female principal in our case) possesses authority if the persons or groups (subordinates i.e. teachers) with whom she is working permit their behaviour to be guided by her desires because they (teachers) feel that she has the right to direct them by virtue of the position within the organization (school system), regardless of their (teachers) own judgment about the merits and demerits of her wishes. This means that authority over a person to whom the communication is addressed accepts the (communication) order.

Disregard for or disobedience of any communication means denial of the communication's authority to the person who disobeys it. Barnard in Ukeje, (2002), concludes that the decision as to whether an order has authority or not, lies with the persons whom it is addressed and does not side in persons of authority or those who issue the orders. Authority rests in the acceptance and consent of individuals. In analyzing the authority problem in organizations, Barnard further posits that a person can and will accept authority.

- When he understands the order,
- When he believes that the order is congruent with his perception of the purposes of the organization,
- When he believes that the order is in his own personal best interest, -When he is mentally and physically able to comply with the order.

According to Blau and Scot in Ukeje, (2002:102).

A fundamental characteristic of authority, therefore, is that The willingness of subordinates to suspend their own judgment in advance and follow the directives of the superior result largely from social constraints exerted by the collectively of subordinates and no primarily from the influences the superior himself can bring to bear upon them.

Fayol in Ukeje, (2002), avers that authority is the right to give orders and the power to exact obedience. It is pertinent to state that the female principal is in the position of authority following her experience, qualification, hard work and dedication to duty. The gender issue, therefore, does not count. It therefore, behooves on the subordinates (teachers) to give her maximum cooperation in terms of work behaviour and ethics for the achievement of organizational (school) objectives. In exercising her authoritative rights however, the female Principal should always adopt democratic principles and collective decision making approach to leadership. This is surely a motivation for the subordinates (teachers) to perform.

More so, on daily basis we are confronted with choices which we have to decide upon, whether as individuals or organizations. A housewife is often confronted with deciding on the type of meal to prepare for the family. Parents take decisions on what type of meal to prepare for the family. Parents take decisions on what type of school to send their wards whether private or public. Decision making involves choosing from alternative courses of action. It is one of the most essential functions of an administrator. The principal within the school system is often confronted with deciding on the best approach to adopt in handling various administrative issues.

Peretomode (2001) asserts that decision making is the process of choosing from among alternative ways of achieving an objective. Mbamba in Nwagwu (2014) opines that decision making is a behaviour which is exhibited in selecting and implementing an alternative course of action. Decision making is a course of action which is chosen in such a way that the thinking process is "cut off" and stop seriously considering the other possibilities. It is a purposive act intended to advance a desired goal '(Adesina in Aguba, 2009). Decision making identifies and selects a course of action to deal with a specific problem or take advantage of an opportunity. It implies choosing from two or more alternatives with a view to solving an existing problem.

Decision making is the act of determining a course of action following a more or less deliberate consideration of often competing alternatives. It is an administrative function that provides the entire task of the administrator, from her definition of tasks of the administrator, from her definition of goals through the definition of tasks and activities, to the evaluation and control of the performed activities (Ukeje, 2002: 19).

According to Igbo (2002), the greater portion of the work of a leader involves making decisions that are centered on one or several of four things; men, money, machines and time. The men question is the personnel factor; the money question is the cost factor; the machines question is the equipment factor and the time question is length of time it will take to get the job done. A good knowledge of problem solving techniques is important for an administrator to make very sound and effective decisions necessary for organizational growth and progress.

A decision about a given problem is an attempt towards its solution. If a solution for a given problem is to be attained, the decision leading to the solution must be realistic and as profitable as possible. It is true however, that not every decision aimed at solving problems will be the right one. It must be emphasized however that when one type of decision proves a failure, the administrator should not be discouraged or feel ashamed about it. Lessons are learnt through mistakes. She should try another alternative. An administrator should count failures resulting from his decisions as learning opportunities. Igbo (2002), outlines the following suggestions she believes that could help an administrator to minimize or overcome problems involved in decision making.

- Follow the established procedure governing that particular situation for which decision is made;
- Decision should not be made under emotion. Rather, take time to think through the problem before arriving at a decision;
- Consult superior persons before taking action. Do not rush into issues requiring rational decision – making;

- Do not expect to be right all the time;
- Fear of failure is the commonest cause of mental stress and poor decision – making;
- Firmness is an essential quality for rational decisions;
- Do not postpone decisions; implement policies and decisions once they have been rationally made;
- Provide many alternative solutions to the same problem just in case the selected alternative fails to solve the problem;
- Delegate as many decisions as possible to officials in the organization; as an administrator, an executive should not be discouraged by the negative attitude of some employees especially as everyone cannot be pleased.

In the school system, decision making becomes very important as an instrument for the achievement of stated goals. Igbo (2002) maintains that decision making as part of management is a cycle of events which include' problem identification, its diagnosis, the development of a plan for its solution, the translation of the plan into action, and the evaluation of the plan after implementation. Decision making is a dynamic process. This is because in implementing decision, which involves solving problems, new problem most often arise. The experiences gained in solving earlier problems are never lost but contribute to the search for new ones.

According to Hoy and Miskel in Aguba (2009), the following are the advantages of teacher participation in decision making.

- The opportunity to share in formulating policies is an important factor in the morale of teachers and their enthusiasm;
- Participation in decision is positively related to the individual teacher's satisfaction with the profession of teaching;
- Teachers prefer authorities who involve them in decision making (regardless of whether the teachers have high or low dependency needs);
- Typical administrators are likely to prove ineffective because they are not fully accepted.
- It must be added that teacher participation in decision making, promotes overall peace and unity in the school system as nobody especially the teacher do not feel alienated.
- Stated objectives are more easily achieved as all hands are always on deck.
- Teaching and learning is improved.
- The spirit of comradeship pervades the system as everyone works for the others.
- Better decisions are arrived at, as two good heads are always better than one.

It must be stated that worldwide, democratic principles are preferred to authoritarianism in most organizations. It is therefore important that the female principal ensures collective decision making in the school system. This will certainly influence very positively the work behaviour of her teachers for the achievement of stated school goals.

Female principals and their vice principals assessed the work behaviour of teachers and reacted to issues arising from the present study. The reason is that they are very important

stakeholders in secondary education in Enugu state. Their day to day interactions with the teachers of secondary schools in management matters also places them in a vantage position to give credible and unbiased opinions on the items. The principal/vice principals work with the teachers on daily basis to ensure that standard are maintained and quality education is given to the students.

PURPOSE OF THE STUDY

1. To determine the extent of female principals and their vice principals' assessment of work behavior of teachers under female principals' administration in Secondary Schools in Enugu State in relation to subordination to authority.
2. To ascertain the extent of female principals and their vice principals' assessment of work behavior of teachers under female principals' administration in Secondary Schools in Enugu State in relation to decision making.

RESEARCH QUESTIONS

The following research Questions guided the study:

1. What is the extent of assessment of female principals and their vice principals on the work behavior of teachers under female principals' administration in relation to subordination to authority?
2. What is the extent of assessment of female principals and their vice principals and their Vice principals on work behavior of teachers under female principals' administration in relation to decision making?

RESEARCH HYPOTHESES

The following research Hypotheses guided the study and they were tested at 0.05 level of significance.

HQ1: There is no significance difference between the mean scores of female principals and their Vice principals on the extent of their assessment on the work behavior of teachers under female principals' administration in relation to subordination to authority.

HQ2: There is no significance difference between the mean scores of female principals and their Vice principals on the extent of their assessment of work behavior of teachers under female principals in relation to decision making.

METHODOLOGY

The study examined the principals' assessment of work behavior of teachers under female principals' administration in Secondary Schools in Enugu State. Two research Questions and two null hypotheses guided the study. Descriptive survey research design was adopted for the study. The study was carried out in Enugu State, South – East of Nigeria. The population for the study comprised all the female principals and their Vice principals in Secondary Schools in Enugu State. Thus, this gave a total of 327 respondents that is, 109 Female principals as well as their 218 Vice principals. The researcher made use of the 327 respondents because it is manageable. Hence, there was no sampling. The instrument for the study is titled "Principals assessment of work behaviour of teachers under female principals' administration in Secondary Schools in Enugu State (PAOWBTUFP)" The instrument was face validated by

three experts. Two of the experts were from the Department of Educational Management and the other one from measurement and Evaluation unit of the Department of Science and Computer Education. The reliability co-efficient of the entire instrument was 0.93. For section A & B it yielded 0.90 and 0.96 respectively. The researcher administered the copies of the Questionnaire with the help of two research assistants. Mean scores and standard deviation were used to answer the research Questions and t-test statistics was used to test the hypothesis at 0.05 level of significance. For data analysis, the research Questions were analyzed using mean. Any mean of 2.5 and above was regarded as great extent and those below 2.5 were considered as little extent.

Results

Research Question 1

What is the extent of assessment of female principals and their Vice principals on the work behaviour of teachers under female principal administration in relation to subordination to authority?

Table 1: Mean ratings of female principals and their Vice principals on the work behaviour of

<i>teachers under female principals' administration in relation to subordination to authority</i>							
S/N	ITEMS		Female Principals		Vice Principal		
	X	SD	— n = 109 Dec	X	SD	— n = 218 Dec	

Administration, in Secondary Schools in

Enugu State; teachers:

1	obey the principal's orders	2.11	0.89	LE	2.02	0.95	LE	without question.
2	challenge the principal's	2.01	0.93	LE	2.24	0.92	LE	authority.
3	arrogate a lot of authority	2.23	0.89	LE	2.13	0.90	LE	to themselves.
4	carryout the principals	2.18	0.96	LE	2.09	0.89	LE	orders.
5	incite other staff members	2.09	0.95	LE	2.15	0.95	LE	against the principal.
6	incite the community	2.16	0.89	LE	2.22	0.89	LE	members against the principal.
7.	encourage the students	2.49	0.95	LE	2.59	1.11	GE	towards insubordination to the principal's authority.
8	flouts the principals order	2.68	0.90	GE	2.58	0.78	GE	at will.
9	always exhibit disrespectful	2.91	0.91	LE	2.21	0.89	GE	behaviour.
10	always inciting the students	2.23	1.06	LE	2.16	0.88	GE	against the school authority.
11	frequently talking back at the	2.25	0.99	LE	2.11	0.93	LE	principal.
12	often rude to the school	2.19	0.85	LE	2.23	0.79	LE	head.
13	habitually absent from staff	2.28	1.05	LE	2.22	0.91	LE	meeting.
14	carries out orders and Directives at will.	2.31	0.88	LE	2.15	0.85	LE	

Grand Mean & SD **2.29 0.94 LE** **2.22 0.90 LE**

Data analyzed on table 1 shows that the extent of assessment of female principals and their Vice principals on the work behavior of teachers under female principals' administration in relation to subordination to authority are to a little extent. This was shown from the female principals mean that ranged from 2.01 to 2.01 and those of the Vice principals that ranged from 2.02 to 2.59.

In addition, there were grand means of 2.29 and 2.22; and grand standard deviation of 0.94 and 0.90 for female principals and Vice principals respectively. This simply means that the respondents' view on the assessment of female principals and their Vice principals on the work behavior of teachers under female principals' administration in relation to subordination to authority is to a little extent. However, the closeness of the standard deviation (SD) indicates homogeneity in their response in respect to the two groups of respondents.

RESEARCH QUESTION 2

What is the extent of assessment of female principals and their Vice principals on work behavior of teachers under female principals in relation to decision making?

Table 2: Mean ratings of female principals and Vice principals on the work behavior of

<i>teachers under female principals' administration in relation to decision making</i>								
S/N	ITEMS	Female Principals			Vice Principals			
		<u>n = 109</u>			<u>n = 218</u>			
	under Female principals Administration, in Secondary Schools in Enugu State; teachers:	X	SD	Dec	X	SD	Dec	
15								
16	and principals collectively	2.45	1.05 LE	1.76	1.12	LE		
	Take decisions, on matters concerning finance, including income and expenditure.							
17	and principal collectively	2.19	0.83 LE	2.15	0.83	LE		
	Take decisions on matters concerning decision making.							
18	are always part of decision making.	2.79	1.06	GE	2.56	0.99	GE	
19	exhibit laissez faire attitude	2.41	0.99 LE	2.20	0.88	LE	towards administrative decision making.	
20	are emotional in taking a Administrative decision making.	2.38	1.07 LE	2.13	0.94	LE	definite stand during	
21	insist on opposing the principal during collective decision making.	2.48	1.00 LE	2.30	0.93	LE		
22	enjoy imposing their wishes	2.49	0.95 LE	2.59	1.11	GE	On the principal.	
23	enjoy helping the principal decision.	2.68	0.90 GE	2.58	0.78	GE	succeed through taking right	
24	supply reasonable amount of Exercise at hand.	2.41	0.91 LE	2.21	0.89	LE	information relevant to the	

25	always make dependable	2.81	0.94	GE	2.65	0.93	GE	guesses with regard to the outcome of the decision taken.
26	participates in the implementation	1.60	0.99	LE	1.89	0.88	LE	of strategies taken to solve an identified problem.
27	Always go contrary to the	2.69	0.88	GE	2.73	0.93	GE	principals' decision.
28	give quality advise to the	2.87	0.87	GE	2.66	0.84	GE	Principal when needed.
29	Assist the principal in all ramifications.	2.99	0.88	GE	2.72	0.91	GE	

Grand Mean & SD **2.52** **0.95** **GE** **2.37** **0.93** **LE**

Data analyzed on table 2 shows that the extent of assessment of female principals and their vice principals on the work behaviour of teachers under female principals' administration in relation to decision making is at a great extent as well as little extent. This was shown by the female principals mean that ranged from 1.16 to 2.99 and those of the vice principals that ranged from 1.76 to 2.73. In addition, there were grand means of 2.52 to 2.37; and grand standard deviation of 0.95 and 0.93 for female principals and vice principals respectively. This simply means that the respondents' view on the assessment of female principals and their vice principals on the work behavior of teachers under female principals' administration in relation to decision making is to a little extent. The closeness of the standard deviation (SD) in this cluster denotes homogeneity in responses of the two

Female Principals	109	2.29	0.94					
Vice Principals	218	2.22	0.90	325	0.64	1.96		Not Significant

Table 3: t- test on the mean scores of female principals and their vice principals on the extent of their assessment of work behaviour of teachers under female principals' administration in relation to subordination to authority.

Group	N	X	SD	DF	t-cal	t-crit	Decision
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The table above shows that the calculated value of 0.64 is less than the critical value of 1.96 with a degree of freedom of 325 05 level of significance. The null hypothesis was therefore not significant. Thus, there was no significant difference between the mean scores of female principals and their vice principals on the extent of their assessment of work behaviour of teachers under female principals' administration in relation to subordination to authority.

Table 4: t- test on the mean scores of female principals and their vice principals on the extent of their assessment of work of behaviour of teachers under female principals' administration in relation to participation in decision making

Group	N	X	SD	DF	t-cal	t-crit	Decision
Female Principals	109	2.52	0.95				Not Significant
Vice Principals	218	2.37	0.93	325	0.68	1.96	Significant

Table 4 shows that calculated value of 0.68 is less than the critical value of 1.96 with a degree of Freedom of 325 at .05 level of significance.

Thus, there was no significant difference between the mean scores of female principals and their Vice principals on the extent of their assessment of work behaviour of teachers under female principals' administration in relation to participation in decision making.

Discussion of Findings

Research Question I sought to ascertain the extent of assessment of female principals and their Vice principals on work behaviour of teachers under female principals' administration in relation to subordination to authority. The Findings revealed that teachers subordinate themselves to the Female principals' authority to a little extent. This Finding however contrasts sharply with Iravo (2017) and Kochhar (2016) who posit that secondary school like other organizations is characterized by frequent conflict of one type or the other. It could be between the principal and teacher, between the teachers and teachers or between the teachers and the students etc. Iravo (2017) avers that insubordination to authority is one major source of organizational conflict. According to Aula and Siira (2010), conflict is part of human consciousness in all aspects of life. One cannot avoid squabbles and conflict when in school, at home or the office. They contended that conflict is inevitable and even desirable, concluding that to work in an organization is to be in conflict. It is imperative to state that in all situations, the capacity of the principal to effectively utilize her authority for organizational stability becomes imperative. Ukeje, Akabuogu and Ndu (2002), asserted that authority is the right to give orders and powers to exact obedience. It therefore behooves on the subordinates (teachers) to give the principal maximum support and cooperation in terms of work behaviour and ethics for the achievement of organizational (school) objectives.

It must be stated that the insubordination to authority which breeds conflict situation and which contrasts with the findings of the present study could be part of the reason of their incessant squabbles and low productivity that characterize most of the secondary schools in Enugu State and elsewhere. Rampant cases of examination malpractice and poor result in both internal and external examination by students is a testimony. In the null hypotheses tested, significant difference does not exist in the mean assessment scores of the of the respondent.

Research Question 2 assessed the extent of assessment of female principals on the work behavior of teachers under female principals' administration in relation to participation in decision making. The findings revealed that teachers partake in the decision making process

in secondary schools in Enugu state to a little extent. This finding is an agreement with Mbamba in Nwangwu (2004) which affirms that decision making is a behaviour which is exhibited in selecting and implementing an alternative course of action. The present study found out that, under female principals' administration in secondary schools in Enugu State; teachers are hardly allowed to partake in the decision making process especially in matter concerning finance, including Income and expenditure.

This finding is an unwelcome development for the secondary school system in Enugu State. The vital place of finance in the life of both individuals and organizations cannot be overemphasized. Finance is the life blood of the school system. Funds are needed to pay teachers' salaries and other benefits. It is needed to procure equipment and materials for both library and laboratory. Finance is needed to provide classroom block and provide teaching aids etc. Ukeje (2002) posited that, money or lack of it determines the extent to which an organization succeeds. Obanya (2000) highlighted the fact that, adequate funding is not just important, but more important is prompt release of funds, prudent application and judicious use of available funds for organizational success.

It is clear from the foregoing, the prime place of Finance in achieving the goals of secondary education in Enugu State. The principal is the helmsman and the buck stops on her table. She sits atop all decision making process within the school system. It is clear that Jettisoning democratic decision in matters of Finance is an invitation to corruption. In this case, the principal might be tempted to service her purse or account with available funds instead of channeling same towards developmental programs and projects within the school system for the achievement of stated school goals. Igbo (2002), maintained that, decision making as part of management is a cycle of events which include; problem Identification, Its diagnosis, the development of a plan for its solution, the translation of the plan into action and the evaluation of the plan after Implementation. One of the major disadvantages of autocratic decision is corruption. It is a known fact that corruption is one of the major factors holding the wheel of progress in most facet of our national life including education. Abdullah (2006) affirmed that corruption has not only contributed to low morale amongst teachers, it has contributed to poor quality and quantity to teachers, poor curricular, inadequate classrooms and other infrastructural facilities that enhance teaching and learning. In the null hypotheses tested, significant difference does not exist in the mean assessment scores of the respondents.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made: The state Governments in Nigeria should provide all the necessary support that promote quality instructional delivery and learner centered approach to teaching should be encouraged within the school system. In this regards, constant seminars and workshops should be organized for teachers where they would be exposed to the latest and most effective approaches to instructional delivery. Seminar and workshops which espouse all round democratic decision making should constantly be organized for principals; when everybody is carried along in the decision making process, the teacher feels part of and not apart from the system. His morale is high and positive work ethics are promoted amongst all and sundry.

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