

**IMPACT OF MANAGERIAL SKILL DEVELOPMENT OF PRINCIPALS  
ON TEACHERS PERFORMANCE IN SECONDARY SCHOOLS IN  
ENUGU STATE, NIGERIA.**

EKWE, GABRIEL MICHAEL (Ph.D); AN. APPOLOMIA NGOZI (Ph.D);  
PRECIOUS- CHINATU, OGECHI NANCY

Department of Educational Management, Enugu State University of Science and Technology.

**ABSTRACT**

This paper investigated the impact of managerial skill development of principals on teacher's performance in secondary schools in Enugu state, Nigeria. Two research questions and two hypotheses were formulated for the study. The sample for the study included of 1378 respondents (teachers) sampled from a population of 6921 secondary school teachers. Questionnaire was used as the instrument for data collection. There reliability co-efficient of the instrument was calculated and was found to be 0.76 indicating high reliability of the instrument. Mean and standard deviation was used for data analyses while t-test statistics were used to test the hypotheses at 0.05 level of significance. Some of the major findings of the study indicate that supervisory skill has great impact on teachers' performance. It also revealed that communication skill of principal influence teacher performance to a great extent. Based on the findings, it was recommended that regular supervision of instructions should be carried out by supervisors and principals from time to time.

**Keywords:** Managerial Skills, School Management, Secondary Education, Enugu State, Nigeria

**INTRODUCTION**

Education is seen as the backbone of development in any nation. It improves the quality of life of a society through refinement of its potentials. Education further enhances the application of man's achievement towards improvement of his environment. In every known great nation, therefore, national development was preceded and accomplished by educational advancement. Today, there is an increasing faith in the casual relationship between education and economic development especially in the developing countries like Nigeria. Education has been seen as a vehicle for economic, social-culture and political development of nations and individual (Obayan, 2006). Education is a social process in which one achieves societal competence and

individual growth. Education is the art of learning about one-self and one's environment for the purpose of self-development (Oyedeji, 2008).

Education is a tool for building a united, independent, wealthy and egalitarian society that can maintain its' tradition and values.

The secondary school system is however a very crucial level of educational system. It is a gateway to the tertiary education and a ripe age for developing students' potentials. Its benefits should be commensurate with the cost, for this reason, the performance at this level is of significant importance to educational planners and managers. The school as formal organization is the center for all teaching-learning processes. The principals and teachers as human resources are sine qua non in goal achievement of the school instructional leadership, pupils relationship, academic achievement of the students, manipulation of facilities and other areas of teaching task must be performed at the school building and within the community level. Oyedeji (2008), observed that of all the major functions of the school principals are called upon to play, while speaking on the supervising skills of the principal, no one is greater than their functions as supervisors, instruction and curriculum planners. Supervision includes supporting services to teachers, in that, it helps the teachers to learn what their problems are and then seek the best methods of solving them. It also helps the teachers to improve on their performance. According to Ani (2000), supervision consists of all activities leading to the improvement of instruction, activities related to morale, improving human relations, in service education and curriculum development. Ojo (2001) defined supervision in the school context as "a process which dynamic and on-going in outlook towards realizing the creative ability of children, teacher and the community for the development of the best possible educational programmes. The principals are however, the overall supervision of the school programmes and will help to influence the teacher's performance. The supervising skills of the principals will help in rating teachers, help the teachers to use various measures of self-evaluation and to a large extent make the principal to provide suitable enabling environment for teaching/learning activities.

There are various reasons behind supervision in schools. One of the most crucial reasons is to ensure that each individual teacher within the school system has been performing the duties for which he was hired to do. Another important reason is to improve the effectiveness of teachers so that he can contribute maximally to the attainment of the system's goals.

Talking on principals' communication skills and teachers' effectiveness, Mbiti (2000) remarked that communication is the life blood of any organization. No institution can meet the need of its people without proper communication. Information has to flow from the school management to the staff and students, head of department must be briefed by the principals before disseminating the news to other members of staff and students. Principals should however make judicious use

of communication skills to encourage good communication between the school and community, establish close relationship between parents by holding meeting with them at intervals, building parents teacher link. The importance of communication skills in teachers effectiveness cannot be over emphasized perhaps, that is why Morgan (2002) lamented that; possibly the most vital and fundamental element in the management process is based on working with people, which is done through some forms of communication. He stated further that the success of managerial actions depends to a large extent on the effective use of communication process. Nwankwo and Luisegged (2002) also stated that keeping everyone informed is a positive way of ensuring effective leadership, co-operation, co-ordination, support and commitment.

Palsey (2003) in their research on thinking about school as organization conclude that organization may be said to exist, therefore, when there are people with an ability to communicate, willingness to contribute and who have aims and purpose in common. To explain and influence on communication skill on administrative effectiveness of principals therefore, Scott and Mitchell (2006) mention four (4) major functions of communication as follows:

- i. Communication gives employees the opportunity of expressing their feelings and also serves as medium of resolution conflicts, reducing tension and refining direction for individuals.
- ii. It serves motivational function of encouraging achievement in subordinates.
- iii. It provides the necessary information for decision making.
- iv. It provides the necessary information for decision making.
- v. It is used to control the activities in an organization (school).

In Nigeria today, there is an increasing public fear and complaints that the performance and effectiveness of the teachers is jeopardizing. Thus, this need be proved beyond public speculations through empirical studies. The falling standard of education over years may not be unconnected with the influence of increase enrolment on the students' academic performance which is the parameters to measure teachers' effectiveness (Muraina, 2006).

It is in the light of the above that the researcher deems it fit to examine the impact of managerial skill development of principals on teacher's performances in secondary schools in Enugu state, Nigeria.

## **STATEMENT OF THE PROBLEM**

The success of a manager depends on his ability to discharge his managerial functions and make judicious use of his managerial skills (Eniola, 2006). There are speculations and findings that lack of adequate managerial skills of many schools principal jeopardize the teacher's performance of the schools and teachers commitment in general. For instance Alani (2003)

posited that negative attitudes of the teachers and poor academic performance of the students in secondary schools is connected to poor managerial skills and competencies of the school principals. It is in this regard that this study investigated the impact of managerial skill development of principals on teacher's performance in secondary schools in Enugu state, Nigeria.

## **RESEARCH QUESTIONS**

The following research questions guided the study:

1. To what extent does supervision skill influence teacher's performance in secondary schools in Enugu state?
2. To what extent does communication skill influence teacher's performance in secondary schools in Enugu state?

## **RESEARCH HYPOTHESES**

The following null hypotheses which were tested at 0.05 level of significance guided the study.

HO<sub>1</sub>:- There is no significant difference between the mean ratings of male and female teachers in relation to how Supervision skill influences teacher's performance in secondary schools in Enugu state.

HO<sub>2</sub>:- There is no significant difference between the mean ratings of male and female teachers in relation to how communication skill influence teacher's performance in secondary schools in Enugu state.

## **RESEARCH METHOD**

Research design: This study employed descriptive survey research design. The population for this study comprised of 6921 teachers has in all the secondary schools in Enugu state.

Sample and sampling techniques: the researcher randomly selected four hundred and seventy nine male secondary schools teachers and eight hundred and ninety female secondary school teachers from the six educational zones to constitute the sample for the study using stratified random sampling techniques. Altogether there were 1378 respondents.

Instrument for data collection: The instrument used for collection of data for this study was questionnaire. The questionnaire title Principal's Managerial Skills Questionnaire (PMSQ) was designed by the Researcher.

The instrument was validated using content validity while the reliability co-efficient of 0.76 was obtained through test-re-test method. Hence, t-test was used to test the earlier formulated research hypotheses at 0.05 level of significance while mean and standard deviation was used for data analysis.

## RESULTS

### Research Questions 1:-

To what extent does supervision skill influence teacher's performance in secondary schools in Enugu state.

**Table 1: mean ratings of respondents regarding the extent supervisions skills influence teachers performance.**

S/N	STATEMENT	X	SD	DECISION
1.	Teachers are always supervised in relation to the curriculum implementation	2.85	0.78	GE
2.	Instructional techniques used by teachers are supervised by school administrators	3.01	0.67	GE
3.	Co-curriculum activities are over seen by principals of the school or vice principals	2.96	0.75	GE
4.	Note of lessons are always scrutinized by principal or supervisors	3.04	0.61	GE
5.	Registers are properly supervised by principal to ensure update of the registers.	3.21	0.55	GE
6.	Supervisors check the scheme of work and dairy of teachers to ensure that they are inline.	3.07	0.66	GE
7.	Class room management of teachers is properly checked by school principals.	3.07	0.66	GE
8.	Instructional materials used by teachers are always checked by school principal or supervisors to ensure appropriate uses of instructional materials for a particular topic.	2.09	0.79	LE
	Cluster mean	2.95	0.73	GE

Data on table 1 shows that teachers rated great extent in all the items except item 8 which they rated low extent. The cluster mean of 2.95 implies that the extent supervision of instruction impacted on teachers' performance was perceived as great extent.

### Research Questions 2:-

To what extent does communication skill influence teacher’s performance in secondary schools in Enugu State?

**Table 2: mean ratings of respondents regarding the extent communication skills influence teacher’s performance.**

S/N	STATEMENT	X	SD	DECISION
9.	Your principal uses clear, simple, unambiguous and direct language communicating messages to teachers.	3.24	0.68	GE
10.	Principals permit others to express their opinions during staff meetings.	3.05	0.65	GE
11.	Principals makes use of facial expression in communicating to teachers.	3.11	0.69	GE
12.	Uses respectful tones of voices in communicating with teachers.	2.22	1.33	LE
13.	Principals encourages expressions of opinion, views and complaints from teachers	2.89	1.01	GE
14.	Principals discuss issues in detail when communicating to teachers.	3.01	0.75	GE
15.	Principal acts promptly and gives adequate attention to the ideas, opinion and grievances expressed by the teachers.	3.55	0.88	GE
16.	Principal goes straight to the point without beating about the bush	2.46	0.88	LE
	Cluster mean	2.94	0.90	

Data on table 2 shows that teachers rated great extent items on 9,10,11,13,14 and 15 while they rated low extent on items 12 and 16. The cluster mean of 2.94 implies that the extent communication impacted on teachers performance was perceived great extent.

### **HYPOTHESES**

**HO1:-** There is no significant difference between the mean ratings of male and female teachers in relation to how supervision skill influences teacher’s performance in secondary schools in Enugu state.

**Table 3: t-test of significant difference between the mean ratings of male and female teachers in relation to how supervision skill influences teachers performance.**

Group	N	X	SD	DF	t-Cal	t-critical	Decision
Male teachers	479	2.88	1.00	1379	1.67	1.86	Not rejected
Female teacher	899	3.01	1.78				

The result in table 3 shows that the calculated t-value (1.67) was less than the critical value (1.86). The null hypothesis was not rejected. Therefore, there is no significant difference between the mean ratings of male and female teachers in relation to how supervision skill influences teacher’s performance in secondary schools in Enugu state.

**HO2:-** There is no significant difference between the mean ratings of male and female teachers in relation to how communication skill influences teacher’s performance in secondary schools in Enugu state.

**Table 4: t-test of significant difference between the mean ratings of male and female teachers in relation to how communication skill influence teachers performance.**

Group	N	X	SD	DF	t-Cal	t-critical	Decision
Male teachers	479	2.77	1.03	1379	1.77	1.92	Not rejected
Female teacher	899	3.12	1.24				

The result in table 4 shows that the calculated t-value (1.77) was less than the critical value (1.92). The null hypothesis was not rejected. Therefore, no significant difference between the mean rating of male and female teachers in relation to how communication skill influence teachers performance in secondary schools in Enugu state.

**DISCUSSION OF FINDINGS**

The findings as show on table 1 indicated that the supervision of instruction as a principal managerial skill greatly influence teacher’s performance in secondary schools in Enugu state. This therefore means that there is a relationship between supervisory skill and teacher’s performance. This follows that supervision plays important role in the teacher’s effectiveness. This finding agree with Oyedeki (2008) who noted that of all the major functions of the school principals’ no one is greater than their functions as supervisors of instruction and curriculum planners. He also noted that supervising skills of the principals will help in rating teachers, help the teachers to use various measures of self-evaluation and to a large extent make the principal provide suitable enabling environment for teaching- learning activities. This finding is also in

agreement with the view of Ogunsaju and Ojulabi (2001), who opined that supervision brings about excellence and quality and it helps to give concrete and constructive advice and encourage teachers to improve in teaching and learning.

The findings also revealed that significant difference do not exist between the mean ratings of male and female teachers in relation to how supervision skill influence teachers performance in secondary schools in Enugu State.

The findings as show on table 2 revealed that there is great extent to which communication skill of principals influence teacher performance in secondary schools in Enugu state. By implication, there is positive and significant relationship between communication skill and teachers performance. This implies that for effectiveness in any organization schools inclusive, communication is very important. The findings agree with Morgan (2002), who noted that the most vital and fundamental element in the management process is based on working with people, which is done through some forms of communication. He furthered that the success of managerial depend to a large extent on the effective use of communication process.

The findings also revealed that there was no significant difference between the mean ratings of male and female teachers in relation to how communication skill influence teaches performance in secondary schools in Enugu State.

## **CONCLUSION**

The study has brought to explain that there was significant relationship between supervising skill and teacher's performance in the schools covered. This implies that effective supervision of the principals will lead to effectiveness of teachers. This study also established that there was significant relationship between organization skill and administrative effectiveness of principals. This implies that good organization will improve the administrative effectiveness of the principals.

The study reveals that there was significant relationship between communicating skill and teacher's performance. This also implies that when principals maintain cordial communication with the teachers and the students, it will enhance teacher's performance.

## **RECOMMENDATION**

Based on the findings and conclusion of the study, the following recommendations were proffered:



1. Principals must endeavour to keep a high level of professional spirit and good moral standard of the schools.
2. Principals of secondary schools should learn how to adopt their management styles to situations in order to sustain good working environment for teachers and other staff in their schools.
3. The principals should handle the responsibility of assigning all activities within the school, he is also expected to divide and group the work into individual job, define the relationship between them.
4. Regular supervision of teachers by supervisors and their principals should be carried out in order to develop their skills both curricular and co-curricular.
5. Management and school principals should be involved in seminars and workshops on issues of management in education in order to enhance their administrative effectiveness by acquiring new techniques (skills) for teacher's motivation and productivity.

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