

PRINCIPALS' CRISIS MANAGEMENT MEASURES AND ORGANIZATIONAL RESILIENCE AS CORRELATES OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE, NIGERIA

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Abstract

The study investigated crisis management measures and organizational resilience as correlates of teachers' job performance in public secondary schools in Ebonyi State, Nigeria. Two research questions guided the study and two null hypotheses were tested at a 0.05 level of significance. A correlational research design was adopted for the study. The population of the study comprised 4,146 teachers in the 226 public secondary schools in Ebonyi State. A sample of 415 teachers was drawn from 45 schools using a cluster sampling technique. Three sets of instruments titled 'Crisis Management Measures Questionnaire (CMMQ)', 'Organizational Resilience Scale (ORS)' and 'Teachers' Job Performance Questionnaire (TJPQ)' were used for data collection. The instruments were validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations, Nnamdi Azikiwe University. Cronbach's alpha was used to determine the reliability of the instruments, which yielded reliability coefficients of 0.82, 0.81, and 0.84 for CMMQ, ORS, and TJPQ, respectively. The researchers, together with three research assistants, collected data for the study using the direct approach method, and a 98% return was recorded. Pearson Product Moment Correlation Coefficient was used to answer the research questions and test hypotheses. The findings of the study revealed there is a strong and significant relationship between principals' crisis management measures and teachers' job performance in public secondary schools in Ebonyi State, Nigeria. It was also found that there is a strong and significant relationship between organizational resilience and teachers' job performance in public secondary schools in Ebonyi State, Nigeria. Based on the findings, it was recommended, among others, that the Ebonyi State Secondary Education Board should organize annual training programmes for principals to continuously improve their organizational resilience, thereby creating a healthy work environment that supports teachers' job performance.

Keyword: Principals, Crisis Management, Measures, Organizational Resilience, Teachers, Job Performance

1.1 Introduction

Educational institutions operate in a dynamic environment characterized by technological advancements, which are prone to natural disasters and workplace violence. As educational institutions operate in a dynamic environment, they are highly likely to experience unexpected

situations at one time or another, which can threaten their operations or success. The unexpected stations can put teachers under pressure, which may impact their job performance.

Teachers' job performance refers to the engagement of teaching staff in work activities aimed at achieving specific goals in secondary schools. Okafor, Nnebedum, and Oshia (2025) noted that teachers' job performance is the act of discharging instructional and other official duties in accordance with specified expectations and standards over a given period. Sequel to Okafor et al asserted that teachers' job performance is the utilization of available resources in discharging duties to achieve set educational goals and objectives. Enwezor, Nnebedum and Amobi (2025) posited that teachers' job performance could be high or low in academic institutions. Furthermore, Enwezor et al averred that a high job performance usually exceeds expectations in discharging official duties. In contrast, a low job performance of teachers generally falls below expectations in discharging official duties. Teachers' job performance involves discharging instructional activities and other duties assigned to teaching staff to attain set goals within a given time in secondary schools.

Teachers' job performance could be assessed from their work activities. Ogonnia, Nwifuru and Onu-Robert (2024) maintained that teachers' performance could be measured through an annual report of their activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment to the job, and extra-curricular activities. Furthermore, Ogonnia et al. noted that other areas of assessment include effective leadership, supervision of students' work, motivation, class control, and discipline of the students, which are the virtues that teachers should uphold effectively in general secondary schools. In the same vein, Isiguzo and Iteshi (2024) noted that teachers' job performance could be measured based on the extent to which teachers achieved school objectives through lesson preparations which involved making scheme of work, lesson plans, actual classroom teaching, assessment and education of the learners, management of learners' discipline and involvement in co-curricular activities.

The job performance of teachers is below expectations in secondary schools in Ebonyi State. To buttress this, Nwokporo and Nwankwo (2024) noted that the job performance of teachers is low as indicated by their poor teaching habits, lack of dedication to duties and truancy in public secondary schools in Ebonyi State. Unuigbo and Ezikpe (2024) observed that the job performance of some teachers in public secondary schools in Ebonyi State is below expectations, as exemplified in their general poor attitude to work, lateness to school, and non-coverage of curriculum content, among others. The job performance of teachers can be below expectations in a school environment characterized by crisis.

A crisis is an unplanned and unfavourable event that occurs in an organization. Any situation that has been carefully considered as a potential risk can result in a crisis if an unanticipated occurrence or unexpected result occurs (Yakie & Gabriel, 2023). Firat (2024) noted that a crisis can also be expressed as encountering a situation that is contrary to a regular systematic operation, order, and expected condition. Furthermore, Firat maintained that a crisis can be expressed as a situation that prevents and eliminates the organization from achieving its goals and development to some extent. Crises in secondary schools can arise from natural activities and events such as erosion, flooding, earthquakes, and storms, among others. It could emanate from human activities such as fires, riots, injuries, and population explosions in educational institutions.

Crises are inevitable and cannot be eliminated, but can be managed appropriately to avoid creating an unhealthy environment.

Crisis management measures are a preventive and proactive approach for dealing with the potential disastrous scenario or unpleasant situations. Doghmosh and Battah (2020) described crisis management measures as systematic administrative operations that involve preventive measures and procedures that aim at avoiding a crisis. Furthermore, Doghmosh and Battah argued that these measures and procedures are designed to mitigate the severity of the crisis's consequences if it were to occur. Crisis management measures are proactive approaches to avert a crisis entirely, limit its severity and duration, or turn it into an opportunity.

Principals in secondary schools could apply many crisis management measures. Khadija (2022) asserted that crisis management measures are crisis signal detection, crisis preparation and crisis containment. Crisis signal detection is concerned with the ability to observe early warning signs of a potential crisis. Crisis signal detection measures include implementing an emergency alert system and tracking unpleasant situations by analyzing their trends to identify likely susceptibilities. Crisis preparedness involves developing plans and measures to respond to unexpected situations that have been detected. Crisis preparedness measures include developing procedures for responding to unforeseen conditions, procuring facilities to address them, and training staff on effective crisis response. Crisis containment is swift action to prevent and minimize the adverse effects of a crisis. Principals can help schools return to normalcy of operations when there is organizational resilience.

Organisational resilience is the capacity of an institution to withstand and overcome challenging situations. Organizational resilience (OR) is described by Zadok, Benoliel and Schechter (2024) as the capability of an organization to anticipate, absorb, respond to, and recover from disruptive events or shocks, such as natural disasters, economic downturns, technological failures, or social crises, both reactively and proactively. Continuing, Zadok et al noted that resilience at the organizational level is derived from specific capabilities, routines, practices, and processes that enable the organization to orient itself, move forward, and create a diverse and adaptable environment. It entails the ability to recover from adversity or disruptive events. George and Odubo (2024) noted that organizational resilience reduces the susceptibility of institutions to risks and dangers by implementing protective measures that minimize the likelihood and consequences of disruptive incidents, prevent them when possible, respond to them promptly and effectively, and enable a quick and thorough recovery. Setyawan, Rieza and Alden (2024) posited that organizational resilience is critical to organizational performance, as it allows staff to deal with challenges and uncertainties effectively and emerge stronger from them.

There are some components of organizational resilience. Ako (2023) asserted that the concept of organizational resilience consists of three elements or dimensions: situation awareness, keystone vulnerability management, and adaptive capability. Situation awareness is the ability of principals to identify likely threats and potential consequences. Keystone vulnerability management is concerned with measures and actions taken by principals to withstand and recover from disruptive situations. Adaptive capability is the use of experience gained from challenges to adjust programmes and activities of an organization.

Crisis management measures and organizational resilience are essential in addressing adversity and problems in public secondary schools. Unfortunately, Nduka-Ozo (2016) noted that there are problems of role conflict and strike actions by teachers in public secondary schools in

Ebonyi State. In addition, Nduka-Ozo maintained that there are other problems like indiscipline, examination malpractice, drug abuse, and cultism amongst students in public secondary schools in Ebonyi State. Oko, Agwu, Eze-Anyim, Eze and Nwite (2020) noted that the crisis has led to physical fights, quarrels, the use of abusive words, and scolding among some principals, teachers, and students in public secondary schools in Ebonyi State. Oko et al added that these often lead to students displaying miscreant behaviour and teachers also showing non-dedication to their duties in public secondary schools in Ebonyi State. It is based on these problems that the researchers investigated principals' crisis management measures and organizational resilience as correlates of teachers' job performance in public secondary schools in Ebonyi State, Nigeria.

1.2 Purpose of the Study

The purpose of the study is to examine principals' crisis management measures and organizational resilience as correlates of teachers' job performance in public secondary schools in Ebonyi State, Nigeria. Specifically, the study seeks to investigate the:

1. Relationship between principals' crisis management measures and teachers' job performance in public secondary schools in Ebonyi State, Nigeria.
2. Relationship between organizational resilience and teachers' job performance in public secondary schools in Ebonyi State, Nigeria.

1.3 Research Questions

The following research questions guided the study:

1. What is the relationship between principals' crisis management measures and teachers' job performance in public secondary schools in Ebonyi State, Nigeria?
2. What is the relationship between organizational resilience and teachers' job performance in public secondary schools in Ebonyi State, Nigeria?

1.4 Hypotheses

The hypotheses were formulated and tested at 0.05 alpha level:

1. There is no significant relationship between principals' crisis management measures and teachers' job performance in public secondary schools in Ebonyi State, Nigeria.
2. There is no significant relationship between organizational resilience and teachers' job performance in public secondary schools in Ebonyi State, Nigeria.

2. Methods

A correlational research design was adopted for this study. The study was carried out in Ebonyi State. Ebonyi State is one of the thirty-six states in Nigeria, located in the South-East of Nigeria. The population of the study comprised 4,146 teachers in the 226 public secondary schools in Ebonyi State. A sample of 415 teachers was drawn from 45 schools using a cluster sampling technique.

Three sets of instruments titled 'Crisis Management Measures Questionnaire (CMMQ)', 'Organizational Resilience Scale (ORS)', and 'Teachers' Job Performance Questionnaire (TJPQ)' were used for data collection. CMMQ had 15 items, ORS contained 12 items, and TJPQ had 22 items. The three sets of instruments (CMMQ, ORS, and TJPQ) were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) and were weighted 4, 3, 2, and 1, respectively. The instruments were validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations, Nnamdi Azikiwe University. Cronbach's alpha was used to determine

the reliability of the instruments, which yielded reliability coefficients of 0.82, 0.81, and 0.84 for CMMQ, ORS, and TJPQ, respectively.

The researchers, together with three research assistants, collected data for the study using the direct approach method. A total of 415 copies of instruments were distributed, and 408 copies of questionnaires were filled correctly and successfully retrieved, indicating a 98% return. The copies of the instruments that were distributed, correctly filled and successfully retrieved were used for data analysis. Pearson Product Moment Correlation Coefficient was used to answer the research questions and test hypotheses. For the research questions, the coefficient r and the size of the relationship were interpreted using the correlation coefficient by Schober, Boer and Schwarte (2018), as follows.

Coefficient	Relationship
.00- .10	Negligible correlation
.11- .39	Weak correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- .99	Very Strong correlation
1	Perfect

For the decision on the hypotheses, where the p -value is equal to or less than the level of significance of 0.05, the null hypothesis was rejected. Still, where the p -value is greater than the level of significance of 0.05, the null hypothesis was not rejected. All data were analyzed using Statistical Package for Social Sciences (SPSS) Version 27.

3. Results

Research Question 1: What is the relationship between principals' crisis management measures and teachers' job performance in public secondary schools in Ebonyi State, Nigeria?

Table 1: Pearson (r) on Relationship Principals' Crisis Management Measures and Teachers' Job Performance

Variables	n	Crisis Management Measures	Teachers' Job Performance	Remarks
Crisis Management	408	1.00	0.768	Strong Positive Relationship
Teachers' Job Performance	408	0.768	1.00	

Table 1 revealed that Pearson's correlation coefficient (r) of 0.768 was obtained. This showed that there is a strong positive relationship between principals' crisis management measures and teachers' job performance in public secondary schools in Ebonyi State, Nigeria.

Research Question 2: What is the relationship between organizational resilience and teachers' job performance in public secondary schools in Ebonyi State, Nigeria?

Table 2: Pearson (r) on Relationship Organizational Resilience and Teachers' Job Performance

Variables	n	Organizational Resilience	Teachers' Job Performance	Remarks
Organizational Resilience	408	1.00	0.724	Strong Positive Relationship
Teachers' Job Performance	408	0.724	1.00	

As shown in Table 2, a Pearson's correlation coefficient (r) of 0.724 was obtained. This showed that there is a strong positive relationship between organizational resilience and teachers' job performance in public secondary schools in Ebonyi State, Nigeria.

Hypothesis One: There is no significant relationship between principals' crisis management measures and teachers' job performance in public secondary schools in Ebonyi State, Nigeria.

Table 3: The Summary of Pearson (r) on the Significant Relationship between Principals' Crisis Management Measures and Teachers' Job Performance

Variables	N	Crisis Management Measures	Teachers' Job Performance	P-value	α	Remarks
Crisis Management Measures	408	1.00	0.768	0.000	0.05	Rejected
Teachers' Job Performance	408	0.768	1.00			

Table 3 revealed that the *p*-value of 0.000 is less than 0.05. Therefore, since the *p*-value is less the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between principals' crisis management measures and teachers' job performance in public secondary schools in Ebonyi State, Nigeria.

Hypothesis Two: There is no significant relationship between organizational resilience and teachers' job performance in public secondary schools in Ebonyi State, Nigeria.

Table 4: The Summary of Pearson (r) on the Significant Relationship between Principals' Organizational Resilience and Teachers' Job Performance

Variables	N	Organizational Resilience	Teachers' Job Performance	P-value	α	Remarks
Organizational Resilience	408	1.00	0.724	0.000	0.05	Rejected
Teachers' Job Performance	408	0.724	1.00			

As shown in Table 4, the p -value of 0.000 is less than 0.05. Therefore, since the p -value is less the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between organizational resilience and teachers' job performance in public secondary schools in Ebonyi State, Nigeria.

4. Discussion

The finding of the study revealed a strong positive relationship between principals' crisis management measures and teachers' job performance in public secondary schools in Ebonyi State, Nigeria. The possible reason for this finding is that principals' crisis management measures help create a healthy work atmosphere, enabling teachers to feel comfortable performing their duties in secondary schools in Ebonyi State. This finding agreed with that of Aktaş (2024), which revealed that there was a strong relationship between crisis management and the job performance of employees. This also supported the finding of Khadija (2022), which indicated that a strong positive correlation existed between crisis management and employees' job performance. The agreement between the findings is that crisis management prevents workplace conflict and creates a peaceful work environment that strongly contributes to job performance in every organization. Principals' crisis management measures are means of preventing disruptive activities that can adversely affect teachers' job performance in public secondary schools in Ebonyi State, Nigeria. Principals' crisis management measures prevent teachers from being exposed to unexpected events that can cause occupational stress and anxiety, thereby enabling them to effectively discharge their duties and improve their job performance in public secondary schools in Ebonyi State, Nigeria. It was also found that there is a significant relationship between principals' crisis management measures and teachers' job performance in public secondary schools in Ebonyi State, Nigeria. This finding aligns with that of Aktaş (2024), which revealed a significant relationship between crisis management and employee job performance. This finding also upheld that of Khadija (2022), which showed that a significant positive correlation existed between crisis management and employees' job performance. Principals' crisis management measures enable teachers to overcome difficulties in carrying out work activities, which significantly contribute to their job performance in public secondary schools in Ebonyi State, Nigeria.

The study's result indicated a strong positive relationship between organizational resilience and teachers' job performance in public secondary schools in Ebonyi State, Nigeria. This finding can be attributed to the fact that organizational resilience fosters a stable work environment, enabling teachers to concentrate on their work activities and significantly enhance their job performance in public secondary schools in Ebonyi State, Nigeria. This finding is in line with that of Prabha and Sowdamini (2022), which revealed that there was a strong correlation between organizational resilience and employees' job performance. This finding disagreed with the report of Setyawan, Rieza and Alden (2024), which indicated that there was a weak relationship between organizational resilience and organizational performance. The difference in findings could be attributed to the difference in time span and geographical location. Principals who exhibit organizational resilience provide support and encourage teachers to adapt to changing circumstances, which can significantly enhance their job performance in public secondary schools in Ebonyi State, Nigeria. Further results indicated that there is a significant relationship between organizational resilience and teachers' job performance in public secondary schools in Ebonyi State, Nigeria. This finding concurred with the report of Prabha and Sowdamini (2022), which

revealed that there was a significant correlation between organizational resilience and employees' job performance. Organizational resilience enables teachers to effectively navigate teaching challenges, which can significantly contribute to their job performance in public secondary schools in Ebonyi State, Nigeria.

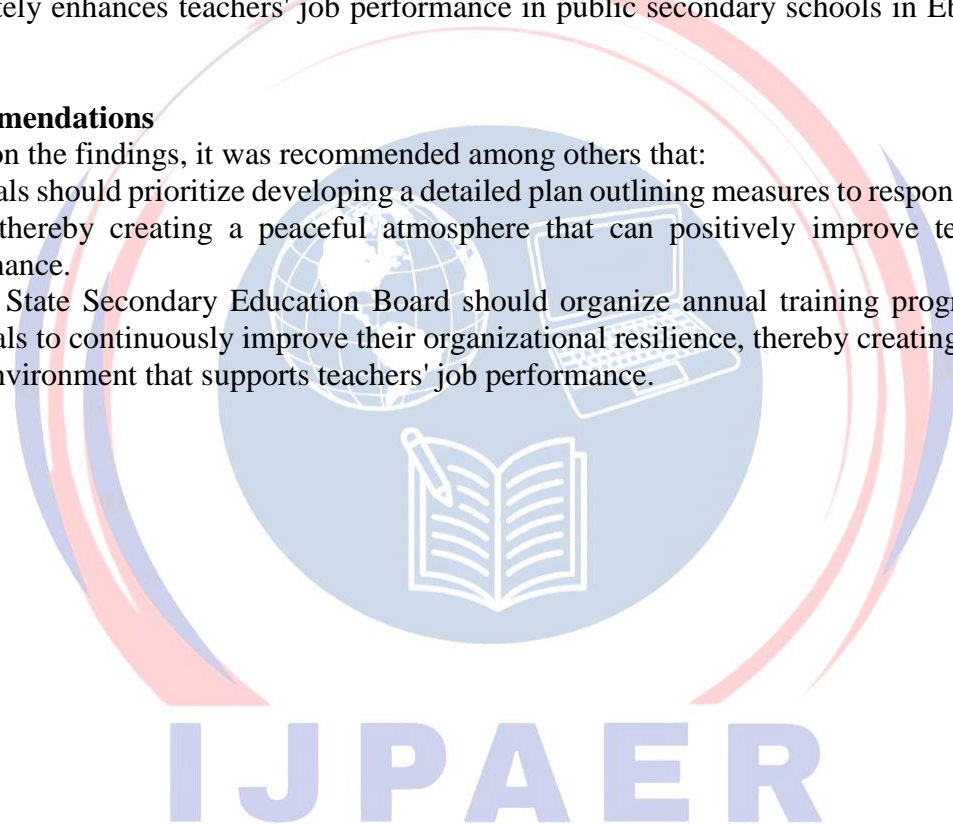
5. Conclusion

Based on the findings, it was concluded that crisis management measures and organizational resilience are positive and strong correlates of teachers' job performance in public secondary schools in Ebonyi State, Nigeria. Crisis management measures and organizational resilience enable principals to mitigate disruptive activities and foster a positive work environment that ultimately enhances teachers' job performance in public secondary schools in Ebonyi State, Nigeria.

6. Recommendations

Based on the findings, it was recommended among others that:

1. Principals should prioritize developing a detailed plan outlining measures to respond to various crises, thereby creating a peaceful atmosphere that can positively improve teachers' job performance.
2. Ebonyi State Secondary Education Board should organize annual training programmes for principals to continuously improve their organizational resilience, thereby creating a healthy work environment that supports teachers' job performance.



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