

# INFLUENCE OF PRINCIPALS' MANAGERIAL SKILLS ON TEACHERS' JOB PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN ABUJA MUNICIPAL AREA COUNCIL, NIGERIA

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## Abstract

*Principals' managerial skills play a vital role in teachers' job performance. This study examined the influence of principals' managerial skills on teachers' job performance in senior secondary schools in Abuja Municipal Area Council (AMAC), Nigeria. In this study, four hypotheses were tested. The study adopted descriptive survey research design. A sample of 12 out of 24 public senior secondary schools in AMAC was used. A total of 300 teachers were randomly selected from the sampled schools. The method of selection was through simple random sampling technique. Instrument used for data collection was twenty-four item questionnaire titled "Principals Managerial Skills and Teachers' Job Performance Questionnaire" (PMSTJPPQ). It was trial tested and reliability co-efficient of 0.78 was obtained. The content validity of the instrument was used to validate the questionnaire. Pearson's product-moment correlation coefficient was used to test the hypothesis at 0.05 level of significance. The finding of the study revealed that principals' managerial skills in the areas of provision of instructional materials, delegation of responsibility and supervision of school activities influenced teachers' job performance in senior secondary schools in AMAC. Based on the findings of this study, it was concluded that there was a significant relationship between principals' managerial skills and teachers' job performance in senior secondary schools in AMAC. It was therefore recommended that, principals should endeavour to provide adequate instructional materials to spur teachers to perform optimally in the school. This could help to improve the teachers' job performance in senior secondary schools in AMAC.*

**Keywords:** Principals' Managerial Skills, Provision of Instructional Materials, Delegation of Responsibility, Supervision of School Activities and Teachers' Job Performance.

## Introduction

The accomplishment of secondary education goals is dependent on the level to which the principals who are the heads of secondary schools are capable of applying the appropriate managerial skills in the school operations. For the principal to be able to be more effective and efficient in his managerial functions, he is expected to ensure that he exhibits the qualities required of him so as to achieve secondary school objectives and goals as stated in the National Policy of Education (Federal Republic of Nigeria (FRN), 2004). Thus, an improved secondary education is essential to the creation of effective human capital in any nation (Evoh, 2007). School managers, therefore, who by the nature of their unique positions are leaders of their institutions, should actively initiate practical actions for relevant educational changes and innovations such as managerial skills in the area of provision of instructional materials, delegation of responsibility and supervision of school activities. Principals' managerial skills can make education more efficient and productive, thereby leading to managerial effectiveness. Ghaemian (as cited in Ogunshola, 2015) states that managerial functions in schools are becoming increasingly complex in terms of enrolments, population mobility and social problems. Therefore, this complexity requires the use of powerful managerial skills resulting in better communication, efficient operations and better personal services. From the above, a good leader must adapt to the organization's culture and make sure her skills are aligned with organizational goals in order to achieve positive results (Ogunshola, 2015).

Teachers are the foundation of educational activities. However, the success and failure of educational activities highly depends on their performance (Oguzie, 2015). They are the crucial part of the educational system and are accountable for implementing educational policies and programmes. Hanif and Perez (as cited in Oguzie, 2015) postulate that the quality of an educational process and its product is unquestionably influenced by teachers' job performance. The entire structure of education will be unstable if the performance of teachers is poor and unproductive. The need for principals' managerial skills for effective teachers' job performance in senior secondary schools in AMAC, Nigeria cannot be overemphasized. Managerial skills are the skills that are needed by the principal to manage the teachers' job performance. The principals' managerial skills play a significant role in the achievement of teachers' job performance. Therefore, this study examined the influence of principals' managerial skills on teachers' job performance in senior secondary schools in AMAC, Nigeria.

### **Statement of the Problem**

There are expansions in the senior secondary schools in AMAC, Nigerian that require an efficient principals' managerial skills. However, there is no doubt that secondary education has become more complex, thus, its management demands more from the principals (Ogunshola, 2015). Some schools experience more complex issues than others in the areas of management. Also, some of the challenges of principal managerial skills as observed by Ogunshola are as follows: poor/inadequate of school plants and facilities, inadequate/unqualified teachers, overcrowded classrooms, lack/inadequate of funds, lack/insufficient knowledge of Information and communication technology and over population of students especially in the public senior secondary schools. There is a lot of work to be done by principals in the senior secondary school system but this study focuses on the principals' managerial skills in the area of provision of instructional materials, delegation of responsibility and supervision of school activities. Therefore, this study

## Purpose of the Study

This study addressed the following objectives:

- i. Find out if there is any significant relationship between principals' managerial skills in the area of provision of instructional materials and teachers' job performance in senior secondary schools in AMAC.
- ii. Determine if there is any significant relationship between principals' managerial skills in the area of delegation of responsibility and teachers' job performance in senior secondary schools in AMAC.
- iii. Examine whether there is any significant relationship between principals' managerial skills in the area of supervision of school activities and teachers' job performance in senior secondary schools in AMAC.
- iv. Ascertain whether there is any significant relationship between principals' managerial skills and teachers' job performance in senior secondary schools in AMAC.

## Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- HO<sub>1</sub>:** There is no significant relationship between principals' managerial skills in the area of provision of instructional materials and teachers' job performance in senior secondary schools in AMAC.
- HO<sub>2</sub>:** There is no significant relationship between principals' managerial skills in the area of delegation of responsibility and teachers' job performance in senior secondary schools in AMAC.
- HO<sub>3</sub>:** There is no significant relationship between principals' managerial skills in the area of supervision of school activities and teachers' job performance in senior secondary schools in AMAC.
- HO<sub>4</sub>:** There is no significant relationship between principals' managerial skills and teachers' job performance in senior secondary schools in AMAC.

## Theoretical framework

In this study, Jenkins four quadrants of administrative effectiveness was considered most relevant for the theoretical framework. Jenkins (2010) outlines four quadrants of administrative effectiveness as follows:

### 1. High responsibility, low control

Principals who fall under this quadrant usually make the best administrators, and are among the most liked, because of their willingness to accept responsibility. They are rarely self-promotional types, preferring instead to lead by example and refusing to ask of others what they would not do themselves. These administrators are highly effective because their subordinates trust them and believe they can count on them.

### 2. High responsibility, high control

In this level are the group of principals who are often well liked, even beloved, because they give everything they have to the job and everyone knows it. They may be a little controlling, worrying that everything is done correctly and on time but people tend to overlook the negative because they also take so much personal responsibility for everything.

### **3. Low responsibility, low control**

The principals in this level are probably the least effective, though not the most despised. The problem is that, unlike their high-responsibility colleagues, the low-responsibility types tend to leave everything else alone, including their own duties. Basically, they are lazy. They don't want to do too much and they don't expect much of themselves, either.

### **4. Low responsibility, high control**

The most-despised principals belong to this group of administrators. They are also among the least effective. They demand the lion's share of the credit for any success, but they will quickly lay the blame for failure at the feet of someone else or anyone else. Despite constant talk of "teamwork," they are generally reluctant to involve themselves in actual work. They also love to remind people that they are "the boss".

From the above, for the principal to be able to be more effective and efficient in his administrative functions, he is expected to ensure that he exhibits the qualities required of him to achieve secondary school goals and objectives.

## **Research Method**

This study employed descriptive survey research design. The design is considered appropriate for eliciting information from respondents concerning principals' managerial skills and teachers' job performance in senior secondary schools in AMAC. The population for this study comprised of 24 public senior secondary schools in AMAC. Twelve public senior secondary schools were sampled for the study. In each of the sampled schools, 25 teachers were selected through simple random sampling technique, making a total of 300 teachers.

The instrument used for collection of data for this study was questionnaire. The questionnaire title "Principals Managerial Skills and Teachers' Job Performance Questionnaire" (PMSTJPQ) was designed by the researcher. This questionnaire contained two parts (A and B). The part A measures principals' managerial skills while part B measures teachers' job performance. The part A required the respondents to answer the question items on a rating scale as follows; Strongly agree, Agree, Disagree and Strongly Disagree while part B required the respondents to answer the question items on a rating scale as follows; High Level, Moderate Level, Low Level, Very Low Level. The respondents were required to tick against the rating that reflects their opinion about the question items. The questionnaire was pilot tested and reliability co-efficient of 0.78 was obtained. The content validity of the instrument was used to validate the questionnaire.

In the area of method analysis, Statistical Package for the Social Science (SPSS) was used for analysis. Pearson's product-moment correlation coefficient statistical tool was used to test the hypotheses at 0.05 level of significance. Furthermore, the calculated probability (p-value) that was greater than the significance level of 0.05 was considered acceptable while the p-value that was less than the significance level of 0.05 was considered rejected.

## Results

### Test of Hypotheses

#### Hypothesis One

HO<sub>1</sub>: There is no significant relationship between principals' managerial skills in the area of provision of instructional materials and teachers' job performance in senior secondary schools in AMAC.

**Table 1: Analysis of Correlation between Principals' Managerial Skills in the Area of Provision of Instructional Materials and Teachers' Job Performance in Senior Secondary Schools in AMAC**

Variable	Mean	Standard Deviation	r	p-value	Decision
Provision of Instructional Materials	2.87	1.00	0.35	0.00	HO <sub>1</sub>
Teachers' job Performance	3.01	1.01			Rejected

*\*(P < 0.05 level of significance)*

Table 1 shows that the calculated value of Pearson's product-moment correlation coefficient (r) was 0.35, which indicates that, there is a positive relationship between principals' managerial skills in the area of provision of instructional materials and teachers' job performance in senior secondary schools in AMAC. The study revealed that the p-value of 0.00 is less than 0.05 level of significance. Thus the null hypothesis was rejected. This means that there is a significant relationship between principals' managerial skills in the area of provision of instructional materials and teachers' job performance in senior secondary schools in AMAC.

#### Hypothesis Two

HO<sub>2</sub>: There is no significant relationship between principals' managerial skills in the area of delegation of responsibility and teachers' job performance in senior secondary school in AMAC.

**Table 2: Analysis of Correlation between Principals' Managerial Skills in the Area of Delegation of Authority and Teachers' Job Performance in Senior Secondary Schools in AMAC**

Variable	Mean	Standard Deviation	r	p-value	Decision
Delegation of Authority	2.92	1.00	0.36	0.00	HO <sub>2</sub> Rejected

Teachers' job Performance 3.01 1.01

Table 2 shows that the calculated value of Pearson's product-moment correlation coefficient (r) was 0.36, which indicated that, there is a positive significant relationship between principals' managerial skills in the area of delegation of authority and teachers' job performance in senior secondary schools in AMAC. The study revealed that the p-value of 0.00 is less than 0.05 level of significance. Therefore, the null hypothesis was rejected. This means that there is a significant relationship between principals' managerial skills in the area of delegation of authority and teachers' job performance in senior secondary schools in AMAC.

**Hypothesis Three**

**HO<sub>3</sub>:** There is no significant relationship between principals' managerial skills in the area of supervision of school activities and teachers' job performance in senior secondary schools in AMAC.

**Table 3: Analysis of Correlation between Principals' Managerial Skills in the Area of Supervision of School Activities and Teachers' Job Performance in Senior Secondary Schools in AMAC**

Variable	Mean	Standard Deviation	r	p-value	Decision
Supervision of School Activities	2.99	1.01	0.35	0.00	HO <sub>3</sub>
Teachers' job Performance	3.01	1.01			Rejected

*\*(P < 0.05 level of significance)*

Table 3 reveals that the calculated value of Pearson's product-moment correlation coefficient (r) was 0.35, which indicated that, there is a positive significant relationship between principals' managerial skills in the area of supervision of school activities and teachers' job performance in senior secondary schools in AMAC. The study revealed that the p-value of 0.00 is less than 0.05 level of significance. Thus, the null hypothesis was rejected. This means that there is a significant relationship between principals' managerial skills in the area of supervision of school activities and teachers' job performance in senior secondary schools in AMAC.

**Hypothesis Four**

**HO<sub>4</sub>:** There is no significant relationship between principals' managerial skills and teachers' job performance in senior secondary schools in AMAC.

**Table 4: Analysis of Correlation between Principals' Managerial Skills and Teachers' Job Performance in Senior Secondary Schools in AMAC**

Variable	Mean	Standard Deviation	r	p-value	Decision
Principals' Managerial Skills	3.00	1.00			HO <sub>4</sub>

0.37 0.00 Rejected

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Table 4 shows that the calculated Pearson's product-moment correlation coefficient (r) was 0.37, which indicated that there was a positive relationship between principals' managerial skills and teachers' job performance in senior secondary schools in AMAC. The study revealed that the p-value of 0.00 is less than 0.05 level of significance. Thus, the null hypothesis was rejected. Therefore, this means that there is a significant relationship between principals' managerial skills and teachers' job performance in senior secondary schools in AMAC.

## Discussion

From the data analysis, the study showed that there was a significant relationship between principals' managerial skills in the area of provision of instructional materials and teachers' job performance in senior secondary schools in AMAC. This means that principals' managerial skills in the area of provision of instructional materials influenced teachers' job performance in senior secondary schools in AMAC. The findings of this study supports Oryema and Picho (2015) who found that generally the schools have votes for text books and teaching/learning aids provision, teachers have access to text books and teaching aids, but both text books and teaching aids are inadequate and a good number of teachers are reluctant to use the textbooks and teaching aids due to laziness to prepare for lessons and lack of interest.

The study revealed that there was a significant relationship between principals' managerial skills in the area of delegation of authority and teachers' job performance in senior secondary schools in AMAC. This implies that principals' managerial skills in the area of delegation of authority influenced teachers' job performance in senior secondary schools in AMAC. This result is in disagreement with the study of Misgana (2020) which showed that there is a problem of parity of authority and responsibility. This is because principals do not grant proper authority and responsibility to teachers rather there is strict controlling of teachers what to do and that frustrates teachers to decide by themselves, and this in turn highly affect teachers to accept delegated tasks from principals.

The finding also showed that there was a significant relationship between principals' managerial skills in the area of supervision of school activities and teachers' job performance in senior secondary schools in AMAC. This means that principals' managerial skills in the area of supervision of school activities influenced teachers' job performance in senior secondary schools in AMAC. The findings of this study is in line with Obi (2020) who reported that both teachers and supervising principals considers certain managerial skills important for instructional supervision, like adequate planning, assisting teachers, budgeting time, collecting data on teachers need, conducting meetings, creating warm condition, encouraging teachers, delegating responsibilities, documenting teaching methods to be used by teachers, providing necessary teaching aids, monitoring class activities, taking decision on each teacher, listening to feedback from teachers, reducing job stress, resolving conflict, upgrading teachers knowledge and setting achievable goals.

The result further revealed that there is a significant relationship between principals' managerial skills and teachers' job performance in senior secondary schools in AMAC. This implies that principals' managerial skills influenced teachers' job performance in senior

secondary schools in AMAC. The findings of this study is in alignment with the findings of Giami and Obiechina (2019) that principals' managerial skills, namely; conceptual, human and technical have high positive significant relationship with teachers' job performance in public secondary schools in Rivers State, Nigeria.

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## Conclusion

This study revealed that principals' managerial skills in the areas of provision of instructional materials, delegation of responsibility and supervision of school activities influenced teachers' job performance in senior secondary schools in AMAC. Based on the findings of this study, it was concluded that there was a significant relationship between principals' managerial skills and teachers' job performance in senior secondary schools in AMAC.

## Recommendations

In line with the findings of the study, the following recommendations were made:

- i. Principals should endeavour to provide adequate instructional materials to spur teachers to perform optimally in the school. This could help to improve the teachers' job performance.
- ii. Principals should ameliorate the delegation of authority in order to enhance teachers' job performance.
- iii. Principals should improve on the supervision of school activities which could lead to a better teachers' job performance.

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