



## HEAD TEACHER'S PLANNING SKILLS AND THEIR JOB EFFECTIVENESS IN PRIMARY SCHOOLS IN CALABAR EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA

BY

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### ABSTRACT

This study examined head teachers' planning skills and their job effectiveness in primary schools in Calabar Education Zone of Cross River State, Nigeria. A survey design was adopted in the study and the population consists of two hindered and eighty-two public primary school head teachers and 3981 within the area of study. And a sample size of 282 head teachers and 1,128 teachers from the government-owned primary school in Calabar Education zone will be used for the research. The researcher developed two sets of the instrument to obtain data for the study, namely: Headteachers planning skills questionnaire (HTPSQ) and "Teacher job effectiveness questionnaire (TJEQ)" and the instrument was validated by three experts in Educational Management and Measurement and Evaluation and a trial test was employed to establish the reliability of the instruments using Cronbach alpha reliability and the results ranged from 78 to .98. The data were analysed with Person Product Moment Correlation Coefficient and the findings revealed that communication, motivation and supervisory skills significantly relate to teachers' job effectiveness. It was also recommended among others that school management in the study area should be strengthened to closely monitor the head teacher's supervisory practices so that teachers' failure to perform duties as required does not have an account on the head teacher's roles.

Keywords: Planning Skills, Teachers, Job & Effectiveness

### INTRODUCTION

Education is the act of training an individual for all sound development to be useful to himself and society. This can only take place in an approved public primary school. Primary school education is a system of education given to children aged between six years to eleven years plus before secondary education (National Policy of Education 2013). An education manager, in the other word, is the head teacher of a school who occupies a unique position in the school (primary school), System. For the educational manager (head teacher) to be effective in the management of schools, he needs to acquire certain skills necessary for the effective management of work organizations. Management skills are the competencies, abilities and knowledge needed by an educational manager to carry out management functions and tasks. Fullan in Uchendu (2016). As implied in the definition the importance of management skills cannot be over-emphasized. Uchendu (2016) stated that the importance of management skills enables the manager to acquire the ability to create and motivate a healthy school culture for continual improvement in quality education, the ability to involve staff in decision-making, the



ability to ensure that curriculum leadership –opportunities are created for staff, the ability to modify their practice and school structure to accommodate policy expectations, the ability to work as a team with other individuals in the school system to achieve set goals, the ability to communicate goals, policies and procedures to staff and so on.

When head teachers are adequately rewarded it will motivate them to seek and develop an interest in acquiring new skills for effective management of educational institutions through the recognition and commendation of outstanding managerial job performance, it enables the school manager to see the need to develop an interest in self-professional development through the reading of management textbooks, journals dealing with management skills and other technical reports, it encourages school managers to embrace in-service training programmes such as training on the use of modern managerial techniques in school management through sponsorship like attending conferences, workshops, seminars and so on. The process of training and molding the character of the learner by the teacher is not an easy task. The achievement of any school depends on the brilliance, expertise, understanding and dedication of the instructor. The teacher's creativity and innovativeness are inculcated into learning through effective teaching without which learning may be greatly hampered. Still from observation, effective teaching is lacking in some public primary schools under investigation by the researcher.

Unfortunately, some teachers in primary schools have not carried out their teaching roles effectively resulting in poor performances of pupils in public primary schools. The challenges with teachers' ineffectiveness today may stem from poor management skills such as poor planning, poor motivation, poor supervision, poor communication, poor decision making and poor teaching methods which are the basic principles for job effectiveness. Most teachers do not provide creative classroom activities or skills that encourage personal interest in learning. Others do not know the internal arrangement of the subject they present to pupils. Some teachers lack knowledge of the subject matter to create enthusiasm for pupils. These teachers find it difficult to positively impact the pupils. Most of the teachers observed by the researcher do not write lesson notes regularly. Others who write their notes of lessons do not submit them for checking. Besides, some teachers run small businesses which take much of their teaching time and other school activities.

Instructional materials are meant to make teaching and learning easy. Teachers in most public schools in Calabar education zone do not make use of these important materials during lesson delivery. Lessons are taught in the abstract which results in pupils being bored to learn. Those who provide instructional materials do not care about when and how to apply them during teaching because these alleged instructional materials may be inappropriate. In most schools, the instructor/ pupil's rapport is absent. Some of the teachers do not have value for pupil self-esteem. They are not interested in the problems of their pupils in and outside of the classroom. The inability to moderate pupils using various approaches such as eye contact, smiling, nodding of the head, active listening, or praising pupils' performance hinders them from appreciating the importance of education as a human activity. Teachers rather use derogatory language on pupils which makes them unfriendly. Some teachers stay away from school without queries from their leaders. It is said that when the head is sick the whole body is equally sick. The inability of teachers in primary schools to perform their job effectively may be a result of inadequate management by the head teachers.

From the foregoing, if these teachers are monitored and managed accordingly, their ineffectiveness may be reduced or curbed. The head teachers' management skills are the competencies needed for effective and efficient planning, staffing, organizing, coordinating,



controlling and decision-making. Fullan in Uchendu, (2016). While Egboka, Ezeugbor and Eneueme (2013) in their study opined that managerial skills are the ability of the head teacher to communicate, assess, relate, assist, guide, direct and help teachers to teach effectively so that pupils can learn properly. Some of the head teachers' management skills as considered in this study include planning, communication, motivation, supervisory, and decision-making skills.

Planning is the process that essentially involves the efforts of deciding in advance the specific future and course of action to be adopted with the view to optimizing the use of limited organizational resources towards desirable and specific goal attainment. Newman in Enow (2010) said that planning is the process of determining in advance what is to be done including the classification of goals, the establishment of policies, mapping out of programmes, campaign and determining methods or procedures and fitting the day-to-day schedules.

Communication is the ability to give information from one person to another person. As defined by Canary (2011), it is the transfer of messages or information from one person to another or a group of people. It is often said that the life wire of any given system lies in communication. The management skills of the head teacher help the teacher to know what to do, when to do and how to do it. As the head teacher informs the staff, awareness is created and work progresses. Regrettably, some primary school head teachers in Calabar education zone have been observed to relent in the use of communication skills. Some cannot convey useful information and obtain the same during lesson delivery. Others rely on few formal relationships and pay less or no attention to the informal relationship. This attitude affects job effectiveness in primary school. Another very useful management skill is motivation skill which is a force that voluntarily drives a man to persistently perform tasks toward the attainment of the goal of an organization. Obasi (2013), states that motivation is an operational force in the life of individuals; it determines the path along which a worker directs his efforts, the magnitude of his effort at the same time the length of time the efforts last.

Supervisory skills involve the process of overseeing the performance of subordinates (teaching staff, non-teaching staff, and pupils) to assigned responsibilities to determine whether they are properly executed or not. It is also to ascertain the level of progress made on the execution of the assigned task to ensure school effectiveness. School supervision is a practice designed to enhance teaching and learning. Decision-making is the process of deciding on any course of action toward solving identified problems. The problem could be personnel, administrative, managerial, or structural in a given situation. The ability of the head teacher to decide promptly on what to do may lead to the job effectiveness of teachers in the school. Teachers can also be involved in decision-making.

The magnitude at which educational institution will realize their aspirations and objectives largely depends on the ability of institutional managers (head teachers) to utilize their managerial skills. This is so because one of the determinant factors in achieving school goals is the mutual understanding between the teachers and the school managers. However, teachers cannot perform creditably well without adequate management to ascertain the level of their job effectiveness to meet the required standard. Personal interaction with some educators in public primary schools in Calabar education zone at different times revealed that most teachers lack knowledge of the subject matter which is borne out of the mismatch of teachers in subject placement.

The scenario has become more alarming as pupils disregard their teachers by jeering at them, and walking out of the class during lessons leading to absenteeism, truancy, bullying, rape and other immoral behaviours both on the part of learners and teachers leading to cult-related



activities and even refusing to attend classes. Observation also revealed that some teachers are still confined to the traditional teaching methods and the use of inadequate instructional materials which are below average. The issue of poor evaluation of pupils' work has also become a teething problem in primary schools in the area of study as results are not given to pupils at the end of the term except on the resumption date. This act, therefore, paints a scary picture of teachers living up to their expectations as instructors. It is believed that the extent to which teachers carry out effective related task lies in how headteachers execute their management skills. The present situation of management in schools as reported by Ezekwesili in Uboko (2012) shows that there has not been thorough use of managerial skills talk less supervision of instructions in recent times. This poor management in school could contribute to failed education policies. Retro and Robert (2010) reported from a study of temporal management communications as correlates of organizational support and performance that management communications are significantly related to staff performance. The study which adopted test-retest was separated by a 3-year interval and considered 236 samples. The management communication indices were openness, accuracy, performance feedback and adequacy of information. This study though not in school organization alone goes to prove that management communication skills have a strong influence on staff performance since workers need adequate and timely information to perform well.

Furthermore, Wonah (2016) reported from a study of 160 Niger Mills Staff in Calabar that communication links between management and staff had a positive influence on the workers' productivity. The research used an ex-post facto correlation design with a researcher-made questionnaire to collect data which were analyzed with the help of SPSS Version 20. The finding of the work though not in an educational organization revealed that good communication skills of head teachers could motivate teachers to put in their best in their job performance. Ekpo (2007) in a study of library workers at the University of Calabar, used five hypotheses under ex-post facto design adopting a stratified sampling technique in selecting 160 respondents. The result of the findings showed a positive significant influence of communication on staff job performance in the University of Calabar library. This implies that effective communication among staff could influence job productivity. In a related study, Barmaki (2014) reported from his study of five biology teachers of high school that a strong positive correlation between proximity and open body posture as a means of communication with teaching performance. The study further reported a strong negative correlation between the maximum non-interrupted time in close body posture and teaching performance. The study concluded that successful communication in the classroom enhances teaching proficiency and pupils' learning.

Edet (2002) carried out a study on the influence of motivation as a management skill on teachers' job performance in Calabar Municipality of Cross River State. The study used six (6) selected secondary schools in the local government area. Data were collected using a questionnaire. The data collected were analyzed using one-way analysis of variance (ANOVA). The result of the analysis showed that there was a significant influence of motivation on teachers' job performance. This means that the amount of teachers' efficient performance depends on or is influenced by the amount of intrinsic motivation the teacher receives. Ekpoh (2003) carried out a study on the reward system, physical working environment and secondary school teachers' work performance Uyo Educational zone of Akwa Ibom State. The study sample was made up of three hundred and sixty (360) teachers and the data collected were analyzed using one-way analysis of variance (ANOVA). One of the findings showed that there was no significant influence of the physical working environment on teachers' work



performance. The researcher however argued that the teachers were cramped into staff rooms with shared chairs and tables that in such situations, teachers were ignorant of what an enhanced working condition could contribute to work performance.

Udensi (2002) carried out a study to find out the impact of welfare services on productivity of academic staff in two Colleges of Education, Federal College of Education, Okene and Nwafor Orizu College of Education Nsugbe. The study was prompted by the fact that academic staff in the colleges of Education left their jobs whenever they found more lucrative employment. Two research questions and one hypothesis were formulated to guide the study. The instrument for data collection was a questionnaire administered to three hundred (300) academic staff of the two institutions. The findings of the study revealed that teaching examination allowances and workshop incentives were adequately provided for them in addition to housing allowance for Federal College of Education, Okene and Publication and research provided for them to some extent, led to job satisfaction, stimulated their level of commitment and increased their job performance.

It is to this end that Ubom and Joshua (2004) assert that teachers are human beings with various needs to be satisfied, and failure to have such needs satisfied leads to frustration, a nonchalant attitude towards work and rebellion. Teachers feel they are cheated, underpaid and made to work in insecure conditions without regard for their dignity by the government. These lead to frustration and demoralization. For teachers to be effective, the government must be attentive to their needs and provide these needs as at when needed. To motivate teachers to function effectively, the school heads must do everything within their power to satisfy their deficiencies. It is in this direction that Okure (2000) opined that effective planning must be done to ensure effective teaching. This according to him implies the provision of acceptable teaching methods; effective class size and adequate staff-students ratio that will ensure individualized teaching without increasing cost. Effective teaching can only occur where there are effective teachers.

In a study conducted by Ortyoyande and Agbe (2005) on motivation as a factor for improving the quality of education in Nigeria, the purpose of the study was to identify hygiene factors that motivate teachers for maximum production. One of the identified hypotheses was on regular payment of teachers' salaries and its effect on teachers' productivity. The study sample consisted of 500 teachers selected from public secondary schools in Benue State. Data were collected through a structured questionnaire whose items were carefully screened by experts to ascertain their simplicity and clarity. The data collected were analyzed using one-way analysis of variance (ANOVA) at a 0.05 level of significance. The findings indicated that salary was very paramount in teachers' performance. The study further showed that the problem of low salaries is even compounded by late payment of salaries to the extent that teachers can hardly plan for their earnings.

Udoh (2015) examined head teachers' supervisory leadership style on teachers' task effectiveness in Akwa Ibom State Northern Senatorial District. One hundred and sixty-eight (168) respondents (8 men and 87 women) sampled from primary schools in the Metropolis. A researcher-made questionnaire was used in collecting data which was analyzed with the use of regression analysis. The findings reported that the autocratic leadership style of supervision significantly related to teachers' job effectiveness in primary schools in Akwa Ibom State.

Empirical Studies on Supervision Skills Ebirim (2012), conducted a study on the extent of supervision of instruction in Federal Government College (FGC) in Imo State and Enugu State. The study adopted a descriptive research design. Five research questions and two null hypotheses guided the study. The population of the study was 452 comprising 415 teachers and



37 supervisors. A stratified random sampling technique was used to draw a sample of 208 teachers. All the 37 supervisors were sampled making a total of 245 teachers. Data was collected using a structured questionnaire. Mean and standard deviation and t-test statistics were used to answer and analyze the research questions and the two hypotheses respectively. The study revealed that to a great extent supervision is carried out in FGCs and the supervision of instruction is perceived by teachers as involving monitoring and assisting teachers to improve their delivery of instruction. It also revealed that imposing personal ideas on teachers by supervisors, and teachers refusing to cooperate with supervisors among others are some of the factors that hindered the supervision of instruction in FGC. It was recommended that effort should be made in improving in supervision of instruction in the school. This study is related to the present study as both of them utilized the same research design, instrument for data collection, both were carried out in secondary schools. The variation is however in the fact that this study combined research questions with hypothesis in the study. Again mean and standard deviation was used for analyses and five research questions were used whereas in the present study different tool and number of research questions was used.

Kolawole (2012) carried out a comparative study of instructional supervision roles in secondary school principals and inspectors of the Ministry of Education in Lagos State. Design of the study was the descriptive research design, Two hypotheses used were tested at 0.05 level of significance. The population of the study was 80 comprising of principals and inspectors. Twenty principals (20) and twenty inspectors (20) were randomly selected for the study. The instrument for data collection was a questionnaire which was of two sets- one each for the principals and the other for the inspectors. Pearson product-moment was used to analyze the data collected and to test the relationship between the two. The mean rating was used for data analyses while validation was done by experts. The results revealed that among other things there is a significant relationship between the instructional supervision of principals and that of inspectors. It was recommended that both the principal and the inspector should work together in carrying out supervision of instruction in schools. This study is related to the present study as they both made use of the descriptive research design and structured questionnaire for the collection of data. Also, they both made use of mean ratings for the analyses of the data. However, they differed in population and sample size. Also, the study employed the use of a hypothesis while the present study did not. The teacher's ineffectiveness may be checked and this may lead to job effectiveness and pupils' improved academic performance. Premised on the assumptions, the study seeks to examine the extent to which the planning skills of heads predict teachers' job effectiveness in primary schools in Calabar Education Zone of Cross River State, Nigeria.

### **Statement of the Problem**

The problem of poor evaluation of pupils has grown to be a teething predicament in primary schools in the area of study as terminal results are not given to pupils at the end of the term except on the resumption date. This act, therefore, paints a scary picture of teacher expectations as instructors. It is believed that the extent to which teachers carry out instructional related tasks lies in how head teachers execute their managerial skills. This is so because one of the determinant factors in achieving school goals is the mutual understanding between the teachers and the head teachers. However, teachers cannot perform creditably without adequate management to ascertain the level of their job performance to meet the required standard. The scenario has become more alarming as pupils disregard their teachers by jeering at them, walking



out of the class during lessons, leading to truancy, bullying and telling nasty stories, not paying attention to the teacher and some will even refuse to attend classes. Observation also revealed that teachers are still confined to traditional teaching methods and the use of inadequate instructional materials is below average. Furthermore, the researcher keenly observed, that the gaps between pupils and teachers and their relations in schools call for concern from educational stakeholders as well as the general public as pupils are found ganging up against teachers in bush tracks and other dangerous spots around the communities resulting to cult-related activities and so on. In line with the government's gesture to curb the menace of teaching ineffectiveness, teachers are sent on training on the use of modern teaching devices on workshops, conferences, seminars and so on to address the issue of teaching ineffectiveness and tasks accomplishment but the approach has yielded little or no reasonable results. This improvement therefore behooves head teachers to adopt the various managerial skills that are potent enough to ensure that only best results are achieved. Conversely public primary schools head teachers in Calabar education zone have been observed to relent on the use of planning, communication and some other required skills that would keep teachers effective in the discharge of their tasks. Some cannot convey useful information and obtain same during instructional delivery. This attitude affects job effectiveness in primary schools. Premise on the above assertion that this study raised the question to what extent do head teachers' management skills predicts teachers' job effectiveness?

### **Purpose of the Study**

The main purpose of the study is to examine head teachers planning skills and their job effectiveness in primary schools in Calabar Education Zone of Cross River State, Nigeria. Specifically, the Study Seeks to:

1. Find the extent to which head teachers communication skills relates to teachers' job effectiveness in primary schools
2. Ascertain the extent to which head teachers motivation skills relates to teachers' job effectiveness in primary schools
3. Find out the extent to which head teachers supervisory skills relates to teachers' job effectiveness in primary schools

### **Research Questions**

1. To what extent does teachers communication skills relate to teacher job effectiveness in primary schools?
2. How does head teachers' motivation skills relate to teachers job effectiveness in primary school?
3. What is the extent to which head teachers' supervisory skills relate to teachers' job effectiveness in primary schools?

### **Statement of Hypotheses**

To achieve the aim of this study, the following hypotheses are raised:

Ho<sub>1</sub> Head teachers' communication skills do not significantly relate to teacher job effectiveness

Ho<sub>2</sub> Head teachers' motivation skills does not significantly relate to teacher job effectiveness

Ho<sub>3</sub> Head teachers' supervisory skill does not significantly relate to teacher job effectiveness.

### **RESEARCH METHODOLOGY**

Survey design this is a research study that determined the frequency with which something occurs or its association with something else. Kothari, C. R & Garg, G. (2014) It is appropriate for use when one is systematically collecting data about a group of individuals which have the



same characteristics with the aid of written or oral data collection instruments, telephone interviews, interviews, questionnaires, emails and internet concerning participants response on facts, attitudes and opinions. This will also enable the researcher to study them as a group, and the researcher considered the design appropriate because the research study is interested in an existing event from a representative number of the entire population of the study. The population consisted of two hundred and eighty two (282) public primary school head teachers and 3981 teachers within the area of study. (Source: Dept. of planning, research and statistics (PRS) State Universal Basic Education (SUBEB) Calabar (2020). The sampling technique to be adopted in this study was the simple random sampling technique Isangedighi (2004) viewed sampling technique as a means by which the teacher gives every member of the population equal and independent opportunity of being selected. A sample size of 282 head teacher and 1,128 teachers from the government owned primary school in Calabar Education zone will be used for the research. A breakdown is presented as follows: Akamkpa 67 head teachers and 268 teachers, Akpabuyo 26 head teachers and 104 teachers, Bakasi 23 head teachers and 92 teachers, Biase 59 head teachers and 236 teachers, Calabar Municipality 23 head teachers and 92 teachers, Calabar South 21 head teachers and 84 teachers and Odukpani 63 head teachers and 252 teachers. The researchers developed two sets of instrument to obtain data for the study, namely: Head teachers planning skills questionnaire (HTPSQ) and “Teacher job effectiveness questionnaire (TJEQ)” section A of the instrument shall be Head teachers management skills questionnaire (HTPSQ). With fifty (50) items of a modified 4 points rating scale, ranging from Strongly Agree (A) Agree (A), disagree (d) and strongly disagree (SD). Each sub-variable will be measured using ten (10) items section „B” of the instrument was the “Teachers Job Effectiveness Questionnaire (IJEQ)” to elicit information from pupils on the effectiveness of their teachers. It consists of eighteen (18) items with the application of the same rating scale as used in section „A” Each of the sub-variables of teacher job effectiveness was measured using ten (10) items. The reliability estimate of the instrument was established through pilot testing of the instrument which was administered to 50 respondents from public schools that are not part of the main study. The completed questionnaire was collected and coded accordingly. The copies of the questionnaire were administered once to the respondents after which the coefficient of internal consistency was estimated and the reliability index ranged from .78 to .98 accordingly the Cronbach Alpha reliability coefficient scale which shows that the instrument was highly reliable for data collection. Data shall be collected and analyze based on the hypotheses and the person product moment correlation coefficient was applied in testing the hypotheses:

Hypothesis one

Head teachers communication skill has no significant relationship with teachers” job effectiveness.

Independent Variable: Head teachers communication skill

Dependent Variable: Teachers job effectiveness

Statistical Tool: Pearson product-moment correlation coefficient analysis

Hypothesis two

Head teachers” motivational skill has no significant relationship with teachers” job effectiveness

Independent Variable: Head teachers” motivational skill

Dependent Variable: Teachers” job effectiveness

Statistical Tool: Pearson product-moment correlation coefficient analysis

Hypothesis three





Head teachers’ supervisory skill has no significant relationship with teachers’ job effectiveness

Independent Variable: Head teachers’ supervisory skill

Dependent Variable: Teachers’ job effectiveness

Statistical Tool: Pearson product-moment correlation coefficient analysis

**Presentation of results**

The results of the data analysis were presented hypothesis-by-hypothesis as shown below

**Hypothesis one**

Head teachers’ communication skills do not significantly relate to teachers’ job effectiveness. The major independent variable in this hypothesis is head teachers’ communication skills while the dependent variable is job effectiveness. To test this hypothesis, Pearson’s Product Moment Correlation Coefficient (r) was employed with Head teachers’ communication skills as (x) while job effectiveness as Y. The result of the analysis is presented in Table 1.

Table 1  
Relationship between Head Teachers’ communication skills and job effectiveness (280)

Variables	$\sum x$	$\sum x^2$	$\sum y$	$\sum y^2$	$\sum xy$	Df	LS	r-cal	p-value
Head teachers’ planning skills (X)	4889	86755			173902	279	0.05	.727	.034*
Job effectiveness (y)			9224	317694					

\* $p < .05$

The result in Table 1 with 280 respondents shows that Head teachers’ communication skills have an  $\sum x$  of 4889 and  $\sum x^2$  86755 while job effectiveness (y) has a  $\sum y$  and  $\sum y^2$  of 9224 and 317694 with  $\sum xy$  of 161754. The p-value of .034 is associated with an r-value of (.727) which is less than the chosen alpha of .05 needed at 279 degrees of freedom, thus the null hypothesis is rejected this implies that there is a significant relationship between head teachers’ communication skills and teachers’ job effectiveness

**Hypothesis two**

There is no significant relationship between head teachers’ motivation skills and teacher job effectiveness. The major independent variable in this hypothesis is head teachers’ motivation skills while the dependent variable is job effectiveness. To test this hypothesis, Pearson’s Product Moment Correlation Coefficient (r) was employed with head teachers’ motivation skills as (x) while job effectiveness as Y. The result of the analysis is presented in Table 2.

Table 2  
Relationship between head teachers’ motivation skills and job effectiveness (280)

Variables	$\sum x$	$\sum x^2$	$\sum y$	$\sum y^2$	$\sum xy$	Df	LS	r-cal	p-value



Head teachers' motivation (X)	5167	97297						
Job effectiveness (y)	9224	317694	169471	279	0.05	.644	.016*	

\* $p < .05$

The result in Table 2 with 280 respondents shows that head teachers' motivation skills have an  $\sum x$  of 5167 and  $\sum x^2$  97297 while job effectiveness (y) has a  $\sum y$  and  $\sum y^2$  of 9224 and 317694 with  $\sum xy$  of 169471. The p-value of .005 is associated with an r-value of (.869) which is less than the chosen alpha of .05 needed at 279 degrees of freedom, thus the null hypothesis is rejected this implies that there is a significant relationship between head teachers' motivation skills and teachers' job effectiveness.

**Hypothesis three**

There is no significant relationship between head teachers' supervisory skills and teacher job effectiveness. The major independent variable in this hypothesis is head teachers' supervisory skills while the dependent variable is job effectiveness. To test this hypothesis, Pearson's Product Moment Correlation Coefficient (r) was employed with head teachers' supervisory skills as (x) while job effectiveness as Y. The result of the analysis is presented in Table 3.

Table 3  
Relationship between head teachers' supervisory skills and job effectiveness (279)

Variables	$\sum x$	$\sum x^2$							
			$\sum y$	$\sum y^2$	$\sum xy$	df	LS	r-cal	p-value
Head teachers' supervisory skills (X)	4608	79464							
Job effectiveness (y)	9224	317694			150642	279	0.05	.664	.002*

\* $p < .05$

The result in Table 3 with 280 respondents shows that head teachers' supervisory skills have an  $\sum x$  of 4608 and  $\sum x^2$  79464 while job effectiveness (y) has a  $\sum y$  and  $\sum y^2$  of 9224 and 317694 with  $\sum xy$  of 150642. The p-value of .002 is associated with an r-value of (.664) which is less than the chosen alpha of .05 needed at 279 degrees of freedom, thus the null hypothesis is rejected this implies that there is a significant relationship between head teachers' supervisory skills and teachers' job effectiveness.

**Summary of Findings**

The findings of the study can be summarized as follows

1. Head teachers' communication skills significantly relate to teachers' job effectiveness.



2. There is a significant relationship between head teachers' motivation skills and teacher job effectiveness.
3. There is a significant relationship between head teachers' supervisory skills and teacher job effectiveness.

### **Discussions of Findings**

The findings of the study are discussed based on the stated hypotheses as shown below

#### **Head teachers' communication skills and teachers' job effectiveness.**

From the finding, it was revealed that Head teachers' communication skills significantly relate to teachers' job effectiveness. Effective communication skills could promote a good working relationship between the head teachers and teachers. It also enhances a good environment between head teachers, teachers and everybody working in a particular organization. It must be noted that public primary schools' efficiency depends on the effective communication skills patterns adopted by the school to help teachers' job performance. The present findings are in the light of Wonah(2016) whose result of the findings showed a positive significant influence of communication on staff job performance in the University of Calabar library. This implies that effective communication among staff could influence job productivity. On the contrary study, Barmaki (2014) reported a strong negative correlation between the maximum of non-interrupted time in close body posture and teaching performance. The study concluded that successful communication in the classroom enhances teaching proficiency and pupils' learning.

#### **Head teachers' motivation skills and teacher job effectiveness.**

It is found by the statistical analysis that there is a high positive correlation between head teachers' motivational skills and teachers' performance at public secondary schools, however, the calculated value of probability is .000 less than the constant alpha value 0.05. Consequently, the null hypothesis is rejected hence the alternative hypothesis is accepted. Similarly, The findings showed that there is a significant relationship between head teachers' motivation skills and teacher job effectiveness. A teacher's motivational level can rise when the teaching job enables a teacher to satisfy the life-supporting elements of his or her physical body like food, water, shelter, etc. It can also rise, when the teacher feels useful in his or her job and when he or she feels satisfied with what she or he is doing. ) Also identified the payment of salaries, allowances and promotions as the key factors that shape teacher attitudes toward their work. The present findings agree with the study of Edet (2002) result of the analysis showed that there was a significant influence of motivation on teachers' job performance. This means that the amount of teachers' efficient performance depends on or is influenced by the amount of intrinsic motivation the teacher receives. Also in consonance with the present study, Ekpoh (2003) findings showed that there was no significant influence of the physical working environment on teachers' work performance. The researcher however argued that the teachers were cramped into staff rooms with shared chairs and tables that in such situations, teachers were ignorant of what an enhanced working condition could contribute to work performance. In the same vein, Ortyoyande and Agbe (2005) findings indicated that salary was very paramount in teachers' performance. The study further showed that the problem of low salaries is even compounded by late payment of salaries to the extent that teachers can hardly plan for their earnings.

#### **Head teachers' supervisory skills and teacher job effectiveness.**

The results showed that there is a significant relationship between head teachers' supervisory skills and teacher job effectiveness. Supervision is concerned with the provision of professional help and guidance to teachers and students geared towards the attainment of effectual teaching and learning in the school. The principal as a supervisor offers a professional direction to



teachers to develop their competencies for effectual teaching process to improve the learning and growth of the students. The present findings affirms with the study of Obama (2013) result reported a significant relationship between internal/external supervision and teachers' effectiveness. It means that for teachers' job performance to be effective, head teachers must adopt a very efficient supervisory skill in primary schools in Cross River State Southern Senatorial District. The present study is in line with Jared (2009) findings also revealed that head teachers method of supervision significantly related to teachers' job performances. In another development, Akpan (2010) findings hold that supervision of teachers at work has a great influence on their job effectiveness and as such head teachers must adopt good instructional supervisory skill to get the teachers to do their jobs effectively and efficiently. Similarly, Gerum in Nsaboniimpa, (2011) reported from empirical study that a significant relationship was found between supervision of instruction and teachers' effectiveness in the study area. Again, Napodia (2011) result reported a significant influence of head teachers' effective supervision on teaching staff's task accomplishment in the study area. This holds that teachers need regular supervision to do their work well so head teachers need good supervisory skills to get teachers to perform their job effectively. Also, Nzambi (2012) result revealed that the majority of the teachers strongly agreed that head teachers provided necessary resources for learning and the head teachers communicated confidently. The teachers' results agreed with those of all the head teachers that they provided learning resources, learned from others, celebrated success, provided an opportunity for independent functioning, involved teachers in decision-making, communicated confidently, helped workers deal with job-related stress, maintained a harmonious working relationship, ensured that classrooms were conducive for learning, made school safe/secure at the place of work, coordinate, practice with policy and maintain good standards of work.

### **Summary of the study**

The findings can be summarized as follows

1. Head teachers' communication skills significantly relate to teachers' job effectiveness.
2. There is a significant relationship between head teachers' motivation skills and teacher job effectiveness.
3. There is a significant relationship between head teachers' supervisory skills and teacher job effectiveness.

### **Recommendations**

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

1. It is recommended that school management in the study area should be strengthened to closely monitor the head teacher's supervisory practices so that teachers' failure to perform duties as required does not have an account on the head teacher's roles.
2. Based on the findings the study recommends the use of different methods of communication because every method of communication fits a certain situation and it has benefited over another method, so heads of schools should choose a certain method based on the nature of the information to be shared.
3. The Ministry of Education and the owner of private secondary schools should provide incentive packages to increase teachers' motivation. Special attention should be put on increasing teachers' salaries because the majority of them (teachers) complained about the inadequacy of their salaries to meet their needs. Increasing teachers' salaries will



increase their morale to teach. This is because the teachers must be interested in what they teach and in the children when they are teaching.

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