

NEXUS BETWEEN HEAD TEACHERS' MANAGERIAL ROLES AND TEACHERS'
JOB PERFORMANCE IN PUBLIC LOWER BASIC SCHOOLS, KWARA STATE, NIGERIA
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Abstract

The study examined nexus between head teachers' managerial roles and teachers' job performance in public lower Basic Schools in Kwara State, Nigeria. It adopted descriptive research design of survey type. The population of the study was 11,444 which comprised teachers, head teachers and assistant head teachers (academic). Random sampling technique was used to select two Local Government Areas from each of the three senatorial districts in the State. Ten schools were randomly selected from each of the six local governments. The sample of the study was 720 which consisted of 600 teachers who were randomly selected; 60 head teachers and 60 assistant head teachers (academic) who were purposively selected. Purposive sampling technique was used to select head teachers and assistant head teachers because they were in the best position to assess teachers' job performance. Head Teachers' Managerial Roles Questionnaire and Teachers' Job Performance Questionnaire were used to collect data, while Pearson product-moment correlation was used to test hypotheses. The findings of the study revealed that there was a significant relationship between head teachers' managerial roles and teachers' job performance in public lower Basic Schools in Kwara State, Nigeria ($p < .05$). The study concluded that teachers should prioritise more, the performance of their managerial roles, in order to persistently boost effective teachers' job performance. It was recommended, among other things, that head teachers should prioritise more, the performance of their managerial in order to persistently boost effective teachers' job performance in public Basic Schools, Kwara State, Nigeria.

Keywords: Managerial Roles, Supervision of Instruction, Motivation, Teachers' Job Performance

Introduction

Head teachers, as the name implies, occupy important position in Nigerian Basic Schools. It is their office that is directly accountable to the state government on the school progress, through the Chairman, State Universal Basic Education Board.

Head teachers are very vital to smooth running of the Basic Schools, because they are the ones saddled with the onerous responsibility of overseeing all the school activities, in order to ensure that the stated goals are achieved. Not only that, the head teachers are also the intermediary between the government (the proprietor) and the schools. Hence, for head teachers to achieve effective job performance of teachers, needed for actualization of the established school goals, there is need for them to effectively carry out their managerial roles. In this study, these roles are supervision of instruction and motivation of teachers. The extent to which head teachers are able to smoothly perform these roles, among other factors, determines what they achieve in their respective schools as teachers' job performance. The position of a head teacher is very significant to the success of Basic Schools, this necessitates why they need to be up and doing in performing their managerial roles.

According to Peter (2018), managerial roles refer to the administrative functions performed by head teachers in order to actualize the stated school goals. These include planning, organizing, directing and coordination the school activities; as well as motivating and building the capacity of teachers and supervising their instructional activities. Salman (2014) believed that no matter how a school is provided with adequate teaching and learning resources, physical facilities, financial resource and teachers, if such school is not controlled by a manager who carries out effective managerial roles, teachers' job performance in such a school might not be effective and this could have a negative effect on goal realization. Oyewole, Ologunde and Bamikole (2020) maintained that head teachers, as managers of the Basic Schools in Nigeria, occupy an important position. They are very key to the development of basic education because they interpret to the teachers the policies guiding education ensure professional development of teachers and ensure effective implementation of the curriculum through effective teachers' job performance.

Supervision of instruction refers to the process by which head teachers oversee how teachers impart knowledge to pupils, in order to discover the areas of their strengths and weaknesses. This exercise is very crucial, because it is an avenue for head teachers to have a clear picture of each teacher's ability in his or her job performance, with a view to swinging into action(s) which would help improve their job performance. Instructional supervision is a very important aspect of educational system. It is the channel via which the school managers are able to get feedback about the job performance of the teachers. According to Okendu (2012), instructional supervision is regarded as a way of boosting the professional capacity of the teachers, thereby facilitating improvement in their job performance. Nakpodia (2016) maintained that instructional supervision in recent times, bothers on the enhancement of the teaching-learning process to the benefits of both the instructors and pupils, assists in discovering the aspects of strength and weaknesses of teachers, carrying out follow-up activities that would facilitate improvement of identified areas where teachers are professionally weak and gives room for a cordial operating atmosphere based on mutual interpersonal relationship.

Motivation means the process by which head teachers financially and non-

financially encourage teachers, as a way of gingering them towards improvement in their job performance. The manner in which head teachers motivate the teachers under them could determine how they discharge their duties. Onyeachu (2010) elucidated motivation as factor that stimulates an individual to discharge his or her duty in accordance with the established standards. Okorie and Victor (2016) believed that how head teachers aim at motivating their teachers determines the realization of the school success. Effectiveness of a school head teacher in the aspect of teacher motivation could boost the job performance of teachers as well as the school overall goals. According to Omonuwa and Patrick (2010), the extent to which head teachers motivates the teachers has a great effect on the extent to which teachers perform their job. According to Adepoju (2021), job performance refers to all the official duties carried out by the teachers in schools. This covers duties such as lesson presentation, lesson note preparation, classroom management, assessment of students' work and all others which are carried out in the interest of the students. Lawal (2014) defined teachers' job performance as the duties performed by teachers at a particular period in the school, to actualize the stated goals. Adeyemi (2013) observed that teachers' performance could be measured through teaching, lesson preparation, lesson presentation and participation in extra-curricular activities. Uwe and Godwin (2019) stated that teachers' job performance is the outcome of the task of teaching performed by a teacher at a period in the school system in achieving educational goals. It is ability of a teacher to combine relevant inputs for enhancement of organizational goal achievement. A teacher's job performance is measured on his or her effectiveness in handling lesson notes preparation, lesson presentation, maintenance of discipline, interpersonal relationship and classroom management, assessment of pupils and participation in co-curricular activities.

Job performance of teachers is a crucial aspect of schools which could either make or mar the school success. Adejumobi and Ojikutu (2013) stated that job performance could be measured through a rating of teachers' activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others. Umaru (2018) explained that teachers' job Performance refers to lesson preparation, involvement of co-curricular activities of work, pupil discipline management, counselling and guidance, participating in staff meetings, actual teaching, routine assessment of learners, maintenance of record of work covered and learners' records and time management.

Statement of the Problem

Based on the experience and observation of the researchers on happenings in some Basic Schools in the Kwara State, information gathered from some head and assistant head teachers, parents and members of the public, it seems job performance

of teachers in Basic Schools has not been good enough to facilitate actualization of the stated goals. This is because in these schools, some teachers do not have the required knowledge to prepare effective lesson plan, while some do not prepare it at all for their lessons. Lesson presentation of some teachers is disgusting. Some do not know how to properly utilize instructional materials to ensure effective teaching and learning; while the classrooms of some are noisy or give room for playing among pupils, due to poor classroom management. The skill of some of teachers in evaluating pupils while teaching is ongoing or for continuous assessment or examinations is not encouraging, while the ability of some in using suitable methodology to impart knowledge to pupils is mind-disturbing. All these could be due to poor head teachers' managerial roles, especially in the areas of supervision of instruction and teacher motivation.

Some researchers had conducted studies related to this present study. For instance, Salman (2016) investigated the impact of head teachers' motivation of teachers on their job performance in public basic schools in Kano State, Nigeria. Peter (2018) carried out a study on roles of motivation in enhancing effective teachers' job performance in public basic schools in Oyo State. Adamu (2019) examined the influence of instructional supervision on pupils' academic achievement in basic schools in Sokoto state, Nigeria. However, all these previous studies are related to the present study, but none of them focused on nexus between head teachers' managerial roles and teachers' job performance in Basic Schools in Kwara State, Nigeria. This is the gap which this study filled.

Purpose of the Study

The specific objectives of this study are to:

- i. determine the relationship between head teachers' managerial roles and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria;
- ii. assess the relationship between head teachers' supervision of instruction and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria; and
- iii. examine the relationship between head teachers' motivation and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria.

Hypotheses

The following hypotheses were formulated and tested.

Hypothesis one: there significant relationship between head teachers' managerial roles and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria;

Hypothesis two: There is no significant relationship between head teachers' supervision of instruction and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria; and

Hypothesis three: There is no significant relationship between head teachers' motivation and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria.

Methodology

This study adopted descriptive research design of survey type. The population of the study was 11,444 which comprised 8,284 teachers, 1,580 head teachers and 1,580 assistant head teachers (academic) in all the 1,580 lower public Basic Schools in Kwara state, Nigeria. Multi stage sampling procedure was used for the study. Random sampling technique was used to select two Local Government Areas from each of the three senatorial districts in the state (Kwara central: Ilorin West & East; Kwara South: Oyun & Offa; and Kwara North: Patigi & Edu) to make a total of six (37.5%). Random sampling technique was used to select 10 schools from each of the six local governments to make a total of 60. The sample of the study was 720 which comprised teachers, head teachers and assistant head teachers (academic). Ten teachers were randomly selected from each of the schools that were sampled, to make a total of 600 teachers who supplied information on head teachers' managerial roles. Purposive sampling technique was used to select the head teacher and assistant head teacher (academic) in each of the sampled schools to make a total of 120 who provided information on teachers' job performance. Head teachers and assistant head teachers were purposively selected because they were in the best position to assess teachers' job performance.

Two self-designed instruments titled “Head Teachers' Managerial Roles Questionnaire (HTMRQ)” and “Teachers' Job Performance Questionnaire (TJPQ)” were used to collect data for the study. HTMRQ was used to collect information from teachers on the managerial roles of their head teachers, while TJPQ was used to collect data from head teachers and assistant head teachers (academic) on their teachers' job performance. The two questionnaires were validated by two experts each in the fields of Test and Measurement and Educational Management in Faculty of Education, University of Ilorin., Ilorin, Nigeria. A pilot study was carried out on the research instruments, “HTMRQ” and “TJPQ” and each returned reliability coefficient of 0.83 and 0.78 respectively. Pearson Product-Moment Correlation statistic was used to test the hypotheses formulated. Out of the 600 copies of the questionnaires distributed only 558 were retrieved and used for analysis. The data collected were analysed using t-test statistical analysis

Results

All the hypotheses were tested, using Pearson Product-Moment Correlation Statistic.

Hypothesis One: There significant no relationship between head teachers' managerial roles and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria

Table 1

Correlational Analysis of the Relationship between Head Teachers' Managerial Roles and Teachers' Job Performance in Public Lower Basic Schools, Kwara State, Nigeria

Variable	N	$\bar{X}$	SD	Calculated r-value	p-value	Decision
Head teachers' managerial roles	558	2.43	.51	.530	0.24	Hypothesis Rejected
Teachers' job performance	558	2.58	.62			

Table 1 shows the calculated r-value (.530) and the p-value (.024) which is less than the significance level (0.05). Hence, hypothesis one is rejected. This implies that there was a significant relationship between head teachers' managerial roles and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria.

Hypothesis Two: There is no significant relationship between head teachers' supervision of instruction and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria

Table 2

Correlational Analysis of the Relationship between Head Teachers' Supervision of Instruction and Teachers' Job Performance in Public Lower Basic Schools, Kwara State, Nigeria

Variable	N	$\bar{X}$	SD	Calculated r-value	p-value	Decision
Head teachers' supervision of instruction	558	2.29	.43	.561	.002	Hypothesis Rejected
Teachers' job performance	558	2.58	.62			

Table 2 shows calculated r-value (.561) and the p-value (.002) which is less than the significance level (0.05). Hence, hypothesis two is rejected. This shows that there was a significant relationship between head teachers' supervision of instruction and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria.

Hypothesis Three: There is no significant relationship between head motivation and teachers' job performance in public lower Basic Schools, Kwara state, Nigeria

Table 3

Correlational Analysis of the Relationship between Head Teachers' Motivation and Teachers' Job Performance in Public Lower Basic Schools, Kwara State, Nigeria

Variable	N	$\bar{X}$	SD	Calculated r-value	p-value	Decision
Head teachers' managerial roles	558	2.57	.71	.561	.002	Hypothesis Rejected
Teachers' job performance	558	2.58	.62			

Table 3 shows calculated r-value (.561) and the p-value (.002) which is less than the significance level (0.05). Hence, hypothesis two is rejected. This shows that there was a significant relationship between head teachers' motivation and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria.

Discussion of Findings

The findings of the study revealed that there was a significant relationship between head teachers' managerial roles and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria. This implies that if head teachers properly key into their managerial roles, it would help realise effective teachers' job performance. This finding supports the position of Omonuwa and Patrick (2010) that head teachers are school managers and as such, they need to be very proactive in carrying out their managerial roles, in order to achieve effective teachers' job performance.

The findings of the study revealed that there was a significant relationship between head teachers' supervision of instruction and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria. This means that head teachers' supervision of instruction would he achieve teachers' job performance. This finding confirms the view of Okendu (2012) that instructional supervision is regarded as a way of boosting the professional capacity of the teachers, thereby facilitating improvement in their job performance.

The findings of the study revealed that there was a significant relationship between head teachers' motivation and teachers' job performance in public lower Basic Schools, Kwara State, Nigeria. This depict effective motivation of teachers would help stimulate them towards effective performance of their job. This finding agrees with the position of Peter (2018) that one of the factors causing differences in the job performance of teachers in Basic Schools in Nigeria could be the extent to which the head teachers motivate the teachers under them. A head teacher who prioritizes motivation of teachers is likely to record better teachers' job performance that the one who totally neglects or gives teacher motivation a little attention.

Conclusion

The study concluded that head teachers' managerial roles play significant roles in enhancing teachers' job performance in lower Basic Schools, Kwara State, Nigeria; head teachers' supervision of instruction would assist in realising effective teachers' job performance in lower Basic Schools, Kwara State, Nigeria; and there was significant relationship between head teachers' motivation job performance in lower Basic Schools, Kwara State, Nigeria;

Recommendations

The study recommended that:

- i. head teachers should prioritise more, the performance of their managerial roles, in order to persistently boost effective teachers' job performance in public lower Basic Schools in Kwara State, Nigeria;
- ii. supervision of instructional delivery of teachers should be intensified by head teachers in order to adequately have the knowledge of the areas of strengths and weaknesses of teachers and find provide professional remedy to the areas of weaknesses, so as to enhance effective teachers' job performance; and
- iii. head teachers should continuously provide non-financial motivation such as recognition, awards, nomination for important assignment within or outside the school or little financial motivation for any teacher who distinguished himself in the delivery of his or her official duties, in order to continually boost his or her morale and also stimulate other teachers towards effective performance of their job.

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This study was sponsored by TETFUND Institution Based Research grant (IBF)