

PRINCIPALS' MANAGERIAL COMPETENCIES AS CORRELATES OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE.

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Abstract

This study investigated principals' managerial competencies as correlates of teachers' job commitment in public secondary schools in Anambra State. The study adopted correlational research design. The population of the study comprised 4,947 teachers in the 263 public secondary schools in the six education zone in Anambra State. The sample size for the study consisted of 495 teachers' drawn from the entire population. The proportionate stratified random sampling technique was used to draw the sample size of 10% of the teachers. The instruments for data collection were researcher-structured questionnaire titled: Principal's Managerial Competencies (PMCQ) and Teachers Job Commitment (TJCQ). The first instrument has two sections 'A-B.' Section A was for respondents' demographic variables, while the Section B has two Clusters 'A-B.' Cluster 'A' elicits information on principals' instructional leadership competency with 10-item statements; Cluster 'B' elicits information on principals' personnel management competency with 10-item statements. The second instrument titled: Teachers' Job Commitment (TJCQ) contained 20 items which elicited information on teachers' Job Commitment. The instruments were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The validity of the instruments were established by three experts from Faculty of Education, Chukwuemeka Odimegwu Ojukwu University Igbariam Campus. The instruments were trial-tested on a sample representative of 20 schools in Enugu State. The data obtained from PMCQ and TJCQ were subjected to Cronbach Alpha statistical method which gave Alpha Co-efficient value of 0.76 for instructional leadership; 0.82 for personnel management competency and 0.76 for teachers' job commitment. The data collected were analyzed using Pearson Product Moment Correlation Coefficient and simple regression analysis. The findings of the study revealed that there is a positive and significant relationship between principals' instructional leadership and teachers' job commitment in public secondary schools in Anambra State. Based on the findings, the study recommended that public secondary school principals should actively engage with their teaching staff, provide regular feedback, and create opportunities for open communication so as to improve the quality of education in their various schools.

Keywords: *Managerial Competencies, Instructional Leadership, Personnel Management, Competency, Job Commitment, Teachers' Commitment*

Introduction

Education is a transformational tool in every society and should be held strongly. One of the basic purposes of education is to produce trained human resource, which can overcome

developmental impediments of a given country. This suggests that education is a means of affecting changes in the society in order to build a well-developed country. Ugochukwu et al. (2021) noted that the importance of education cannot be overemphasized given that it plays a very vital role in the provision of resources through manpower which is needed for an all-round national development. The Federal Republic of Nigeria in the National Policy on Education (2013) recognized the importance of teachers by stating that no nation's education system could be greater than the quality of her teachers. However, the quality of teachers and their job commitment are the determinant factors for the students to benefit from the education system.

Commitment is an essential aspect of personal growth, successful relationships, and achieving long-term goals. Afolakemi and Adeyemi (2021) explained that teachers' job commitment is the level of enthusiasm for tasks assigned to teaching staff in the school. When teachers are genuinely committed to their job, they are more likely to go above and beyond to create a positive learning environment, continually improve their teaching methods and support their students' individual needs. Teachers' commitment to their job is one of the major professional characteristics that influence education quality outcomes. Committed teachers according to Odoh (2021) work harder, demonstrate stronger affiliation to their school and show a desire to carry out the task of teaching. Committed teachers are the most important resource that a school should have to achieve greater and better results and also impact students' academic performance. That notwithstanding, principals through their various managerial competencies contribute to a large extent to how teachers are committed to their jobs.

Principals' managerial competencies refer to the knowledge, skills, and abilities that principals need to effectively oversee and manage the affairs of their school. These competencies encompass a range of leadership, administrative, educational, and interpersonal skills that are essential for creating a positive learning environment, achieving educational goals, and ensuring the overall success of the school. Stronge et al. (2016) stated that school principals with strong managerial competencies are better equipped to lead their various schools, support teachers and staff, and facilitate student achievement.

Competency is the successful performance of a task through the use of knowledge, skills, attitude and judgment. Olaleye (2014) opined that principals as chief executive in secondary schools should possess requisite competencies for making right decisions that will be of immense benefit to the school organizational growth. These competencies include: instructional leadership competency, personnel management competency, financial management competency, communication skills, information and communication technology competency. Therefore, within the context of this study, principals' managerial competencies focused on instructional leadership competency and personnel management competency.

Instructional leadership competency has to do with knowledge, skills, and abilities that educational leaders possess to effectively support and improve teaching and learning within an educational institution. This competency is essential for school principals, administrators, and other leaders who are responsible for shaping the educational experiences of students and the professional growth of teachers. Ikegbusi et al. (2016) explained that instructional

leadership competency is those actions that principals take or delegate to others to promote growth in students' learning ability. Mpondo (2015) identified some major instructional leadership competencies to include, ability to identify and translate instructional goals to action, create conducive learning environment, evaluate the activities of teachers and students. In essence, for principals to encourage educational achievement in school programmes, instructional leadership competence should be their utmost concern.

Personnel management is a phase of management which deals with the effective control and use of manpower as distinguished from other sources of power. It includes planning, organizing, directing and controlling various operative function of procuring, developing, maintaining and utilizing a labour force such that the objective, for which the organization is established are attained effectively and efficiently. Prachi (2018) saw personnel management as the systematic process of obtaining, using and maintaining a satisfied workforce. It is significant part of management concerned with employees at work and their relationship within the organization. Imhangbe et al. (2019) defined principals' personnel management competencies are principals' abilities to manage all staff affairs in terms of determining their needs, delegating duties, resolving conflicts, maintaining effective communication, encouraging staff development and motivating them in various ways. Despite the important position of principals in schools, concerns have been expressed by many stakeholders over principals' poor staff management practices which have resulted in teachers' poor commitment to their jobs. It is against this background that the study examined principals' managerial competencies as correlates of teachers' job commitment in public secondary schools in Anambra State.

Statement of the Problem

Effective management of human and material resources are very important in improving the quality of education. Employees' commitment is what every employer tries to achieve. From observation, some teachers in public secondary schools in Anambra State exhibits lack of commitment to work as a result of principals' poor management of personnel. A number of studies have been carried out to address the problems of secondary school management, resulting from administrative incompetency of principals. Such include studies on principals' leadership styles, instructional leadership and principals' application of personnel management skills. All these studies seem quite interesting in their theoretical sense, but evidences showed that the problems of secondary school management are still persisting. If the issues of poor commitment to work on the part of teachers persist, the quality of education in the State will continue to be threatened. To this end the study investigated principals' managerial competencies as correlates of teachers' job commitment in public secondary schools in Anambra State.

Purpose of the Study

The general purpose of the study was to examine principals' managerial competencies as correlates of teacher's job commitment in public secondary schools in Anambra State. Specifically, the study sought to:

1. Determine the extent to which Principals' instructional leadership competency correlate with teachers' job commitment in public secondary schools in Anambra

State.

2. Ascertain the extent to which Principals' personnel management competency correlate with teachers' job commitment in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' instructional leadership competency and teacher's job commitment in public secondary schools in Anambra State?
2. What is the relationship between principals' personnel management competency and teacher's job commitment in public secondary schools in Anambra state?

Hypotheses

The following null hypotheses were tested at .05 level of significance

1. There is no significant relationship between principals' instructional leadership competency and teachers' job commitment in public secondary schools in Anambra State.
2. There is no significant relationship between principals' personnel management competency and teachers' job commitment in public secondary schools in Anambra State.

Methods

The study adopted correlational research design. The study was carried out in public secondary schools in Anambra State. The population of the study comprised 4,947 teachers in 263 public secondary schools in the six education zones in Anambra State. The sample size for the study consisted of 495 teachers' drawn from the entire population. The proportionate stratified random sampling technique was used to draw the sample size of 10% of the teachers. The instruments for data collection were researcher-structured questionnaire titled: Principal's Managerial Competencies (PMCQ) and Teachers Job Commitment (TJCQ). The first instrument has two sections 'A-B.' Section A was for respondents' demographic variables, while the Section B has two Clusters 'A-B.' Cluster 'A' elicited information on principals' instructional leadership competency with 10-item statements; whereas Cluster 'B' elicited information on principals' personnel management competency with 10-item statements. The second instrument titled: Teachers' Job Commitment (TJCQ) contained 20 items which elicited information on teachers' Job Commitment. The instruments were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The validity of the instruments were established by three experts from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University Igbariam Campus. The instruments were trial-tested on a sample representative of 20 schools in Enugu State. The data obtained from PMCQ and TJCQ were subjected to Cronbach Alpha statistical method which gave Alpha Co- efficient value of 0.76 for instructional leadership; 0.82 for personnel management competency and .076 for teachers' job commitment. The data collected were analyzed using Pearson Moment Correlation Coefficient and simple regression analysis.

Results

Research Question 1: What is the relationship between Principals’ instructional leadership competency and teachers’ job commitment in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the Relationship between Principals’ Instructional Leadership Competency and Teachers’ Job Commitment in Public Secondary Schools in Anambra State

Variables	N	Principals’ Instructional Leadership	Teachers’ Job Commitment	Remarks
Principals’ Instructional Leadership	488	1.00	0.947	Strong Relationship
Teachers’ Job Commitment	488	0.947	1.00	

Results on Table 1 showed a Pearson’s Correlation Coefficient (r) of .947. This indicated that there is a positive relationship between instructional leadership competency and teachers’ job commitment in public secondary schools in Anambra State.

Research Question 2: What is the relationship between principals’ personnel management competency and teachers’ job commitment in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the Relationship between Principals’ Personnel Competency and Teachers’ Job Commitment in Public Secondary Schools in Anambra State

Variables	N	Principals’ Instructional Leadership	Teachers’ Job Commitment	Remarks
Personnel Management	488	1.00	0.950	Strong Relationship
Teachers Job Commitment	488	0.950	1.00	

As shown on Table 2, Pearson’s Correlation Coefficient (r) of 0.950 was obtained. This indicated that there was a positive relationship between personnel management and teachers job commitment in public secondary schools in Anambra State.

Hypothesis 1: There is no significant relationship between principals’ instructional leadership competency and teachers’ job commitment in public secondary schools in Anambra State.

Table 3: Regression Summary Analysis on Principals’ Instructional Leadership Competency and Teachers’ Job Commitment in Public Secondary Schools in Anambra State

Variables	R	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Instructional leadership	.947 ^a	.897	1.460	4222.048	.001 ^b	Significant

- a. Dependent Variable: Teachers’ job commitment
- b. Predictors: (Constant), Principals’ Instructional leadership

The analysis of the test of hypothesis one in Table 3 showed that the p-value (.001) is less than 0.05. However, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there was a significant relationship between instructional leadership competency and teachers’ job commitment in public secondary schools in Anambra State with strong r value of 0.947. More so, the r-square value was 0.897, which also indicates that there is 89.7% significant relationship between instructional leadership competency and teachers’ job commitment in public secondary schools in Anambra State.

Hypothesis 2: There is no significant relationship between principals’ personnel management competency and teachers’ job commitment in public secondary schools in Anambra State.

Table 4: Regression Summary Analysis on Principals’ Personnel Management Competency and Teachers’ Job Commitment in Public Secondary Schools in Anambra State

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Personnel management	.950 ^a	.903	.903	1.418	4510.701	.000 ^b	Significant

- a. Dependent Variable: Teachers' job commitment
- b. Predictors: (Constant), Principals' Personnel management

The results of the test of hypothesis two as presented in Table 10 showed that the p-value (.001) is less than .05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant relationship between personnel competency and teachers' job commitment in public secondary schools in Anambra State with strong rvalue of 0.950. More so, the r-square value was 0.903, which also implies that there is 90.3% significant relationship between personnel management competency and teachers' job commitment in public secondary schools in Anambra State.

Discussion of Findings

The finding on the relationship between principals' instructional leadership competency and teachers' job commitment in public secondary schools in Anambra State revealed that there was a strong relationship between principals' instructional leadership competency and teachers' job commitment in public secondary schools in Anambra State. The finding also revealed a significant relationship between instructional leadership competency and teachers' job commitment in public secondary schools in Anambra State. These findings are in line with the studies of Dogan et al. (2013), Amalu (2017) and Sarkova (2010). Their results indicated that there existed positive relationship between instructional leadership competency and teachers' job commitment in public secondary schools. The possible explanation for the agreement between the studies is that instructional leadership competency improves and enhances teachers' job commitment in public secondary schools in Anambra State.

The finding on the relationship between principals' personnel management competency and teachers' job commitment in public secondary schools in Anambra State revealed that there was a relationship between principals' personnel management competency and teachers' job commitment in public secondary schools in Anambra State. The finding also revealed a significant relationship between principals' personnel management competency and teachers' job commitment in public secondary schools in Anambra State. The finding is as a result that school principals usually identify what motivate teachers, recognizing their efforts, involving them in decision-making on matters concerning them and many more. The finding is supported by the findings of Saheera and Mainkandan (2016) who reported that the relationship between personnel management competency and teachers' job commitment is moderate. However, the study disagrees with that of Harshitha et al. (2018); and Weintraub et al. (2015) that revealed that poor relationship was found between personnel management competency and teachers' job commitment. The differences in the studies could be attributed to the fact that the two studies were conducted in different geographical location.

Conclusion

Teachers who are committed to their job go above and beyond to create a positive learning environment and support students' needs, making them a valuable resource for schools. Principals play a vital role in fostering teachers' commitment through their managerial competencies, which encompass leadership, administrative, educational, and interpersonal skills. Based on the data presented, discussed and analyzed, the study concluded that principals' administrative competencies correlate with teachers' job commitment in public secondary schools in Anambra State.

Recommendations

The following recommendations are made based on the findings of the study:

1. Public secondary school principals should actively engage with their teaching staff, provide regular feedback, and create opportunities for open communication so as to improve the quality of education in their various schools.
2. Government through the Ministry of Education should place a strong emphasis on training programmes and professional development opportunities for school principals, focusing on enhancing their competence in personnel management.

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