

# Managerial Roles of Principal and Teacher Job Performance in Ekiti State Secondary Schools

**AUTHOR(S):** IBIDAPO, Taiwo Oluwasola

## Abstract

The principal holds a unique position as the person in charge of education in secondary schools. In this role, the principal interprets policies, implements instructional programmes, oversees staff development, and ensures the school's adequate and proper management. The study investigated the relationship between managerial roles of principal and teacher job performance in Ekiti state secondary schools. This study made use of descriptive research of the survey type to carry out its research. The participants in this study included all 9,538 public secondary school teachers in Ekiti State as well as all 205 principals working in the state's public secondary schools. A multistage sampling procedure was used to choose the participants for the study, and the resulting sample included 40 principals and 400 instructors. In this investigation, we made use of two different instruments. Both the Managerial Roles of Principal Questionnaire (MRPQ) and the Teacher Job Performance Questionnaire (TJPQ) were questionnaires that the author had designed on their own. Experts in Education Management and experts in Test and Measurement analysed the instruments to assess both the face validity and the content validity of the instruments. The data was collected and analysed descriptively and inferentially at 0.05 level of significance. The findings revealed that there is significant relationship between motivational role and teacher job performance ( $r\text{-cal } 0.672, p=0.0000$ ), a significant relationship between communication role and teacher job performance ( $r\text{-cal } 0.519, p=0.000$ ), and also there was a significant relationship between supervision role and teacher job performance ( $r\text{-cal } 0.611, p=0.000$ ). In conclusion the managerial roles of principal like motivational role, communication role and supervision role have impact on teacher job performance. It was recommended

**IJARBAS**

Accepted 1 August 2023  
Published 5 August 2023  
DOI: 10.5281/zenodo.8217035



among others that principals should implement incentive programs or recognition systems to acknowledge outstanding performance, encourage two-way communication by seeking input from teachers on decision-making processes and involving them in relevant discussions.

**Keywords:** Managerial Roles, Motivation, Communication, Supervision, Teacher, Job Performance,



About Author

Author(s):

**IBIDAPO, Taiwo Oluwasola**

Department of Educational Management, Faculty of Education,  
Bamidele Olumilua University of Education, Science and Technology,  
Ikere-Ekiti, Nigeria.

[ibidapo.taiwo@bouesti.edu.ng.com](mailto:ibidapo.taiwo@bouesti.edu.ng.com)



## Introduction

Literacy, the acquisition of skills, technical advancement, and the capacity to harness the natural riches of the state are all abilities that may be gained via education, which is why it is regarded as the cornerstone of any development effort. Education may be defined as the nurturing of learning in a way that is smart, optimistic, and courteous (Fatoba et al., 2020). It is done with the belief that everyone should have the opportunity to partake in life. Education is one of the primary ways in which a civilization assures its continued existence. Young members of society are instructed in the appropriate behaviour that is required of them by the society through the medium of the education system. Individuals are able to gain employable and socially acceptable occupational skills via education, which enables them to be productive and assures the survival of both the individual and the society as a whole (Robinson et al., 2018).

The society views education as a means of improving an individual's life, providing a happy living, providing better exposure, improving people's experience, and improving their receptivity to new ideas, information, concepts, value, and custom. The transmission of these to mankind by the school in its capacity as a social institution makes it possible for things to be done in an orderly fashion. The foundation of each nation is its educational system. Because of this, the Federal Government of the Federal Republic of Nigeria has made a concerted effort to place a strong focus on education in order to ensure that the country is able to reap the advantages that education has the potential to offer to the process of national development. It has been determined that education is the sword with which any nation may combat poverty and ignorance while simultaneously winning prosperity in terms of economic buoyancy, political change, social progress, and civilization (Okolocha & Onyeneke 2013). This conclusion was reached in light of the major roles that education plays in the process of national development. As a result of this, the significance of making it more effective has risen to the top of the priority list in the thoughts of researchers who have good intentions. Primary education, secondary education, and postsecondary education are the three tiers of the education system that are available in Nigeria.

The principal holds a unique position as the person in charge of education in secondary schools. In this role, the principal interprets policies, implements instructional programmes, oversees staff development, and ensures the school's adequate and proper management (Okolie, 2014). They often have assistance from the vice principals of the school. Their administrative duties include, among other things, planning, organising, directing, managing, co-coordinating, communicating, assessing, and supervising both staff and students. Additionally, they are responsible for ensuring that students have high academic achievement.

It has been seen that the instructors did not prepare professional and essential teaching materials in a timely manner, such as schemes of work, lesson plans, and lesson notes. This laxity was found among the instructors. As a result of the majority of these instructors' lack of motivation, it was noted that a greater number of them were absent from their places of employment on a more frequent basis, that monitoring of school activities was equally weak, and that students received insufficient attention. In recent years, there has been a growing chorus of concern over the declining productivity of educators. According to Olofin and Olojo (2022), it would appear that the educators are not making their full contribution to the teaching and learning process. It would appear, however, that a significant number of

administrators have not explored the possibility that their actions may be a factor in how well teachers in their schools execute their jobs.

When one takes a closer look at the school and the activities that take place there, one is likely to come to the conclusion that teachers in the majority of public schools do not perform as well as expected because they do not have enough facilities. The researcher has also seen that certain teachers in the public secondary schools in the state no longer offer take-home assignments to students, that student notes are no longer graded and monitored, and that corrections are no longer done to aid students. This is something that has been noted by the researcher.

The position of the principal in relation to teachers, and in particular the amount to which he exhibits knowledge of the unique challenges that teachers face, is certain to have an effect on the teachers' overall levels of work performance (Okunamiri & Uba-Mbibi 2011). The degree of work performance achieved by teachers is directly proportional to the level of success displayed by school principals in their managing roles. The kinds of administrative duties that are played out in schools by principals include, among other things, motivation, communication, and supervision of students. The abilities and level of maturity of an organization's leadership are directly correlated to the organization's success or failure. In this sense, it is not an exaggeration to say that a leader is someone who goes ahead and acts as a guiding force, who offers direction and guidance to the labour and efforts of other people, and who possesses the power to lead and command others by instructing them.

It is essential for the general success of the school that the instructors do a good job in their positions. It is necessary for the principal to do everything he can to encourage instructors to do a good job on the job (Jung & Lee 2018). Interpersonal relations, a favourable environment, and a social climate should be given for staff motivation. In addition, the provision of physical amenities is essential in order to motivate instructors to perform their jobs effectively.

The researcher made the observation that many teachers in secondary schools in the state of Ekiti are not adequately encouraged in the school where they work. According to Leithwood et al., (2020), effective teaching, preparation of lesson notes, effective use of scheme of work, effective supervision, monitoring of students' work, and disciplinary ability are all variables of job performance that teachers should effectively uphold in the school system. This argument is supported by Leithwood et al's assertion. In this respect, the performance of the instructors might be measured by an annual report of his or her activities in terms of performance in teaching, lesson preparation, lesson mastery of subject matter, competence, teachers' commitment to work, and extra-curricular activities (Halinger & Heck 2020). Specifically, the performance in teaching, lesson preparation, lesson mastery of subject matter, and teachers' commitment to job and extra-curricular activities could be evaluated.

According to Goldring et al., (2019) research, a teacher with high validity might be produced through job motivation. According to them, people who have a high success motivation tend to be more mindful in the task that they do. There are many different motivating factors that might assist teachers to be more devoted to their responsibilities. Some of these factors include excellent management behaviour and incentives such as salary increases, promotion on the job, recognition, rewards, engagement in decision making, and other similar things.

It would appear that instructional supervisors have failed in their mission to instill in teachers the desirable skills and attitudes that are necessary for effective functioning in the classroom because the rate of absenteeism, the ineffective utilisation of instructional

resources, and the ineffective management of classrooms all appear to be on the rise (Odediji & Olofin 2023). It is possible to think of supervision as the process of assisting, directing, advising, and encouraging the professional development of instructors in order to enhance the standard of instruction. According to Louis et al., (2010), who holds this point of view, supervision is the process of ensuring that instructors carry out their instructional obligations in an effective and efficient manner.

Some of the principals at the secondary schools in Ekiti State barely speak or share their views and sentiments with the teachers, and their attitude and approach are not always encouraging. It would appear that some of the secondary schools in the state have poor communication that is not effective. Accordingly, communication is of crucial significance for both the organisation and the human as a social creature. Its benefits and drawbacks are inseparable components of everyday life, and it plays a significant part in the actions that are carried out with the intention of achieving organisational goals (Marks & Printy, 2013).

Instructors have a direct impact on the academic performance of their students, and the leadership of their schools has an impact on the instructors as well. It has also been demonstrated via empirical research that schools that are successful in improving students' academic performance are headed by headmasters who make significant and measurable contributions to the effectiveness of instructors and in the academic performance of students who are under their supervision (Hallinger and Hack, 1998).

According to Bassesey and Bassesey (2008), teachers' work performance in particular provides a platform from which we may explain teachers' conduct; for this reason, it should be a key emphasis on education research. Therefore, the purpose of this study is to investigate the administrative responsibilities played by principals and the level of work performance achieved by teachers in secondary schools located in the state of Ekiti.

The study investigated the relationship between managerial roles of principal and teacher job performance in Ekiti state secondary schools. The study specifically examined the relationship between managerial roles of principal such as motivational role, communication role, and supervision role and teacher job performance.

### Research Hypotheses

The following research hypotheses guided the study:

1. There is no significant relationship between motivational role and teacher job performance.
2. There is no significant relationship between communication role and teacher job performance.
3. There is no significant relationship between supervision role and teachers' job performance.

### Methodology

This study made use of descriptive research of the survey type to carry out its research. The participants in this study included all 9,538 public secondary school teachers in Ekiti State as well as all 205 principals working in the state's public secondary schools. A multistage sampling procedure was used to choose the participants for the study, and the resulting sample included 40 principals and 400 instructors. In this investigation, we made use of two different instruments. Both the Managerial Roles of Principal Questionnaire (MRPQ) and the Teacher Job Performance Questionnaire (TJPQ) were questionnaires that the author had designed on their own.

Teachers were given the first instrument, which was given the name Managerial responsibilities of Principal Questionnaire (MRPQ), in order to evaluate the numerous responsibilities that their principals play in their schools. The second instrument, known as the Teacher Job Performance Questionnaire (TJPQ), was given to the school principals in order to conduct an evaluation of the performance of the teachers in their jobs. The MRPQ was split in half, thus there were two parts to it. In Section A, we asked for responder biographical information, and in Section B, we asked for information on the principals' various management responsibilities using a set of 12 questions. The following response options were utilised on the Likert scale of preference: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The second instrument, known as the TJPQ, was divided into two halves. The respondents' biographical information was also requested in Section A, while Section B comprised 15 questions about the instructors' overall work performance. The following examples illustrate the usage of the Likert 4 preference scale: Excellent (4), Good (3), Fair (2), Poor (1).

Experts in Education Management and experts in Test and Measurement analysed the instruments to assess both the face validity and the content validity of the instruments. It was claimed that the instruments were concerned with the subject matter that they purport to measure, and that they had facial connection to the topic. Both the Managerial Roles of Principal Questionnaire (MRPQ) and the Teacher Job Performance Questionnaire (TJPQ) yielded correlation coefficients that indicated the instruments were trustworthy and consistent for the study. The Managerial Roles of Principal Questionnaire (MRPQ) yielded a correlation coefficient of 0.81, while the TJPQ yielded a correlation coefficient of 0.76.

The researcher gave the instruments that were going to be utilised for the study to the people who were participating in the study. The replies that were gathered were compiled and analysed with the use of descriptive statistics, while the hypotheses that were proposed were put through inferential statistical testing using Pearson Product Moment Correlation at a significance level of 0.05.

## Results

**Hypothesis 1:** There is no significant relationship between motivational role and teacher job performance.

**Table 1: Correlation between motivation role and teacher job performance**

| Variables               | N   | Mean  | Stand Dev | r-cal  | P     |
|-------------------------|-----|-------|-----------|--------|-------|
| Motivational Role       | 400 | 10.06 | 2.21      | 0.672* | 0.000 |
| Teacher Job Performance | 400 | 45.96 | 3.17      |        |       |

\*P<0.05

Table 1 showed r-cal (0.672) is significant because  $p < 0.05$ . The null hypothesis is rejected. This implies that there is significant relationship between motivational role and teacher job performance.

**Hypothesis 2:** There is no significant relationship between communication role and teacher job performance.

**Table 2: Correlation between communication role and teacher job performance**

| Variables               | N   | Mean  | Stand Dev | r-cal  | P     |
|-------------------------|-----|-------|-----------|--------|-------|
| Communication Role      | 400 | 12.71 | 2.11      | 0.519* | 0.000 |
| Teacher Job Performance | 400 | 45.96 | 3.17      |        |       |

\*P<0.05

Table 2 showed r-cal (0.519) is significant because  $p < 0.05$ . The null hypothesis is rejected. This implies that there is significant relationship between communication role and teacher job performance.

**Hypothesis 3:** There is no significant relationship between supervision role and teacher job performance.

**Table 3: Correlation between supervision role and teacher job performance**

| Variables               | N   | Mean  | Stand Dev | r-cal  | P     |
|-------------------------|-----|-------|-----------|--------|-------|
| Supervision Role        | 400 | 11.11 | 2.38      | 0.611* | 0.000 |
| Teacher Job Performance | 400 | 45.96 | 3.17      |        |       |

\* $P < 0.05$

Table 3 showed r-cal (0.611) is significant because  $p < 0.05$ . The null hypothesis is rejected. This implies that there is significant relationship between supervision role and teacher job performance.

### Discussion

According to the findings, there is a substantial connection between the motivating role that teachers play in their classrooms and the work performance of such teachers. It is possible that the explanation for this discovery is related to the fact that when instructors feel motivated, they are more likely to enhance their performance on the job. According to Bassey and Bassey (2008), motivation may be defined as the drives, wants, and need forces that motivate individuals towards the attainment of their objectives. As a result, motivation causes and heightens an individual's awareness of the need to perform. This conclusion is in agreement with the findings of Fatoba et al., (2020), Gaziel (2015), and Halinger and Heck (2020), who all discovered that there is a substantial link between the motivation of teachers by principals and the level of work performance that instructors achieve. The conclusion of this study is that the motivation of teachers by principals is essential in order to ensure great job performance by instructors.

Furthermore, it was shown that there is a considerable association between the communication function a teacher plays and the work performance they achieve. It has been known for some time that communication is critical to the success of any organisation. In almost every organisation, communication is required in the lead-up to almost every action that is made. The manner in which a communication is sent may have a significant impact on how an employee responds to it, as well as the extent to which they comprehend and support the decisions and actions of management. This data lends credence to the assertion made by Odediji and Olofin (2023), who arrived at the conclusion that there was a strong association between the communication style of principals and the work performance of instructors. The conclusion of this study is that if there is an adequate flow of communication between the principal of the school and the teachers, the work performance of instructors will improve.

The findings of the study also showed that there is a substantial association between the supervision role and the work performance of teachers. The researcher is of the opinion that in order for instructors to have success in their classrooms, they require enough supervision. This conclusion is consistent with the research that was conducted by Gaziel (2015) and Jung and Lee (2018), both of which found that there is a substantial association that exists between principals' supervisory tactics in terms of classroom visitation and workshop approaches and the job performance of teachers. This finding has been supported by Okolie (2014). According to the data, it was determined that the work performance of teachers



would be improved if principals adequately supervised them using a variety of different supervisory strategies. This conclusion was based on the findings. The conclusion, however, ran counter to what was presented by Olofin and Olojo (2022), who and others showed that there was no correlation between instructional supervision and the performance of instructors. He went on to say that there were more aspects that contributed to the success of teachers, some of which were the motivation of instructors, the contentment of teachers in their jobs, and a comfortable working environment.

### **Conclusion**

It was concluded that managerial roles of principal like motivational role, communication role and supervision role have impact on teacher job performance.

### **Recommendations**

Based on the conclusion that managerial roles of principals, such as the motivational role, communication role, and supervision role, have an impact on teacher job performance, here are some recommendations to enhance these managerial roles:

Motivational Role: Principals should

1. Recognize and appreciate teachers' efforts and achievements regularly to boost their motivation.
2. Provide opportunities for professional growth and development, such as workshops, training programs, or conferences.
3. Foster a positive and supportive work environment that encourages collaboration, innovation, and creativity.
4. Establish clear performance goals and expectations for teachers and provide constructive feedback to help them improve and stay motivated.
5. Implement incentive programs or recognition systems to acknowledge outstanding performance.

Communication Role: Principals should

1. Promote open and transparent communication channels between principals and teachers. Encourage regular meetings, both individually and in groups, to discuss concerns, share information, and exchange ideas.
2. Actively listen to teachers' opinions, ideas, and feedback. Show empathy and understanding when addressing their concerns.
3. Provide timely and clear communication regarding changes, policies, and procedures. Ensure that information flows efficiently throughout the school.
4. Encourage two-way communication by seeking input from teachers on decision-making processes and involving them in relevant discussions.
5. Use various communication platforms, such as email, staff newsletters, bulletin boards, or digital platforms, to facilitate effective communication.

Supervision Role: Principals should

1. Conduct regular classroom observations to provide constructive feedback on teaching practices and offer support for professional growth.
2. Offer mentoring or coaching programs where experienced teachers or instructional leaders provide guidance and support to improve teaching effectiveness.
3. Provide opportunities for collaborative lesson planning and curriculum development to ensure alignment with educational goals and standards.
4. Implement a system for continuous performance evaluation and goal-setting that focuses on both individual and collective improvement.

5. Offer professional development opportunities specifically tailored to address areas of improvement identified through supervision.

### References

- Bassey, S. U. & Bassey, U. U. (2008). Perceived resource availability and job performance among teachers in Akwa-Ibom and Cross River States of Nigeria. *Journal of Education and Society*, 6(1), 1-8.
- Butter, K. (2012). *Motivation and Personality*. New York, Paper Raw. Benin City. Monose Amalgamates.
- Fatoba, J.O, Akinnodi, O.D, Adeleye, A.M and Olofin, S.O. (2020). Teachers' Teaching Experience and Secondary School Students' Performance in Science Subjects in Ondo State, Nigeria. *International Journal of Academic Research in Business, Arts and Science*, 2(6), 35 – 43. DOI: 10.5281/zenodo.3928822
- Gaziel, H. (2015). Teachers' empowerment and commitment at school-based and non-school-based sites. In J. Zajda & D. T. Gamage (Eds.), *Decentralisation, school-based management, and quality* (pp. 216-229). New York: Springer. [http://dx.doi.org/10.1007/978-90-481-2703-0\\_12](http://dx.doi.org/10.1007/978-90-481-2703-0_12)
- Goldring, E. B., Porter, A. C., Murphy, J., Elliott, S. N., & Cravens, X. C. (2019). Assessing learning-centered leadership: Connections to research, professional standards, and current practices. *Leadership and Policy in Schools*, 8(1), 1-36.
- Hallinger, P., & Heck, R. H. (2020). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management*, 30(2), 95-110.
- Jung, S., & Lee, J. (2018). Principal's transformational leadership and teacher commitment to change: The mediating role of teacher empowerment. *Asia Pacific Journal of Education*, 38(3), 356-371.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). Investigating the links to improved student learning: Final report of research findings. University of Minnesota, Center for Applied Research and Educational Improvement.
- Marks, H. M., & Printy, S. M. (2013). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.
- Odediji, K.M. & Olofin, S.O. (2023). Security Challenges and Secondary School Teachers' Effectiveness in Osun State, Nigeria. *International Journal of Academic Research in Business, Arts and Sciences*, 5(1), 1 – 11. DOI: <https://doi.org/10.5281/zenodo.7644490>
- Okolie, U.C. (2014). Management of school administration in secondary schools in Nigeria: An analytical study. *Malaysian Online Journal of Education*, 2(1), 20-36.
- Okolocha, C.C. & Onyeneke, E.N. (2013). Secondary school principals' perception of teachers' teaching effectiveness in Anambra State, Nigeria. *Journal of Education and Practice*, 4 (2), 171-182.
- Okunamiri, P.O. and Uba-Mbibi, F. O. (2011). Perceived Influence of Job Satisfaction on Teachers in Secondary Schools in Umuahia Education Zone of Abia State. *Current Issues in Nigeria Education*. A book of reading. Whytem publishers Nigeria.
- Olofin, S.O. and Olojo, O.J. (2022). Effect of Brain-based Strategy on Senior Secondary School Students' Performance in Mathematics in Ekiti State. *International Journal of*

*Education, Learning and Development*, 10(2), 1 - 15. DOI: doi.org/10.37745/ijeld.13/vol10no2pp.1-15

Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2018). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674.

**Cite this article:**

Author(s), IBIDAPO, Taiwo Oluwasola, (2023). "Managerial Roles of Principal and Teacher Job Performance in Ekiti State Secondary Schools". **Name of the Journal:** International Journal of Academic Research in Business, Arts and Science, (IJARBAS.COM), P, 1-11 , DOI: [www.doi.org/10.5281/zenodo.8217035](http://www.doi.org/10.5281/zenodo.8217035) , Issue: 8, Vol.: 5, Article: 1, Month: August, Year: 2023. Retrieved from <https://www.ijarbas.com/all-issues/>

**Published by**



AND

ThoughtWares Consulting & Multi Services International ([TWCMSI](http://TWCMSI))

