

## **Principals' Managerial Competencies and Teachers' Job Performance in Senior Secondary Schools in Nasarawa West Senatorial District, Nigeria**

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### **Abstract**

*The study investigated the relationship between Principal's Managerial Competencies and Teachers' Job Performance in Senior Secondary Schools in Nasarawa West Senatorial District, Nigeria. The study was guided by three research questions with corresponding hypotheses. The research design used for this study was cross-sectional survey research design. The total population of the study consisted of 2829 teachers. The sample size of the study consisted of 605 respondents drawn from 24 secondary schools in four selected inspectorate offices in Western Senatorial District. The instrument used for data collection was the 'Teachers' Questionnaire on the Influence of Principal's Managerial Competencies on Teachers' Job Performance (TQIPMCTJP)'. The instrument was duly validated and it yielded 0.77 as validity index. The instrument yielded the reliability index of 0.75. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's Product Moment Correlation was used to test all the hypotheses at 0.05 level of significance. The findings of the study indicated that there is a significant relationship between principals' communication skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District and there is a significant relationship between principals' supervisory skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District. The study recommended that principals of secondary schools in Nasarawa West Senatorial District of Nasarawa State need to be subjected to participate in compulsory training programmes to enable them acquire the necessary knowledge and skills needed for proper communication and interaction with teachers to enhance their effective job performance.*

**Keywords:** *Principals' Managerial Competencies, Teachers' Job Performance, Communication Skills, Supervisory Skills*

## Introduction

The success of an educational institution depends on the ability of the Chief Executive to manage such an institution efficiently. Stakeholders in education such as parents, community members and government are worried about the quality of secondary education received by the citizens due to the situations of the school system that is characterized by dilapidated infrastructures, ill-motivated teachers and inadequate funds. As a result, principals' managerial competence is inevitable to ensure that secondary schools are effectively managed towards the attainment of stated goals. Maicibi (2016) viewed management as an act of getting people together to enable them to accomplish desired goals and objectives. The planning, coordination and integration of human and material resources to achieve stated objectives in an organization is referred to as management. Management is the process of planning, organizing, leading, directing and controlling the efforts of members and the use of resources to achieve stated organizational goals. The effectiveness of teachers in managing the school system to achieve its targeted goals requires them to be competent.

Competency is the sum of the experiences, knowledge, skills, values and attitudes acquired for doing the work. It is the ability to perform adequately in one's field and it shows how effective and efficient we are in the performance of our duties. Competency is the level of awareness, understanding and perfection which an individual or a professional must achieve to be rated successful, effective and efficient. Relating to school organization, Houston specifically stated that competency is the tasks, skills, attitudes, values and appreciation that are deemed critical to the successful management and coordination of the school affairs (Osakwe, 2016). Muraina (2019) defined principals' managerial competency as the ability to plan, control, organize and direct the operations of an educational enterprise to achieve the target objective set for the educational system as a whole. Managerial competencies are the knowledge, skills and attitudes that can also be acquired through experience and training by managers who are professionals in their different fields of study. The acquired level of inspires principals to function in an organization efficiently. This could be done by demonstrating their abilities through efficient supervision of instruction in the classroom, and managing human and material resources to achieve the mission and vision of the school (Iyala, & Sani, 2022). Managerial competencies are the skills of the principals to effectively employ the various abilities in the management of human and material resources to achieve the stated goals in the school system. The managerial competencies of principals are aimed at enhancing effective teaching and learning. As a result, competent principals are expected to help teachers undertake their teaching responsibilities successfully (Obika, 2018).

Teachers' job performance constitutes the duties performed by teachers at a particular period in the school system in achieving school organizational goals. Teachers' job performance is determined by the teacher's level of participation and commitment in the day-to-day running of the school organization. Teachers' job performance is determined by the teachers' level of participation in the day-to-day academic activities of a school. Teachers perform different functions among them are communication and classroom management skills, student discipline and control, cooperation with other teachers and management staff, expert use of instructional materials, curriculum implementation, expert use of instructional materials, experimentation and clear illustration of concepts during lesson delivery (Mgbekem, 2022). Teachers' job performance and productivity are measured by relating teachers' behaviour with the duties and responsibilities

expected of them within the school system which are crucial to their actualization of secondary educational objectives. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Job performance is determined by the teachers' level of participation in the day-to-day activities of the school system. It is noted that employees behave differently in different situations. A principal can therefore encourage the effective performance of their teachers by identifying their needs and trying to satisfy or meet them (Eka, 2023).

The managerial competencies of principals are measured using several indices such as supervisory skills, communication skills, decision-making skills, personnel management, school facilities maintenance, planning skills, interpersonal relationships and financial management. However, this study will focus on assessing how principals' competencies in communication skills and supervisory skills influence teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District.

Principals are required to communicate their ideas and plans about the school programmes to teachers who are the beneficiaries of such programmes. Through an effective communication system in school, teachers would be able to express themselves to the principals about their job assignments, working conditions and concerns regarding their professional growth. Umoh (2023) ascertained that a two-way communication system is required for both principals and teachers to facilitate teachers' job effectiveness. Principals are to ensure effective two-way communication channels which allow feedback to and from the staff. Communication should be considered the basic necessity for any supervisory activity as it is the only way for school principals to prepare teachers to contribute towards ensuring that effective teaching takes place in the school system. Nurharani, Nur and Nur (2023) in their study found that poor principals' competencies in the areas of planning, communication and delegation prevent effective job performance by teachers. Furthermore, teachers' job performance could be enhanced through the supervisory skills of principals. Supervision is the systematic analysis of information during the implementation of a programme to ensure that employees follow the laid down principles, policies and procedures in executing a given task. A principal as an instructional administrator is responsible for maintaining and improving the quality of instructional programmes for the effective and efficient attainment of the set objectives of a school. Chandrasekar (2021) observed that supervision is a professional relationship that provides support and improves the teaching career of teachers. Thus, it is a vehicle that facilitates growth, maintenance of professional standards and quality services. Effective supervision requires well-trained personnel with knowledge, interpersonal skills and technical skills who are prepared to provide the necessary and appropriate guidance and support to the teaching staff. These personal attributes are essential for the principals' supervisory role to ensure direct assistance to teachers to enhance effective job performance among them. Umoh (2023) found that principals' supervisory skills do not influence teachers' professional development in Secondary Schools in Kitui West District, Kenya. Similarly, Michael, Anpe and Gambo (2015) conducted a study and concluded that effective supervision and pattern of communication influence positive school performance in Jos North Local Government of Plateau State, Nigeria. These goals of secondary education in public secondary schools in Nasarawa West Senatorial District seem not to be realizable due to obstacles that include the perceived poor performance of

principals in their managerial functions which invariably limit teachers' efforts in undertaking their teaching job successfully. It is the responsibility of competent principals to assign and prepare teaching schedules, management of staff and students issues, prompt decision-making, monitoring of students' behaviour, ensure that students get their terminal examinations without delay and minimize examination malpractices among students (Iyala, 2018). It was observed that the above functions are not being performed effectively, thus implying poor managerial competencies of principals. It is therefore difficult for teachers to perform their teaching responsibilities effectively in the face of the above incompetency of principals. Hence, this study investigated the relationship between principals' managerial competencies and teachers' job performance in public secondary schools in Nasarawa West Senatorial District.

### **Statement of the Problem**

The constant cases of absenteeism, persistent lateness to school, poor planning of lesson notes, irregularity in class, irregular and unauthorized movement from duty post and other forms of indiscipline constitute a threat to efficient job performance among teachers. Principals in public senior secondary schools in Nasarawa West Senatorial District seem not to attach much importance to classroom visitation of teachers which is one of their supervisory roles. Due to their irregularity in checking the classrooms' activities of teachers, many teachers do not use instructional materials to illustrate their lessons to ease the understanding of lessons by students. Some classes are poorly organized due to improper classroom management techniques adopted by teachers because the principals do not visit them to assess how they manage their classrooms. The numerous roles which hinder principals from performing their supervisory roles successfully also hinder effective job performances among teachers. Poor job performance among teachers may occur due to poor performance of supervisory functions by principals. The study was designed to assess the relationship between principals' managerial competencies and teachers' job performance in public secondary schools in Nasarawa West Senatorial District

### **Purpose of the Study**

The main objective of this study was to assess the relationship between managerial competencies and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District. The specific objectives of the study include the following:

1. To determine the relationship between principals' communication skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District.
2. To ascertain the relationship between principals' supervisory skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District.

### **Research Questions**

The following research questions guided the study:

1. What is the relationship between principals' communication skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District?
2. To what extent do principals' supervisory skills relate to teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

**Ho<sub>1</sub>.** There is no significant relationship between principals' communication skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District.

**Ho<sub>2</sub>.** Principals' supervisory skills do not have a significant relationship with teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District.

### Research Methodology

The study was guided by the cross-sectional survey research design. Cross-sectional survey research design is used to sample the views and opinions of a large population over a particular issue. The population of this study consisted of 2829 teachers obtained from all the 94 public senior secondary schools in the eight Area Inspectorate Offices in Nasarawa West Senatorial District. The sample size of this study consisted of 605 teachers drawn from 24 secondary schools in four selected inspectorate offices in the Western Education Zone. The researchers developed an instrument for data collection from the respondents. The instrument is called "Teachers' Questionnaire on the Influence of Principal's Managerial Competencies on Teachers' Job Performance (TQIPMCTJP)". The questionnaire contained 14 items constructed based on a 5-point Likert's rating scale given as follows: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) and Undecided (U). The validity index of the instrument was 0.77. The reliability coefficient index of the instrument was 0.75. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's Product Moment Correlation was employed to test the formulated null hypotheses at 0.05 level of significance.

### Analysis of Data and Results

**Research Question 1:** What is the relationship between principals' communication skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District?

**Table 1: Responses on Principals' Communication Skills and Teachers' Job Performance Using Mean and Standard Deviation**

S/N	ITEMS	SA	A	D	SD	U	Mean $\bar{x}$	Std. Dev. $\sigma$	Decision
1.	Teachers prepare adequately for their jobs as their responsibilities are always given to them in advance by the principal.	40	60	207	280	3	2.15	0.75	Disagreed
2.	Principal lack the basic interactive skills that are necessary to enhance teachers' job performance.	18	84	282	205	1	2.05	0.70	Disagreed
3.	Upward communication is discouraged by principals and this would reduce teachers' morale towards their job performance.	12	72	100	400	6	2.50	0.68	Disagreed
4.	Instructions on job performance are timely and correctly given to teachers by the principal.	50	43	300	200	0	2.10	0.80	Disagreed

5.	Teachers' jobs are well-scheduled based on timetables to enhance efficient job performance.	20	80	300	190	0	2.30	0.77	Disagreed
6.	Principal encourages self-expression, creativity and interaction among staff in the school.	55	45	350	138	2	2.75	0.72	Disagreed
7.	Principal explain the activities of the school to teachers in clear terms to enable them to work towards the attainment of the school goals.	36	27	65	462	0	2.80	0.85	Disagreed
<b>Cluster Mean</b>							<b>2.37</b>	<b>0.75</b>	<b>Disagreed</b>
<b>Scale Mean 3.00</b>									

Table 3 shows the mean and standard deviation on principals' communication skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District. The details of the analysis of research one revealed that item 1 has a mean value of 2.15 with a standard deviation of 0.75 item 2 has a mean value of 2.05 with a standard deviation of 0.70, item 3 has a mean value of 2.50 with a standard deviation of 0.68, item 4 has a mean value of 2.10 with standard deviation of 0.80, item 5 has a mean value of 2.30 with standard deviation of 0.77, item 6 has a mean value of 2.75 with standard deviation of 0.72 and item 7 has a mean value of 2.80 with standard deviation of 0.85. The analysis of research question one indicated that the cluster means value of 2.37 is below the scale mean of 3.00, it, therefore, means that there are poor principals' communication skills which induce low job performance by teachers in public senior secondary schools in Nasarawa West senatorial District.

**Research Question 2:** To what extent do principals' supervisory skills relate to teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District?

**Table 2: Responses on Principals' Supervisory Skills and Teachers' Job Performance Using Mean and Standard Deviation**

S/N	ITEMS	SA	A	D	SD	U	Mean $\bar{x}$	Std. Dev. $\sigma$	Decision
8.	Principal guides teachers towards effective job performance through supervision.	20	81	90	398	1	2.01	0.71	Disagreed
9.	The principal is very skilful in identifying teachers' weaknesses through their lessons.	50	51	308	181	0	2.52	0.79	Disagreed
10.	The politeness and coaching role of the principal during supervision would boost teachers' morale during supervision and enhance their job performance.	310	178	40	61	1	2.50	0.60	Agreed
11.	Principals visit teachers in classrooms regularly to observe their teaching methods and suggest ways of improvement.	80	21	98	389	2	2.00	0.61	Disagreed

12.	The principal monitors teachers' classroom management skills and coaches those with poor management skills.	5	95	70	420	0	2.02	0.58	Disagreed
13.	Teachers' lapses are easily identified by principals through regular supervision.	45	50	353	137	5	2.67	0.81	Disagreed
14.	Principals help teachers to learn new teaching skills at the end of supervision.	35	20	60	475	0	2.65	0.83	Disagreed
<b>Cluster Mean</b>							<b>2.33</b>	<b>0.70</b>	Disagreed

**Scale Mean 2.50**

Table 4 shows the mean and standard deviation of the responses on principals' supervisory skills teachers' teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District. The details of the analysis revealed that item 8 has a mean value of 2.01 with a standard deviation of 0.71, item 9 has a mean value of 2.52 with a standard deviation of 0.79, item 10 has a mean value of 2.50 with a standard deviation of 0.60, item 11 has the mean value of 2.00 with standard deviation of 0.61, item 12 has the mean value of 2.02 with standard deviation of 0.58, item 13 has the mean value of 2.00 with standard deviation of 0.61, item 13 has the mean value of 2.02 with standard deviation of 0.58. The analysis of research question 2 revealed that the cluster mean value of 2.33 is less than the scale mean of 3.00, the responses from the respondents showed that there are poor principals' supervisory skills with a corresponding negative influence on teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District.

### Testing of Hypotheses

The following hypotheses were tested using Pearson's product moment correlation at 0.05 level of significance.

**Hypothesis 1:** There is no significant relationship between principals' communication skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District.

**Table 3: Correlation Coefficient Analysis Showing the Relationship between Principals' Communication Skills and Teachers' Job Performance in Public Senior Secondary Schools in Nasarawa West Senatorial District**

S/N	Variable	$\bar{X}$	r-cal	r-tab	Level of Sig.	Decision
1.	Principals' communication skills	2.10				
2.	Teachers' Job Performance	2.05	0.68	0.078	0.05	Significant

Table 3 indicates the correlation coefficient of a significant relationship between principals' communication skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District. The analysis of the results showed that the r-calculated value

is 0.68 while the r-table value is 0.078 at a significant level of 0.05 and 588 as the degree of freedom. Since the calculated value of 0.68 is greater than the table value of 0.078, the null hypothesis was rejected which implies that there is a significant relationship between principals' communication skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District.

**Hypothesis 2:** Principals' supervisory skills do not have a significant relationship with teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District.

**Table 4: Correlation Coefficient Analysis Showing the Relationship between Principals' Supervisory Skills and Teachers' Job Performance in Public Senior Secondary Schools in Nasarawa West Senatorial District**

S/N	Variable	$\bar{X}$	r-cal	r-tab	Level of Sig.	Decision
<b>1. Supervisory Skills</b>						
2.	Teachers' Job Performance	2.10	0.70	0.078	0.05	Significant

Table 4 revealed the correlation coefficient of a significant relationship between principals' supervisory skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District. The analysis of the results showed that the r-calculated value is 0.70 while the r-table value is 0.078 at a significant level of 0.05 and 588 as the degree of freedom. Since the calculated value of 0.70 is higher than the table value of 0.078, the null hypothesis was rejected indicating that there is a significant relationship between principals' supervisory skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District.

### Summary of the Findings

1. The findings of the study indicated that there is a significant relationship between principals' communication skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District.
2. There is a significant relationship between principals' supervisory skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District.

### Discussion of Findings

The finding of hypothesis one indicated that there is a significant relationship between principals' communication skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District. The findings of the study agreed with Nurharani, Nur and Nur (2023) who concluded that poor principals' competencies in the areas of planning, communication and delegation prevent effective job performance by teachers. Principals are required to communicate their ideas and plans about their school programmes to teachers to enable them to undertake their job effectively. A two-way communication system is required for both principals and teachers to facilitate teachers' job effectiveness. Through an effective communication system



in school, teachers would be able to express themselves to the principals about their job assignments, working conditions and concerns regarding their professional growth. However, as revealed by this study, principals have low communication and interactive skills which prevent them from giving proper instructions concerning the nature of teachers' jobs at the right time. Such inappropriate communication among principals induces poor job performance among teachers in secondary schools in Nasarawa West Senatorial District. Communication is part of the principal's administrative skill to establish a sound information network that keeps teachers informed about the progress and challenges facing a school.

The findings of the study further showed that there is a significant relationship between principals' supervisory skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District. The finding disagreed with Umoh (2023) who found that principals' supervisory skills do not influence teachers' professional development in Secondary Schools in Kitui West District, Kenya. The study agreed with Michael, Anpe and Gambo (2015) who concluded that effective supervision and pattern of communication influence positive school performance in Jos North Local Government of Plateau State, Nigeria. Effective supervision requires well-trained personnel with knowledge, interpersonal skills and technical skills who is prepared to provide the necessary and appropriate guidance and support to the teaching staff. The role of a principal as a supervisor is to improve, encourage, coordinate and direct teachers towards personal and institutional goal attainment. Supervision of teachers by principals is a prerequisite for enhancing the professional standards in the teaching profession. As such, it is the responsibility of principals to assist teachers through supervision to identify and provide the way forward to challenges that hinder teachers' effective job performance.

### **Conclusion**

The study concluded that principals possess low communication and basic interactive skills that are necessary to enhance effective job performance in public senior secondary schools in Nasarawa West Senatorial District.

The study further concluded that supervision of instructional activities helps to improve the teaching and learning process in secondary schools but principals in West Senatorial District of Nasarawa State secondary schools are deficient in terms of supervisory skills, especially in the areas of visiting teachers in the classrooms during lessons to observe how they teach and suggest ways of improvement in the areas of their weak points.

### **Recommendations**

The following recommendations were made based on the findings of this study:

1. Principals of secondary schools in Nasarawa West Senatorial District of Nasarawa State need to be subjected to participate in compulsory training programmes to be organized by the various Area Inspectorate Offices to enable them to acquire the necessary knowledge and skills needed for proper communication and interaction with teachers to enhance their teaching efficiency.
2. The study also recommended that to facilitate effective job performance among teachers, all principals need to adhere strictly to the laid down techniques stipulated by the Nasarawa State Teachers' Service Commission for the supervision of teachers.

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