



SOKOTO

INTERNATIONAL JOURNAL
OF COUNSELLING PSYCHOLOGY

VOLUME 3
JANUARY 2015

SOKOTO INTERNATIONAL JOURNAL OF COUNSELLING PSYCHOLOGY

ISSN: 2384-5120

Volume 3 (1)

January, 2015

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Faculty of Education and Extension Services,
Usmanu Danfodiyo University,
Sokoto, Nigeria

Typeset by: Abubakar (Chika) Muhammad
Management Information System,
Usmanu Danfodiyo University,
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Sokoto – Nigeria
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Printed and Published by: Nasara Press Ltd,
AJ 26 Zaria Road West,
P. O. Box 473,
Kaduna – Nigeria,
GSM: 08037008338 Or 08054515878
Fax: 062246861

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EDITORIAL NOTE

This is volume 3 (1) of the Sokoto International Journal of Counselling Psychology – a biannual publication of the Department of Educational Foundations, Usmanu Danfodiyo University Sokoto. This volume has twenty four (24) articles from distinguished scholars across the country.

To keep abreast with the changing world and competence in our profession, we need to write and publish our researches and theoretical position papers. The Sokoto International Journal of Counselling Psychology is an avenue for disseminating such knowledge. Our review of quality papers will be fair, open and efficient. The Editorial Board promised to assess promptly and publish quality research findings and position papers in all areas of education. Volume 3 (1) of this journal will go to press as soon as this volume is out.

Please encourage your colleagues to send articles for Vol. 3 (2). To those whose articles appeared in this edition, I say congratulations. Please do not relent in your effort to write and publish. In the academics, as you know, “it is publish or perish”.

Thanks.

Prof. ABDULGANIYU AYODELE SALAWU_(Mcasson, Mnisep, Mnae, CCN, LPCN)
Editor – in – Chief

Sokoto International Journal of Counselling Psychology (January, 2015)

**RELATIONSHIP BETWEEN PRINCIPALS' MANAGERIAL BEHAVIOUR AND
TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY
SCHOOLS IN KWARA STATE, NIGERIA: IMPLICATIONS FOR
COUNSELLING PSYCHOLOGY**

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Abstract

This study investigated the relationship between principals' managerial behaviour and teachers' job performance in public senior secondary schools in Kwara State. The study population comprised of all the 279 principals in public senior secondary schools in the state. Out of this population, a sample of 159 principals in public senior secondary schools was taken and selected through random sampling technique. Out of 6,715 teachers in the schools, a sample of 361 teachers was selected through stratified random sampling techniques. Two instruments were used to collect data for the study. These were the Principal Managerial Behaviour Questionnaire (PMBQ) and Teachers' Job Performance Questionnaire (TJPQ). The data collected were analysed using Pearson Product Moment Correlation Co-efficient. All hypotheses were tested at 0.05 level of significance. It was found that there was a significant relationship between principals' ways of motivation, supervision and teachers' job performance. It was recommended that school principals should continue to motivate teachers in order to enhance their performance and also continue to use different methods of supervision as appropriate to improve teachers' job performance.

Introduction

The behavior of leaders has been identified as one of the major factors influencing the productivity of subordinates in any organization in which the school is not an exemption

(Ogungbemi, 2011). The position of principal is very important in the organization of secondary school system. The country's education goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society (FGN, 2013). Towards this end, the National Policy on Education set up certain aims and objectives, which were to facilitate educational development in the country. In fostering these aims and objectives, this school principal has important roles to play. Among these roles include providing effective managerial behavior in secondary schools, thereby enhancing better job performance among teachers. How effective the principal is performing these roles has been a matter of concern to many educationists (Aghanta, 2001).

The quality of educational process and its products are unquestionably influenced by teachers' job performance (Ogungbemi, 2011). The entire edifice of education is shaky if the performance of teachers is weak and ineffective. There are many factors which contribute to a teachers' performance. Ideal teacher has to teach effectively in the class, manage class discipline, disruptive students, motivate students. He has to be regular and punctual, have good interaction with his students, their parents and his colleagues, because his interpersonal skills also determine his job performance directly or indirectly (Ijaiya, 2000).

Principal managerial behaviour implies the manner in which the principal of a school behaves towards teachers in the school environment. Ibukun (1997) argued that the main task of the principal is to create a conducive atmosphere for the teachers to be able to achieve desired changes in students. Supporting this argument, Ijaiya (2000) remarked that teachers in Nigeria express a desire for more participation in decision making. The way principal relates and move with his or her staff could contribute immensely to their effectiveness or otherwise. Specifically, principal managerial behaviour in this paper means principal ways of motivating teachers and methods of supervision.

Teachers' job could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). However, Meindl (1995) argued that job performance is determined by the worker's level of participation in the day to day running of the organization. It is noted that employee behave differently under different situations. Principals can therefore, encourage effective performance of their teachers by identifying their needs and trying to satisfy or meet them. Supporting this argument, Adepoju (1996) asserted that variable of job

(Adeyemi, 2006). The controversy was centered on whether or not the managerial behaviour of principals influence the level of job performance among teachers. The focus of this study therefore was to determine the relationship between principals' managerial behaviour and teachers' job performance in public senior secondary schools in Kwara State, Nigeria. The study also seeks to bring to light the implication to counseling psychology.

Objectives of the Study

The objectives of this study are to find out:

- i. The relationship between principals' way of motivating teachers and teachers' job performance in public senior secondary schools in Kwara State.
- ii. The relationship between principals' methods of supervision and teachers' job performance in public senior secondary schools in Kwara State.

Research Questions

In addressing the problem as above, the following research questions were raised:

- i. What is the relationship between principals' way of motivating teachers and teachers' job performance in public senior secondary schools in Kwara State?
- ii. What is the extent of the relationship between principals' methods of supervision and teachers' job performance in public senior secondary schools in Kwara State?

Research Hypotheses

The following hypotheses were formulated and answered:

- i. There is no significant relationship between principals' way of motivating teachers and teachers' job performance in public senior secondary schools in Kwara State.
 - ii. There is no significant relationship between principals' methods of supervision and teachers' job performance in public senior secondary schools in Kwara State.
-

Research Methodology

This study adopted a correlational research design. The design is meant to find whether relationship exist between the two variables and the degree of the relationship. This study population comprised all the 279 principals and 6,715 teachers in public senior secondary schools in Kwara State, Nigeria. A sample of 159 principals and 361 teachers were selected by the use of Krejcie and Morgan (1971) table for determining sample size from a given population.

Stratified random sampling technique was used to select 159 schools. This is to ensure that all categories of public senior secondary schools were being selected. All the principals in the selected school were deliberately taken due to their small number. Simple random sampling technique was used to select teachers from the individual schools. This was to ensure all teachers were given an equal chance of being selected.

Two instruments were used for data collection, a self constructed questionnaire titled Principals' Managerial Behaviour Questionnaire (PMBQ) and Teachers Job Performance Questionnaire. The Principals' Managerial Behaviour Questionnaire (PMBQ) was used to collect data for the study. The PMBQ was in two sections: section A contains personal information of the teachers. Section B was used to elicit information concerning principals' managerial behaviour. The Teachers' Job Performance Questionnaire (TJPQ) was used to elicit information concerning teachers in terms of mastery of subject matter, lesson note preparation, effective teaching, class control among others. The instruments were validated by the experts in the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. The experts looked thoroughly into the adequacy of the structure, quality, volume and content of the instruments and whether they measures what they are supposed to measure or not. The reliability was determined with the use of Cronbach's Alpha to obtain full reliability indexes of 0.83 and 0.81 respectively. The instruments were administered by the researcher with the help of research assistants to the teachers and principals of the sampled public senior secondary schools. This method facilitated on the spot collecting of the completed instrument and hundred percent retrieval. The data collected were analyzed using Pearson Product Moment Correlation Coefficient.

Data Analysis and Results

This study provides a descriptive analysis of extents of principals' managerial behavior and teachers' job performance. Simple frequencies and percentages were used in the description.

Table 1 below presents the percentage and frequency response of teachers who responded to the research questionnaire on principals' ways of motivating teachers in public senior secondary schools in Kwara State.

Table 1: Extent of Principals' Ways of Motivating Teachers in Public Senior Secondary Schools in Kwara State

S/N	Principals' Ways of Motivating Teachers	Agreed		Disagreed	
		Freq.	%	Freq	%
	Principal gives verbal prizes to teachers	335	93	26	7
	Principal gives written commendation to teachers	329	91	32	9
	Principal encourages teachers to go for in service training	319	88	42	12
	Principal caters for the welfare of teachers	340	94	21	6
	Principal helps teachers morally and financially	228	71	103	29
	Total	1,581	87	316	13
	Average	224	87	45	13

Table 1 revealed that 93% of the teachers responded positively, that principals gave verbal prizes to teachers who were performing properly. Item two showed that 91% of participants agreed that Principals gave written commendation to teachers who work effectively. Item three indicated that 88% of the participants agreed with the view that principals encouraged teachers to go for in-services training to update their knowledge and skills. Item four indicated that 94% agreed that principals catered for the welfare of teachers. Item five indicated that 71% of participants agreed that principals helped teachers, morally and materially in terms of needs. In summary, 87% of participants agreed that principals use various ways of motivating teachers in public senior secondary schools in Kwara State.

Table 2 below presents the percentage and frequency response of teachers who responded to the research questionnaire on principals' methods of supervision in public senior secondary schools in Kwara State.

Table 2: Extent of Principals' Methods of Supervision in Public Senior Secondary Schools in Kwara State

S/N	Principals' Methods of Supervision	Agreed		Disagreed	
		Freq.	%	Freq.	%
	Principals' inspection is based on encouragement.	214	59	147	41
	Principals' inspection is flexible.	211	58	150	42
	Principal method of supervision is democratic	304	84	57	16
	Principal acts as a guide during supervision	317	88	44	12
	Principal initiates current teaching methods	316	88	45	12
	Total	1,362	75	443	25
	Average	272	75	89	25

Item one in table 2 showed that 59% agreed that principals' inspection was based on encouragement. Item two in table 2 showed that 58% agreed with that view that principals' inspection was flexible. Item three showed that 84% of participants agreed with the view that principals used method of supervision which is democratic in nature. Item four indicated that 88% of participants agreed with the item description that principals acted as a guide during supervision. Also, 88% of participants agreed with the view that principals initiated current practices during supervision. In summary, 75% agreed that principals use different methods of supervision in public senior secondary schools in Kwara State.

Table 3 below presents the percentage and frequency response of principals who responded to the research questionnaire on teachers' job performance in public senior secondary schools in Kwara State.

Table 3: Extent of Teachers' Job Performance in Public Senior Secondary Schools in Kwara State

S/N	Teachers' Job Performance	Agreed		Disagreed	
		Freq.	%	Freq.	%
	Teachers write their lesson plan daily	139	87	20	13
	Teachers make use of variety of instructional materials	126	79	333	21
	Teachers reinforce pupil's responses	140	88	19	12
	Teacher has effective class control	135	85	24	15
	Teachers use appropriate method during lesson	142	89	17	11
	Total	682	86	173	14
	Average	136	86	12	14

Item one in table 3 showed that 87% agreed that teachers wrote lesson plan daily for the improvement of their job performance. Item two showed that 79% of participants agreed that teachers made use of variety of instructional materials to improve their job performance. Item three indicated that 88% agreed with the item description that teachers reinforced pupils responses in order to encourage the students. Item four showed that 85% of the participants agreed with the description that teachers had effective class control. Item five showed that 89% of the participants agreed with the item description that teachers made use of appropriate method of teaching during lesson for the enhancement of their job performance. In summary, 86% agreed that teachers' job performance in public senior secondary schools in Kwara State is good.

Hypotheses Testing

The analysis method applied in the course of the research work was the use of Pearson Product Moment Correlation Coefficients to test the set hypotheses using 0.05 level of significance.

H₀₁: There is no significant relationship between principals' ways of motivating teachers and teachers' job performance in public senior secondary schools in Kwara State.

This hypothesis was tested and presented in table 4.

Table 4: Relationship Between Principals' Ways of Motivating Teachers and Teachers' Job Performance in Public Senior Secondary Schools in Kwara State.

Variable	N	\bar{x}	Sd	Df	Cal-r	P.value	Decision
Ways of Motivation	361	65.72	22.25	518	0.87	.000	rejected
Teachers job performance	159	53.65	20.65				

Table 4 indicates that calculated r-value = 87 and p-value notation is .000 at 0.05 level of significance. This shows that there is positive and significant relationship between principals' ways of motivating teachers and teachers' job performance. Therefore, the null hypothesis which states that there is no significant relationship between principals' ways of motivating teaches and teachers' and teachers' job performance in senior secondary schools in Kwara State is rejected.

H₀₂: There is no significant relationship between principals' methods of supervision and teachers' job performance in public senior secondary schools in Kwara State.

This hypothesis was tested and presented in table 5.

Table 5: The Relationship between Principals' Methods of Supervision and Teachers' Job Performance in Public Senior Secondary Schools in Kwara State.

Variable	N	\bar{x}	Sd	Df	Cal-r	P.value	Decision
Method of Supervision	361	66.38	24.25	518	0.85	.000	rejected
Teachers job performance	159	53.65	20.65				

Table 5 indicates that calculated r-value = .85 and p-value notation is .000 at 0.05 level of significance. This shows that there is a positive and significant relationship between principals' methods of supervision and teachers' job performance. Therefore, the null hypothesis which states that there is no significant relationship between principals' methods of supervision and teachers' job performance in public senior secondary schools in Kwara State is rejected.

Summary of Major Findings

The major findings of this study were summarized as follows:

- i. There is positive and significant relationship between principals' ways of motivating teachers and teachers' job performance. The way and manners principals motivate teachers can highly and positively enhance teachers' job performance in public senior secondary schools in Kwara State. The better the motivation presented by principals, the better the job performance of teachers will be enhanced.
- ii. There is a positive and significant relationship between principals' methods of supervision and teachers' job performance. Principals' method of supervision can highly and positively enhance teachers' job performance in public senior secondary schools in Kwara State. The better the method of supervision applied by the principals, the better it will enhance teachers' job performance.

Discussion of Findings

Results from hypothesis one showed that there is relationship between principals' managerial behaviour and teachers' job performance in public senior secondary schools in Kwara State. The findings of hypothesis one reveal that there was a positive and significant relationship between principals' way of motivating teachers and teachers' job performance in public senior secondary schools in Kwara State. Motivation are made part of managerial behaviour to arouse teachers' enthusiasms in performing their jobs efficiently and effectively. Results generated revealed that principals in public senior secondary schools in Kwara State award prices to their teachers, give written commendation, cater for the welfare of their teachers and help teachers morally and financially. However, some principals behave otherwise by not giving adequate motivations to their teachers. The finding of the study supports Adeyemi (2011) that principal using democratic leadership style tend to motivate teachers to be more committed, hard working, loyal to the school and satisfying jobs.

Results from hypothesis two revealed that there is positive and significant relationship between principal methods of supervision and teachers job performance in public senior secondary schools in Kwara State. Results generated revealed that principals in public senior secondary schools in Kwara State supervise teachers to encourage them improve

their job performance, act as guides during supervision, initiate current practices during supervision in order to enhance positive job performance of their teachers. However, some principals fail to provide appropriate method of supervision for their teachers in Kwara State public senior secondary schools. This finding agreed with Alimi and Akinfolarin (2012) who strongly maintained that supervision of instruction guided each individual teacher with the school system to perform the duties for which he was scheduled and to improve the effectiveness of teachers so that he can contribute maximally to the achievement of system goal.

Conclusion

The findings of this study show that principals and stakeholders in education should sustain the motivation of teachers for effective job performance. Also, principals should continue to maintain and provide appropriate method of supervision in order to enhance teachers' job performance.

Implications to counseling psychology

The conclusion of this study implies that principals should work closely with guidance counselors in order to decide ways and means of motivating teachers to perform their job in accordance with best practices. Principals should view supervision as a psychological process of developing appropriate behavior and cordial relationship with teachers for better job performance.

Recommendations

Principals should continue to motivate teachers by praising, rewarding and assisting in promotion and general welfare as well as supporting them in times of need in order to enhance their job performance.

Principals should continue to maintain and provide or use different methods of supervision as appropriate by inspecting teachers in the class, act as a guide as well as initiate current practices to improve teachers' job performance.

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