

**PRINCIPALS' TEAM MANAGEMENT SKILLS AND JOB PERFORMANCE OF
SECONDARY SCHOOLTEACHERS IN AKWA IBOM STATE NORTH-EAST,
NIGERIA.**

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ABSTRACT

The study was carried out to determine the relationship between “Principals’ Team Management Skills and Job Performance of Secondary School Teachers in Akwa Ibom State North-East Senatorial District. Three research questions and three research hypotheses were formulated to guide the study. Correlation research design was adopted for this study. The population of this study consisted of all the 86 principals and 3200 teachers from all the 86 Public Secondary Schools in Akwa Ibom North-East Senatorial District. The sample of this study consisted of 62 principals representing 72% of the population of principals and 448 teachers representing 14% of the population of teachers. Multi-stage sampling technique was used for this selection. Two researcher-developed instruments titled “Principals’ Team Management Skills Questionnaire” (PTMSQ) and “Teachers’ Job Performance Questionnaire” (TJPQ) were used for data collection. However, teachers were the raters for “PTMSQ” while the principals rated the “TJPQ.” These instruments were face validated by two experts from the Department of Curriculum Studies, Educational Management and Planning, University of Uyo. The reliability coefficients of the instrument were determined using Cronbach Alpha Analysis, which yielded indices of 0.83 and 0.85 for PTMSQ and TJPQ respectively. Pearson Product Moment Correlation Coefficient was used to answer the research question and to test the hypotheses at 0.05 level of significance. The findings revealed that principals’ delegation skills, communication skills and Discipline skills significantly relate to job performance of secondary school teachers in Akwa Ibom North-East Senatorial District. Based on the findings, it was recommended among others, that principals should endeavor to delegate duties based on areas of specialization to enhance good job performance by teachers.

KEYWORDS: Team Management Skills, Job Performance, Secondary Schoolteachers, Nigeria.

Background of the Study

Education serves as the foundation for national development and a key instrument for fostering societal growth and unity. As explained by Nwachukwu, Elezuo & Iheanaetu, (n.d) In the education enterprise, the teacher, who is the hub upon which education wheel revolves at the secondary school level, must be well lubricated with high morale In Nigeria, secondary education is strategically designed to equip learners with the knowledge, skills, values, and attitudes needed for self-reliance and higher education, thereby enabling them to contribute meaningfully to society (Federal Republic of Nigeria, 2013). Achieving these goals, however, depends significantly on the performance of teachers, which in turn is influenced by the quality of leadership and team management provided by school principals. Principals play a central role in coordinating human and material resources to achieve desirable learning outcomes. Observations suggest that deficiencies in principals' team management skills have contributed to challenges such as excessive workloads, poor teacher collaboration, low academic performance, and internal conflicts, all of which undermine the attainment of educational goals. Effective leadership in schools requires a combination of knowledge, experience, and team management competencies, including delegation, communication, and disciplinary skills (Bush, 2020; Leithwood, Harris, & Hopkins, 2020).

Team management refers to the ability to organize, coordinate, and direct individuals toward achieving shared objectives. This skill is central to effective leadership in educational settings, where principals are responsible for managing teachers, non-teaching staff, and students to ensure smooth operations and the attainment of school goals (Northouse, 2021). Scholars have identified delegation, communication, and discipline skills as key components of team management that can enhance teachers' job performance; when principals apply these skills effectively, they can be regarded as skilled team managers (Harris & Jones, 2020). Competent team management promotes cooperation, unity, and commitment among staff, creating a positive school climate that supports high teacher performance. For the purpose of this study, principals' team management skills will be operationalized as the combination of delegation skills, communication skills, and discipline skills.

Delegation involves assigning responsibilities to qualified personnel to optimize productivity, reduce principal workload, and empower teachers (Borowick, 2014; Ruto, 2011). When responsibilities are delegated effectively, teachers feel valued and motivated, which enhances their performance and contributes to organizational success. Conversely, poor delegation can overburden principals and hinder teachers' ability to execute tasks efficiently. Communication is the transmission of information, ideas, and expectations to ensure mutual understanding and coordinated action (Keyton, 2011). Effective communication by principals including meetings, briefings, and feedback clarifies roles, fosters collaboration, and prevents misunderstandings that could lead to indiscipline or poor performance (Udom, 2017; Grissom, Egalite, & Lindsay, 2021).

Discipline refers to enforcing rules and maintaining order to promote a conducive learning environment (Ukpong, 2017). Principals who implement fair, consistent, and restorative disciplinary practices enhance teacher compliance, reduce

negative behaviours, and improve overall school performance (Onderi& Odera, 2012; Wang, Degol, & Henry, 2021). Poor discipline, however, fosters low morale, absenteeism, and noncompliance among staff and students.

Teachers' job performance is critical to the success of secondary education, as they are the primary implementers of the curriculum and drivers of student learning outcomes (Ada, 2011). Principals' team management skills shape the school climate and directly influence teachers' effectiveness. Yet, in many secondary schools in Akwa Ibom North-East Senatorial District, principals' leadership is often centralized, delegation is uneven or based on favoritism, communication is inconsistent, and disciplinary measures are weak or disproportionate. These challenges contribute to low teacher morale, poor student performance, and negative school culture, highlighting the need to investigate how principals' team management skills can enhance teachers' job performance and the achievement of educational objectives.

Statement of the Problem

Secondary education is intended to equip learners with the knowledge, skills, and values necessary for higher education and societal contribution. Teachers' job performance plays a pivotal role in realizing these goals. However, there seems to be a decline in teachers' job performance in Akwa Ibom North-East, which is seemingly linked to poor team management skills on the part of principals. Consequently, the secondary education system appears to have fallen short in producing graduates who are self-reliant, capable of critical thinking, and able to contribute meaningfully to societal development. Many graduates struggle with basic communication skills, lack problem-solving abilities, and in pursuit of self-reliance, some have reportedly turned to social vices such as banditry, cybercrime, and kidnapping.

Additionally, high student failure rates in internal and external examinations, widespread examination malpractice, and teacher indiscipline manifesting as absenteeism, lateness, lackadaisical attitudes, and strained teacher-student relationships further exacerbate the problem. Teachers' dissatisfaction often stems from principals delegating responsibilities selectively within a close circle, sometimes leading to conflict and resentment. These challenges seemingly reflect the impact of inadequate team management by principals, which hinders teachers' effectiveness and undermines educational objectives despite substantial investments by government, stakeholders, and parents. This gap underpins the need for the present study titled "Principals' Team Management Skills and Job Performance of Secondary School Teachers in Akwa Ibom North-East."

Purpose of the Study

Specifically, the study sought to determine the relationship between:

- i. Principals' delegation skill and job performance of secondary school teachers in Akwa Ibom North-East.
- ii. Principals' communication skill and job performance of secondary school teacher in Akwa Ibom North-East.

- iii. Principals' school discipline skill and job performance of secondary school teachers in Akwa Ibom North-East.

Research Question

To achieve the purpose of the study, the following research questions were raised to guide the study.

- i. What is the relationship between principals' delegation skill and job performance of teachers?
- ii. What is the relationship between principal's communication skill and job performance of secondary school teachers in Akwa Ibom North-east?
- iii. What is the relationship between principal's discipline skill and job performance of secondary school teachers in Akwa Ibom North-east?

Research Hypotheses

Based on the research questions raised, the following null hypotheses were formulated to guide the study.

- i. There is no significant relationship between the principals' delegation skills and job performance of teachers in secondary schools.
- ii. There is no significant relationship between the principals' communication skills and job performance of teachers in secondary schools.
- iii. There is no significant relationship between the principals' discipline skills and job performance of teachers in secondary schools.

Theoretical Framework

Transformational Leadership Theory by Burns (1978)

Job Performance Theory by Campbell (1990)

Transformational Leadership Theory

Transformational Leadership Theory was propounded by Burns in 1978 and expanded by Bass in 1985. It holds that effective leaders inspire, motivate, and empower followers to exceed expectations through vision, support, and individualized consideration.

Applied to principals' team management, delegation, communication, and discipline are key expressions of transformational leadership. Principals who delegate appropriately, communicate clearly, and enforce discipline fairly inspire teachers, promote collaboration, and enhance accountability. Conversely, weak delegation, poor communication, or inconsistent discipline reduces motivation, causes confusion, and undermines teachers' job performance. Thus, transformational leadership provides a framework for understanding how principals' management skills influence instructional effectiveness and overall teacher productivity.

Job Performance Theory

Job Performance Theory, articulated by Campbell in 1990, views performance as behaviors that contribute to organizational goals rather than just outcomes. It emphasizes task performance, contextual performance, and adaptive performance, shaped by leadership, motivation, and organizational support. In this study, principals'

management skills directly influence teachers' performance. Effective delegation clarifies roles and empowers teachers, strong communication fosters collaboration and understanding, and consistent discipline ensures accountability and professional standards. Conversely, poor delegation, weak communication, and inconsistent discipline create confusion, reduce morale, and lower instructional effectiveness. Therefore, principals' team management skills are critical for enhancing teachers' job performance.

CONCEPTUAL FRAMEWORK

Principals' Team Management Skills and Teachers' Job Performance

Principals' team management skills refer to the coordinated leadership competencies that enable school principals to organize human resources, guide professional relationships, and align teachers' efforts toward achieving instructional goals and overall school effectiveness. In contemporary school administration, the principal is no longer viewed merely as an administrative head but as a strategic team leader who fosters collaboration, ensures accountability, facilitates communication, and sustains professional standards within the school. These skills are expressed through daily interactions, decision-making processes, supervision practices, and organizational structures that directly influence teachers' behaviour and job performance.

Schools function as professional communities where teaching and learning outcomes depend on coordinated effort rather than isolated individual action. When principals possess strong team management skills, they build cohesive work environments characterized by shared responsibility, mutual trust, and collective accountability. Such environments have been associated with higher teacher motivation, improved instructional practices, and stronger institutional performance (Hallinger & Kulophas, 2020; Leithwood et al., 2020). Conversely, when principals lack these skills, fragmentation, low morale, role ambiguity, and reduced productivity often emerge within the school system. Hence, for conceptual clarity, principals' team management skills in this study are organized into three interrelated dimensions: delegation skills, communication skills, and discipline skills. Each dimension has distinct implications for teachers' job performance, both positively and negatively.

Principals' Delegation Skills and Teachers' Job Performance

Delegation skills refer to the principal's ability to assign responsibilities appropriately, match tasks with teachers' competencies, provide authority alongside responsibility, and monitor outcomes effectively. Delegation is not merely about distributing workload; it is a leadership strategy aimed at empowering teachers, promoting professional development, and enhancing institutional efficiency (Harris & Jones, 2020). A principal who possesses strong delegation skills recognizes the diverse strengths within the teaching staff. For instance, a principal may appoint a highly innovative mathematics teacher as head of the STEM committee, entrusting the teacher with coordinating instructional materials and mentoring colleagues. Through such delegation, the teacher gains leadership experience, while instructional coordination within the department improves. Research indicates that empowerment through delegation increases teachers' sense of professional ownership, which positively

influences lesson preparation, classroom engagement, and participation in school activities (Nguyen et al., 2021).

Another example involves delegating responsibility for organizing internal workshops or peer observation programmes. When experienced teachers are entrusted with facilitating professional learning sessions, they refine their expertise and inspire collaborative improvement among colleagues. This process enhances instructional competence and strengthens collective responsibility for student outcomes (Liu & Hallinger, 2021). However, the absence of effective delegation can negatively impact teachers' job performance. When principals centralize authority excessively and refuse to share responsibilities, teachers may feel undervalued and disengaged. Such leadership patterns limit teachers' creativity and reduce initiative. Additionally, poor delegations such as assigning tasks without clear guidelines or overburdening certain staff members can result in stress, confusion, and resentment. Studies show that unclear role expectations diminish teacher effectiveness and weaken organizational commitment (Leithwood et al., 2020). Thus, effective delegation enhances job performance by fostering autonomy, accountability, and professional growth, whereas ineffective delegation contributes to low morale, reduced collaboration, and diminished instructional quality.

Principals' Communication Skills and Teachers' Job Performance

Communication skills encompass the principal's ability to convey information clearly, listen actively, provide constructive feedback, resolve conflicts, and maintain open channels of dialogue. Communication is central to team management because it connects leadership intentions with teachers' daily practices (Kraft et al., 2020). A principal skilled in communication ensures that school goals, policies, and expectations are clearly articulated during meetings and reinforced through written and digital platforms. For example, when introducing a new curriculum framework, an effective principal explains its objectives, discusses implementation strategies, and invites teachers' contributions. Such participatory communication builds trust and encourages teachers to align their classroom practices with institutional priorities (Moolenaar et al., 2021).

In instructional supervision, communication is demonstrated through constructive feedback. After observing a lesson, a principal may highlight effective student engagement strategies while recommending improvements in assessment techniques. This balanced approach enhances teachers' confidence and professional competence, leading to improved classroom performance (Kraft et al., 2020).

Communication also plays a vital role in conflict management. When interpersonal disagreements arise among staff, a communicative principal facilitates respectful dialogue and promotes consensus. Teachers working in environments characterized by open communication are more likely to collaborate, share instructional resources, and support one another's professional development (Harris & Jones, 2020). Conversely, poor communication significantly undermines teachers' job performance. When principals fail to provide clear instructions or withhold important information, teachers experience role ambiguity and uncertainty. Miscommunication

can lead to duplication of tasks, missed deadlines, and inconsistent instructional practices. Moreover, authoritarian communication styles that suppress teachers' voices may create fear, resentment, and disengagement. Research suggests that communication breakdowns are strongly associated with low staff morale and weakened instructional effectiveness (Moolenaar et al., 2021). Therefore, effective communication enhances teachers' clarity, collaboration, and commitment, while ineffective communication fosters confusion, mistrust, and reduced productivity.

Principals' Discipline Skills and Teachers' Job Performance

Discipline skills refer to the principal's ability to establish professional standards, enforce rules consistently, maintain accountability, and regulate behaviour within the school. In contemporary educational leadership, discipline emphasizes fairness, transparency, and developmental guidance rather than punitive control (Sun & Leithwood, 2021). A principal who possesses discipline skills sets clear expectations regarding punctuality, lesson preparation, ethical conduct, and participation in school programmes. For example, implementing structured attendance monitoring and consistently addressing lateness through supportive counseling promotes a culture of punctuality and responsibility. Teachers in such structured environments are more likely to prepare adequately for lessons and manage classrooms effectively.

Another practical example involves periodic review of lesson plans and instructional records. A disciplined principal who provides corrective guidance when deficiencies are observed ensures that teaching standards are maintained. If a teacher struggles with classroom management, the principal may recommend mentorship or professional training rather than immediate sanctions. Such developmental discipline strengthens instructional competence and reinforces professional accountability (Grissom et al., 2021). However, when principals lack discipline skills, several negative outcomes may occur. Inconsistent enforcement of rules or favoritism can create perceptions of injustice, leading to resentment among staff. Excessive leniency may result in habitual lateness, incomplete lesson preparation, and declining professional standards. On the other hand, overly rigid or authoritarian disciplinary practices may suppress teacher morale and discourage innovation. Research indicates that both extreme laxity and excessive control negatively affect teacher motivation and performance (Sun & Leithwood, 2021). Thus, balanced and fair discipline contributes to a stable organizational climate that enhances teachers' punctuality, preparedness, ethical conduct, and overall job performance.

Teachers' Job Performance

Teachers' job performance refers to the degree to which teachers effectively execute instructional and professional responsibilities within the school system. It includes lesson planning, classroom management, instructional delivery, assessment practices, collaboration with colleagues, punctuality, and commitment to institutional policies. High teacher performance is reflected in improved student learning outcomes, innovative teaching methods, timely task completion, and active participation in school development initiatives (OECD, 2020). Teachers' performance is influenced by leadership practices, work climate, professional support, and organizational structure.

Among these factors, principals' team management skills are central because they directly shape teachers' daily experiences, expectations, and motivation.

The conceptual framework of this study posits that principals' team management skills—delegation, communication, and discipline—serve as independent variables influencing teachers' job performance. These constructs operate interactively rather than in isolation. When a principal delegates effectively, teachers feel empowered and trusted. When communication is transparent and participatory, teachers understand expectations clearly and collaborate productively. When discipline is fair and consistent, teachers operate within a structured system that promotes accountability. Together, these skills create a positive organizational climate associated with enhanced teacher commitment and instructional effectiveness (Hallinger & Kulothas, 2020; Grissom et al., 2021).

Conversely, the absence of delegation leads to disengagement and limited initiative; poor communication results in confusion and mistrust; and weak or inconsistent discipline undermines professional standards. These deficiencies collectively weaken teachers' job performance and overall school effectiveness. Therefore, the conceptual integration suggests that balanced and skillful application of delegation, communication, and discipline by principals fosters empowerment, clarity, and accountability—key drivers of improved teachers' job performance and sustainable school success.

RESEARCH METHOD

Research Design

This study adopted a correlational survey research design. Correlational designs are appropriate when the objective is to determine the magnitude and direction of relationships among variables without manipulating them (Creswell & Creswell, 2018). The present study sought to examine the relationship between principals' team management skills (delegation, communication, and disciplinary skills) and teachers' job performance in public secondary schools. A correlational approach was considered suitable because the study did not intend to establish causal relationships but rather to determine whether statistically significant associations exist among the variables under investigation. The design enabled the researcher to collect data from a large population and quantify the strength of relationships using appropriate statistical techniques.

Area of the Study

The study was conducted in Akwa Ibom North-East Senatorial District, Akwa Ibom State, Nigeria. The district comprises nine Local Government Areas: Etinan, Ibesikpo Asutan, Ibiono Ibom, Itu, Nsit Atai, Nsit Ibom, Nsit Ubium, Uruan, and Uyo. The area hosts a considerable number of public secondary schools under the supervision of the State Secondary Education Board. The selection of the area was informed by observable concerns relating to teacher job performance, including declining academic outcomes and reports of administrative challenges in some public secondary schools within the district.

Population of the Study

The population of the study comprised 86 principals and 3,200 teachers from all 86 public secondary schools in Akwa Ibom North-East Senatorial District (Statistical Unit, State Secondary Education Board, 2022).

Sample Size and Sampling Techniques

The study included 62 principals (72% of the population) and 448 teachers (14% of the population), totaling 510 respondents. A multi-stage sampling technique was used: schools were first clustered by the nine Local Government Areas in the senatorial district, then 70% of schools from each cluster were selected, resulting in 62 schools. Finally, seven teachers from each school were purposively used. This sample size ensures representativeness and strengthens the study's generalizability.

Instrumentation

Two researcher-developed instruments were used: the Principals' Team Management Skills Questionnaire (PTMSQ) and the Teachers' Job Performance Questionnaire (TJPQ). The PTMSQ had 30 items across three subscales; delegation, communication, and discipline assessing teachers' perceptions of principals' competencies. The TJPQ had 15 items evaluating teachers' instructional delivery, classroom management, punctuality, collaboration, and commitment. Teachers rated principals on the PTMSQ, and principals rated teachers on the TJPQ, using a four-point Likert scale, with negatively worded items reverse-coded.

Validity of the Instruments

The instruments were subjected to face and content validation by three experts, including two specialists in Educational Management and Planning and one expert in Educational Evaluation and Measurement. These validators carefully examined the instruments to ensure the relevance of the items to the constructs being measured, the clarity of the language used, the adequacy of the content coverage, and the alignment of the items with the research objectives. Based on their observations and recommendations, necessary corrections and adjustments were made before the instruments were finalized and administered for the main study.

Reliability of the Instruments

A pilot study was conducted outside the main study area to determine the internal consistency reliability of the research instruments. Data obtained from the pilot test were analyzed using Cronbach's alpha coefficient. The results yielded reliability indices of 0.73 for the delegation skills scale, 0.74 for the communication skills scale, 0.74 for the disciplinary skills scale, and 0.75 for the teachers' job performance scale. These coefficients are above the minimum acceptable threshold of 0.70 recommended for social science research (Taber, 2018), indicating that the instruments possessed satisfactory internal consistency and were suitable for use in the main study.

Research Question 1: What is the relationship between principals' delegation skills and job performance of teachers?

Table 1: Correlation Analysis of Principals' Delegation Skills and Teachers' Job Performance

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	Remarks
Principals' Delegation Skill	262907	1379682	1318976	0.78	Very High Positive Relationship
Teachers' job performance	583697	4278390			

Data in Table 1 showed the relationship between principals' delegation skill and teachers' job performance in secondary schools in Akwa Ibom North East Senatorial District. The result yields the correlation coefficient of 0.78. This means that there was a very high positive relationship between principals' delegation skill and teachers' job performance. This result means that the more positive the principals' delegation skill, the more committed the teachers. The result also indicates that low level of principals' delegation skills will likely reduce the level of teachers' job performance.

Research Question 2: What is the relationship between principal's communication skills and job performance of secondary school teachers in Akwa Ibom North-East?

Table 2: Correlation Analysis of principals' communication skills and Teachers' Job Performance

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	Remarks
Principals' Communication Skill	298594	1413083	1359116	0.61	High Positive Relationship
Teachers' job performance	583697	4278390			

Result in Table 2 reveals that there was a high positive relationship between principals' communication skill and teachers' job performance in secondary schools (r=.61). Hence, based on the result presented in Table 2, the relationship between principals' communication skill and teachers' job performance was highly positive. This highly positive relationship implies that an increase in principals' communication skill will lead to a higher level of teachers' job performance.

Research Question 3: What is the relationship between principal's discipline skills and job performance of secondary school teachers in Akwa Ibom North-East?

Table 3: Correlation Analysis of Principals' Discipline Skills and Teachers' Job Performance

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	Remarks
Principals' discipline skill	274123	1561134			
Teachers' job performance	583697	4278390	1401768	0.56	Moderate Positive Relationship

Entries in Table 3 show that correlation coefficient of .56 which means that there was a moderate positive relationship between principals' discipline skill and teachers' job performance. The result indicates that if the principals' discipline skill increases teachers in the study area could have moderate high job performance. Therefore, the relationship between principals' discipline skill and teachers' job performance teachers is moderate.

Hypotheses

Ho₁: There is no significant relationship between the principals' delegation skills and job performance of teachers in secondary schools.

Table 4: Summary of Pearson Product Moment Correlation Analysis of Principals' Delegation Skills and Teachers' job performance

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	r _{crit}	Decision
Principals' Delegation Skill	262907	1379682				
Teachers' job performance	583697	4278390	1318976	0.78	.096	S

S = Significant; P < .05; df = 453; critical r = .096

Entries in Table 4 presents the summary of Pearson Product Moment Correlation analysis of principals' delegation skill and teachers' job performance. A calculated r-value of .78 is found to be greater than the critical r-value of .096 when compared at .05 significance level and 453 degree of freedom. Since the calculated r-value is greater than the critical r-value, then the null hypothesis, which stated that principals' delegation skill has no significant relationship with teachers' job performance is rejected. This infers that principals' delegation skill has a significant relationship with teachers' job performance. The implication of the result is that principals' delegation skills would help in enhancing teachers' job performance.

Ho₂: There is no significant relationship between the principals' communication skills and job performance of teachers in secondary schools.

Table 5: Summary of Pearson Product Moment Correlation Analysis of Principals' Communication Skills and Teachers' Job Performance

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	r _{cri}	Decision
Principals' communication skill	298594	1413083	1359116	0.61	.096	S
Teachers' job performance	583697	4278390				

S = Significant; P < .05; df = 453; critical r = .096

The result as presented in Table 7 indicates a calculated r-value of 0.61, which is found to be far greater than the critical r-value of .096 at .05 level of significance. Since the calculated r-value is greater than the critical r-value, the null hypothesis, which earlier predicted that there is no significant relationship between principals' communication skill and teachers' job performance stands rejected in favour of the alternative hypothesis, signifying that principals' communication skills is a strong predictor of teachers' job performance. The implication of this result is that teachers whose principals communicate effectively with are more likely to perform well than those teachers who are not highly communicated effectively with by their teachers.

Ho₃: There is no significant relationship between the principals' discipline skills and job performance of teachers in secondary schools.

Table 6: Summary of Pearson Product Moment Correlation Analysis of Principals' discipline skills and Teachers' job performance

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal	r _{cri}	Decision
Principals' discipline skill	274123	1561134	1401768	0.56	.096	S
Teachers' job performance	583697	4278390				

S = Significant; P < .05; df = 453; critical r = .096

In Table 6, the result shows a calculated r-value of 0.56, which is found to be greater than the table r-value of .096 when compared at .05 level of significance and 453 degree of freedom. Based on this relationship, the null hypothesis, which maintained that there is no significant relationship between principals' discipline skill and teachers' job performance is rejected. This means that principals' discipline skill is significantly related to teachers' job performance.

Discussion of Findings

Principals' Delegation Skills and Teachers' Job Performance

The findings for the first research question indicate a strong positive relationship between principals' delegation skills and teachers' job performance. The corresponding hypothesis test further showed that this relationship is statistically significant, suggesting that principals' ability to delegate responsibilities effectively is meaningfully related to better performance outcomes among teachers. This implies that inadequate delegation practices may hinder teachers' productivity and instructional effectiveness. This result may be attributed to principals assigning responsibilities according to teachers' areas of expertise and distributing tasks equitably, which enhances role clarity, professional autonomy, and engagement. When teachers are entrusted with decision-making authority, they are more likely to feel valued and committed to their roles (Nguyen et al., 2022). This finding aligns with contemporary studies that link delegation with increased teacher empowerment, self-efficacy, and collaborative engagement (Liu, Bellibaş, & Gümüş, 2021; Tintoré, Arbós, & Murillo, 2020). Teachers who perceive meaningful involvement in school decisions tend to exhibit higher motivation and work commitment (Adu, Akinloye, & Olaoye, 2021). Overall, the evidence supports the view that principal delegation contributes to more effective instructional practices and improved job performance.

Principals' Communication Skills and Teachers' Job Performance

The results for the second research question show a high positive relationship between principals' communication skills and teachers' job performance, with hypothesis testing confirming a significant association. This suggests that principals' use of effective communication strategies enhances teachers' ability to perform their duties effectively.

Principals in the study appear to maintain regular communication through meetings, departmental briefings, and structured information dissemination. Such practices ensure that teachers are well informed about expectations, responsibilities, and institutional goals, reducing ambiguity and enhancing timely task execution. Principals who communicate clearly and consistently foster environments where teachers understand their roles and feel supported (OECD, 2020). This finding corroborates recent research emphasizing that transparent, participatory, and feedback-oriented communication significantly improves teacher satisfaction, instructional coordination, and professional collaboration (Grissom, Egalite, & Lindsay, 2021; Kılınç, Bellibaş, & Gümüş, 2020). Effective leadership communication is also associated with enhanced school climate and reduced conflict, which positively influences teachers' job performance (Tran & Smith, 2022). Thus, the study reinforces the critical role of principals' communicative competence in advancing teacher effectiveness.

Principals' Disciplinary Skills and Teachers' Job Performance

For the third research question, the analysis revealed a moderate but significant relationship between principals' disciplinary skills and teachers' job performance. This indicates that principals' disciplinary actions are meaningfully associated with how well teachers perform their professional duties. A plausible explanation is that well-structured and fairly enforced disciplinary systems contribute to a stable and

conducive school environment. Involving teachers and student representatives in developing school rules appears to foster ownership and compliance, reducing behavioural disruptions that could otherwise impede teaching and learning. Principals who balance firmness with fairness create an atmosphere of mutual respect and accountability, which can enhance operational efficiency.

This result aligns with recent evidence indicating that supportive, transparent disciplinary practices are positively related to teacher morale and organizational functioning (Wang, Degol, & Henry, 2021). It also reflects findings that discipline positively influences professional conduct and reduces negative behaviours that interfere with instructional delivery (OECD, 2020). However, the moderate strength of the relationship suggests that discipline alone may not be sufficient to improve performance without complementary leadership practices such as communication and empowerment. Overall, the findings underscore that disciplinary competence contributes to teacher job performance when implemented in a fair and collaborative manner.

CONCLUSION

Principals' team management skills specifically delegation, communication, and disciplinary skills play a significant role in shaping teachers' job performance. The study found that effective delegation enhances teacher empowerment and productivity; clear and participatory communication fosters instructional clarity and engagement; and fair, structured discipline contributes to a supportive learning environment.

RECOMMENDATIONS

The following recommendations are made:

1. Principals should ensure that they delegate jobs to teachers based on their area of specialization to enhance good job performance by students.
2. Education officials should give attention in building the management capacity of principals through in-service training to enhance competency in terms of communication skills to enhance for good job performance of teachers.
3. Principals should endeavor to make the teaching-learning environment to be conducive for the teachers to promote job performance among the teachers.

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