

**Managerial Strategies of Supervisors and Teachers' Job Performance in Ogoja
Education Zone**

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Abstract

The purpose of this study was to assess the relationship between managerial strategies of supervisors and teachers' job performance in Ogoja Education Zone. Two research questions as well as hypotheses were formulated to guide the study. Relevant and related literature were reviewed and discussed based on the major variables of the study. The Ex- Post Facto research design was adopted for this study. The population of the study consists all public secondary schools teachers in Ogoja education zone of Cross River State. The purposive sampling technique was used to draw samples from the school. The sample of this study comprised 160 teachers drawn from public secondary schools in the research area. A 15 -item instrument titled, "Managerial Strategies of Supervisors and Teachers' Job Performance Questionnaire" (MSSTJPQ) was designed by the researcher for data collection. To establish the reliability, estimate of the instrument to be used for this study, Data obtained from testing MSSTJPQ was subjected to Cronbach Alpha method. The Coefficients for the different subsections were 0.68 and 0.74. respectively. These coefficients showed that the instrument was reliable. Each of the hypotheses was tested at 0.05 level of significance. The findings of the study revealed that there is no significant relationship between managerial strategies of supervisors in decision making and teachers' job performance in Ogoja Education Zone; and there is no significant relationship between managerial strategies of supervisors in term of motivation and teachers' job performance Ogoja Education Zone. In line with the finding of this study and conclusion made therein, the following recommendations were made among others: School principal(s) should utilize appropriate motivational strategies, effective communication and good decision making approaches, to enhance teachers' work performance towards achieving the educational goals and objectives.

keywords: Manager, Performance, Strategies, Supervisors, Teacher

Introduction

Teachers occupy a unique position in any educational system. The level of productivity of students today is drastically dependent on the efforts of teachers. Education is a positive instrument for the overall improvement of one's knowledge, ideologies and skills with the aim of achieving self-reliance, sustainability and enlightenment, it is also the key for the

development of one's personality and as such inculcates the right character in accordance with acceptable societal norms and values. Oluremi (2016) stressed that education is a means through which individual acquire the relevant knowledge, skills and values to ensure proper intellectuals, character development, for self-reliance and responsible citizenship formal education which is received in school system, there are three levels namely; primary, secondary and tertiary education. The secondary education is managed by the principal. Nwogu and Euru (2019) stressed that principals are the managers of secondary schools, the managerial skills they possess play critical role in ensuring operational efficiency on their respective schools.

There are several definitions of managerial skills based on scholar's views and perceptions of the concept. According to Sayed Amin and Ali (2010) defined managerial skills as specialized technical knowledge in certain jobs that managers possess to enable them perform their duties and rules. Sayed et al added that it is a set of behaviours that leads to effective job performance.

According to Egboka, Ezergber and Enueme (2013), managerial skills of school leaders refer to their ability to successfully plan, organize, coordinate, control, make decisions, initiate action control and stimulate teachers to achieve predetermined goals. The managerial skills possessed by principal enable them to plan, delegate, stimulate and control the activities of teachers. There are many component of managerial skills. Murana (2014) noted that managerial skills include, communication skills, supervisory skills and organizational skills. Mevisoglu (2015) identified managerial skills as conceptual skills, technical skills and interpersonal skills.

According to Robert & Tim (2018), teacher's job performance could be described in various ways, it could be an act of accomplishing or executing a given task, it could also be described as the ability to combine skillful right behaviour towards the achievement of organizational goals and objective (Olariyan, 2019).

However, the ability and effectiveness of teachers in discharging their professional duties could be influence by a lot of factors such as managerial strategies adopted by the supervisor. Supervisor managerial strategies include administrative style of the principal, supervision of instruction, motivation and working condition. Therefore, it is on this premise that the researchers wish to find out how supervisors managerial strategies relate to teacher's job performance.

Statement of the Problem

Teachers' inability to carry out their job performance adequately has raised serious concern to the educational sectors in the study area. This is attributed to the massive failure of students in the senior school certificate examination and the Joint Admission and Matriculation Board (JAMB) examination of the 2020/2021 examination, ineffective performance of teachers in accurately carrying out their job has been limited to the liability of the school supervisor (principals) to ensure that managerial strategy such as involvement of teachers in decision

making, regular supervision of teachers, motivation and as well as supervision of instructional activities in the schools for effective implementation stage.

The inability of teachers to perform their duties diligently has been blamed on the failure of supervisors (principals) to provide conducive working environment for teachers. Therefore, the cornerstone of good education in any high school is its teachers because all other factors mean little without competent teachers. Giving the important role teachers played in molding students' character and values as well as imparting knowledge and skills. It is crucial to find out what are the factors responsible for teachers poor work performance and how effective are supervisors in maintaining or managing teachers activities to ensure that the objectives of the school are realized, therefore the problem of this study is to find out or ascertain the extent to which supervisors managerial strategy relate to teachers' job performance in Ogoja Education Zone.

Purpose of the Study

The main purpose of this study is to determine the relationship between managerial strategies of supervisors and teachers' job performance in Ogoja Education Zone. Specifically the study seek to determine;

1. Managerial strategies of supervisors in decision making relate to teachers' job performance.
2. Managerial strategies of supervisors' in terms of motivation related to teachers' job performance.

Research Questions

The following research questions were posed to guide the study.

1. To what extent does managerial strategies of supervisors in decision making relate to teachers' job performance?
2. How does managerial strategies of supervisors in terms of motivation relate to teachers' job performance?

Statement of Hypotheses

The following hypotheses were formulated to guide this study.

1. There is no significant relationship between managerial strategies of supervisors in decision making and teachers' job performance in Ogoja Education Zone.
2. Motivation as managerial strategies of supervisors does not significantly relate with teachers' job performance in Ogoja Education Zone.

Literature Review

This study will carry out related empirical literature review.

According to CDE (2010), United State Department of Education (2006) which research focus on investigating the similarities and differences in decision making process and practices which purposefully selected population of principals, qualitative, multi-site case study research was used to provide analyses for data collection.

Stover (2003) argued that decision making has positively affected the decision of principals in schools. Where he uses qualitative research to carry out analysis of schools administrators of over 3000 administrators of schools in USA. In his inclusion he said many schools have increased the data they collect and their efforts to analysed those data are shorten, he further opined that other research's conclude that data driven in decision are better decisions and that as a result of using such data schools are improving their ability to identify problems and to create solutions to poor students' achievement.

Motivation as an organizational factor creates conditions in which teachers are willing to works with zeal, initiative, interest etc. teachers would need proper motivation to enhance their effectiveness not only by extrinsic rewards but also by intrinsic rewards (Akpan, 2002). Uchendu, Anijaobi-Idem and Nkama (2013) investigated the relationship that exists between organizational behaviour and teachers work performance in secondary schools in Cross River State, Nigeria, ex-post facto research design was adopted and three hypotheses were isolated for this investigation stratified random sampling technique was used to sample 500 teachers from the population of 5, 410 secondary school teachers in the data were generated using organizational behaviour and teachers work performance questionnaire (OBTWPQ), the instrument was of four point Likert scale consisting 32 items, Pearson product moment correlation analysis was used to analyse the data. The result revealed that, there is a significant relationship between organizational behaviour of motivation, communication, decision making and teachers work performance on the strength of these findings, it was recommended that school principal(s) should utilize appropriate motivational strategies, effective communication and good decision making approaches, to enhance teachers' work performance towards achieving the educational goals and objective.

Methodology

The Ex- Post Facto research design was adopted for this study. A sample of 200 students was drawn for the study using the stratified random sampling technique. A 15 item structured questionnaire with four-point Likert rating scale was developed and used by the researcher for data collection. The population of this study consists of all public secondary schools' teachers in Ogoja education zone of Cross River State. The purposive sampling technique was used to draw samples from the school. The hat and draw method were used in drawing the schools from each of the school selected. The sample of this study comprised 160 teachers drawn from public secondary schools in the research area. A 15 -item instrument titled, "Managerial Strategies of Supervisors and Teachers' Job Performance Questionnaire" (MSSTJPQ) was designed by the researchers for data collection.

To establish the reliability, estimate of the instrument to be used for this study, the Cronbach Alpha method was adopted. This was done through administration of the instrument MSSTJPQ to small sample of 20 respondents who were not form part of the actual sample used

for the study. Also, the MSSTJPQ was subjected to Statistical Package of Social Science (SPSS) using Pearson product moment correlation analysis. Each of the hypotheses was tested at 0.05 level of significance. The results obtained from the statistical analysis of data collected revealed Cronbach Coefficients Alpha for the different subsection as 0.68 and 0.74. These coefficients show that the instrument was reliable.

Presentation of result

Null Hypothesis 1: There is no significant relationship between managerial strategies of supervisors in decision making and teachers’ job performance in Ogoja Education Zone.

Pearson Product Moment Correlation Analysis was employed to test data collected in respect to this hypothesis. This is because both the dependent and independent variables that form this hypothesis were measured continuously. The hypothesis was tested at 0.05 level of significant. The summary of result is as presented in Table 1.

Table 1: Pearson product moment correlation coefficient analysis of the relationship between managerial strategies of supervisors in decision making and teachers’ job performance in Ogoja Education Zone. *N = 160*

Variable	$\sum X$	$\sum x^2$	$\sum xy$	r-cal.	r-crit
	$\sum Y$	$\sum Y^2$			
Managerial strategies of supervisors in decision making	3526	6352			
Teachers’ job performance	3452	7221	5362	0.67	1.96

critical r = 1.96, df = 158

The summary of results presented in Table 1 shows that the calculated r-value of 0.67 is greater than the tabulated r-value of 1.96 and 0.05 level of significance with 158 degrees of freedom. On this note, the null hypothesis was rejected while the alternate hypothesis was upheld. This means that, there is a significant relationship between managerial strategies of supervisors in decision making and teachers’ job performance in the study area.

Null Hypothesis 2: There is no significant relationship between managerial strategies of supervisors in term of motivation and teachers’ job performance Ogoja Education Zone.

Pearson Product Moment Correlation Analysis was employed to test data collected in respect to this hypothesis. This is because both the dependent and independent variables that form this hypothesis were measured continuously. The hypothesis was tested at 0.05 level of significant. The summary of result is as presented in Table 2.

Table 2: Pearson product moment correlation coefficient analysis of the relationship between managerial strategies of supervisors in term of motivation and teachers' job performance Ogoja Education Zone. *N = 160*

Variable	$\sum X$	$\sum x^2$	$\sum xy$	r-cal.	r-crit.
	$\sum Y$	$\sum Y^2$			
Managerial strategies of supervisors in term of motivation	1442	4253			
Teachers' job performance	2231	4132	8632	0.72	1.96

critical r = 1.96, df = 158.

The summary of results presented in Table 2 shows that the calculated r-value of 0.72 is greater than the tabulated r-value of 1.96 and 0.05 level of significance with 158 degrees of freedom. On this note, the null hypothesis was rejected while the alternate hypothesis was upheld. This means that, there is a significant relationship between managerial strategies of supervisors in term of motivation and teachers' job performance in the study area.

Discussion of Findings

The first hypothesis states that there is no significant relationship between managerial strategies of supervisors in decision making and teachers' job performance in Ogoja Education Zone. This null hypothesis was rejected because the calculated r- value was found to be greater than the critical table value. The implication of this result is that there is no significant relationship between managerial strategies of supervisors in decision making and teachers' job performance in Ogoja Education Zone in the study area.

The finding of this hypothesis agrees with the earlier finding of Stover (2003) who carried out analysis of school's administrators of over 3000 administrators of schools in USA. A survey research design was adopted and two hypotheses were isolated for this investigation; stratified random sampling technique was used to sample 300 teachers from the population of 6,236 secondary school teachers. A structured teacher's work performance questionnaire was used to collect data. The instrument was of four-point Likert scale consisting 20 items. Pearson product moment correlation analysis was used to analyze the data. The researcher argued that decision making has positively affected the decision of principals in schools. In his inclusion the researcher said that data driven in decision are better decisions and that as a result of using such data schools are improving their ability to identify problems and to create solutions to poor students' achievement.

The second hypothesis states that there is no significant relationship between managerial strategies of supervisors in term of motivation and teachers' job performance Ogoja Education Zone. This null hypothesis was retained on the ground that the calculated r- values

obtained from the analysis of data were statistically less than the critical r -value. The implication of this result is that there is no significant relationship between managerial strategies of supervisors in terms of motivation and teachers' job performance Ogoja Education Zone in the study area.

The finding of this hypothesis also agrees with the earlier finding of Uchendu, Anijaobi-Idem and Nkama (2013) who investigated the relationship that exists between organizational behaviour and teachers work performance in secondary schools in Cross River State, Nigeria. Ex-post facto research design was adopted and three hypotheses were isolated for this investigation stratified random sampling technique was used to sample 500 teachers from the population of 5,410 secondary school teachers in the data were generated using organizational behaviour and teachers work performance questionnaire (OBTWPQ), the instrument was of four point Likert scale consisting 32 items, Pearson product moment correlation analysis was used to analyze the data. The result revealed that, there is a significant relationship between organizational behaviour of motivation, communication, decision making and teachers work performance.

Conclusion

Based on the findings of this study, the following conclusions were made:

- I. There is no significant relationship between managerial strategies of supervisors in decision making and teachers' job performance in Ogoja Education Zone in the study area.
- II. There is no significant relationship between managerial strategies of supervisors in terms of motivation and teachers' job performance Ogoja Education Zone in the study area.

Recommendations

In line with the finding of this study the following recommendations were made:

1. School supervisor(s) should utilize appropriate motivational strategies, effective communication and good decision making approaches, to enhance teachers' work performance towards achieving the educational goals and objective.
2. There should be cordial relationship between school administrator and the teachers to enhance job performance.

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