

PRINCIPALS' ADMINISTRATIVE STRATEGIES AS PREDICTORS OF TEACHERS' EMOTIONAL WELL-BEING IN NSUKKA L.G.A OF ENUGU STATE, NIGERIA

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Abstract

The study investigated principals' administrative strategies as predictors of teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria. two research questions and two hypotheses guided the study. The study adopted a correlational survey research design with a population of 1875 teachers. The sample size of 300 was arrived at through simple random sampling technique representing 16% of the population. Two instruments titled Principals' Administrative Strategies Questionnaire (PASQ) and Teachers Emotional Well-being Questionnaire (TEWQ) were used for data collection. The instruments were face validated by three experts, one in Measurement and Evaluation Unit (Department of Science Education), the others are from Educational Psychology Unit and Administration and Planning in the Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka. The internal consistency reliability coefficients of .89 was established for PASQ while the clusters of Communication and Decision Making are .77 and .70 respectively. The reliability coefficient of .82 was established for PASQ and TEWQ. Simple regression was used to answer the research questions while t-test associated with regression was used to test the null hypotheses at 0.05 level of significance. The finding showed that principals' communication practice to a high extent predicted teachers' emotional well-being. The hypothesis showed that that principals' communication practice significantly predicted teachers' emotional well-being. Principals' communication practice to a high extent predicted teachers' emotional well-being. The hypothesis showed that that principals' communication practice significantly predicted teachers' emotional well-being. It was recommended that the principals should use simple and polite languages in their interactions with the teachers in order to maintain a stable emotional status. The school authorities should effectively engage the teachers in important school decision making especially in the areas of human resource management.

Keywords: Principals, administrative strategies, Teachers and emotional well-being

Introduction

The achievement of educational goals in secondary schools depends largely on the quality of school leadership and the well-being of teachers. Principals, as the chief administrative officers of schools, are responsible for coordinating instructional activities, supervising staff, managing resources, fostering effective communication, resolving conflicts, and creating a supportive work environment. These administrative strategies significantly influence teachers' motivation, job satisfaction, commitment, and emotional well-being. Effective administrative practices such as participatory decision-making, regular supervision, teacher recognition, professional development, and open communication have been associated with improved teacher morale and organizational effectiveness in Nigerian secondary schools.

Teachers' emotional well-being refers to their ability to experience positive emotions, effectively cope with occupational stress, maintain psychological balance, and perform their professional responsibilities efficiently. Emotionally healthy teachers are more likely to demonstrate enthusiasm, resilience, effective classroom management, and commitment to

students' academic success. Conversely, poor emotional well-being may manifest in stress, burnout, anxiety, absenteeism, low job satisfaction, and reduced instructional effectiveness. Research has shown that organizational support and positive school leadership can significantly reduce emotional exhaustion among teachers and improve their overall well-being (Anomneze, Ugwu, Enwereuzor, & Ugwu, 2016)

In Nigeria, secondary school teachers encounter a host of challenges, such as overwhelming workloads, a lack of proper teaching resources, overcrowded classrooms, slow promotions, low motivation, and rising administrative pressures. These issues can lead to significant psychological stress and emotional strain for educators. As a result, the leadership styles adopted by principals play a vital role in shaping whether teachers find their work environment supportive or stressful. When administrative strategies focus on fairness, clear communication, motivation, conflict resolution, and the well-being of staff, they can foster a positive school atmosphere that boosts teachers' emotional health (Bwoi, Titus, & Abdullahi, 2025).

Ozoemena et al. (2021) uncovered that a staggering 69.9% of teachers were grappling with psychological distress, and 36.0% reported feeling burnt out. The researchers pointed out that a lack of support in the workplace and poor working conditions played a major role in these emotional struggles. In a similar vein, Ogundu et al. (2023) discovered that teachers were facing significant psychological distress, with age and educational qualifications being key predictors of their emotional health. Amaeze et al. (2022) also found that most teachers were dealing with unhealthy psychological well-being. Meanwhile, Osunka and Unachukwu (2020) identified a strong link between principals' leadership styles and the stress levels experienced by teachers. They noted that principals who practiced transformational ethical leadership were associated with lower stress levels among teachers, highlighting how supportive leadership and good communication can boost teachers' emotional well-being. Anomneze et al. (2016) found that when teachers felt a higher level of organizational support, their emotional exhaustion and burnout significantly decreased. Madu et al. (2024) emphasized that the relationships between administrators and teachers are crucial in understanding occupational stress, stressing the need for supportive communication from school leaders to enhance teachers' emotional health. Anukaenyi et al. (2025) revealed that effective communication management is a strong predictor of how well school administration functions.

Alzahrani and Ahmed (2024) found that principals' supportive leadership significantly improved teachers' psychological well-being by satisfying teachers' autonomy, competence, and relatedness needs. Adams, Adigun and Fiegner (2023) showed that principals who engaged teachers in supportive and participative conversations reduced emotional exhaustion and burnout. Floman, Ponnock, Jain and Brackett (2024) showed that school leaders' emotional regulation and emotional support significantly predicted higher educator well-being before and during the COVID-19 pandemic. Olaifa et al. (2025) found that collaborative and consultative decision-making significantly improved teachers' job satisfaction compared with autocratic approaches. Chike and Nwogbo (2025) democratic and participative decision-making predicted higher teacher commitment, while autocratic styles reduced commitment. Yahya and Azeez (2025) opined that participation in school decision-making had a significant positive effect on teachers' mental well-being. This emotional challenge may be obtainable in Nsukka Local Government Area of Enugu State.

Nsukka Local Government Area, like many parts of Enugu State, continues to experience educational challenges arising from increasing teacher responsibilities, resource limitations, and changing educational expectations. These realities make it important to examine how principals' administrative strategies predict teachers' emotional well-being. Understanding this relationship will provide evidence that can guide educational

policymakers, school administrators, and other stakeholders in developing leadership practices that promote teachers' psychological health and improve the overall effectiveness of secondary schools. Ogbonnaya (2017) stressed that administrative process can therefore be regarded as the sum total of the various processes of planning, organizing, stimulating, coordinating, staffing, budgeting, communication and evaluation used by the administrator in the achievement of organizational goals.

Communication as the principals' administrative practices is effective if as a result of it, there is a successful transfer of information between the principal and the teacher. Iheonunekwu, (2018) says that communication is the life blood of any organization. There is no school or institution that can survive without communication because it is the connecting fluid that triggers the effectiveness of the principal in his struggle to enhance the teachers' disposition. Another administrative practices used by the principal of secondary schools to ensure the smooth operation of the secondary schools is through the use of appropriate decision making. Decision making is a process of making a choice from a number of alternative to achieve a desired result. Decision making works effectively when information passed is understood by both the principal and teachers. When a principal possess decision making skills, it will strengthen the ideas made towards achieving its objectives. (Mark, 2023) observes decision making as the process of selecting the best or most preferred and workable action among other options or alternative courses of action available, either towards solving problems or the achievement of an objective. The effectiveness of a decision can be determined by its quality and acceptability by those it is meant for. In this context, a principal must consider every decision made in order to be favourable to the subordinates. If the decisions were not favourable to the teachers, it will affect their job performance and thereby disrupting the goals which were to be achieved in the school.

In Enugu State, teachers continue to contend with challenges such as increasing workloads, inadequate instructional facilities, pressure to improve students' academic achievement, expanding administrative responsibilities, and resource constraints. These conditions have the potential to undermine teachers' emotional well-being if not moderated by supportive leadership. Since principals differ in their administrative strategies, it becomes necessary to determine whether such strategies significantly predict teachers' emotional well-being within the context of public secondary schools in Nsukka Local Government Area.

Purpose of the Study

The study investigated principals' administrative strategies as predictors of teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria. Specifically, the study sought to:

1. Find out the predictive power of principals' communication strategies on teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria.
2. Determine the predictive power of principals' decision-making strategies on teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria.

Research Questions

The following research questions were answered

1. What is the predictive power of principals' communication strategy on teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria?
2. What is the predictive power of principals' decision-making strategy on teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

H₀₁: Principals' communication strategy does significantly predict teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria.

H02: Principals' decision-making strategy does significantly predict teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria.

Methods

The study adopted a correlational survey research design with a population of 1875 teachers. The sample size of 300 was arrived at through simple random sampling technique representing 16% of the population. Two instruments titled Principals' Administrative Strategy Questionnaire (PASQ) and Teachers Emotional Well-being Questionnaire (TEWQ) were used for data collection. The instruments have two sections of A and B. The Principals' Administrative Practices Questionnaire (PASQ) has 20 items with two clusters. Cluster one has 10 items that measured communication while cluster two has 10 items that measured decision-making. The minimum and maximum response scores for Principals' Administrative Practices Questionnaire (PASQ) are 20 and 80 respectively.

The Teachers Emotional Well-being Questionnaire (TEWQ) has 10 items with minimum and maximum response scores of 10 and 40 respectively. The two instruments are structured to have response options of Strongly Agree (4) Agree (3), Disagree (2) and Strongly Disagree (1). The instruments were face validated by three experts, one in Measurement and Evaluation Unit (Department of Science Education), the others are from Educational Psychology Unit and Administration and Planning in the Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka. The internal consistency reliability coefficients of .89 was established for PASQ while the clusters of Communication and Decision Making are .77 and .70 respectively. The reliability coefficient of .82 was established for PASQ and TEWQ. Simple regression was used to answer the research questions while t-test associated with regression was used to test the null hypotheses at 0.05 level of significance.

Results

Research question 1: What is the predictive power of principals' communication strategy on teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria?

Table 1: simple regression of the predictive power of principals' communication strategy on teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.886 ^a	.784	.765	4.89730

Data on table 1 shows the regression and regression square coefficients to be .886 and .765 respectfully. The coefficient of determinism of 78.4% shows that principals' communication strategy to a high extent predicted teachers' emotional well-being. The 21.6% in teachers' emotional well-being is not accounted by principals' communication practice.

Hypothesis 1: Principals' communication strategy does significantly predict teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria.

Table 2: t-test associated with simple regression of the predictive power of principals' communication strategy on teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	65.904	1.303	44.080	.000
	communication	.856	.054	.886	.000

a. Dependent Variable: job performance

Data on table 2 shows that the t-test value associated with simple regression is 7.870. The hypothesis is rejected because the significant value of .000 is less than the alpha value of

.000. Therefore, there is a significant predictive power of principals' communication strategy does significantly predict teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria.

Research question 2: What is the predictive power of principals' decision-making strategy on teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria?

Table 3: simple regression of the predictive power of principals' decision-making strategy on teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.800 ^a	.640	.601	7.009

Data on table 3 shows the regression and regression square coefficients to be .800 and .640 respectfully. The coefficient of determinism of 64% shows that principals' decision-making strategy to a high extent predicted teachers' emotional well-being. The 36% in teachers' emotional well-being is not accounted by principals' decision-making.

Hypothesis 2: Principals' decision-making strategy does significantly predict teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria.

Table 4: t-test associated with simple regression of the predictive power of principals' decision-making strategy on teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	Beta		
1	(Constant)		32.080	.000
	communication	.800	5.988	.000

a. Dependent Variable: job performance

Data on table 4 shows that the t-test value associated with simple regression is 5.988. The hypothesis is rejected because the significant value of .000 is less than the alpha value of .000. Therefore, there is a significant predictive power of principals' decision-making strategy does significantly predict teachers' emotional well-being in Nsukka L.G.A of Enugu State, Nigeria.

Summary of the Findings

The finding showed that:

1. principals' communication strategy to a high extent predicted teachers' emotional well-being. The hypothesis showed that that principals' communication strategy significantly predicted teachers' emotional well-being.
2. principals' communication strategy to a high extent predicted teachers' emotional well-being. The hypothesis showed that that principals' communication strategy significantly predicted teachers' emotional well-being.

Discussion

Communication Strategy and Emotional Well-being

The finding showed that principals' communication strategy to a high extent predicted teachers' emotional well-being. The hypothesis showed that that principals' communication practice significantly predicted teachers' emotional well-being. The findings showed that how principals communicate strategy has a strong impact on teachers' emotional well-being. This highlights the crucial role that effective communication from school leaders plays in supporting the emotional health of teachers. When principals communicate in a clear, open, respectful, and consistent manner, it leads to teachers feeling more positive, experiencing less stress, enjoying greater job satisfaction, and developing a stronger sense of belonging in the

school community. Good communication also builds trust, encourages collaboration, and fosters mutual understanding, all of which contribute to a supportive organizational atmosphere. Additionally, the hypothesis test confirmed that the way principals communicate significantly predicts teachers' emotional well-being, indicating that this relationship is statistically significant and not just a coincidence. This finding emphasizes the importance of communication as a vital leadership practice that affects teachers' psychological and emotional outcomes. Therefore, school administrators should make it a priority to implement effective communication strategies to create a healthy work environment and boost teachers' emotional well-being, which in turn can enhance their commitment and performance. The finding of this study buttressed that of Anukaenyi et al. (2025) which revealed that effective communication management is a strong predictor of how well school administration functions.

Communication Strategy and Emotional Well-being

The finding showed that principals' communication strategy to a high extent predicted teachers' emotional well-being. The hypothesis showed that that principals' communication strategy significantly predicted teachers' emotional well-being. The findings reveal that how principals communicate plays a crucial role in shaping teachers' emotional well-being. When principals engage in clear, respectful, open, and consistent communication, it tends to lead to teachers feeling more positive, experiencing less stress, enjoying greater job satisfaction, and developing a stronger sense of belonging in the school community. Good communication fosters trust, promotes teamwork, resolves conflicts quickly, and creates a nurturing work environment, all of which are vital for teachers' emotional health. Moreover, the hypothesis test backed up the idea that principals' communication practices are a significant predictor of teachers' emotional well-being. This indicates that the relationship observed is statistically significant and not just a coincidence. Essentially, when principals enhance their communication methods, it correlates with improvements in teachers' emotional well-being. Therefore, it's essential for school administrators to focus on effective communication by providing regular feedback, actively listening, being transparent, and encouraging open dialogue to cultivate a healthier and more emotionally supportive school atmosphere. The finding of this study is in agreement with that of Yahya and Azeez (2025) which found that participation in school decision-making had a significant positive effect on teachers' mental well-being.

Conclusion

Based on the findings of this study it was concluded that principals' administrative strategy such as communication and decision making are indispensable in the actualization of teachers' emotional well-being in secondary schools in Nsukka Local Government Area of Enugu State.

Recommendations

The following recommendations were made that:

1. the principals should use simple and polite languages in their interactions with the teachers in order to maintain a stable emotional status.
2. The school authorities should effectively engage the teachers in important school decision making especially in the areas of human resource management.

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