



## PRINCIPALS' MANAGERIAL SKILLS AS PREDICTORS OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA

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### Abstract

The study investigated principals' managerial skills as predictors of teachers' job performance in public secondary schools in Cross River State, Nigeria. Four research questions guided the study and four null hypotheses were tested at the 0.05 level of significance. A correlational research design was adopted for the study. The population of the study comprised 4,788 teachers from the 292 public secondary schools in Cross River State. The sample for this study consisted of 957 teachers drawn using a proportionate stratified sampling technique. Two sets of instruments, "Principals' Managerial Skills Questionnaire (PMSQ) and Teachers' Job Performance Questionnaire (TJPQ)" were used for data collection. The instrument was validated by three experts, two from educational management and planning, and one from test and measurement, all from Federal College of Education, Obudu. Cronbach's alpha was used to test the internal consistency of the instrument, yielding an overall coefficient of 0.79. Simple regression was used to answer the research questions and test the hypotheses. The study's findings revealed, among other things, that principals' decision-making skills, communication skills, and interpersonal relationship skills are strong and significant predictors of teachers' job performance in public secondary schools in Cross River State, Nigeria. It was also found that principals' supervisory skills are strong and a significant predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria. Based on the findings, it was recommended, among other things, that the Ministry of Education develop a handbook providing guidelines to enhance the supervisory skills of principals and improve the job performance of teachers.

**Keywords:** Principals, Managerial Skills, Teachers, Job Performance, Communication Skills, Decision-Making Skills, Interpersonal Relationships

### 1.1 Introduction

Secondary education is a post-basic level of formal learning offered to students to advance their knowledge and build their skills, enabling them to make significant contributions to the development of society. Secondary education offers opportunities that shape habits, develop

potential, and build abilities to engage in productive activities. Obionu, Okoli and Nwanne (2024) asserted that the programmes of secondary education are designed to serve as a gateway to higher education and a better work-life, enabling individuals to become valuable members of society. The activities and programmes of secondary schools are managed by principals.

Principals are the chief executive officers who plan, direct, and control daily activities to ensure the smooth operation of secondary schools. Egboka and Nwosu (2024) described principals as the administrative heads who occupy the highest position in the hierarchy of authorities in secondary school education. Principals are the highest persons in the hierarchy of authority in secondary schools. Principals are the administrative officers who plan activities, interpret policies, implement programmes and influence the efforts of staff members to achieve the set objectives of secondary education through managerial skills.

Managerial skills are the competencies required to carry out specific activities and attain desirable results within an organization. Paradzayi and Olarenwaju (2022) defined managerial skills as specific attributes or abilities that an executive possesses to fulfill certain tasks within an organization. They further stated that managerial skills enable managers to relate effectively with their fellow coworkers and know how to deal well with their subordinates, which facilitates the smooth flow of activities within the organization. Managerial skills are the capabilities to perform roles that involve planning, organizing and utilizing available resources in the workplace. Manafa (2020) described managerial skills as the ability, knowledge, and experience required for the accomplishment of administrative tasks and the attainment of organizational goals and objectives. The author added that a principal's managerial skills refer to the ability to skillfully and successfully plan, supervise, organize, coordinate, control, make decisions and initiate actions that aid and encourage teachers to actualize the school's set goals and objectives. Notwithstanding, managers are at liberty to develop managerial skills that would help in the actualization of organizational (school) goals and objectives. Managerial skills encompass the knowledge of a variety of techniques to perform a given job. It entails the ability to control staff, operate machines and other equipment to attain set goals. Managerial skills encompass specialized knowledge and expertise in discharging administrative tasks by utilizing available resources to attain set goals and objectives.

Managerial skills encompass various aspects, including decision-making, problem-solving, delegation, organizing, communication, coaching, and time management. Coronel (2024) highlighted managerial skills to include interpersonal, organization and delegation, problem solving and decision making and mentoring skills. Paradzayi and Olarenwaju (2022) listed the following managerial skills: technical, interpersonal relations, conceptual, decision-making, communication, organizing, and supervisory skills, among others. The focus of the study will be on decision-making, communication, interpersonal relationships and supervisory skills.

Decision-making skills are the proficiency in choosing the best course of action to handle routine affairs of an organization. According to Ahaotu (2023), decision-making skills encompass the expertise possessed by managers to make informed and rational choices in solving a given problem. Furthermore, the author asserted that a school administrator with good decision-making skills can assess all the facts, understand the school's current state and its goal state, and choose

the best course of action. Communication skills are the abilities to disseminate information, express emotions and share ideas between two or more people. Abdulkareem, Alao and Damilola (2023) described communication skill as the competency to transfer information exactly, clearly and as intended. The authors added that effective communication skills entail speaking while maintaining good eye contact, using eloquent speech with tailored language, listening effectively, writing clearly with concise language, being confident, using questions appropriately, and presenting ideas effectively. Supervisory skills are the abilities to oversee, guide and influence the activities of staff so that they strive willingly and enthusiastically towards the attainment of predetermined objectives. Owonwami and Akinnubi (2024) described supervisory skills as the capacities of administrators to carry out activities that ensure lesson notes are well-written, teachers are punctual at work, and school facilities are in good condition, among others. Interpersonal relationship skills are the capacities to maintain good rapport with members of staff in an organization. Interpersonal skills enable principals to effectively relate to and interact with colleagues. Obiekwe and Uwaezuoke (2021) maintained that interpersonal relationship skills are related to the ability to work effectively with others while performing their job duties in an organization. Principals who get along with teachers could positively influence their job performance.

Teachers' job performance is the outcome of all activities carried out by the teaching staff to attain set goals in educational institutions. Owonwami and Akinnubi (2024) described teachers' job performance as the totality of the teacher's input, which includes their administrative skills, leadership role, communication, adequate instructional competence and how classroom management is carried out. The author added that a teacher's job performance involves the execution, conduct, compliance, or conformity with stated decisions or directives issued by a superordinate or demanded by the job. Teachers' job performance is the result of teaching activities carried out by members of academic staff at a given time, geared towards actualizing the objectives of secondary education. Eziuzo, Ogbuanya and Eziamaka (2024) described teachers' job performance as the duties performed by teachers during a particular period in the school system to achieve school organizational goals. Continuing, Eziuzo et al. stressed that a teacher's job performance is determined by the teacher's level of participation and commitment in the day-to-day running of the school organization. Teachers' job performance can be assessed through the rating of their activities, such as lesson plans, lesson notes, instructional delivery, classroom management, coverage schemes of work, school attendance, participation in co-curricular activities and other school functions.

The job performance of teachers tends to be below expectations in public secondary schools in Cross River State, Nigeria. Madukwe, Obioma, Obona and Odey (2024) noted that some teachers habitually report late and exit early from work, often absent themselves from work on flimsy reasons and always fail to cover their syllabus before the examination period in public secondary schools in Cross River State, Nigeria. This could be attributed to the laxities in managerial skills of principals in public secondary schools in Cross River State, Nigeria. To buttress this, Uwakwe (2017) observed that secondary school principals in Nigeria rarely apply the required managerial skills or capacities in running school affairs due to inadequate training. Continuing, Uwakwe also observed that these factors could account for incidence or role conflict

among teachers, duplication of functions, lateness and absenteeism, and a general lack of direction in management task performance by secondary school principals in the country. It is this background that prompted the investigation into principals' managerial skills as predictors of teachers' job performance in public secondary schools in Cross River State, Nigeria.

### **1.2 Statement of the Problem**

The principals are one of the greatest assets of secondary schools. The principals are conferred with a lot of authority to ensure the smooth running of the daily affairs. In fact, principals are responsible for making decisions, communicating, supervising, and maintaining mutual interpersonal relations with staff members by applying appropriate managerial skills. The principals' application of managerial skills could encourage teachers to attend their classes regularly, punctually, and exhibit good professional conduct, among other benefits. Contrary to this expectation, absenteeism, lateness and other forms of misconduct appear to be common features in some secondary schools in Cross River State. The abnormalities in the features of secondary schools described above seem to strongly expose a flaw in the principals' application of requisite managerial skills to control the activities of personnel under their supervision. Some principals seem to make decisions alone, communicate poorly with teachers and exhibit an unfriendly attitude to members of staff, which has threatened the peaceful co-existence of principals and personnel in secondary schools in Cross Rivers State. It is based on these problems that this study will investigate principals' managerial skills as predictors of teachers' job performance in public secondary schools in Cross River State, Nigeria.

### **1.3 Purpose of the Study**

The main purpose of the study is to investigate principals' managerial skills as predictors of teachers' job performance in public secondary schools in Cross River State, Nigeria. Specifically, the study seeks to determine:

1. Principals' decision-making skills as predictors of teachers' job performance in public secondary schools in Cross River State, Nigeria.
2. Principals' communication skills as predictors of teachers' job performance in public secondary schools in Cross River State, Nigeria.
3. Principals' supervisory skills as predictors of teachers' job performance in public secondary schools in Cross River State, Nigeria.
4. Principals' interpersonal relationship skills as predictors of teachers' job performance in public secondary schools in Cross River State, Nigeria.

### **1.4 Research Questions**

The following research questions guided the study:

1. What is the predictive value of principals' decision-making skills on teachers' job performance in public secondary schools in Cross River State, Nigeria?
2. What is the predictive value of principals' communication skills on teachers' job performance in public secondary schools in Cross River State, Nigeria?
3. What is the predictive value of principals' supervisory skills on teachers' job performance in public secondary schools in Cross River State, Nigeria?



4. What is the predictive value of principals' interpersonal relationship skills on teachers' job performance in public secondary schools in Cross River State, Nigeria?

### 1.5 Statement of Hypotheses

The following hypotheses were formulated and tested at the 0.05 level of significance:

1. Principals' decision-making skills do not significantly predict teachers' job performance in public secondary schools in Cross River State, Nigeria.
2. Principals' communication skills do not significantly predict teachers' job performance in public secondary schools in Cross River State, Nigeria.
3. Principals' supervisory skills do not significantly predict teachers' job performance in public secondary schools in Cross River State, Nigeria.
4. Principals' interpersonal relationship skills do not significantly predict teachers' job performance in public secondary schools in Cross River State, Nigeria.

## 2. Methods

A Correlational research design was adopted for the study. The study was conducted in Cross River State, located in the South-South geo-political zone of Nigeria. The choice of Cross River State as the area of study is due to the failing standard of secondary schools, which is likely attributed to the laxity in managerial skills among principals, hindering effective teacher job performance. The study population consisted of 4,788 teachers from the 292 public secondary schools in Cross River State. The sample size for this study consisted of 957 teachers, selected using a proportionate stratified random sampling technique.

Two sets of instruments, "Principals' Managerial Skills Questionnaire (PMSQ) and Teachers' Job Performance Questionnaire (TJPQ)" were used for data collection. The instrument was developed by the researchers from a literature review and consultation with experts in the field. PMSQ has four clusters, namely: I, II III and IV. These clusters were based on the four managerial skills covered in the study. Cluster 1 contained eight items on decision-making skills; Cluster II contained nine items on communication skills; Cluster III contained eight items on supervisory skills and Cluster IV contained seven items on decision-making skills. The instrument, therefore, contained a total of 33 items. TJPQ had 20 items to measure the job performance of teachers. The two sets of instruments were structured on a four-point rating scale, with options labeled as Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively. The instruments were subjected to face validation by three experts, two from educational management and planning, and one from test and measurement, all from Federal College of Education, Obudu. The suggestions of the experts were incorporated into the production of the final instruments. The reliability of the instruments was established using the Cronbach's alpha method, which yielded coefficient values of 0.77, 0.79, 0.81, and 0.84 for the four clusters of PMSS, with an overall reliability index of 0.80. On the other hand, a coefficient of 0.84 was obtained for TOBS.

The instruments were administered by the researchers with the help of three research assistants who are secondary school teachers in Cross River State. A total of 957 copies of the

instruments were distributed to teachers and 941 copies of the questionnaires (98%) were duly completed, retrieved and used for data analysis. The copies of the instruments that were properly filled and successfully retrieved were used for data analysis. Simple regression was used to answer the research questions and test the hypotheses. For the decision on the research questions, the coefficient  $r$  and the size of the relationship were interpreted using the correlation coefficient by Alsagr (2021), as follows.

| Coefficient | Relationship            |
|-------------|-------------------------|
| .00- .19    | Weak correlation        |
| .20- .39    | Fair correlation        |
| .40- .69    | Moderate correlation    |
| .70- .89    | Strong correlation      |
| .90- .99    | Very strong correlation |

The decision criteria for the null hypotheses are that if the  $p$ -value is equal to or greater than the significance level of 0.05, the null hypothesis is accepted, but if the  $p$ -value is less than the significance level of 0.05, the null hypothesis is rejected.

### 3. Results

**Research Question 1:** What is the predictive value of principals' decision-making skills on teachers' job performance in public secondary schools in Cross River State, Nigeria?

**Table 1: The Summary of Simple Regression Analysis on Predictive Value of Principals' Decision-Making Skills on Teachers' Job Performance**

| Model | R    | R Square | Adjusted R Square | Std. Error of the Estimate | Remarks |
|-------|------|----------|-------------------|----------------------------|---------|
| 1     | .753 | .556     | .555              | .57317                     | Strong  |

Table 1 revealed that the predictive value of principals' decision-making skills on teachers' job performance is 0.753 with a coefficient of determination of 0.556. This shows that 55.6% variation in teachers' job performance can be attributed to principals' decision-making skills. The regression Coefficient  $r$  of 0.753 indicated that principals' principals' decision-making skills is a strong predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria.

**Research Question 2:** What is the predictive value of principals' communication skills on teachers' job performance in public secondary schools in Cross River State, Nigeria?

**Table 2: The Summary of Simple Regression Analysis on Predictive Value of Principals' Communication Skills on Teachers' Job Performance**

| Model | R    | R Square | Adjusted R Square | Std. Error of the Estimate | Remarks |
|-------|------|----------|-------------------|----------------------------|---------|
| 1     | .739 | .501     | .501              | .49860                     | Strong  |

As shown in Table 2, the predictive value of principals' decision-making skills on teachers' job performance is 0.739 with a coefficient of determination of 0.501. This shows that principals' communication skills can account to 50.1% changes in teachers' job performance. The regression Coefficient  $r$  of 0.739 indicated that principals' principals' communication skills is a strong predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria.

**Research Question 3:** What is the predictive value of principals' supervisory skills on teachers' job performance in public secondary schools in Cross River State, Nigeria?

**Table 3: The Summary of Simple Regression Analysis on Predictive Value of Principals' Supervisory Skills on Teachers' Job Performance**

| Model | R    | R Square | Adjusted R Square | Std. Error of the Estimate | Remarks  |
|-------|------|----------|-------------------|----------------------------|----------|
| 1     | .681 | .474     | .473              | .42076                     | Moderate |

Result in Table 3 indicated that the predictive value of principals' supervisory skills on teachers' job performance is 0.681 with a coefficient of determination of 0.474. This indicates that principals' supervisory skills can contribute to 47.4% variation in teachers' job performance. The regression Coefficient  $r$  of 0.681 indicated that principals' principals' supervisory skills is a moderate predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria.

**Research Question 4:** What is the predictive value of principals' interpersonal relationship skills on teachers' job performance in public secondary schools in Cross River State, Nigeria?

**Table 4: The Summary of Simple Regression Analysis on Predictive Value of Principals' Interpersonal Relationship Skills on Teachers' Job Performance**

| Model | R    | R Square | Adjusted R Square | Std. Error of the Estimate | Remarks |
|-------|------|----------|-------------------|----------------------------|---------|
| 1     | .787 | .603     | .602              | .43278                     | Strong  |

Result in Table 4 shows that the predictive value of interpersonal relationship skills on teachers' job performance is 0.787 with a coefficient of determination of 0.603. This shows that 60.3% variation in teachers' job performance can be attributed to principals' interpersonal relationship

skills. The regression Coefficient  $r$  of 0.787 indicated that principals' interpersonal relationship skills is a strong predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria.

**Hypothesis One:** Principals' decision-making skills do not significantly predict teachers' job performance in public secondary schools in Cross River State, Nigeria.

**Table 5: Simple Regression on Principals' Decision-Making Skills as a Significant Predictor of Teachers' Job Performance**

| Predictor                          | R    | R <sup>2</sup> | F       | P-value | Remark |
|------------------------------------|------|----------------|---------|---------|--------|
| Principals' Decision-Making Skills | .753 | .556           | 637.221 | .000    | *S     |

\*Significant

Table 5 indicates the simple regression coefficient ( $r$ ) is 0.753, while the  $r^2$  is 0.556 showing that 55.6% variance in teachers' job performance could be attributed to principals' decision-making skills. The  $F(1/941) = 637.221$  and the  $p$ -value of 0.000 is less than 0.05. Therefore, since the  $p$ -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' decision-making skills is a significant predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria.

**Hypothesis Two:** Principals' communication skills do not significantly predict teachers' job performance in public secondary schools in Cross River State, Nigeria.

**Table 6: Simple Regression on Principals' Communication Skills as a Significant Predictor of Teachers' Job Performance**

| Predictor                        | R    | R <sup>2</sup> | F       | P-value | Remark |
|----------------------------------|------|----------------|---------|---------|--------|
| Principals' Communication Skills | .739 | .501           | 549.876 | .000    | *S     |

\*Significant

Result in Table 6 indicates the simple regression coefficient ( $r$ ) is 0.739, while the  $r^2$  is 0.501 showing that 50.1% changes in teachers' job performance could be explained by principals' communication skills. The  $F(1/941) = 549.876$  and the  $p$ -value of 0.000 is less than 0.05. Therefore, since the  $p$ -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' communication skills is a significant predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria.



**Hypothesis Three:** Principals' supervisory skills do not significantly predict teachers' job performance in public secondary schools in Cross River State, Nigeria.

**Table 7: Simple Regression on Principals' Supervisory as a Significant Predictor of Teachers' Job Performance**

| Predictor                      | R    | R <sup>2</sup> | F       | P-value | Remark |
|--------------------------------|------|----------------|---------|---------|--------|
| Principals' Supervisory Skills | .681 | .474           | 637.221 | .000    | *S     |

\*Significant

Result in Table 7 indicates the simple regression coefficient ( $r$ ) is 0.753, while the  $r^2$  is 0.556 showing that 55.6% variance in teachers' job performance could be attributed to principals' supervisory skills. The  $F(1/941) = 637.221$  and the  $p$ -value of 0.000 is less than 0.05. Therefore, since the  $p$ -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' supervisory skills is a significant predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria.

**Hypothesis Four:** Principals' interpersonal relationship skills do not significantly predict teachers' job performance in public secondary schools in Cross River State, Nigeria.

**Table 7: Simple Regression on Principals' Interpersonal Relationship as a Significant Predictor of Teachers' Job Performance**

| Predictor                                     | R    | R <sup>2</sup> | F       | P-value | Remark |
|-----------------------------------------------|------|----------------|---------|---------|--------|
| Principals' Interpersonal Relationship Skills | .787 | .603           | 508.453 | .000    | *S     |

\*Significant

As shown in Table 8, the simple regression coefficient ( $r$ ) is 0.787, while the  $r^2$  is 0.603 showing that principals' interpersonal relationship skills can account for 60.3% changes in teachers' job performance. The  $F(1/941) = 508.458$  and the  $p$ -value of 0.000 is less than 0.05. Therefore, since the  $p$ -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' interpersonal relationship skills is a significant predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria.

#### 4. Discussion

The finding of the study revealed that principals' decision-making skills is a strong predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria. This finding aligned with the study by Offor and Obiekwe (2024), which demonstrated a strong

relationship between principals' decision-making skills and teachers' job performance in public secondary schools. The agreement in the findings of the studies could be attributed to the fact that the studies were conducted in secondary schools using teachers as the participants. The possible explanation for the finding is that principals' decision-making skills enable them to effectively allocate resources and time to teachers, which contributes to the strong predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria. It was also found that principals' decision-making skills is a significant predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria. It is through decision-making skills that principals can proactively address teaching challenges encountered by teachers, which boosts their morale and enables them to make stronger predictions about teachers' job performance in public secondary schools in Cross River State, Nigeria. This affirmed the finding of Offor and Obiekwe (2024) which reported that principals' decision-making skills had a significant relationship with teachers' job performance in public secondary schools. Principals can apply decision-making skills to develop good procedures that teachers can follow in discharging their duties to significantly improve their job performance in public secondary schools in Cross River State, Nigeria

The result of the study revealed that principals' communication skills is a strong predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria. This upholds the finding of Otamiri and Nnaji (2023), which showed a strong, positive, and significant relationship between communication skills and employee performance. This also supported the finding of Egboka and Alike (2018), which indicated that principals' application of communication skills were a strong correlate of teachers' job performance in secondary schools. The agreement between the findings could be attributed to the similarity in participants. This finding could also be explained by the fact that principals' communication skills enable teachers to understand their duties, which contribute to the strong predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria. Principals with good communication skills can listen and promptly address the problems of teachers, which can lead to a strong predictor of their job performance in public secondary schools in Cross River State, Nigeria. Further results showed that principals' communication skills is a significant predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria. This finding concurred with that of Otamiri and Nnaji (2023), which showed a significant relationship between communication skills and employee performance. This also supported the finding of Egboka and Alike (2018) which indicated that principals' application of communication skills was a significant correlate of teachers' job performance in secondary schools. Principals' application of communication skills can reduce conflict and reduce mistakes that could be made by teachers in carrying out their work activities and this could significantly predict their job performance in public secondary schools in Cross River State, Nigeria.

It was discovered that principals' supervisory skills is a moderate predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria. This is in line with the finding of Okaforcha and Nwabueze, (2024) which indicated that principals' supervisory skills have a moderate relationship with teachers' job performance in public secondary schools in Anambra State. This finding contradicts that of Amadi and Akpo (2022), which revealed a strong positive relationship between supervisory skills and teachers' job performance. This disagrees with

the finding of Omemu (2024), which indicated a weak relationship between principals' supervisory skills and teachers' job performance in secondary schools. The difference in participants could be responsible for the disagreement between the findings. This finding is likely explained by the fact that principals can apply supervisory skills to provide work feedback and guidance that can moderately predict teachers' job performance in public secondary schools in Cross River State, Nigeria. It is through supervisory skills that principals can oversee and ensure that teachers regularly discharge their duties to moderately improve their job performance in public secondary schools in Cross River State, Nigeria. It was also found that principals' supervisory skills are a significant predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria. This affirmed the finding of Owonwami and Akinnubi (2024) which revealed that there was a significant relationship between administrators' supervisory skills and teachers' job performance in public senior secondary schools. Principals could use their supervisory skills to provide support to struggling teachers, which can significantly predict their teachers' job performance in public secondary schools in Cross River State, Nigeria.

The result of the study revealed that principals' interpersonal relationship skills are a strong predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria. This aligned with finding of Ofojebe and Akudo (2021), which showed that principals' interpersonal skills were a strong predictor of teachers' job performance in public secondary schools. This finding is probably explained the fact that principals use their principals' interpersonal relationship skills to build good trust and rapport with members of staff which create health environment that strongly predict teachers' job performance in public secondary schools in Cross River State, Nigeria. Principals with good interpersonal relationship skills show empathy toward the needs of teachers which motivate them to work hard to strongly improve their job performance in public secondary schools in Cross River State, Nigeria. Further result showed that principals' interpersonal relationship skills is a significant predictor of teachers' job performance in public secondary schools in Cross River State, Nigeria. This is in line with the finding of Ofojebe and Akudo (2021) which showed that principals' interpersonal skills was a significant predictor of teachers' job performance in public secondary schools. It is through interpersonal relationship skills that principals can make teacher feel respected and valued which lead to significant prediction of their job performance in public secondary schools in Cross River State, Nigeria.

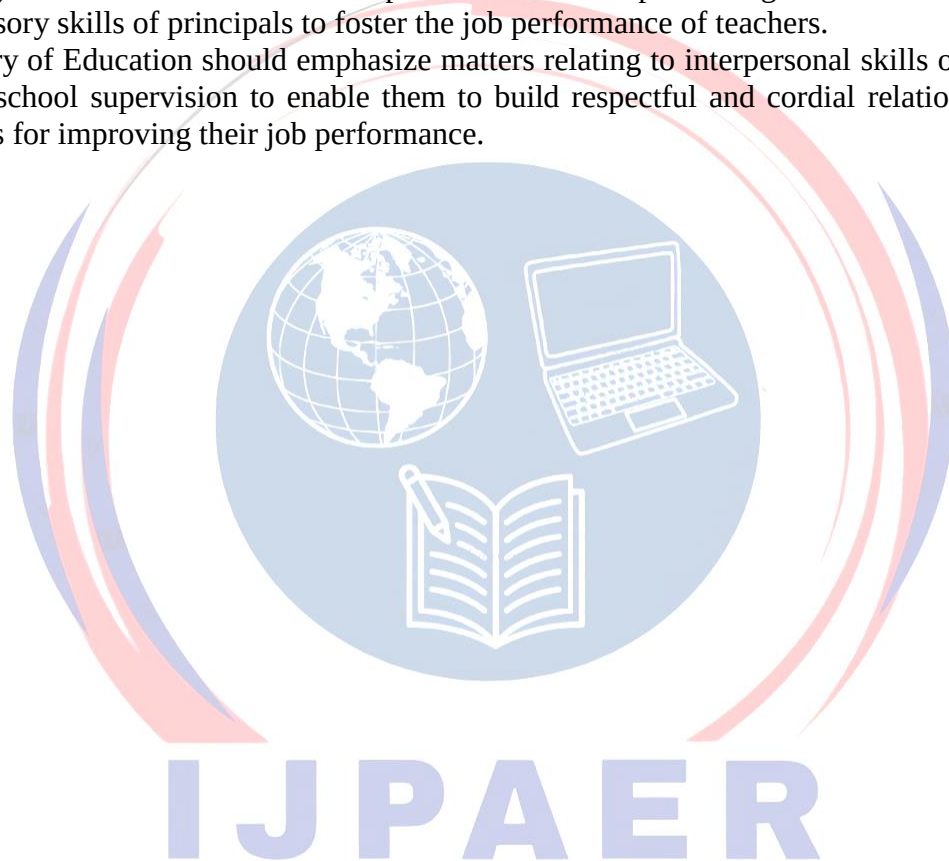
## **5. Conclusion**

Based on the findings, it was concluded that principals' managerial skills are positive and significant predictors of teachers' job performance in public secondary schools in Cross River State, Nigeria. Principals with good managerial skills can make informed decisions, clearly explain work roles, oversee staff activities, and enhance a collegial work environment that can improve teachers' job performance in public secondary schools in Cross River State, Nigeria. Principals' managerial skills are crucial for improving the job performance of teachers, which enhances learning outcomes and drives the success of public secondary schools in Cross River State, Nigeria.

## 6. Recommendations

Based on the findings, the following recommendations were made:

1. Principals should enroll in leadership courses related to decision-making to update their skills in making rational decisions to improve teachers' job performance.
2. The Ministry of Education should organize an annual workshop for principals, upgrading the communication skills of principals through leveraging technology, open-door policy, active listening and regular feedback to improve teachers' job performance.
3. Ministry of Education should develop a handbook that provides guidelines to improve the supervisory skills of principals to foster the job performance of teachers.
4. Ministry of Education should emphasize matters relating to interpersonal skills of principals during school supervision to enable them to build respectful and cordial relationships with teachers for improving their job performance.





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