PRINCIPALS' TEAMWORK PRACTICES AS PREDICTORS OF TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN EBONYI STATE

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ABSTRACT
The study investigated principals' teamwork practices as predictors of teachers' job performance in secondary schools in Ebonyi State. Two research questions with corresponding two research hypotheses guided the study. The hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of the study comprised all the 4,146 teachers in the 233 public secondary schools in Ebonyi State. While the sample size for the study was 622 teachers obtained using proportionate stratified sampling technique. A researcher-designed questionnaires were used to collect information from the respondents. The instruments were subjected to face and content validity by three experts. The internal consistency of the instrument was determined using Cronbach's Apha reliability. The co-efficients of 0.80 and 0.78 were obtained respectively. The average index was 0.79, showing that the instruments are reliable. Simple regression and multiple regression were used to answer research questions and test the hypotheses. Major findings which included among others was that principals' participatory decision making process significantly predicted teachers' job performance in secondary schools. The study also found that principals' use of committee system significantly predicted teachers' job performance in secondary schools in Ebonyi state. It was, therefore, recommended, among others, that principals should offer opportunity for teachers to air their views on instructional matters, which would motivate teachers to improve on their job performance. It was also recommended that principals should not use teachers' views against them so that they would not withhold their opinions about teamwork challenges.

Keywords: Principals' Teamwork Practices, Teachers' Job Performance, Secondary Schools.

Introduction

Education is adjudged the greatest means through which knowledge and skills are acquired for the development of a nation. This entails that a nation's development is dependent on the quality of her educational system. Hence, the invaluable roles and contributions of education in the development of an individual and the society cannot be over emphasized. Many countries, Nigeria inclusive, take education as an instrument for the promotion of national development as well as effective desirable social changes. This, perhaps, might be responsible for the continuous growing concern of all stakeholders in the education industry on the changes that are likely to affect it as well as the implications such changes have on school system namely; primary, secondary and tertiary educational institutions. . However, this study centres on the secondary level of education.

Secondary education comes immediately after primary level. That is why it is commonly referred to as post primary education. Secondary education enables students acquire requisite skills, knowledge and also develop positive habits and mindsets for useful living in the society. The secondary schools are headed by principals. According to Nwogu and Ebunu (2019), the principals have numerous functions subsumed into planning, organizing, directing, controlling and evaluating the activities of the school with the aim of utilizing the available resources optimally in order to

achieve school objectives. These tasks are beyond the physical and mental capacity of the principals and this makes teamwork indispensable in the school system.

Teamwork is the collaborative efforts of members of staff in executing specific task for attainment of common goals. According to Shouvik and Mohammed (2018), team work is a group of individuals who work collectively to achieve the same purposes and goals to provide an excellent quality of services. It involves a principal bringing group of teachers to work together and support one another to perform particular work. Team work enables two or more teachers to interact and collectively perform a task to achieve one common and specific goal. Agarwal and Adjirackor (2016) defined team work as the process of working collaboratively with a group of people in order to achieve a goal. In team work, teachers' roles as members of a group are interdependent and they are collectively responsible for the outcomes. Contextually, team work is the group of teachers who work together or cooperatively to attain common task or specific goal. There are many teamwork practices to promote collaborative effort of a group of teachers to complete a task in most effective manner.

The team work practices are methods, procedures adopted by a team or group of workers to attain their group goals. Team work practice is defined as an art of providing a friendly working atmosphere for employees and employer in an organization in order to pool their skills and expertise together to achieve a goal (Ojo, 2019). Several scholars have identified the components of team work practices as; participatory decision making, use of committees, collaborative discipline, team teaching and group delegated responsibility (Nwogbu, 2020; Ojo, 2019). The participatory decision making, use of committees, collaborative discipline and group delegated responsibility practices as identified by the scholars were adopted in this study because they are the core teamwork practices and more applicable to the secondary school.

A committee is a group of people constituted and charged with the responsibility of carrying out a particular task in an organization. According to Nnebedum, Akinfolarin and Obuegbe (2018), committee is a body constituted to investigate, report, recommend or take action on a specific matter. This body is made up of individuals who are representatives of a larger group. In the school system, the principal demonstrates team work practices by giving a task to his teachers to accomplish through the use of committee system. Such committees include and not limited to examination committee, disciplinary committee, welfare committee. Use of teachers as members of a committee lightens their workloads and also creates opportunities for the teachers to learn how to work in a group and as well accommodate individual differences. Working as a member of a committee provides a great opportunity for the teachers to learn from each other's skills and talents to improve their job performance. The involvement of teachers in committee system gives them a sense of belonging that boosts their morale towards better job performance. The committee system could bring group of teachers to share ideas and work together to effectively perform task assigned to them. Ogbogu (2016) stressed that the committee system is a means of sharing governance with the school governing bodies as well as an avenue for ensuring the full participation of staff in the decision-making process. Committee system promotes team work and participatory decision making.

Participatory decision making is the process where two or more persons strive to choose the right course of action among contending alternatives in order to achieve a set. Abdulai and Shafiwu (2017) asserted that participatory decision making involves management treating the ideas of members of staff with respect and consideration in deciding on school affairs. It could also increase teachers' work commitment, drive and enthusiasm on the job which is likely to improve their job performance. Ugwu, Okoroji and Chukwu (2019) noted that staff participation in decision-making offers them the opportunity to make suggestions and recommendations required to improve organizational commitment towards achieving its goals. Participatory decision making give teachers the opportunity to express their views on problems that directly affect their job and what could be done to improve their job performance. Teachers' participation in decision-making process gives the forum to air their views, opinions and to share ideas which encourages a strong sense of teamwork in the school system. Baraka and Luicensi (2017) noted that participatory decision making improves the relationship between school leaders and teachers and also encourages a strong sense of teamwork among teachers. Participatory decision making allows teachers to constantly seek new ideas and exchange experience to enhance their job performance

The term 'job performance' is viewed differently by several scholars. Teacher job performance is the result or outcome of the tasks executed by a teacher. Obiekwe and Mbanefo (2019)

defined teacher job performance as the duties performed by a teacher at a particular period in the school system. A teacher with high teaching performance finds the job of teaching meaningful and rewarding. The teacher sets goals and establishes strategies for achieving those goals which may have positive effects on themselves and students. According to Imaowaji (2015), job performance is the actual accomplishment of assigned task. Efficient job performance engenders successful outcome. On the contrary, inefficient job performance breeds failure in an organization. Operationally, job performance is actual outcome of results of tasks executed by a teacher in school organization.

The teachers' job performance is determined by various duties performed by teachers in the school system. Imaowaji (2015) stressed that measurement of teachers' job performance is determined by activities executed by teachers such as; developing scheme of work, lesson plan, delivery of lesson, evaluation of students, reporting students' progress, maintenance of discipline among students, keeping of attendance registers of students, conducting morning devotion, counseling, participation in staff meeting, sports and club activities. There are several instances where it seems that secondary school teachers in Ebonyi State are not performing some duties assigned to them (Nwachukwu, Ogbonnaya and Nwori, 2017). Some teachers in public secondary schools in Ebonyi State seem to be uncommitted in performing their duties possibly due to exclusion in decision-making. Nwite and Aja-Okorie (2017) observed that uncommitted work attitudes of teachers are induced by non-involvement in decision-making and disharmony in public secondary schools in Ebonyi State.

The teachers could probably be ineffective in performing their duties because it seems that secondary school principals in Ebonyi State have inadequately promoted teamwork. Aja-Okorie and Usulor (2016) stressed that some secondary school principals in Ebonyi State dictate and circulate programmes and events without carrying along the committee assigned with these responsibilities. Aja-Okorie and Usulor added that there is no cordial relationship between staff and principals as teachers are not carried along in school affairs. In such a scenario, there is bound to be disorder and disunity which could undermine teamwork in secondary schools in Ebonyi State.

There appears to be some principals who are unwilling to delegate most tasks to teachers due to impression that they could not effectively execute them in public secondary schools in Ebonyi State. This assertion is buttressed by Aja-Okorie and Oko (2021) who observed that some principals of public secondary schools in Ebonyi State are reluctant to delegate duties due to the fear that the subordinates may let them down by failing to discharge their duties. Nwachukwu, Ogbonnaya and Nwori (2018) noted that there are several instances where teachers are not performing some duties assigned to them because they see such duties as that of the principals in public secondary schools in Ebonyi State. Consequently, it seems to result in negative attitude and poor teachers' job performance in terms of commitment and dedication to work. Odoh (2020) noted that poor commitment of teachers could be responsible for the high rate of indiscipline in secondary schools in Ebonyi State. To buttress this, Aja-Okorie (2016) observed that some behavioural discontent are exhibited by some secondary school teachers in Ebonyi State exhibit poor teaching habits, lack of dedication to duties and truancy which has led to inefficiency and low job performance.

One wonders if the poor work attitudes and unsatisfactorily job performance of teachers could be explained by teamwork practices of principals. Although, several scholars such as Omori (2018); Shouvik and Mohammed (2018); Kelemba, Chepkilot and Zakayo (2017); Nzewi, Chiekezie and Nnesochi (2015); Adeyanju (2017) and others who have conducted studies on teamwork and job performance in different geographical location reported inconsistent results. For instance, in a study tittled the influence of teamwork practices on employee performance in public service in Kenya which was conducted by Kelemba, Chepkilot and Zakayo (2017), revealed among others that the relationship between teamwork practices and employee performance is statistically significant. A study carried out in Edo State by Adeyanju (2017) assessed the relationship between principals' team work practices and teachers' job commitment in secondary schools. The result revealed that principals' team work practices such as team work, participatory decision making greatly affect the attitudes of teachers' job performance in schools. On the contrary, a study on impact of teamwork on work performance of faculty members in Dhofar University carried out by Shouvik and Mohammed (2018) showed that there is no significant relationship between teamwork and employee performance. This background necessitated the investigation of the relationship between principals' team work practices and teachers' job performance in secondary schools in Ebonyi State.

Statement of the problem

Some secondary school principals in Ebonyi State seem to be reluctant to fostering teamwork through group delegation of tasks and involving them in decision making process. Some principals appear to constitute committee that they hardly carry along in running their statutorily function. Some secondary school principals in Ebonyi State involve teachers in decisions making and also delegate some tasks to group of teachers but they seem to end up not using their suggestions. Teachers tend to be denied decision-making opportunities that could provide a platform for them to work as a team. The rate of indiscipline among teachers in public secondary schools in Ebonyi State remains worrisome. In some public secondary schools, principals in Ebonyi State appear to exhibit discriminatory practices of discipline and making decisions that subsequently affect teamwork.

Teachers are denied the autonomy to carry out delegated duties, participate in decision-making opportunities, engage in handling disciplinary matters and committee affairs may resort to display of lukewarm attitudes such as poor teaching habits, lack of dedication to duties and truancy which could be connected to the unpleasant nature of job performance of secondary schools in Ebonyi. In the light of the above, this study, therefore, investigates the principals' team work practices as predictors of teachers' job performance in the secondary schools in Ebonyi State.

Research questions

The following questions guided the study.

1. How does principals' participatory decision predict teachers' job performance in secondary schools in Ebonyi State?
2. How does principals' use of committee system predict teachers' job performance in secondary schools in Ebonyi State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. Principals' participatory decision making is not a significant predictor of teachers' job performance in secondary schools in Ebonyi State.
2. Principals' use of committee system is not a significant predictor of teachers' job performance in the secondary schools in Ebonyi State.

Methods

This study adopted a correlational research design. A correlational design, according to Nwogu (2015), indicates the direction and magnitude of relationship between variables. This design helped the researcher to determine, within the study, if principals' team work practices and teachers' job performances significantly predict teachers' job performance. The study was carried out in Ebonyi State. The population of the study comprised all the 4,146 teachers in the 233 public secondary schools in Ebonyi State. The sample size for the study was 622 teachers drawn from the population of the study. A researcher-designed two sets of questionnaires titled "Principals' Team Work Practices (PTWPQ) and Teachers' Job Performance Questionnaire (TJPQ)'' were used for data collection. The two set of instruments were developed based on extensive review of related literature and consultation of experts. The instruments were subjected to face and content validation by three experts. Crobach's alpha was utilized for the reliability test of the instruments. The co-efficients for the two instruments were 0.80 and 0.78 respectively, indicating that the instruments are reliable. Regression analysis was used to answer the research questions and test hypotheses.

Results

Research Question One. How does principals' participatory decision predict teachers' job performance in secondary schools in Ebonyi State?

Table 1: Simple Linear Regression Analysis of Principals' Participatory Decision Making as a Predictor of Teachers' Job Performance.

r	R^2	Adjusted R^2	Std Error of Mea.	Beta
0.885	0.782	0.782	2.378	0.885

Result in Table 1 showed that principals' participatory decision making and teachers' job performance had a correlation coefficient of 0.885, showing that there was a high relationship between that principals' participatory decision making and teachers' job performance. The coefficient of determination was r^2 x 100 =78-2% . Therefore, teachers' job performance accounted for 78-2% of the variance of principals' participatory decision making in secondary schools in Ebonyi State **.** Also, Beta of 0.885 showed that for every increase of one unit of standard deviation in principals' participatory decision making would increase teachers' job performance by 0.885. Thus, that principals' participatory decision making predicted teachers' job performance in secondary schools in Ebonyi State **.**

Research Question Two. How does principals' use of committee system predicts teachers' job performance in secondary schools in Ebonyi State?

Table 2: Simple Linear Regression Analysis of Principals' Use of Committee System as a Predictor of Teachers' Job Performance.

r	R^2	Adjusted R^2	Std Error of Mea.	Beta
0.837	0.700	0.700	2.635	0.837

Result in Table 1 showed that principals' use of committee system and teachers' job performance had a correlation coefficient of 0.837, showing that there was a high relationship between principals' use of committee system and teachers' job performance. The coefficient of determination was r^2 x 100 =70.0%. Therefore, teachers' job performance accounted for 70.0% of the variance of principals' use of committee system in secondary schools in Ebonyi State**.** Also, Beta of 0.837 showed that for every increase of one unit of standard deviation in principals' use of committee system would increase teachers' job performance by 0.837. Thus, that principals' use of committee system predicted teachers' job performance in secondary schools in Ebonyi State.

Hypothesis One

Principals' participatory decision making was not be a significant predictor of teachers' job performance in secondary schools in Ebonyi State.

Table 1: Regression Analysis Test of Significance of Principals' Participatory Decision as Predictor of Teachers' Job Performance

Model	r	R^2	Beta	Df	F	Pvalue	Decision
1	0.885	0.782	0.885	620	2229.523.	0.000	Sig.

Alpa=0.05, r=0.885, R^2=0.782

The result in Table 1 showed an F-value of 2229.523 and P-value of 0.000. Testing at an alpha level of 0.05. The P-value is less than the alpha value. Therefore, the null hypothesis which states that principals' participatory decision making does not predict teachers' job performance is rejected or not retained. Conversely, principals' participatory decision making predicted teachers' job performance in secondary schools in Ebonyi State.

Hypothesis Two

Principals' use of committee system will not be a significant predictor of teachers' job performance in secondary schools in Ebonyi State.

Table 2: Regression Analysis Test of Significance of Principals' Participatory Decision making as Predictor of Teachers' Job Performance

Model	r	R^2	Beta	Df	F	Pvalue	Decision
1	0.837	0.700	0.837	620	1446.696.	0.000	Sig.

Alpa=0.05, r=0.885, R^2=0.700

The result in Table 2 showed an F-value of 1446.696 and P-value of 0.000. Testing at an alpha level of 0.05. The P-value is less than the alpha value. Therefore, the null hypothesis which states that principals' use of committee system does not predict teachers' job performance is rejected or not retained. Conversely, principals' use of committee system predicted teachers' job performance in secondary schools in Ebonyi State.

Summary of Major Findings

The following are the summary of the research findings:

1. Principals' participatory decision making significantly predicted teachers' job performance in secondary schools in Ebonyi state.
2. Principals' use of committee system significantly predicted teachers' job performance in secondary schools in Ebonyi state.

Conclusion

Assessing teachers' job performance in an academic institution is as important as assessing learning in pupils and students. On the basis of the findings of the study, it was concluded that principals' participatory decision and principals' use of committee system practices determined to a greater extent teachers' job performance in secondary schools in Ebonyi State.

Recommendations

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

1. Principals should offer opportunity for teachers to air their views on instructional matters which would motivate teachers to improve on their job performance.
2. Education planners should organize conferences, seminars and workshops that would enlighten both principals and teachers on the importance of teamwork practices on teachers' job performance.
3. Principal should use strategic plan monitoring committee for ensuring the implementation of school plans.
4. Principal should constitute committees to investigate causes of conflict among staff, formulate the school programme, repair damaged school facilities, source money for school projects, review text books needed by students and formulate school rules and regulations, which will eventually enhance teachers' job performance.

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