
EXTENT OF PRINCIPALS' MANAGERIAL EFFECTIVENESS ON RECORD AND CONFLICT MANAGEMENT FOR TEACHERS' JOB COMMITMENT IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA.

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Abstract

The study investigated the extent of principals' managerial effectiveness on record and conflict management for teachers' job commitment in public and private secondary schools in Anambra State, Nigeria. The study was guided by two research questions and two null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised 8,989 respondents (263 principals and 5,286 teachers) of public secondary schools and (686 principals and 2,754 teachers) of private secondary schools in Anambra State, Nigeria. The sample for this study consisted of 899 respondents (26 principals and 528 teachers) of public secondary schools and (69 principals and 276 teachers) of private secondary schools drawn using proportionate stratified sampling technique. A researcher-developed questionnaire titled 'Principals' Managerial Effectiveness on Record and Conflict Management for Teachers' Job Commitment Scale (PMERCMTJCS)' was used for data collection. The instrument was subjected to face validation by three experts, two in the Department of Educational Management and Policy, and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach alpha method was used to establish the reliability of the instrument and the coefficients obtained for clusters B1-B2 of the section B were 0.77 and 0.78 respectively and overall coefficient of 0.78. Mean and standard deviation were used to answer the research questions and t-test was used to test the hypotheses. The findings of the study revealed among others that principals' effectiveness on record management for teachers' job commitment in public and private secondary schools in Anambra State is to a high extent. Also, principals' effectiveness on conflict management for teachers' job commitment in public and private secondary schools in Anambra State is to a low extent. Further results showed that there is no significant difference in the mean ratings of all dimensions of principals' managerial effectiveness for teachers' job commitment in public and private secondary schools in Anambra State. Based on the findings, it was recommended among others that the Anambra State Post Primary Schools Services Commission and school proprietors should organize annual training programme on conflict management for principals to enable them acquire skills and knowledge of amicably resolving conflict for improvement of teachers' job commitment.

Key words: Principals, Managerial Effectiveness, Record, Conflict, Management, Teachers, Job Commitment

Introduction

Education has been widely acknowledged as an agent of change across the globe. It is through well-planned educational system that highly skilled individuals are produced to contribute towards the development of the society. As opined by Egboka and Ezebuilo (2023), education is an instrument for strengthening one's intellectual capacity, moulding character and facilitating moral and cultural empowerment of individuals to bring about positive development in the society. One of the formal institutions of learning which students receive education is the secondary school.

Secondary education is the type of education which the students receive after basic education to acquire additional skills and knowledge that prepare them for higher studies in tertiary institutions. Wey-Amaewhule, Osuji and Boma-Iyaye (2023) opined that secondary school education is a critical stage in the hierarchy of education in Nigeria as it is the midway between primary and tertiary learning institutions. Ugwu and Onyali (2023) noted that secondary education equally provides opportunities for a child to acquire additional knowledge, skills and traits beyond the primary level. Secondary schools in Nigeria are either public or private.

Public secondary schools are post-primary learning institutions established, funded and managed by local, state or federal government, while private schools are post-primary learning institutions established, funded and managed by individuals, religion and non-governmental organizations. Public secondary schools are primarily funded by revenue generated from tax, while, private secondary schools are primarily funded by revenue generated from tuition payments and other levies. Egboka and Ezebuilo (2023) noted that public secondary schools are those schools established, financed and managed by governmental agencies or ministries while the private secondary schools are those schools established, financed and managed by individuals, missions and non-governmental organizations. Similarly, Ugwu and Onyali (2023) asserted that public secondary schools are post-primary institutions of learning established, controlled and financed by the government, whereas private secondary schools are post-primary institutions of learning established, controlled and financed by individuals, group of persons, organizations or mission bodies. They added that public secondary schools rely on government funding for their operation, while the private secondary schools are completely run through fees paid by the students of the institution.

Principals of secondary schools whether in private or public are chief executive officers saddled with the responsibility of ensuring smooth running of the daily programmes of secondary schools. The principals oversee the day-to-day functioning of all activities of secondary schools. Wagbara (2023) noted that the principals are the chief administrators who control the daily affairs of secondary schools. The principals are responsible for managing the available human, financial and material resources to achieve set objectives of secondary schools. Principals get things done by regulating and influencing the efforts of staff to achieve set objectives. According to Ayoro, Onyeike and Jack (2023), principals are the administrators who assist teachers perform well and also ensure smooth administration of secondary schools. The principals strive to ensure smooth administration and attain managerial effectiveness through utilization of the available records in making decisions.

School record is file or document that contains useful information of events or activities in educational institution. According to Odeniyi and Adeyanju (2022), school records are official documents, books and files containing essential and crucial information of

actions and events, that take place in schools. School records are managed in school for easy retrieval of information to support daily operations of the school. Ukaogba and Nwankwo (2020) asserted that when records are well-created, properly stored, retrieved and utilized appropriately, execution of administrative tasks is likely to be easy. Effective record management ensures that information is well-organized, properly stored, easily retrieved and routinely disposed when no longer needed. Another managerial activity of the principal is communication. Conflict management is another managerial activity of the school principal.

Conflict is any clash or disagreement in ideology, values and opinions of two or more persons. Conflict is inevitable in an organization but the ways it is managed can positively or negatively affects the behaviour and interpersonal relationships of members of staff in the school system. Madubuegwu, Ugwuozor, Onwe and Udentia (2022) averred that conflict management is variety of ways by which administrators handle, respond to and deal with grievances before, during and after it has occurred. The approaches or procedures of managing conflict in public and private schools could shape the work atmosphere. Iloakasia (2022) noted that, successful conflict management occurs by listening to and providing opportunities to meet the needs of all the parties and to adequately address interests, so that, each party is satisfied with the outcome. Amicable resolution of conflict create peaceful work environment that could enhance the job commitment of teachers.

Teachers' job commitment is the dedication of teaching staff towards their duties. Okaforcha (2021) noted teachers' job commitment expresses the teachers' motivational orientation to the job in which they are engaged. Teachers' job commitment is their engagement in statutory obligations in the school. Onafowo, Ekwunye and Oweikpor (2023) defined teachers' job commitment as the willingness of teaching staff to put their efforts and time in performing their duties. Teachers who are committed to their job feel passionate about their duties and strive to excel in them. According to Abaiola and Nwafor (2021), teachers' job commitment is a physical, psychological and mental attachment to the demands of one's job. Teachers' job commitment is the state of being loyal and devoted in executing instructional responsibilities in the school.

It is unfortunate that most secondary school teachers (be it public or private) are subjected to work under deplorable conditions which result in lack of commitment to work (Ifediorah & Okaforcha, 2019). Managerial ineffectiveness of some principals have shown to contribute towards lower levels of job commitment which lead to frequent absenteeism from school by teachers, aggressive behavior towards colleagues and learners, early exits from the profession, and psychological withdrawal from work in public and private secondary schools in Anambra State (Nwankwo & Ifeanyi, 2021). The unfriendly behaviour of some principals towards teachers appears to contribute to conflict which disrupts academic activities in public and private secondary schools in Anambra State. Dahiru and Yahaya (2023) observed that records are not updated as regular as they should be in public and private secondary schools in Nigeria. They added that many administrators and teachers find it difficult to retrieve important records whether statutory or non-statutory for basic decision-making in public and private secondary schools across Nigeria. The varying nature of policy, rules, programmes, grants and supports receive in public and private secondary schools could bring difference in the approaches of record and conflict management. It is based on this background that the study investigated the extent of principals' managerial effectiveness on record and conflict management for teachers' job commitment in public and private secondary schools in Anambra State, Nigeria.

Purpose of the Study

The purpose of this study was to determine the extent of principals' managerial effectiveness on record and conflict management for teachers' job commitment in public and private secondary schools in Anambra State, Nigeria. Specifically, the study sought to find out the extent of:

1. Principals' effectiveness on record management for teachers' job commitment in public and private secondary schools in Anambra State.
2. Principals' effectiveness on delegation of duties for teachers' job commitment in public and private secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the extent of principals' effectiveness on record management for teachers' job commitment of public and private secondary schools in Anambra State?
2. What is the extent of principals' effectiveness on conflict management for teachers' job commitment of public and private secondary schools in Anambra State?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of principals' in public and private secondary schools of their effectiveness on record management for teachers' job commitment in Anambra State.
2. There is no significant difference in the mean ratings of principals' in public and private secondary schools of their effectiveness on conflict management for teachers' job commitment in Anambra State.

Methods

Descriptive survey research design was adopted for this study. The study was carried out in Anambra State which is located in the South eastern part of Nigeria. The population of the study comprised 8,989 respondents (263 principals and 5,286 teachers) of public secondary schools and (686 principals and 2,754 teachers) of private secondary schools in Anambra State, Nigeria. The sample for this study consisted of 899 respondents (26 principals and 528 teachers) of public secondary schools and (69 principals and 276 teachers) of private secondary schools drawn using proportionate stratified sampling technique.

A researcher-developed questionnaire titled "Principals' Managerial Effectiveness on Record and Conflict Management for Teachers' Job Commitment Scale (PMERCMTJCS)" was used for data collection. The instrument was developed by the researcher based on review of related literature and consultation of experts in educational management. It has two sections A and B. Section A elicits information on demographic data of respondents such as type of school.

Section B of PMERCMTJCS has seven clusters namely: B1 and B1. Cluster B1 had eight items on managerial effectiveness on record management and cluster B2 has eight items on managerial effectiveness on conflict management for teachers' job commitment. The instrument therefore contains a total of 16 items which are structured on a four point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively.

The instrument was subjected to face validation by three experts, two in the Department of Educational Management and Policy, and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. Based on the suggestions, the instrument was properly edited and double-barrel items should be separated. Cronbach alpha method was used to establish the reliability of the instrument. The co-efficient obtained for clusters B1-B2 of the section B were 0.77 and 0.78 respectively and overall coefficient was 0.78.

The researcher with the help of five research assistants who are secondary school teachers in Anambra State used direct approach for data collection. A total of 899 copies of the questionnaire were distributed, 554 copies to 26 principals and 528 teachers in public secondary schools, while 345 copies to 69 principals and 276 teachers in private secondary schools. Out of these, a total of 876 copies of questionnaire of which 548 copies were from respondents (26 principals and 522 teachers) in public secondary schools, while 328 copies were from respondents (69 principals and 259 teachers) in private secondary schools were properly filled and successfully retrieved, indicating 97% percent return. Mean and standard deviation were used to answer the research questions and one tailed independent t-test was used to test the hypotheses at .05 level of significance. The decision on the research questions were based on range of values obtained from mean scores. Thus, mean scores ranging 3.50-4.00 indicates VHE, 2.50-3.49 indicates HE, 1.50-2.49 indicate LE, and 1.00-1.49 indicates VLE respectively. For decisions on the hypotheses, where p-value is equal to or less than level of significant value of 0.05 ($P \leq .05$), the null hypothesis was rejected but where p-value is greater than level of significant value of 0.05 ($P > .05$), the null hypotheses was accepted.

Results

Research Question 1: What is the extent of principals' effectiveness on record management for teachers' job commitment of public and private secondary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores on Principals' Effectiveness on Record Management for Teachers' Job Commitment

S/N	ITEMS	Respondents for public secondary schools (n = 548)			Respondents from private secondary schools (n =328)		
		\bar{x}	SD	Remark	\bar{x}	SD	Remark
1	Document all the correspondences from reliable sources	2.74	1.06	High Extent	2.71	1.09	High Extent
2	Ensure that written reports are documented to serve as future evidence	2.87	1.13	High Extent	2.65	1.00	High Extent
3	Disperse several copies of file in several locations to minimize lost of records	2.55	1.09	High Extent	2.63	0.97	High Extent
4	Ensure confidentiality of stored document by restricting access for unauthorized staff	2.68	1.04	High Extent	2.72	1.08	High Extent
5	Keep files in room with burglar-proof to prevent lost of records	2.65	1.03	High Extent	2.65	1.07	High Extent
6	Preserve valuable records in Google cloud for proper safeguard	2.47	0.96	Low Extent	2.40	1.01	Low Extent
7	Track the movement of records to ensure that they are not misplaced	2.64	1.17	High Extent	2.73	1.03	High Extent
8	Update documented information to have accurate data for planning	2.43	1.04	Low Extent	2.42	1.10	Low Extent
Cluster Mean and Standard Deviation		2.63	1.07	High Extent	2.61	1.04	High Extent

Table 1 revealed that the mean ratings of respondents in public and private secondary schools for all with exception of items 6 and 8 were between 2.50 and 3.49 which indicated that there was low extent of principals' principals' effectiveness on record management for teachers' job commitment for the items. The pooled standard deviation scores which stood at 1.07 and 1.04 for respondents in public and private secondary schools indicated that the mean ratings of the respondents were little clustered and this implies that there is just little variation from their responses. The cluster mean values of 2.63 for respondents in public schools and 2.61 for respondents in private schools which fell within the decision rule of 2.50-3.49 indicated principals' effectiveness on record management for teachers' job commitment of public and private secondary schools in Anambra State was to high extent

Hypothesis 1

HO₁: There is no significant difference in the mean ratings of principals' effectiveness on record management for teachers' job commitment in public and private secondary schools in Anambra State.

Table 2: The Summary of t-test Analysis no Significant Difference in the Mean Ratings of Principals' Effectiveness on Record Management for Teachers' Job Commitment in Public and Private Secondary Schools (n = 876)

Group	N	\bar{X}	SD	p-value	Df	∞	Remark
Public Secondary Schools	548	2.63	1.07	0.09	874	0.05	Not Significant
Private Secondary Schools	328	2.61	1.04				

Table 2 revealed that the p-value of 0.09 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of principals' effectiveness on record management for teachers' job commitment in public and private secondary schools in Anambra State.

Research Question 2: What is the extent of principals' effectiveness on conflict management for teachers' job commitment of public and private secondary schools in Anambra State?

Table 3: Mean Ratings and Standard Deviation Scores on Principals' Effectiveness on Conflict Management for Teachers' Job Commitment

S/N	ITEMS	Respondents for public secondary schools (n = 548)			Respondents from private secondary schools (n =328)		
		\bar{x}	SD	Remark	\bar{x}	SD	Remark
9	Find a middle course to break deadlock during conflict resolution	2.42	0.93	Low Extent	2.38	1.03	Low Extent
10	Hold joint sessions with conflicting parties for amicable resolution of their grievances	2.46	1.06	Low Extent	2.41	1.09	Low Extent
11	Embrace regular dialogue for amicable managing of conflicts	2.51	1.12	High Extent	2.53	1.00	High Extent
12	Use authority to impose will as solution to conflict	2.38	1.10	Low Extent	2.34	1.05	Low Extent
13	Apply existing rules in settling conflict	2.55	1.14	High Extent	2.51	1.06	High Extent
14	Take hasty decision in resolving conflict without consulting anybody	2.40	1.10	Low Extent	2.37	1.02	Low Extent
15	Overlook some conflicts with the hope that it will go away	2.41	1.05	Low Extent	2.43	1.11	Low Extent
16	Set up committee for peaceful resolution conflict in school	2.54	1.08	High Extent	2.52	1.14	High Extent
Cluster Mean and Standard Deviation		2.46	1.07	Low Extent	2.44	1.11	Low Extent

Table 3 revealed that the mean scores of respondents of both public and private secondary schools for items 9, 10, 12, 14 and 15 fell within the mean range of 1.50-2.49 indicating low extent of principals' effectiveness on conflict management for teachers' effectiveness with regards to the items. Further analysis indicated that the mean scores of the respondents of both public and private secondary schools for items 11, 13 and 16 fell within the mean range of 2.50-3.49 indicating that there was high extent of principals' effectiveness on conflict management for teachers' effectiveness with regards to the items. The overall standard deviation scores of 1.07 and 1.11 for respondents in public and private secondary schools respectively indicated that their responses are close to the mean, implying that the respondents are homogenous in their responses amongst cluster. The cluster mean of 2.46 and 2.44 obtained for respondents in public and private secondary schools respectively fell within the range 1.50-2.49. Thus, principals' effectiveness on conflict management for teachers' job commitment of public and private secondary schools in Anambra State was to low extent.

H_{02} : There is no significant difference in the mean ratings of principals' effectiveness on conflict management for teachers' job commitment in public and private secondary schools in Anambra State.

Table 4: The Summary of t-test Analysis no Significant Difference in the Mean Ratings of Principals' Effectiveness on Conflict Management for Teachers' Job Commitment in Public and Private Secondary Schools (n = 876)

Group	N	\bar{X}	SD	p-value	Df	α	Remark
Public Secondary Schools	548	2.46	1.07	0.15	874	0.05	Not Significant
Private Secondary Schools	328	2.44	1.11				

Table 4 revealed that the p-value of 0.15 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of principals' effectiveness on conflict management for teachers' job commitment in public and private secondary schools in Anambra State.

Discussion of the Finding

The finding of the study indicated that principals' effectiveness on record management for teachers' job commitment of public and private secondary schools in Anambra State was to high extent. This is in line with the finding of Dahiru and Yahaya (2023) which revealed a high extent of record keeping in public and private secondary schools. This finding revealed that principals to high extent document all the correspondences from reliable sources, ensure that written reports are documented to serve as future evidence, disperse several copies of file in several locations to minimize lost of records, ensure confidentiality of stored document by restricting access for unauthorized staff, ensure file are kept in room with burglar-proof to prevent lost of records and track the movement of records to ensure that they are not misplaced in public and private secondary schools in Anambra State.

The principals' recorded high extent of effectiveness on record management for teachers' job commitment in public and private secondary schools in Anambra State probably to meet their statutory requirements of keeping vital document. The information in the forms of records required by principals to plan activities and make decisions to improve the job commitment of teachers could account for their effectiveness in public and private secondary schools in Anambra State. It was also showed that there is no significant difference in the mean ratings of principals' effectiveness on record management for teachers' job commitment in public and private secondary schools in Anambra State. This agreed with the finding of Dahiru and Yahaya (2023) which indicated that there was no significant difference in record management in public and private secondary schools. This agreement in the findings might be as a result similar education and training received by principals of public and private secondary schools.

The finding of the study indicated that principals' effectiveness on conflict management for teachers' job commitment of public and private secondary schools in Anambra State was to low extent. This finding supported that of finding of Din, Khan, Rehman and Bibi (2011) which revealed that there was low level of conflict management in public and private universities. The agreement could be attributed to the fact that the studies were conducted in educational institutions. The finding indicated low extent to which principals are effective in finding a middle course to break deadlock during conflict resolution, holding joint sessions with conflicting parties for amicable resolution of their grievances, using authority to impose will as solution to conflict, taking hasty decision in resolving conflict without consulting anybody and overlooking some conflicts with the hope that it will go away in public and private secondary schools. The low extent of principals'

effectiveness on conflict management tends to disrupt work activities which adversely affect the job commitment of teachers.

It was found that there is no significant difference in the mean ratings of principals' effectiveness on conflict management for teachers' job commitment in public and private secondary schools in Anambra State. This affirmed the finding of Din, Khan, Rehman and Bibi (2011) who revealed that there was no significant difference in the conflict management of public and private universities. The agreement in findings could be connected to the educational institutions in which the two studies were conducted.

Conclusion

Based on the findings, it was concluded that principals exhibited partial managerial effectiveness for teachers' job commitment in public and private secondary schools in Anambra State. Principals of public and private secondary schools in Anambra State effectively keep records of school activities but ineffectively manage conflict in public and private secondary schools in Anambra State. The managerial effectiveness of principals on record management is an indicator that they document school activities which aid planning and decision-making.

Recommendations

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

1. Principals of public and private should set up record management committee to oversee and improve record keeping for planning and aid decision-making that contribute to the improve of teachers' job commitment.
2. The Anambra State Post Primary Schools Services Commission and school proprietors should organize annual training programme on conflict management for principals to enable them acquire skills and knowledge of amicably resolving conflict for improvement of teachers' job commitment.

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