



PRINCIPALS' MANAGERIAL ROLES AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOL IN EKITI STATE, NIGERIA

BY

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Abstract

The study investigated the relationship between principals' managerial role and teachers' job performance in Ekiti State Secondary Schools. The study examined the level of principals' managerial role and teachers' job performance. The study adopted a descriptive research design of the survey type. The population of the study consisted of all the 7,538 teachers and 203 principals in the public secondary schools in Ekiti State. The sample for this study consisted of 48 principals and 480 teachers selected from 48 public secondary schools using multistage sampling procedure. Two self-designed questionnaire tagged "Principal Managerial Roles Questionnaire (PMRQ)" and "Teachers' Job Performance Questionnaire (TJPQ)" were used to collect relevant data for the study. The face and content validity of the instruments were determined by experts in Educational Management. The reliability of the instrument was determined using the test retest method. A co-efficient value of 0.81 was obtained for PMRQ while 0.80 was obtained for TJPQ. The data collected were analysed using descriptive and inferential statistics. All the hypotheses were tested at 0.05 level of significance. The study revealed that the level of principals' managerial roles and teachers' job performance in secondary schools in Ekiti State was moderate. The findings further revealed that there was

significant relationship between principals' managerial role and teachers' job performance in public secondary schools in Ekiti State. Based on the findings of the study, it was recommended among others that leadership training programmes should be designed for principals, to enable them gain in-depth knowledge and understanding of human relations strategies. It was also recommended that workshops, seminars, and in-service training should be periodically organized for teachers to bring about improvement on teachers job performance in Ekiti State.

KEY WORDS: Principals, Managerial Roles, Teachers, Job Performance, Secondary Shools.

Introduction

Education is seen as the cornerstone of every development. It is a means by which the society ensures its stability. It is through the education system that young members of the society are taught the expected behaviour of the society. Through education, individuals acquire useable and socially acceptable vocational skills with which one can be productive, which ensures individual and group survival.

The society perceives education as a way of changing individual's life, provide good life, give better exposure, improve people's experience and receptiveness to new ideas, knowledge, concepts, value and custom. The school as a social institution transmits these to humanity so that things can be done in an orderly manner. Education is the bedrock of any nation. According to Leonardo (2004) quality education is the product of the struggle during the pedagogical interaction between the teacher and the student. Making quality education accessible to all children calls for re-examination of practice that exist within the

policy context, teacher training, curriculum development and implementation procedures, and teaching/learning process.

Teachers' job performance can be described as the duties performed by a teacher at a particular period in the school system in achieving organisational goals. Also, it could be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Nadeem, et al, 2011). According to Olatoye (2006), teachers' job performance can be inferred from the positive changes that occur in student performance after a period of instruction in a manner consistent with the goals of instruction. He found that evaluation based on a particular score or scores that do not span a long period may lead to a miscarriage of judgement in assessing teachers' job performance. Omoniyi (2005) corroborated the findings of Olatoye (2006) by observing that effective teaching and learning include those activities that bring about the most productive and beneficial learning experience for student and promotes their development as learners.

It appears that there was laxity among the teachers in preparing the necessary teaching documents, such as schemes of work, lesson plans and lesson notes. Moreover, it was also observed that more teachers were irregular in their places of work, supervision of school activities was equally inadequate and learners were insufficiently attended to, as most of these teachers felt demotivated.

There has been outcry in the recent past about the fall in teachers' productivity. It appears that the teachers are not putting in their best in the teaching learning process (Ekundayo, 2015). It seems however that many principals have not considered their behaviours as determinants of teachers' job performance in their schools.

A close look at what goes on in some of the secondary schools in Ekiti State will make one conclude that teacher may not perform as expected in most of the public schools as they do not have adequate facilities. It has also been observed by the researcher that in public secondary schools in the state, some teachers no longer give take-home assignment to students, students notes not marked and supervised, and corrections are no longer done to help students.

The principal, as the person at the helm of affairs in the secondary school occupies a unique position. He exercises influence on the improvement of education, he interprets policies, executes instructional programmes, sees to staff development and ensures adequate and proper management of the school. They are usually assisted by the vice- principals. Their administrative functions include planning, organizing, directing, controlling, coordinating, communicating, evaluating, ensuring good students' academic performance, discipline and supervision of staff and students among others. The role of the principals to

teachers, especially, the extent to which he demonstrates understanding of their peculiar problems is sure to affect their job performances.

Purpose of the Study

The study investigated the relationship between principals' managerial role and teachers' job performance in Ekiti state secondary schools.

Research Question

1. What is the level of principals' managerial roles in Ekiti State secondary schools?
2. What is the level of teachers' job performance in Ekiti State secondary schools?

Methodology

The descriptive research design of the survey type was adopted in this study. The population for the study consisted 203 principals and 7,538 teachers in all the public secondary schools in Ekiti State, Nigeria. The sample consisted of 48 principals and 480 teachers. The first stage involved the use of simple random sampling technique to select 12 local government areas out of 16 local government areas in Ekiti State. The second stage also involved simple random sampling technique to select 4 public secondary schools from each of the 12 local government areas. The third stage involved the use of simple random sampling

technique to select 10 teachers from each school while the principal of each school was purposively selected to evaluate the job performance of teachers selected in their schools. The data for the study were collected through the use of two sets of instruments. The first instrument is tagged “Principal Managerial Roles Questionnaire (PMRQ)” and the second instrument is tagged “Teachers Job Performance Questionnaire (TJPQ)”

The face and content validity procedure of the instruments were ensured by experts to ascertain the appropriateness and representation of contents in measuring what it suppose to measure. Test re-test method of reliability was used, the two sets of responses were correlated and analysed using Pearson Product Moment Correlation (PPMC) to determine the reliability of PMRQ and TJPQ and 0.81 and 0.80 coefficient was obtained which is high enough to make the instruments reliable and useful for the study. Descriptive and inferential statistical tools were used to analyzed the data collected. All the hypotheses were tested at 0.05 level of significance.

Results

Research Question 1: What is the level of principals’ managerial roles in Ekiti State secondary schools?

In analysing the question, respondents’ scores on principals’ managerial roles were used. Frequency counts, percentages, mean and standard deviation score

were used to illustrate the responses to items 1 – 25 in section B of Principals Managerial Roles Questionnaire (PMRQ). To determine the level of principals' managerial roles (low, moderate and high), the mean score and standard deviation of the responses were used.

The low level of principals' managerial roles was determined by subtracting the standard deviation from the mean score ($51.04 - 4.72 = 46.32$). The moderate level of principals' managerial roles was determined by the mean score (51.04) while the high level of principals' managerial roles was determined by adding the mean score and standard deviation ($51.04 + 4.72 = 55.76$). Therefore, low level of principals' managerial roles starts from 25.00 to 46.32, the moderate level starts from 46.33 to 55.75 and the high level of principals' managerial roles is from 55.76 to 100.00. The level of principals' managerial roles, in secondary schools is presented in Table 1 and Figure 1.

Table 1: Descriptive analysis showing level of principals' managerial roles

Levels of principals' managerial roles	Frequency	Percentage
Low (25.00 – 46.32)	193	40.2
Moderate (46.33 – 55.75)	259	54.0
High (55.76 – 100.00)	28	5.8
Total	480	100

Table 1 revealed the levels of principals' managerial roles, in secondary schools in Ekiti State. The result showed that out of 480 respondents (teachers),

193 representing 40.2percentof the respondents agreed that there was low level of principals' managerial roles. Those who agreed that principals' managerial roles is at moderate level were 259 representing 54.0percent of the respondents while only 28 representing 5.8 percent of the respondents agreed that principals' managerial roles is high. This showed that the level of principals' managerial roles in secondary schools was moderate. Figure 1 further revealed the level of principals' managerial roles.

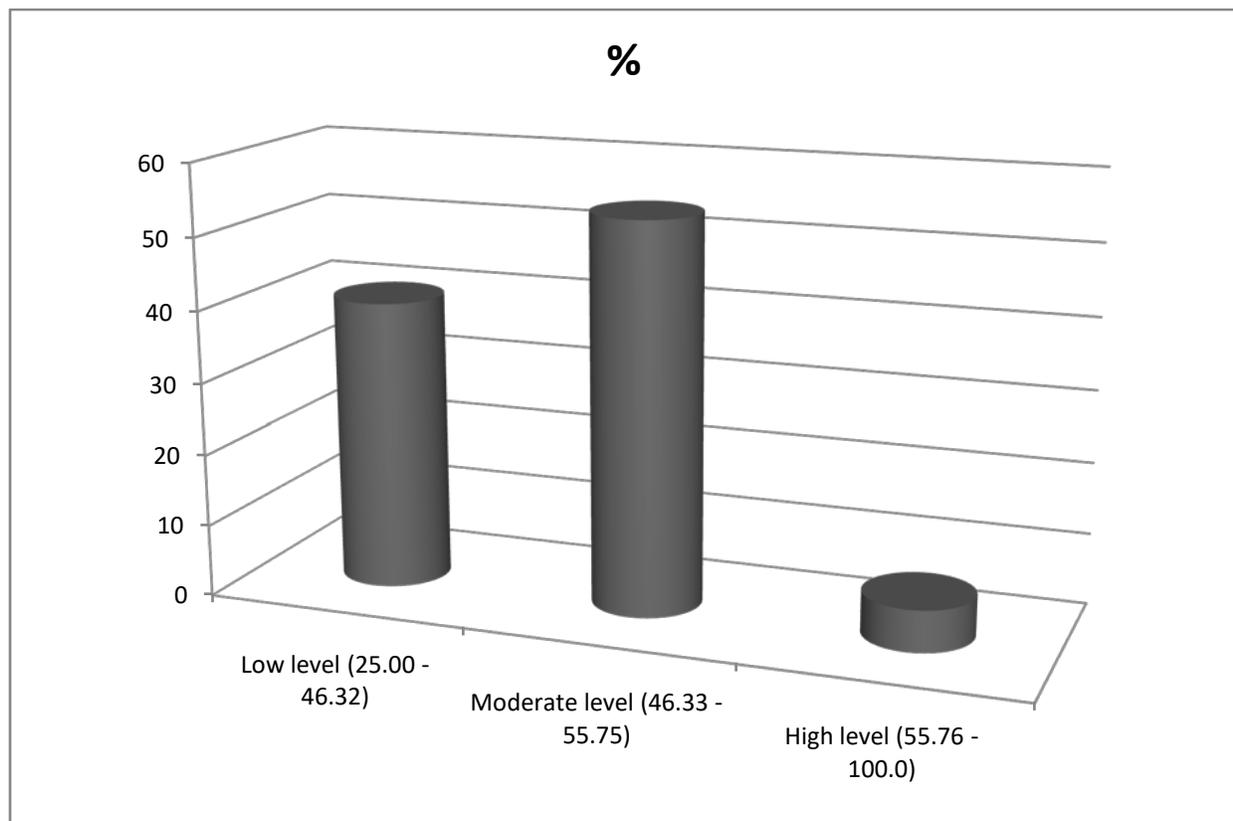


Figure 1: Level of principals' managerial roles

Question 2: What is the level of teachers’ job performance in Ekiti State secondary schools?

In analysing the question, respondents’ scores on teachers’ job performance were used. Frequency counts, percentages, mean and standard deviation scores were used to illustrate the responses to items 1 – 20 (5scales) in section B of Teachers’ Job Performance Questionnaire (TJPQ). To determine the level of teachers’ job performance (low, moderate and high), the mean score and standard deviation of the responses were used.

The low level of teachers’ job performance was determined by subtracting the standard deviation from the mean score ($63.96 - 4.27 = 59.69$). The moderate level of teachers’ job performance was determined by the mean score (63.96) while the high level of teachers’ job performance was determined by adding the mean score and standard deviation ($63.96 + 4.27 = 68.23$). Therefore, low level of teachers’ job performance starts from 20.00 to 59.69, the moderate level start from 59.70 to 68.22 and the high level of teachers’ job performance is from 68.23 – 100.00. The level of teachers’ job performance in secondary schools is presented in Table 2 and Figure 2.

Table 2: Descriptive analysis showing level of teachers’ job performance

Levels of teachers’ job performance	Frequency	Percentage
Low (20.00 – 59.69)	16	3.3
Moderate (59.70 – 68.22)	337	70.2

High (68.23 – 100.00)	127	26.5
Total	480	100

Table 2 revealed the levels of teachers’ job performance in secondary schools in Ekiti State. The result showed that out of 480 respondents assessed by 48 school principals, 16 representing 3.3percent had low level of job performance. Those who job performance is at moderate level were 337 representing 70.2 percent while 127 representing 26.5percent of the respondents had high level of job performance. This showed that the level of teachers’ job performance in secondary schools was moderate. Figure 2 further revealed the level of teachers’ job performance.

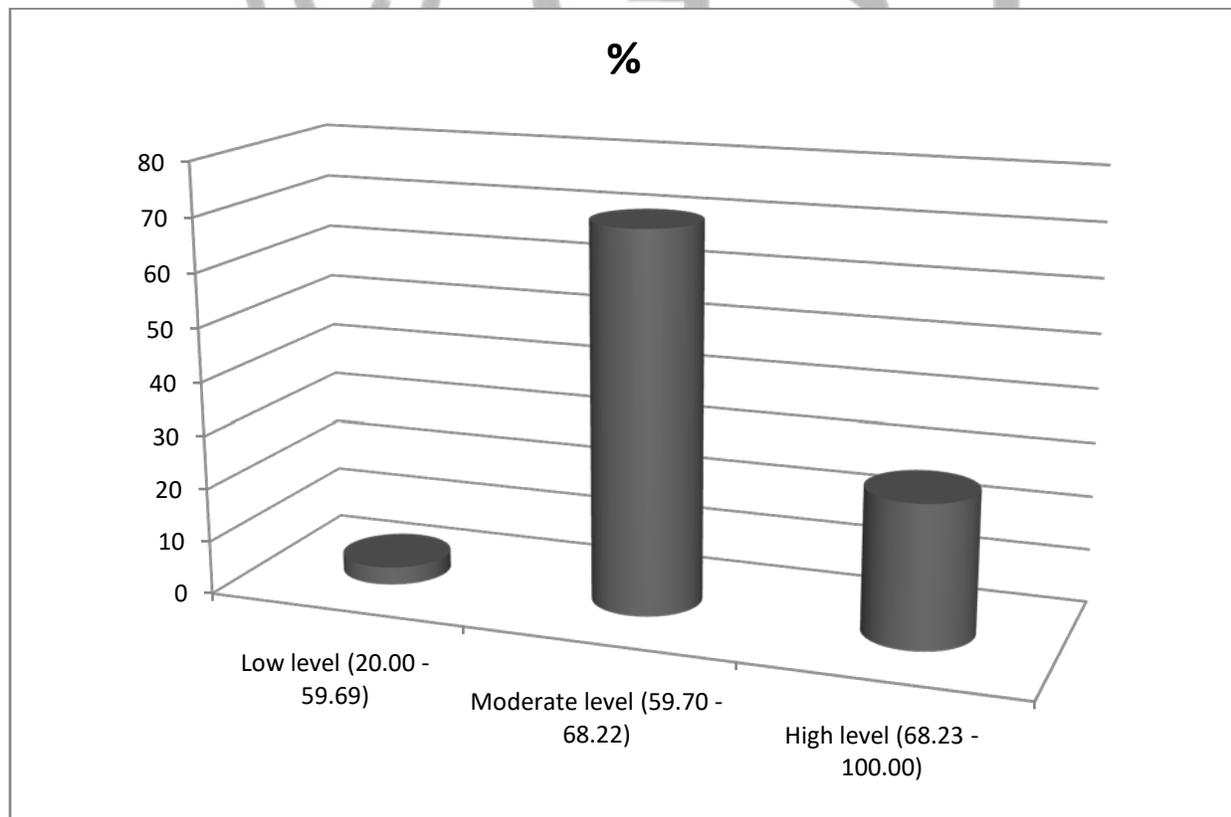


Figure 2: Level of teachers’ job performance

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between principals’ managerial roles and teachers’ job performance.

In testing this hypothesis, data on principals’ managerial role were collected from the responses of the respondents to items under Section B of PMRQ (item 1 – 25) in the questionnaire. Data on teachers’ job performance were collected from the responses of the respondents to items under Section B of TJPQ (item 1 – 20) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 3.

Table 3: Relationship between principals’ managerial roles and teachers’ job performance

Variables	No of Schools	Mean	Stand Dev	r-cal	r-tab	Remark
Principals’ Managerial Role	48	51.04	4.72	0.547*	0.273	Significant
Teachers’ Job Performance	48	63.96	4.27			

*P<0.05

Table 3 showed that r_{cal} (0.547) is greater than r_{table} (0.273) at 0.05 level of significance. Hence the null hypothesis is rejected. This implies that there is significant relationship between principals' managerial roles and teachers' job performance.

Discussion

The study revealed that the level of principals' managerial role in Ekiti State secondary schools was moderate. The probable reason why the level of principals' managerial role was moderate might be due to the competency of the school principals in performing their various managerial functions in secondary schools. The study also revealed that the level of teachers' job performance in Ekiti State secondary school was moderate. The probable reason for this finding might be because the school managerial roles were moderately carried out by school principals. The study revealed a significant relationship between principals' managerial roles and teachers' job performance. This seems to be in line and consistent with findings of Ekpoh and Eze (2013) who found out that teachers' job performance was above average if school principals are effective in performing their managerial duties.

Conclusion and Recommendation

Based on the findings of this study, it was concluded that principals' managerial roles and teachers' job performance in secondary school in Ekiti State were fairly good. Therefore, it was recommended that:

1. Secondary school principals' should endeavour to improve on their existing managerial roles and teachers job performance by making the school more conducive for better job performance.
2. Principals should commend teachers whose job performance has positively affected the tone of the school.

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