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Withdrawal Strategy and Teachers Job Performance in Public Secondary Schools in Akwa Ibom State, Nigeria

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Abstract

This study looked at the relationship between withdrawal strategy and teachers' job performance. The investigation took place in Uyo, Akwa Ibom State. That study's framework was composed of one research questions and hypothesis. The study used a correlation design. 4,236 participants from a sample of 545 respondents for the study were selected using proportionate stratified random sampling. The population was made up of all the principals and teachers working in Akwa Ibom State public secondary schools. The Withdrawal Strategy and Teachers Job Performance Questionnaire (WSTJPQ), developed by the researcher, is used to gather data. Three educational administration specialists from Akwa Ibom State's University of Uyo face validated the instrument. An overall reliability index of 0.86 was obtained after the instrument was trial-tested with 38 respondents and the data were analyzed using Cronbach alpha. The 0.05 level of significance was applied to test the null hypothesis and provide answer to the research question using simple linear regression. The results of the study show a significant relationship between teacher job performance and withdrawal strategy. Principals should be aware of the situation in order to choose the conflict management strategy that is most appropriate for the situation at hand.

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Introduction

Conflict will likely arise in school management, just as it does in any other organization. It is absolutely necessary for the organization to resolve it if it is to achieve its objectives. There is no educational setting that is immune to conflict when it comes to the management of the institution as a whole.

In government-owned secondary schools, for instance, teachers may resort to class boycotts, disagreements with the principal, or refusal to complete assigned tasks. Others may exhibit defiance and physical aggression. The secondary school has a hard time achieving its objectives due to all of these factors. Ezegebe (1997) asserts that the majority of disagreements that arise between principals and teachers have the potential to result in administrative inefficiency, fighting, a breakdown in the process of teaching and learning, indiscipline among staff members and students, and a failure to provide an adequate education to everyone involved. The school's authority and command structures are harmed as a result of conflicts, which appear to cast doubt on the principals' management skills. The school's approach to conflict resolution in order to achieve its goals and objectives can be linked to the principal's experience.

According to Bass (2003), principals with more experience perform better than colleagues with less experience when it comes to resolving school-wide conflicts. The purpose of this study is to investigate withdrawal strategy and teacher job performance in public secondary schools in the Uyo education zone of Akwa Ibom State.

Statement of Problem

Disagreements between school administrators, teaching and non-teaching staff, and students are frequently viewed as a roadblock to a school's growth and development. The majority of schools experience unresolved conflict, which results in an ongoing rift, animosity, and animosity between staff, students, and leadership. The absence of controlled conflict resolution strategies has worsened conflicts and their consequences in secondary schools.

As a result, teachers and non-teaching staff leave in droves, seeking employment elsewhere due to the hostile work environment. In addition, it has been observed in recent times that the level of non-teaching staff commitment to official school duties have significantly decreased. Because school conflict management strategies are out of control, some people interpret this as a sign of frustration. As a school teacher, I've noticed that these factors have impacted teachers' productivity as well as their performance. The current study faces the challenge of determining the connection between teacher job performance and withdrawal strategy

Research Question

What is the relationship between withdrawal strategy and teachers' job performance?

Hypothesis

The withdrawal strategy and teachers' job performance are not strongly related.

Conceptual Framework

Teachers' job performance and the withdrawal control strategy

Workplace attitudes and behaviors are playing a bigger role in how organizations operate. Though employees are expected to act positively, negative behaviors like tardiness, absence, cyber loafing, and conflicts with coworkers are also seen. One of the undesirable behaviors in organizations is withdrawal. One of the main issues in this situation ought to be the withdrawing behaviors of the employees.

Spendolini (1985) defined withdrawal behavior as a voluntary reaction to perceived deterrent circumstances intended to increase the employee's psychological and physical distance from the company. According to Oh (1995), similar behaviors are seen as a response by an employee who is dissatisfied with their workplace. According to Carmeli (2004), a different definition of withdrawal behaviors states that they are actions taken with the intention of physically or psychologically severing the employee from the company (Rosse and Hulin, 1985). When an employee engages in "withdrawal behaviors," it refers to any actions they take to avoid carrying out their duties as a result of growing separation from the organization, as previously defined.

It is possible to say that many interrelated determining factors influence how employees behave in withdrawal. Spendolini (1985) categorizes this broad range of variables into three groups. Individual characteristics, such as

gender, age, and seniority, organizational characteristics, such as size, job satisfaction, and organizational commitment, and economic characteristics, such as general economic condition, wages, skill level, employment situation, and leadership style, all have an impact on employee withdrawal behaviors.

Withdrawal behaviors in organizations can manifest in many different ways for a variety of reasons. According to research in the literature, work-related withdrawal behaviors can be divided into two categories: job withdrawal and work withdrawal (Hanish). The researchers (like Lehman) on the other hand.

Physical withdrawal behaviors, according to Mirsepasi, Memorzodeli, Alipour, and Felzi (2012), are actions that allow an employee to physically escape the workplace for either a brief moment or for a considerable amount of time. Lehman asserted. Employees who avoid their duties not only physically avoid their jobs, but they may also mentally avoid them. Actions that allow a worker to mentally withdraw from the workplace are known as psychological withdrawal behaviors (Fisher, 2004). Although they are seated in a chair at work, employees who are experiencing psychological withdrawal are actually lost (Hulin, 1991; Mirsepasi, Memorzodeli, Alipour, and Felzi, 2012, cite).

It is conceivable to hypothesize that workers who are unhappy in their jobs express their unhappiness through a variety of physical and psychological withdrawal behaviors.

Employee withdrawal behaviors can be classified into two categories: mental and physical. For each category, there are different types of withdrawal behaviors. Withdrawal behaviors, which have been seen to appear in a variety of organizational contexts, are the study's main area of interest. Despite the fact that many factors are said to contribute to these behaviors, it is still possible to argue that employees' perspectives on their jobs and their work ethics have a big impact on the situation. The work ethics of employees will affect how they view the business and what it means to work, and this will manifest in their attitudes and actions. In actuality, their behavior in relation to their work is significantly influenced by the concept of work ethics (Miller,

Theoretical Framework

Dahrend off Model of Conflict Theory 1959

Conflict theorists regarded Dahrend off as one of them. He published his opinions in the 1959 book "Class and Class Conflict in an Industrial Society." He believed that leadership existed in every organization and that as a result, some employees would give orders while others would follow them. Dahredoff thought that even if authority is acknowledged, conflicts of interest will still arise because one group must submit to the authority of another. Conflict will inevitably arise between the school administrator and other subordinate members of the school community, such as teachers and students, according to this theory, which is relevant to the current study.

Additionally, each member of the school organization has a specific role to play, and because each role is to be coordinated by the school administrator, everyone else must defer to his or her authority, conflict may arise.

Conflict Theory According to Karl Marx.

Conflict theorist Karl Marx proved that there was a class struggle that resulted from how society was organized for the production of goods. His argument was based on the idea that the ruling class, who were the most influential people in a society, created the social structures. According to Marx (Karl Marx, 1984), a society's dominant ideas are determined by its ruling class. Because of its strength and clout, the ruling class thus controls the means or modes of governance. In addition, he contended that the social structures that the ruling class creates are those that best advance those interests. Social structures with stratified structures led to the emergence of class conflict.

Furthermore, according to Karl Marx's theory of social conflict, the wealthy and the poor within a society have varying amounts of material and non-material resources, and the bourgeoisie and other powerful groups use their influence to take advantage of the proletariat and other weaker groups. Utilizing economics and force are the two ways that exploitation is carried out. According to Marxism, conflict has always existed in human history because the powerful (the rich) have oppressed and taken advantage of the weak. He also asserted that the ruling class creates social structures that best advance its interests. As a result, class conflict developed along with social structures that were stratified. Because conflict in the school system may manifest as school administrators taking advantage of teachers and non-tutorial staff, this theory is relevant to the current study. This may happen if the school's administrators refuse to give the teachers the school farm's produce and other benefits they are entitled to. Conflict may result from this.

The reason that this study is based on Karl Marx's theory is that school administrators abuse teachers and other staff members. This occurs when the principal of the school refuses to allow the teachers to participate in conflict resolution and, as a result, makes decisions regarding conflicts that arise within the school system against the wishes of the entire staff of the school. This causes conflict, in my opinion, and creates it.

Review of Empirical Studies.

Some researchers have been done on how to resolve conflicts in secondary schools that are run by the government. Some of them are talked about in this section of the work.

Ikpeama (2005) conducted research on how secondary school administrators and teachers resolved conflicts in the Orlu LGA of Imo State. A study was done to better understand the conflict-resolution methods used by the secondary school principal and teachers in the Orlu LGA. The study's main guiding principles were two null hypotheses and four research questions. The researcher employed the descriptive research design for the study. 543 respondents (122 principals and 421 teachers) were chosen for the sample using the proportionate stratified random sampling technique. 30 questions from the questionnaire the researcher created were distributed to the 543 respondents. The two null hypotheses developed for the study were tested using the t-test statistic, and mean and standard deviation were used to answer the research questions. The researcher found that principals are the only staff members who are accountable for using conflict intervention techniques to resolve conflicts in secondary government-owned schools. The current study provides detailed explanations of the intervention strategies that teachers in government-owned secondary schools can employ. The main goal of the work is conflict resolution, but Ikpeama focused on basic management techniques rather than active intervention strategies.

Okolo (2005) conducted research on how members of the Board of Governors, parents, and teachers felt about the use of effective conflict resolution techniques in school administration in the Nigerian state of Enugu. Finding effective conflict-resolution strategies for school administration is the study's aim. Three research questions and two null hypotheses were developed by the researcher to guide the study.

The research design for the study was a descriptive survey. The sample consisted of five schools from each LGA, totaling 30 schools. Using a disproportionate stratified random sampling technique, these schools were picked.

The same process was used to select the 540 parents, teachers, and board of governors' members who took part in the survey. A 15-item survey was created by the researcher, and 540 participants were given it. The research questions were answered using the mean and standard deviation, and the analysis of variance (ANOVA) was used to test the null hypothesis. Involving law enforcement should not be a strategy for successfully resolving conflict in school organizations, according to the research. It was not acknowledged that the teachers were involved in resolving disputes. Each of the research questions' individual items was examined using mean and standard deviation. The z-test statistics was used to test the null hypothesis at an alpha level of 0.05. The study's conclusions show that the PTA members are frequently involved in settling disputes involving the school and the neighborhood. It implies that the PTA is important and effective in resolving disputes in schools. The current study aims to pinpoint conflict-resolution techniques for teachers in secondary government-owned schools. The focus of Njoku's work was on the roles secondary school teachers play in resolving disputes in government-owned institutions, but it omitted to mention the intervention techniques teachers can employ.

Ekewusi (2003) studied the techniques secondary school principals in River's state employed to resolve conflicts. Finding out how conflict could be avoided or managed by principals was the study's main objective in order to achieve effective school administration. The research design selected for this study was a descriptive survey. The sample population of the study consisted of all Rivers state principals. A sample of 50 principals was selected using a straightforward random sampling technique. The 33-item survey was created by the researcher and given to the 50 principals. The mean and standard deviation were used to respond to the two research questions. The t-test statistical technique was used to test the two null hypotheses that were created for the study. The majority of principals believed that good or new orientation, emphasis on teachers' welfare, and effective communication could prevent conflicts in classrooms, according to the study's findings. The current study's main topic is conflict resolution in secondary schools. On the other hand, Ekewusi's research in River's state focused on the methods of dispute resolution employed by secondary school principals in publicly funded institutions. Ekewusi's study was unable to mention any intervention strategies that principals and teachers in Rivers State's government-owned secondary schools could use to resolve conflicts and did not include teachers as administrators involved in conflict resolution.

Amadi (2002) conducted a study on conflict resolution at the University of Nigeria, Nsukka. The main objective of the study was to identify the factors that lead to conflict in universities. Five research questions were used as the study's guiding principles. A case study research design was employed in the study. The study's participants included 17,152 students and 5,448 staff members. A sample of 400 students and 200 staff members were chosen at random from the general population using a simple random sampling technique. The mean and standard deviation were used to answer the research questions. The t-test statistic was employed to test the null hypotheses at the 0.05 level of significance. The main conclusions were that conflicts in universities were largely caused by the presence of terrorist organizations, underfunding of universities, student riots, erosion of university autonomy, and financial mismanagement. Students can be expelled from the university, held in custody while the police conduct an investigation, and made to make restitution for any harm they may have caused as part of the administration's dispute resolution procedures.

At the University of Nigeria, Nsukka, Amadi (2002) conducted additional research on conflict resolution. The current study concentrated on teachers' intervention techniques for resolving conflicts in the secondary school organization, as opposed to Amadi's work, which concentrated on university administrators as peculiar managers of conflict in the university community. Nwanji (2004) looked into conflict resolution methods for principals and teachers in government-run secondary schools in the Asaba LGA of Delta State in order to support this claim further. The study's objective is to create procedures for settling conflicts between principals and teachers in government-owned secondary schools in the Asaba Educational Zone of Delta State. Two hypotheses and four research questions were developed to guide the study. The research was conducted using a descriptive survey. The study population was composed of one thousand forty (1040) teachers who were selected using a simple random sampling method. T-test statistics were employed to test the three null hypotheses at the 0.05 level of significance. The research questions were resolved using means. According to the research, principals and teachers in the Asaba LGA frequently disagree in the areas where instructional programs are implemented.

Unlike the current study, which looks at teachers' intervention strategies in secondary schools, Nwanji's (2000) investigation into conflict resolution techniques was the focus of his work. In Nwanji's work, some of the intervention strategies for resolving disputes between principals and teachers were not explicitly explained. Instead, he misrepresented some strategies that weren't comparable to the precise conflict resolution interventions that this study was meant to implement in government-run secondary schools.

Because the current study tends to clarify some intervention techniques for conflict resolution generally in government-owned secondary schools, Nwanji's work was limited to techniques for resolving disputes between principals and teachers.

Research Method

The study used a correlation study. Akwa Ibom State is the study's geographical focus. All of the principals and instructors at the Junior and Senior Public Government-owned secondary schools in Akwa Ibom State made up the study's population. There are 312 principals in total—156 in junior secondary schools and 156 in senior secondary schools. With 2,240 teachers in senior government-owned secondary schools and 1,996 in junior government-owned secondary schools, a total of 4,236 teachers works in these institutions. (Sources: Akwa State Secondary Education Board, Uyo; records and statistics). The proportionate stratified random sampling techniques were used to choose a sample of 545 respondents (123 principals and 422 teachers) for the study. The proportionate stratified random sampling technique guarantees that minority population constituents are represented in the sample and that the sample is more representative of the population overall (Nworgu, 2006).

There are different strata within the local government areas. 10% of the teachers in each stratum are also drawn, along with 40% of the principals in each stratum. This will guarantee that the population is fairly represented. Nwana (1981) suggested a sample size of 10% for a population of a few thousand and 40% for a population of a few hundred. The questionnaire titled, *Withdrawal Strategy and Teachers Job Performance Questionnaire (WSTJPQ)* was used for data collection. Section A and section B will each comprise a separate section of the questionnaire. The respondents' personal characteristics are covered in Section A. There are 25 items in Section B, organized into one cluster. Strongly Agree (SA) is the first response option on a 4-point Likert scale. Agree (A), disagree (D), and strongly disagree (SD).

The researchers consulted three professors to determine the instrument's face validity. Two were specialists in the area of Educational Administration and Planning and one was a specialist in Measurement and Evaluation from the

Department of Psychological Foundations in Education. The instrument was updated as a result of their suggestions and corrections.

A trial testing of the instrument was done to ensure its dependability in order to determine whether the respondents would have any issues comprehending and responding to the questionnaire items. Teachers and principals in Uyo LGA received thirty-eight (38) copies of this instrument. There were 19 respondents in the junior secondary school, with 7 of them being principals and 12 of them being teachers. There were 19 respondents in senior secondary school, with 7 administered to the principal and 12 administered to the teachers. The Cronbach Alpha reliability test was used to determine the instrument's dependability. This method was chosen because it gauges internal consistency. The reliability test for the research questions produced the following results: 0.74 and 0.89. This high reliability index demonstrates the instrument's dependability. The mean and standard derivation was used to respond to the research questions. T-test statistics of mean difference with an alpha level of 0.05 was used to test the hypotheses. A statistical package for social science (SPSS) analysis of the data will be performed.

Results

Research Question

How does withdrawal strategy relate with teacher's job performance?

Table 1: Summary of Simple Linear Regression Results for relationship between withdrawal strategy and teachers' job performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.073 ^a	.005	.001	3.14342

The model summary of the regression test for the association between withdrawal strategy and teachers' job performance is shown in Table 1.

The outcome reveals that the correlation index is .073, demonstrating a very shaky positive link between teachers' work performance and their pullout method. Also, the data reveals that the coefficient of determination (R^2) is 0.005, which means that only 0.5% of changes in teacher performance are due to principals using the pullout approach.

Hypothesis

There is no significant relationship between withdrawal strategy and teachers job performance.

Table 2: Summary of Regression test for significant relationship between withdrawal strategy and teachers' job performance

Model		Sum of Squares	Df	Mean Square	Fcal	Sig. of (pvalue)	Decision
1	Regression	25.502	1	25.502	2.592	.108 ^a	*
	Residual	4782.457	486	9.840			
	Total	4807.959	487				

*significant @ $p < .05$

The regression analysis result indicating a significant link between withdrawal method and instructors' job performance is summarized in Table 4.10. The outcome reveals that 2.592 is the calculated F value. F has a .108 probability value. The result is not statistically significant because the probability value (.108) is higher than the alpha value of .05 ($p > .05$). As a result, there is no connection between instructors' job performance and their withdrawal strategy.

Discussion of the Results

Performance of teachers' jobs and withdrawal control strategy.

According to the findings, there is only a very slight positive correlation between teachers' job performance and their withdrawal strategy (correlation index: .073). The additional result demonstrates that the coefficient of determination (R^2) is 0.005, indicating that only 0.5 percent of changes in teacher performance are due to principals' use of the withdrawal strategy. The related hypothesis test confirms that there is no meaningful association between teachers' job performance and withdrawal strategy. This result is consistent with research done by Ikpeama (2005) on the conflict resolution tactics used by secondary school principals and teachers. The findings showed that *laissez faire* leaders often employ a withdrawal control strategy, which frees up teachers to make choices and behave independently.

Conclusion

This study focused on conflict management technique that principals can use to resolve conflicts in secondary schools in a peaceful and intentional manner. This tactics withdrawal strategy was tested on teachers' job performance. In the end the study found out that some level of relationship existed between the variables, hence, to have a good school and work environment, the teachers and principals must apply wisdom and know when to use the withdrawal strategy in solving conflicts in the school system.

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