Principals’ Managerial Skills And Teachers’ Job Performance In Public Secondary Schools In Rivers State, Nigeria

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ABSTRACT
The study sought to examine principals’ managerial skills and teachers’ job performance in public secondary schools in Rivers State, Nigeria. Three research questions and three hypotheses guided the study. The study adopted a correlational survey design. The population of the study comprised all the 413 vice principals in the 526 public junior and senior secondary schools in Rivers State. The sample size for the study was 289 vice principals using the stratified random sampling technique. Two self-constructed instruments titled: “Principals’ Managerial Skills Scale” (PMSS) and “Teachers’ Job Performance Scale” (TJPS) were used to collect data. Face and content validities of the instruments were ensured. The Cronbach alpha reliability estimates of PMSS and TJP were given as 0.78 and 0.89 respectively which guaranteed the use of the instruments for the study. Pearson Product Moment Correlation Coefficient (PPMCC) was used to answer the research questions while z-ratio was used to test the null hypotheses at 0.05 alpha level. The findings revealed that there is a high positive significant relationship between principals’ managerial skills namely; conceptual, human and technical and teachers’ job performance in public secondary schools in Rivers State, Nigeria. The recommendations made were that; principals should evolve the leadership of delegating functions to teachers according to their area of expertise as this would result in increased participation for the actualization of school goals and objectives. Principals should introduce a participatory leadership approach where teachers would be involved in the planning, organizing, decision-making and the day-to-day running of the school as this would make them fully committed and enthusiastic in implementing school’s plans and policies for the overall success of the school. Finally, principals should create conducive and enabling environment for teachers through constant supervision as this would enhanced their competence and proficiency. It would also breed cordial and interpersonal relationship, team work and motivation in the system for the achievement of increase in teachers’ job performance.

Keywords: Principal, Managerial Skills, Teacher, Job Performance, Secondary Schools

INTRODUCTION
Job performance is critical to the success or failure of any organization. Organizational heads are most concerned about the job performance level of their staff as only then can the set objectives of the organization attained. Job performance is an act of accomplishing or executing a given task within a time period. It can also be described as the ability to skillfully use the right behavioural attitude to achieve organizational goals and objectives. To this end, Peretomode in Adeyemi (2010) argued that job performance can be determined by workers’ level of participation in the day to day running of the organization (school). It is obvious, that employees behave differently under different situations and leadership. Organizational heads or executives (principals) need to constantly encourage their staff (teachers) for effective job performance by identifying their needs and trying to satisfy them for optimum result.
In this wise, Owoeye in Adeyemi (2010) identified variables of job performance, to include; effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students’ work, and disciplinary ability as virtues which teachers should uphold effectively in the school. On this note therefore, teachers’ job performance can be measured through; annual report in terms of performance in teaching, lesson note preparation, lesson presentation, mastery of subject content, instructional proficiency, dedication to duty, commitment to assigned job and extra-curricular activities. Other areas include effective leadership, effective supervision, effective monitoring of students’ work, motivation, students’ discipline, class control and management. This no doubt, however, places the teacher as an important resource input in the educational system, because only the teachers shape the direction and influences to a great extent the attainment of school goals and objectives since they are the ones that interpret and also implement educational policies.

Little wonder, Asiabaka and Emenalo (2011) described the teacher as:

> The human catalyst who intentionally influences the interaction among the teacher, the learner and the environment of the learner by restructuring the environment of the learner in such a way that the learner will acquire desired knowledge, skills and attitudes and meaningfully contribute to the development of humanity in an appropriate time (p.93).

The teachers, as educational input require much attention from government and school administrators (principals) for the purpose of performing the onerous task and responsibilities of bringing into reality the plans, policies and programmes of education, especially secondary education. It for this reason, that the teachers need constant motivation in the areas of training and retraining, involvement in decision making and in the day to day running of the school, due payment of remuneration, incentives, among others as these would give them sense of belonging and also enhance their overall job performance for the actualization of school goals and objectives. Teachers’ job performance could be described as the duties performed by the teacher at a particular period in the school system in achieving organizational goals (Obilade in Muraina, 2014). Therefore, teachers’ job performance is the conscious commitment and participation of the teachers in the day to day administration of the school with the view of actualizing set school goals and objectives.

The principals and teachers as human resources are sine qua non in the attainment of school goals, in terms of instructional leadership, pupils’ discipline, academic achievement of the students, optimal use of existing school plants and other areas of teaching task for the overall actualization of set goals and objectives (Muriana, 2014). This no doubt, places enormous burden on the principal who incidentally is the head of the school setting. The principal as the chief executive of the school provides instructional leadership by coordinating curricular, extra-curricular programmes and is also responsible for the general administration of secondary school system. By implication, the principal is a planner, director, controller, coordinator, organizer, adviser and a problem solver (Maduabum, 2002). According to Fagbamiye (2004), the principal is essentially an organizer and implementer of plans, policies and programmes meant for the actualization of specific educational objectives. It is his duty to ensure that goals of educational policies and programmes are realized.

Therefore, the principal is responsible for the implementation of educational policies in the school by the conscious utilization of both human and material resources optimally in such a way that school goals and objectives are achieved. Specifically, the principal’s functions/roles include; establishing of healthy school climate and culture; curriculum/instruction development and improvement; provision and maintenance of school plant facilities; and instructional supervision (Azubike as cited in Egboka, Ezeugbor & Enume, 2013). The principal is also seen as the person on whose shoulders rest the success or failure in the attainment of school goals. This is because, the principal is responsible for setting school goals, which must be in line with national educational objectives, analyzes tasks and share responsibilities to staff (teachers) according to their area of specialization and expertise (Uyanga, 2008).

The principals being instructional leaders are at the vintage position to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to
teachers in order to stimulate them for scholarship and best practices in curriculum delivery (Ayeni, 2012). The principals should make effective use of organizational skill to put the right person in the right place to do the right thing at the right time for the administrative effectiveness of the school and for the effective and efficient accomplishment of specific goals and objectives of the school (Muraina, 2014). Therefore, the importance of a school principal possessing the requisite managerial skills for the attainment of set goals and objectives of education for national transformation cannot be over-emphasized. Management is an integral part of any organization. It involves skillful organization and utilization of educational resources (human and material) for the achievement of educational goals (Ajaegbo, 2005).

It is worthy of note, that managerial skills are essential capabilities that determine the extent to which an executive or head of an organization (school) will succeed. Okoye (2007) viewed managerial skills as the ability to plan, control, organize and direct the operations of an educational enterprise for the purpose of achieving the objective target set for the educational system as a whole. On his part, Fullan (2005) defined managerial skills as the competencies required for effective and efficient planning, staffing, organizing, coordinating, controlling and decision-making. Therefore, managerial skills are the ability, knowledge and experience needed for the accomplishment of management tasks and for the attainment of organizational goals and objectives. In this wise, principal managerial skills refer to the ability to skillfully and successfully plan, supervise, organize, co-ordinate, control, make decision and initiate actions that would aid and encourage teachers actualize schools’ set goals and objectives. Notwithstanding, managers are at liberty to develop managerial skills that would help in the actualization of organizational (school) goals and objectives.

Scholars have specified some skills used by successful managers in both private and public organizations that are result oriented. Katz in Ifediatu (2017) elaborated on these globally accepted managerial skills as developed by Henri Fayol, which are; conceptual, human and technical skills.

1. **Conceptual Skill**: This skill enables the manager to coordinate all activities of the different parts of the organization. It is the ability to visualize or see the organization as a whole. It includes; analytical, creative and initiative skills. According to Katz in Ifediatu, conceptual skills are mostly required by the top-level management. This is because they spend more time in planning, organizing and problem solving. It helps them to solve the problems for the benefit of the entire organization and also helps the managers to fix goals for the whole organization and to plan for every situation that may arise from time to time.

2. **Human Skill**: This skill includes the ability to work with people, motivate and inspire them. It implies interpersonal relationship. It helps the managers to understand, communicate and work with others. It makes the manager a cohesive team leader who understands and listens to various members of the group. Since all managers have to interact and work with people, this skill is therefore very essential.

3. **Technical Skill**: This skill is the most needed at the top management level. In this skill more time are spent in planning, organizing and problem solving. It has to do with proficiency in activities such as managerial processes, procedures and strategization techniques. This skill is needed by managers to design and put into operation policies and plans. Technical skills help the managers to use different machines and tools effectively.
The importance of the managerial skills of the principals cannot be over-emphasized. Morgan (2002) opined that communication which is one of the human skills is a vital and fundamental element in the management process as it is based on the ability of working with people. He further stated that the success of managerial actions depends to a large extent on the effective use of communication process. In other words, keeping everyone informed is a positive way of ensuring effective use of the managerial skills which help in getting the support and commitment of teachers towards the achievement of school set goals and objectives.

**Statement of the Problem**

The ultimate goal of secondary education is to develop the individual’s mental capacity and character for higher education and useful living within the society. These objectives place enormous task and burden on the principals, whose responsibilities are the planning, coordination, instructing, monitoring, assessment and evaluation of the teachers for the efficient and effective performance of their respective job assigned.

However, experiences have shown that in many of the schools there is no good interpersonal relationship existing between the principals and the teachers. Lack of synergy and team work is evident and this affects the accomplishment school objectives. Principals are sometimes alleged to administer the schools with their favorite without the inputs from majority of the teachers and as such their zeal and commitment to the profession and attaining school goal are somewhat defeated. The principal’s success depends largely on the efficient use of his managerial skills in the day to the day administration of the school. Since the teachers are the interpreters and implementers of schools plans and policies, there is need for absolute synergy and confident building on a good interpersonal relationship between the principal and teachers, effective communication and teachers’ integration in the decision-making process of the school.

Unfortunately, the absence of quality synergy between the principals and teachers in the day to the day administration the schools, may have been responsible for why some parents prefer some private schools no matter the distance over others which is due to the seeming increase of students’ cultism, truancy, indiscipline, examination malpractices just to mention a few, among students of public secondary schools in Rivers State.

It is against this background, that this research was carried out to investigate the relationship between principals’ managerial skills and teachers’ job performance in public secondary schools in Rivers State, Nigeria.

**Aim and Objectives**

The aim of the study is to investigate the relationship between principals’ managerial skills and teachers’ job performance in public secondary schools in Rivers State, Nigeria. Specifically, the study sought to:

1. determine the relationship between principals’ conceptual skills and teachers’ job performance in public secondary schools in Rivers State.
2. find out the relationship between principals’ human skills and teachers’ job performance in public secondary schools in Rivers State.
3. ascertain the relationship between principals’ technical skills and teachers’ job performance in public secondary schools in Rivers State.

**Research Questions:**
1. What is the relationship between principals’ conceptual skills and teachers’ job performance in public secondary schools in Rivers State?
2. What is the relationship between principals’ human skills and teachers’ job performance in public secondary schools in Rivers State?
3. What is the relationship between principals’ technical skills and teachers’ job performance in public secondary schools in Rivers State?

**Hypotheses:**
1. There is no significant relationship between principals’ conceptual skills and teachers’ job performance in public secondary schools in Rivers State.
2. There is no significant relationship between principals’ human skills and teachers’ job performance in public secondary schools in Rivers State.
3. There is no significant relationship between principals’ technical skills and teachers’ job performance in public secondary schools in Rivers State.

**METHODOLOGY**
The study adopted a correlational research survey design. The population of the study comprised all the 413 vice principals in the 526 public junior and senior secondary schools in Rivers State. The sample size of the study consisted of 289 vice principals using the stratified sampling technique. Two self-constructed instruments titled: ‘Principals’ Managerial Skills Scale’ (PMSS) and ‘Teachers’ Job Performance Scale’ (TJPS) were used. The instruments were structured in line with the four point modified Likert type response of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The PMSS has 30 items and TJPS 20 items respectively. The Cronbach alpha reliability statistics was used to ensure the internal consistency of the two instruments. The Cronbach alpha reliability estimate of PMSS was at 0.78, while the reliability estimate of TJPS was given at 0.89 which guaranteed the use of the instruments for the study. The Pearson Product Moment correlation coefficient was used to answer the three research questions while z-ratio was used to test the null hypotheses alpha level of 0.05.

**RESULT**
The research questions and null hypotheses were answered and tested and presented together as shown in tables one, two and three below.

**Research Question One**
What is the relationship between principals’ conceptual skills and teachers’ job performance in public secondary schools in Rivers State?

**Hypothesis One**
There is no significant relationship between principals’ conceptual skills and teachers’ job performance in public secondary schools in Rivers State.

Table 1: Pearson Product Moment correlation statistics on the relationship between principals’ conceptual skills and teachers’ job performance in public secondary schools in Rivers State.

<table>
<thead>
<tr>
<th>Category</th>
<th>n</th>
<th>df</th>
<th>r</th>
<th>Sig.</th>
<th>Alpha Level</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>Principals’ Conceptual Skills</td>
<td>289</td>
<td>287</td>
<td>0.912</td>
<td>0.002</td>
<td>0.05</td>
<td>Significant</td>
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<td>Teachers’ Job Performance</td>
<td></td>
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Table 1 revealed that the computed Pearson Product Moment correlation coefficient r is given as 0.912. This implies there is a high positive relationship between principals’ conceptual skills and teachers’ job performance in public secondary schools in Rivers State. Meanwhile, the calculated probability value of 0.002 is less than the alpha level of 0.05. Therefore, the null hypothesis was
rejected. By implication, there is a statistically significant relationship between principals’ conceptual skills and teachers’ job performance in Rivers State.

**Research Question Two**
What is the relationship between principals’ human skills and teachers’ job performance in public secondary schools in Rivers State?

**Hypothesis Two**
There is no significant relationship between principals’ human skills and teachers’ job performance in public secondary schools in Rivers State.

**Table 2: Pearson Product Moment correlation statistics on the relationship between principals’ human skills and teachers’ job performance in public secondary schools in Rivers State.**

<table>
<thead>
<tr>
<th>Category</th>
<th>n</th>
<th>df</th>
<th>R</th>
<th>Sig.</th>
<th>Alpha Level</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>Principals’ Conceptual Skills</td>
<td>289</td>
<td>287</td>
<td>0.891</td>
<td>0.001</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Teachers’ Job Performance</td>
<td></td>
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Table 2 revealed that the computed Pearson Product Moment correlation coefficient $r$ is given as 0.891. This implies there is a high positive relationship between principals’ human skills and teachers’ job performance in public secondary schools in Rivers State. Meanwhile, the calculated probability value of 0.001 is less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, there is a statistically significant relationship between principals’ human skills and teachers’ job performance in Rivers State.

**Research Question Three**
What is the relationship between principals’ technical skills and teachers’ job performance in public secondary schools in Rivers State?

**Hypothesis Three**
There is no significant relationship between principals’ technical skills and teachers’ job performance in public secondary schools in Rivers State.

**Table 3: Pearson Product Moment correlation statistics on the relationship between principals’ technical skills and teachers’ job performance in public secondary schools in Rivers State, Nigeria.**

<table>
<thead>
<tr>
<th>Category</th>
<th>n</th>
<th>df</th>
<th>R</th>
<th>Sig.</th>
<th>Alpha Level</th>
<th>Remarks</th>
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<td>Principals’ Conceptual Skills</td>
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<td>287</td>
<td>0.870</td>
<td>0.007</td>
<td>0.05</td>
<td>Significant</td>
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<tr>
<td>Teachers’ Job Performance</td>
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Table 3 revealed that the computed Pearson Product Moment correlation coefficient $r$ is given as 0.870. This implies there is a high positive relationship between principals’ technical skills and teachers’ job performance in public secondary schools in Rivers State. Meanwhile, the calculated probability value of 0.007 is less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, there is a statistically significant relationship between principals’ technical skills and teachers’ job performance in Rivers State.

**DISCUSSION OF FINDINGS**

**Principals’ Conceptual Skills and Teachers’ Job Performance**
The findings of the study showed that there is a high positive relationship between principals’ conceptual skills and teachers’ job performance in public secondary schools in Rivers State, Nigeria. More so, since the calculated probability value of 0.002 is less than the critical probability value of 0.05, the null hypothesis was therefore rejected. The findings agree with the assertion of Muraina (2014), who averred that when the right person is put in a place to do the right thing at the right time by leadership, it would help in the effective administrative of the school and guarantee greater accomplishment of specific school goals and objectives. Principals who assigned jobs to teachers in their area of expertise achieve much in terms of quality delivery and result. When teachers are perform in their area of comparative advantage, they then to be more committed and productive. This approach will encourage teachers to live up to their expectation and by so doing there is positive
synergy between the principals and the teachers, which end result, is the attainment of school goals and objectives.

**Principals’ Human Skills and Teachers’ Job Performance**

The findings of the study showed that there is a high positive relationship between principals’ human skills and teachers’ job performance in public secondary schools in Rivers State, Nigeria. More so, since the calculated probability value of 0.001 is less than the critical probability value of 0.05, the null hypothesis is therefore rejected. The findings agree with the assertion of Morgan (2002) who found that effective communication which is a vital and fundamental element in the management process of the day to day administration of the school, enforces good interpersonal relationship among the principals and the teachers, promote effective team work among teachers and guarantee teachers’ full support and commitment to the actualization of school goal and objectives. This affirm the fact the principals that involve teachers in decision-making process of the day-to-day administration of the school, achieve greater positive outcome. This democratic action of the principal would make the teachers to own up every rules and regulations of the school, since they were party to the decisions and as such would be enthusiastic in enforcing it to the letters for the benefit of the school. This approach makes the teachers happy that they are being carried along in the scheme of things. When teachers are happy, they become more efficient and productive.

**Principals’ Technical Skills and Teachers Job Performance**

The findings of the study showed that there is a high positive relationship between principals’ technical skills and teachers’ job performance in public secondary schools in Rivers State, Nigeria. More so, the calculated probability value of 0.007 is less than the critical probability value of 0.05, the null hypothesis is therefore rejected. The findings agree with the assertion of Ayeni (2012) when he stated that principals as instructional leaders are at the vintage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers. This no doubt would stimulate teachers for scholarship and ensure best practices in curriculum delivery for the enhancement of school goals and objectives. Lack of supervision affects teachers’ proficiency in instructional delivery and consequently students’ academic performance. Therefore, the application of right teaching methodology is the product of constant supervision. With this, teacher’s competence is enhanced.

**CONCLUSION**

Based on the findings of this study, it was concluded 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.

**RECOMMENDATIONS**

Based on the findings of this study, it was recommended that:

1). Principals should evolve the leadership of delegating functions to teachers according to their area of expertise as this would result in increased participation for the actualization of school goals and objectives.

2). Principals should introduce a participatory leadership approach where teachers would be involved in the planning, organizing, decision-making and the day to day running of the school as this would make them fully committed and enthusiastic in implementing school’s plans and policies for the overall success of the school.

3). Principals should create a conducive and enabling environment for teachers through constant supervision as this would enhanced their competence and proficiency. It would also breed cordial and interpersonal relationship, team work and motivation in the system for the achievement of school goals.

**REFERENCES**


