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Date of publication: January 16th, 2019

Edition period: January 2019 - July 2019

To cite this article: Francis, O.B. & Oluwatoyin, F.C. (2019). Principals' Personnel Characteristic Skills: A Predictor of Teachers' Classroom Management in Ekiti State Secondary School. *International Journal of Educational Leadership and Management*, 7(1), 72-103. DOI: 10.17583/ijelm.2018.3573

To link this article: <http://dx.doi.org/10.17583/ijelm.2019.3573>

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Principals’ Personnel Characteristic Skills: A Predictor of Teachers’ Classroom Management in Ekiti State Secondary School

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Abstract

This study examined principals’ personnel characteristic skills and teachers’ classroom management skills in Ekiti State secondary schools. The research design was the descriptive survey. The sample was made up of 756 respondents which comprised 36 principals and 720 teachers. Simple random sampling technique was used to select the school principals and teachers across the three senatorial districts of the State. The instruments used in this study were: Personnel Characteristic Skills Questionnaires (PCSQ) and Teachers’ Classroom Management Questionnaire (TCMQ). Data for the study were analysed using percentage scores for research questions and multiple regression for hypothesis at 0.05 level of significance. The result showed that supervision skill, communication skill, inter-personal relationship skill, decision-making skill, and training and development skill were the personnel characteristic skills adopted by the principals. Furthermore, the result indicated that supervision skill ($\beta= 0.519$, $p<0.05$), training and development skill ($\beta= 0.345$, $p<0.05$), inter-personal relationship skill ($\beta= 0.315$, $p<0.05$), communication skill ($\beta= 0.277$, $p<0.05$) and decision-making skill ($\beta= 0.228$, $p<0.05$) were significant predictors of teachers’ classroom management. The study concluded that those principals’ personnel characteristic skills positively influenced teachers’ classroom management.

Keywords: Principals, characteristic, personnel, skills, classroom- management, secondary schools

Habilidades de Característica Personal de los Directores: Un Predictor de la Gestión de Aulas de los Docentes en Escuelas de Secundaria del Estado de Ekiti

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Resumen

Este estudio examinó las habilidades características de los directores y las habilidades de gestión del aula de los maestros de escuelas secundarias del Estado de Ekiti. La muestra está conformada por 756 encuestados (36 directores y 720 maestros). Se utilizó un muestreo aleatorio simple para seleccionar a los directores de escuela y maestros de los tres distritos senatoriales del estado. Los instrumentos utilizados fueron: Cuestionario Habilidades de Característica Personal (PCSQ) y Cuestionario Gestión de la Clase de los Maestros (TCMQ). Los datos se analizan mediante puntajes porcentuales y regresión múltiple para hipótesis (significación 0.05). Los resultados muestran que la habilidad de supervisión, la habilidad de comunicación, la habilidad de relaciones interpersonales, la habilidad de tomar decisiones y la habilidad de entrenamiento y desarrollo, fueron las habilidades adoptadas por los directores. Además, los resultados indican que la habilidad de supervisión ($\beta=0.519$, $p<0.05$), la habilidad de entrenamiento y desarrollo ($\beta=0.345$, $p <0.05$), la habilidad de relación interpersonal ($\beta=0.315$, $p <0.05$), la habilidad de comunicación ($\beta=0.277$, $p<0.05$) y la habilidad para tomar decisiones ($\beta=0.228$, $p<0.05$) fueron factores predictivos significativos de la gestión del aula de los docentes. El estudio concluye que las habilidades características de personal de los directores influyen positivamente en la gestión del aula de los docentes.

Palabras claves: Directores, características, personal, habilidades, gestión del aula, escuelas secundarias.

Teachers are vital components of the school administration. They play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are put under their care. Beyond that, teachers play many other roles in the classroom, they set the tone of their classrooms, build conducive environment, mentor and nurture students, serve as role models, manage instructional materials and always care for the future of students under them. Teachers can be described as indispensable change agents who must navigate their school structures, nurture relationships and lead their students to success as role models through a collaborative effort with the students and their significant others. Classroom teachers are known as classroom managers because of their roles in managing the learning activities, instructional procedures, students' attitudes, feeling and atmosphere in the classroom. Teaching and classroom management cannot be separated because effective classroom management is characterized by effective discipline, appropriate method of teaching, effective use of instructional materials, effective communication and prompt evaluating of students.

Classroom management is concerned with ability of the teacher to have a successful deliverance of his/her instructional activities in the class to achieve a desired goal. This include all the efforts teachers make in the following areas, organizing the students, co-coordinating their activities, monitoring their behaviors, ensuring effective learning process, providing instruction through interactive communication, getting feedbacks from learners, preparing and utilizing instructional materials in facilitating learning, and maintaining discipline among learners. Also, in managing the classroom, teachers have to evaluate the learning outcome, ensure that problem of learners are being solved, relate on one to one basis with learners, and be mindful of their basic needs. The teachers need to provide basic information to learners, assist learners in developing coping skills, provide an exemplary behaviour for learners to imitate, and generate interest among learners as well as reinforce their performances through an appropriate motivational technique. Classroom management could be seen as an integral part of effective teaching which deters behavioral problems

through good planning, organizing and management of classroom activities, appropriate presentation of instructional materials and good teacher-student interaction aiming at increasing students' involvement and co-operation in learning to ensure that the goals of education are achieved. As such, teachers' classroom management can be referred to as the actions and strategies that teachers use in the classroom to solve the problem of order in the classrooms creditably by preparing good lesson notes, make judicious use of available learning resources, make use of appropriate teaching methodology, maintain discipline and assess or evaluate students with the target of achieving a goal. This study identified the potential managerial skills of teachers in Ekiti State secondary.

In a school system, where good classroom management is lacking, there is likely to be chaos which may affect the teaching-learning process, and the students' academic performance, hence a good teacher should be mindful of such problems, and be able to prevent and find solutions to such problems in order to achieve educational goals. Today, classroom management according to Akpakwu (2003) is the most neglected area in secondary schools, and the success or failure of any teaching and learning process depends to a large extent on the way classrooms are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school system, most especially in terms of sound academic performance of the students. Arogundade and Bolarinwa (2011) in their study revealed that poor teacher-student relationship, poor motivation, inadequate physical facilities, and teacher's work environment in terms of conducive environment are major constraints to effective classroom management. Instructional delivery method could be identified as one of the major factors that could constitute classroom management problems if the teacher in charge is not dynamic in the methods to be used. The teacher who uses only one method of teaching without varying his method makes the lesson boring and uninteresting to the students. Teacher's insufficient knowledge of the subject matter, lack of teacher's preparation and poor communication can cause inappropriate behaviors and poor academic performance among the students. Some classroom management problems which are resultant of the above problems include absenteeism, noise

making, rudeness, disobedience, naughtiness, truancy, restlessness, inattention, boredom, fighting (verbal and physical), sleeping, untidiness and refusal to do assignments. The observed problem made attention to be focused on the school principals as they manage the affairs of the school system. The parents expect the school to provide solution to these problems as the school is considered to be an agent of change within Nigerian society, and of course all over the world. Wekessa (1993) opined that to improve students' academic performance, principals are required to improve their administrative skills in schools, this could be realized by the principals' setting a clear vision for the school, having adequate job analysis and work plan, encouraging professional meeting with staff and use effective instructional supervision.

The principal is the administrator of the school who is charged with the responsibility of mobilizing appropriate human and material resources available for the purpose of fulfilling organizational goals. Emumenu (2009) identified principal as the administrative head of a school. He further said that principal assigns duties to teachers and supervises them so that the objectives of the school can be achieved. The principal, as the person at the helm of affairs in the school occupies a unique position, he exercises influence on the improvement of education, he interprets policies, executes instructional programmes, sees to staff development and ensures adequate and proper management of the school. They are usually assisted by the vice- principals. Their administrative functions include: planning organizing, directing, controlling co-coordinating, communication, ensuring good students' academic performance, discipline and supervision of staff and students among others. Meanwhile, in this study, principals' personnel characteristic skills are those skills (training and development, supervision, decision-making, inter-personal, and communication skills) required and adopted by the principal for the effective management of human resource (teachers) available for the achievement of educational objectives.

In Ekiti State as at August 2011, there were 183 public secondary schools made up of Junior and Senior sections under the administration of different school principals, as at that time, there were 366 secondary schools

principals. This was the practice for over ten years. In September, 2011, the Junior Secondary Schools (JSS) and Senior Secondary Schools (SSS) were merged together as a single school to be supervised by a principal with the assistance of two or three vice principals depending on the school size. With these new arrangements, some principals were made vice-principals. With the merger of schools, the number of school principals reduced by fifty percent. This was with the aim to ensure that principals in Ekiti State are more productive in the schools.

Ekiti State government achieved the merging of school through the Ministry of Education in Ekiti State who directed all the principals to prepare a 5-year development plan for their various schools. However, it seems that some school principals in Ekiti State lack vision, there appears to be inadequate job analysis and work plan with poor instructional supervision which culminated into poor curriculum delivery in schools and consequently poor academic performance by the students. Hence, the need by the government to compel all the school principals of both senior and junior secondary schools in Ekiti State to write test conducted in August 2011 and face an oral interview before appointing the qualified ones among them into the position of principal ship. The set standard for appointment was based on minimum of 52% as average score in the three types of tests conducted for the principals. Therefore, any principal who scored below 52% was not appointed as a school principal, but rather they were made to become vice-principals (Oyewole, 2013). Ekiti State Ministry of Education in collaboration with the Teaching Service Commission made this effort to strengthen the principals administrative performance to ascertain a clear vision for the school, to have adequate job analysis and work plan, to have professional meeting with staff and effective instructional supervision that could improve students' academic performance. Despite this effort, the education stakeholders in Ekiti State still were yearning for effective classroom management that could lead to better student academic performance. A critical look at the students' academic performance over the years shows that the expected learning outcome has not been achieved because the percentage of the students' academic performance is relatively low. This implies that much work is being expected to be performed by the

principals to enhance the teachers' classroom management in Ekiti State secondary schools.

According to Rutter, Maugham, Mortimer and Smith (1979), principals can significantly contribute to the academic performance of students if attention is given to teaching methods, class management, size of the school, patterns of discipline and characteristics of school climate. Over the years, researchers have given due concern to other factors that caused ineffective teachers' classroom management at the neglect of influence of principals' personnel characteristic skills on teachers' classroom management in Ekiti State, Nigeria.

Principals' Personnel Characteristic Skills and Teachers Classroom Management

The teacher is referred to as a classroom manager. He plans and strategizes how to actualize the classroom goal. Teachers' classroom management is the ability of a teacher to plan, organize, direct, control, and evaluate the students in the classroom in order to achieve an objective during teaching-learning process. In secondary education, their purpose is to attain goals. The process of achieving this goals starts from the classrooms. The principals of schools play an important and a key role in the achievement of this goal. Personnel characteristic skills are the varieties of abilities and techniques that the principals of the schools could use to improve teachers' willingness and ability that could lead to achievement of schools goals. The personnel characteristic skills are further explained below:

Training and Development skill

Training and development skills can be referred to as skills which a principal possesses and uses to enhance the professional knowledge and attitudes of teachers so that they might, in turn, improve the learning of students. Training is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception, but there are many other important aspects of teaching that can

only be nurtured through reflective strategies and experiences. Isa, Jailani and Suleiman (2014) said that school principals should collaborate with relevant stakeholders to promote capacity development of teachers through intensive and regular in-house seminar/workshop to improve knowledge, pedagogical skills and competence of teachers in various subjects, and improvisation of instructional materials to enhance teaching- learning process in secondary schools (Isa, Jailani & Suleiman, 2014). A principal who always counsels and shares his personal experience on the best way to achieve classroom objectives would have positive impact on teacher's classroom management. Likewise a principal who is saddle with the responsibility to encourage and support teachers for further development and advancement on their job might improve teachers' efficiency in their various classrooms.

Decision Making Skill

In our individual lives, decision making is inevitable, so also is in any organization for his/her survival. Decision-making skills become crucial for the school manager if he/she is to achieve effectiveness in the school. Koontz and his colleagues (1980) cited in Olowo (2017), describe decision making as a selection from among decision making as a selection from among alternatives of a course of action. Alabi (2000) stated however that decision-making is an integral part of the management of any organization. As such, educational managers at all levels make decisions in establishing objectives, plan, organise, direct, and control the education process. School administrators cannot administer without making decisions for themselves and for their groups and institutions. The quality of school administrators' decisions is the yardstick of their effectiveness and of their values to the schools Udo and Akpa (2007) asserted that where teachers are adequately involved in decision making process, there principal and the realization of school goal will be easy, apathy and opposition within the school will be minimized. Mullins (2005) is of the opinion that many people believed that staff participation in decision making leads to higher performance and which is necessary for survival of the school in an increasingly competitive world. A school principal that involves teachers in every decision that can make the

school to achieve the school goals could lead the teachers to do well in the classroom. A principal who approaches teachers individually and also in group to know their opinions on best ways to achieve goals of the schools would motivate the teacher to improvise different strategies that are best to accomplish their classroom objective.

Interpersonal Relation Skill

An interpersonal relation skill can be referred to as skill that the principal adopt that give room for good human interaction in the school. Basically, the tasks ahead of any school administrators are so enormous such that it requires a lot of approaches in order to “live-up-to-expectations.” The approaches apart from their personal qualities include, having good rapport with their members of staff, delegating part of their responsibilities with authorities to their staff members. This delegation enhances trust, cordiality and confidence between the school managers and staff, it also enhances the development of staff. In a school where the principal shows his/her cares about the staff, there is a greater tendency for such staff to feel more concerned with achieving the various tasks which they are called to perform. Their positions to create an environment conducive to the release of human potential. According to Ogunsaju (1983), for a leadership to occur there must be a dynamic interaction and existence of (1) persons (2) position and (3) situation. The principal needs to maintain cordial and allow free flow of information through the teacher to him/her. The principal needs to make the teachers feel as part of the school not as visitor by giving full attention to their opinions and show affection to them always. A Principal that gives room for interaction with teachers by allowing teachers to approach him/her at necessary time might result to high performance of teachers.

Supervision Skill

School supervision is a vital process and a combination of activities which is concerned with the teaching and improvement of teaching and learning environment in order to promote effective teacher performance and learning in the school system. Supervision is also a constant and continuous

process of personal guidance based on frequent visits to a school to give concrete and constructive advice and encouragement to teachers in order to improve the teaching and learning situation in the school. Supervision skill is crucial for the principal as an instrument to improve teachers' performance in the classroom. The principal ensures that the teachers follow the schools time table as scheduled and other programmes of the school.

Ijaiya (1991) identified the head teacher (head master or principal) as the overall head and recognized supervisor of his school. In this capacity, his major responsibility in the school is the supervision of instruction. A Principal that always check the teachers while teaching is going on in the various classes encourage teachers to perform more in classes.

Communication Skill

Communication is derived from the Latin word “communicare” which means “to put in common” and “to share”. It then means the sharing of ideas, facts, thought and feelings for easy coexistence. It is a two way process which involves the sender and the receiver. Communication is, therefore, concerned with transmitting and receiving information which is the key to all aspects of organizational life, whether by planning, controlling, problem-solving, decision-making, motivating, interviewing and other management activities (Akinnubi, Gbadeyan, Fashiku & Kayode, 2012). Communication skill could be referred to as skill that the principals used to transmit or pass information to the teachers. Principal of a school uses communication skill to influence his/her staff to improve their productivity in the classroom. Communication enables the school as a group to think together, to reach agreement and together to act. In other words, communication is the coordinating weapon or vehicle for the activities of the school. For instance, the decision of the school management is made known or made available to the teachers by the means of communication. There is need for the school manager to communicate to the teachers and other workers as well as students regularly. The school principal that allows teachers to talk, express their own opinions and get information at appropriate time might motivate teachers to do their work effectively.

Previous research has established the importance of principal personnel characteristic skills-related variables as related to teachers' classroom management. Richard (1992) in his study found that the leadership behaviour of the principal has an impact on teacher's work and the teaching and learning environment in general. Siphon (2007) in a related study on the managerial role of the principal in whole school evaluation in the context of disadvantaged schools in Kwazulu- Natal in an unpublished doctoral thesis at the University of South Africa reveals that the managerial role of the principal includes: instructional management and support; providing leadership, facilitating meaningful change; supervision, evaluation, building and maintaining a winning team, developing human resources; staff appraisal; monitoring the implementation of educational policies, monitoring of learner progress; managing curriculum and instruction and promoting a positive school climate. He however, clarified that the above roles are not all inclusive and that others can also be identified. His work revealed that if the principal performs these roles and other important duties effectively and efficiently, quality education can be achieved in schools. Imam (2001) in her related study on the influence of principal's leadership behaviour on Home Economics Teachers' Effectiveness in Ogun State Secondary Schools found that there was significant relationship between principals' leadership behaviour and economics teachers effectiveness. The principal managerial behaviour influenced teachers' sense of efficacy and affected instructional and school improvement from the teachers perspective.

The study carried out by Wilson-Morgan (2015) on the influence of school leadership practices on classroom management, school in Jamaica, the results indicated significant, positive relationships between the perceived school leadership practices of principals and teachers and the dependent variables perceived classroom management and perceived academic performance. In related finding carried out by Muraina, (2014) on principals' managerial skills and administrative effectiveness in secondary schools in Oyo State the findings revealed that there was significant relationship between principals' managerial skills and administrative effectiveness. Likewise, the study carried out by Anho (2015) on principals and teachers' assessment of teachers' classroom management effectiveness in Delta state

secondary schools revealed that there was a significant relationship between teachers principals' assessment of teachers' classroom management in record keeping, classroom discipline, decision making in students supervision and the use of evaluation. Olaleye (2013) in her related finding on principals organizational management and students' academic achievement in secondary school in Ekiti State revealed that principals were involved in academic activities of students by supervising teachers work and students, disciplined and discouraged examination malpractices.

These findings stated that effective professional development for teachers was relevant to their everyday environment and addresses their foundations of teaching and learning practices. Such practices are focused on student outcomes. They are collaborative in nature and tied to the schools improvement processes (Guskey, 2002, 2003; Lawler & King, 2000; Way, 2001). Fashiku (2016) study on leaders' communication pattern and lecturers' job performance indicated that leaders' pattern of communication significantly enhanced lecturers' job performance in the colleges of education in Kwara State, Nigeria.

Conceptual Model of the Study

The conceptual model designed in this study was to illustrate the influence of principals' characteristic skills on teacher classroom management in Ekiti State secondary schools. It was well established and stressed in most of the literature reviewed that principals' personnel characteristic skills influenced teachers' classroom management.

It was also observed that teachers' classroom management determine students' achievement, and the teachers were influenced by their schools principals. It has also been proved empirically that schools that made a difference in students' learning were led by principals who made a significant and measurable contribution to the effectiveness of teachers and in the learning of students in their charge. Thus, the model shows the influence of principals' personnel characteristic skills on teachers' classroom management.

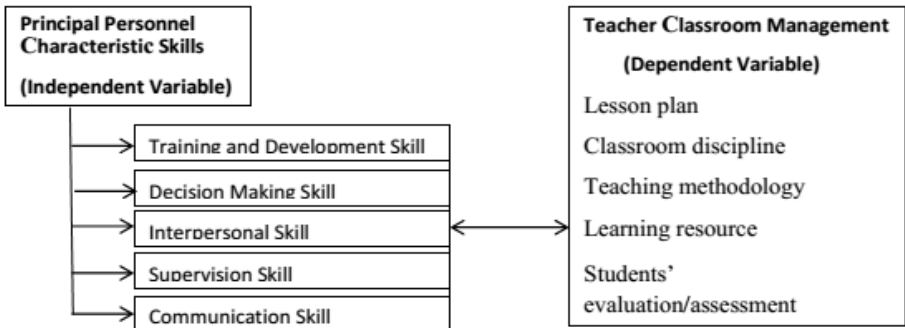


Figure 1: Principal Personnel Characteristic Skills & Teacher Classroom Management. Researcher, 2018

Conceptual framework of influence of principals' personnel characteristic skills on teachers' classroom management.

The conceptual model suggests that the independent variable is conceptualized as consisting principals' personnel characteristic skills measured in form of; principals' organization of training and development for teachers, principal's involvement of teachers in decision making, principal interrelationship with teachers, principals' supervision of teachers' work and principals' communication with teachers while the dependent variable is teachers' classroom management which are conceptualized as lesson plan, classroom discipline, teaching methodology, learning resource and students' evaluation/assessment. The model predicted that all principals' personnel characteristic skills: training and development skill, decision making skill, interpersonal relationship skill, supervision skill and communication skill were influenced teachers' classroom management in Ekiti State secondary school.

Research Questions

In this study, the following research questions and hypothesis were raised and formulated.

- I. What is the level of teachers' classroom management skills in Ekiti State secondary schools?
- II. What are the various personnel characteristic skills adopted by the principals in Ekiti State secondary school?

Hypotheses:

H₀: There is no significant influence of principals' personnel characteristic skills on teachers' classroom management in Ekiti State secondary schools

Methodology

The study adopted the descriptive research design. The population of the study comprised all 187 principals and 7323 teachers in Ekiti State secondary schools. The sample of this study consisted of 756 respondents. The sample consisted of 36 principals and 720 teachers using multistage sampling procedure. Simple random sampling technique was used to select two Local Government Areas (L.G.As) from each of the three senatorial districts. From each LGA, six secondary schools were selected, 20 teachers and their principals were selected from each school, all through a simple random sampling technique. The researchers made use of two self-designed questionnaires to collect information from the respondents. The first questionnaires titled "Teachers' Classroom Management Questionnaire" (TCMQ) was used in collecting information from principals on the teachers' classroom management. This was done through principals' rating of teachers' instructional delivery, lesson plan, teaching methodology, use of instructional materials and students' evaluation. The principals of the 36 sampled schools responded to the questionnaire. The questionnaire was divided into sections 'A' and 'B'. Section A comprised 4 items on teachers'

demographic data while section B comprised 20 items on teachers' classroom management. The second instrument was tagged "Personnel Characteristic Skills Questionnaires (PCSQ)" which was used to elicit information from teachers on their principals' personnel characteristic skills. The questionnaire was divided into sections 'A' and 'B'. Section A comprised 4 items on the principal' demographic data while section B comprised 20 items on principals'" personnel characteristic skills. The instruments were validated by four experts in the Department of Educational Management, Obafemi Awolowo University, Ile-Ife. Their reliability was also ensured 0.89 and 0.87 respectively. The school principals were equally interviewed on how their teachers manage their classroom. The data collected in the study were statistically analyzed using percentage scores and chart were used to analyse the research questions and multiple regression analysis was used to address the hypothesis formulated. The hypothesis was tested at 0.05 level of significance.

Results

Research Question 1: What is the level of teachers' classroom management skills in public secondary schools in Ekiti State?

To answer research question 1, percentage scores were used to determine Teachers' Classroom Management Skills in Ekiti Sate secondary schools. The result was presented in Table 1

Table 1

Percentage analysis on Level of Teachers' classroom Management Skills in Ekiti State Secondary Schools

<i>Level of Teachers' Classroom Management Skills</i>	<i>F</i>	<i>Percentages</i>
High (60>)	106	58.9
Moderate (40-59)	69	38.3
Low (<39)	5	2.8
Total	180	100

Field work, 2017

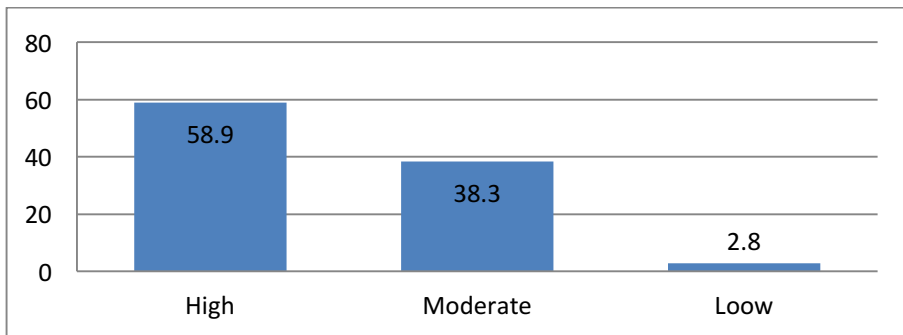


Figure 2. Bar Chart Showing Level of Teachers' classroom Management Skills in Ekiti State Secondary Schools

Evidence from Table 1 depicts that level of classroom management skills was generally high, as 58.9% of the respondents rated teachers' classroom management skills high, 38.3% rated it moderate while only 2.8% of the respondents rated it low. It can be concluded that teachers in Ekiti State secondary schools demonstrated high classroom management skills

Research Question 2: What are the various personnel characteristic skills adopted by the principals in Ekiti State public secondary school?

To answer research question 2, percentage scores were used to examine personnel characteristic skills of principals in Ekiti State secondary schools. The results were presented in Table 2

Table 2

Percentage analysis of Teachers Responses on their Personnel Characteristic Skills adopted by their Principals

Personnel characteristic skill adopt by the principals	AGREE	%	DISAGREE	%	TOTAL	DECISION
Supervision Skill	647	91	53	9	700(100%)	AGREED
Communication Skill	633	89	67	11	700(100%)	AGREED
Inter-Personal Relationship Skill	627	88	73	12	700(100%)	AGREED
Decision Making Skill	598	84	102	16	700(100%)	AGREED
Training and Development Skill	559	79	141	21	700(100%)	AGREED

Field work, 2017

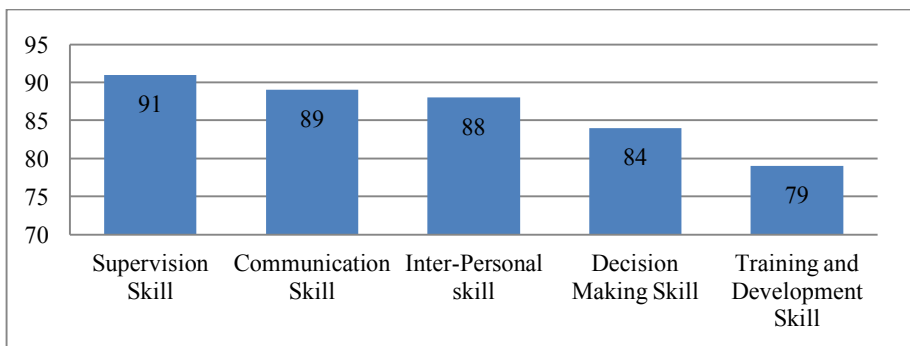


Figure 3. Bar Chart Showing various Personnel Characteristic Skills adopted by Principals

Table 2 shows the personnel characteristic skills adopted by principals in Ekiti State secondary schools. In the table 657(91%) of the respondents agreed that principals adopted appropriate supervisory skills while 63(9%) of the respondents disagree. Again 643(89%) of the respondents agreed that principals adopted effective communication skill while 77(11%) of the respondents disagree. Also, 637(88%) of the respondents agreed that the principals adopted good inter-personal relationship skills while 83(12%) of the respondents disagree. Furthermore, 608(84%) of the respondents agreed that their principals adopted good decision making skill while 112(16%) of the respondents disagree. Equally, 569 (79%) of the respondents agreed that principals encourage training and development of staff while 151(21%) of the respondents disagree. Supervisory skill was the highest skill adopted by principals while training and development skill were the lowest. It therefore concluded that Principals in Ekiti State secondary schools demonstrated their personnel characteristic skills: in supervision, communication, inter-personal relationship, decision making, and training and development.

Hypothesis One: H0: There is no significant influence of principals' personnel characteristic skills on teachers' classroom management in public secondary schools

To establish the significant influence of principals' personnel characteristic skills on teachers' classroom management in Ekiti State secondary schools, a multiple regression analysis was used. The results are presented in Tables 3 and 4

Table 3

Regression Model Summary of Principals' Personnel Characteristic and Teachers' Classroom Management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.927 ^a	.859	.836	.352	36.665	.000 ^b

In Table 3, the R value .927a indicated the correlation coefficient of principal personnel characteristic skills and teachers’ classroom management. The R Square .859 indicated how much of variation in the classroom management that can be accounted for by the principals’ personnel characteristic skills. This indicated that 85.9% of variance in the teachers’ classroom management can be accounted for by principals’ personnel characteristic skills in this study. The F value of the interaction was 36.665 and found to be significant at 0.05. This indicated the rejection of the null hypothesis by accepting the alternative hypothesis. The significant level of (.000b) indicated that the combination of personnel characteristic skills adopted by the principals significantly ($P < 0.05$) influence the dependent variable. Therefore, the null hypothesis that there is no influence of principals’ personnel characteristic skills on teachers’ classroom management is here by rejected.

Table 4

Regression Coefficients of principals’ personnel characteristics and teachers classroom management

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.213	.909		1.334	.002
INTER-PERSONAL RELATIONSHIPS SKILL	.180	.055	.315	3.260	.003
DECISION-MAKING SKILL	.195	.073	.228	2.680	.012
COMMUNICATION SKILL	.212	.096	.277	2.203	.035
SUPERVISION SKILL	.468	.097	.519	4.843	.000
TRAINING AND DEVELOPMENT SKILL	.270	.081	.345	3.347	.002

Table 4 presents statistical estimates of standardized coefficients and p-values of the predictors, interpersonal relationship skills, decision making skill, training and development, communication and supervision skill on teachers' classroom management. A critical view of Table 4 indicated that supervision skill ($\beta = .519, P < 0.05$) was found to be a significant predictor of teachers' classroom management in public secondary school in Ekiti State. This was the highest variable found to be a significant predictor of teachers' classroom management. Again, training and development skill ($\beta = .345, P < 0.05$) was found to be a significant predictor of teachers' classroom management. Also, inter-personal relationship skill ($\beta = .315, P < 0.05$) was significant predictor of teachers' classroom management. Findings in the table further showed that communication skill ($\beta = .277, P < 0.05$) was found to be a significant predictor of teachers' classroom management. The last variable, decision making skill ($\beta = .228, P < 0.05$) was equally found to be a significant predictor of teachers' classroom management. This indicated that decision making skill is the lowest variable found to be a significant predictor of teachers' classroom management. As show in the table, it can be concluded that regression analysis showed that the combined personnel characteristic skills adopted by principals in Ekiti State secondary schools were significant predictors of teachers' classroom management.

Discussion of Findings

The result of the study showed that the level of classroom management skills of Ekiti State secondary schools teachers was high. This could be as result of frequently writing of lesson note by teachers, making use of appropriate teaching method, often maintaining discipline, using of appropriate the teaching aid and frequently assessing the students in their classroom. The findings concurred Annah, Kisilu, and Dorothy (2015) findings who identified the classroom strategies for enhancing students' performance as teaching methods employed by the teachers, students discipline and students' assessments. They further indicated that a teacher remains an important personality to student learning and need to employ differentiated classroom instructions to expose students to a variety of

learning experiences and that classroom remains central to students' learning. The findings also agree with Vondracek (2009) cited in Olowo (2017), strategies for teaching students. The strategies include; use of lectures, models, discussion, small groups, application, home assignments, video, simulations, advanced problems, reinforcement, and assessment. A similar study by Martel (2009) echoes evidence and argues that teachers with varieties of instructional choices are productive in the classroom and hence are required to apply each strategy correctly to enhance students' achievement. Also, the findings is in line with the findings of Mogbodile (1986) who supported the view that a successful class teacher is one who displays mastery of specific technique in planning an optimum number of meaningful activities for anticipated problems and creating an enriched environment.

The result also showed that supervision skill, communication skill, inter-personal relationship skill, decision making skill, and training and development skill were the personnel characteristic skills adopted by the principals in Ekiti State public secondary schools. The result indicated that principals in Ekiti State secondary schools were more approachable, friendly, and created atmosphere that encouraged creativities and initiatives of teachers. Principals paid regular visit to classroom to observe teachers work, to ensure that appropriate instructional aids and that appropriate evaluation procedures were used. Also, principals encouraged free flow of information from and to teachers, and discussed the progress and challenges of the schools with teachers. Principals also allowed teachers in decision making and also made efforts in facilitating training of their teachers.

The hypothesis postulated that there was no significant influence of principals' personnel characteristics skills on teachers, classroom management. F values of the interaction was 36.665 and found to be significant at 0.05 alpha level as indicated in table 3, also, it was indicated that 85.9% of variance in teachers' classroom management can be accounted for by the principals' personnel characteristic skills in the study area. This could be conjectured that principals' personnel characteristic skills influenced teachers' classroom management. Given this empirical

indications, it therefore inferred that principals' personnel characteristic skills were important for the achievement of teachers' classroom management goals. This is in accordance with the view of Ojedele (2000) who opined that the achievement of the goals and objectives of the school by the school administrators hinges on how successful the administrators are able to carry out their various tasks in the area of staff personnel administration. Also as expressed by Hallinger and Heck (1998) cited in Olowo (2017), it has been proven empirically that schools that make a difference in students' learning are usually led by headmasters who made a significant and measurable contributions to the effectiveness of teachers as this contributes immensely to the learning of pupils.

Furthermore, Table 4 indicated the correlation coefficient of personnel characteristic skills adopted by principals that predicted teachers' classroom management. Supervision skill of the principals was found to be the highest predictor that influenced the teachers' classroom management. This implies that supervision of teachers regularly enhanced the classroom management of teachers. Oyedeji (2002) posited that of all the major functions of the school principals, no one is greater than their functions as supervisor. This finding corroborated the finding of Ogunsaju (2000) who opines that supervision brings about excellence and quality. The findings of this study is in line with the view of Lawal (2003) who maintained that, supervision of instruction guided each individual teacher within the school system to perform the duties for which he was scheduled and to improve the effectiveness of teachers so that he/she can contribute maximally to the achievement of the systems goal. But, this finding contradicts the findings of Dibia (2013) and Ikechi (2010), who in their studies discovered that principals were so occupied with office works and had little or no time to supervise teachers' instructional activities in the classroom.

Training and development skill was found to have positive influence on teachers' classroom management. It connotes that encouragement of principal on training and development for teachers contributed to productivity of teachers in the classroom. The principal supports his teachers to improve themselves in their field by further their education, attending

seminars and workshops. This finding corroborates the finding of Barber (2004) who found out that on the job training led to greater innovation and tactical skills. This finding also concurs Aromolaran (2002) whose finding indicated that training and re-training of teachers remain the major source of redeeming the performance of the school system. Also, in line with this finding Cole (2002) said training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task.

Also, the interpersonal relationship skill of the teachers predicted teachers' classroom management. This implies that cordial relationship between principals and teachers positively contributed to effective classroom management of teachers in Ekiti State secondary schools. This further implies that there was cordial relationship and friendly interaction between the principals and their staff. This finding concurs the findings Sigford (2003) who in their separate studies argued that through building of good relationships with the followers, leaders can maximize the effectiveness of their staff. This findings corroborates the findings of Robbins and Alvy (1995) who posited that displaying effective human relations is a key to leadership which forms a thread that runs throughout the organization and affects the culture, climate, personnel practices, and every individual who has contact with the organization. This finding is in line with Ogunsaju (1990) that had earlier stressed that school principals can only be effective when they achieve the goals with their assistants and other staff members.

Furthermore, the study showed that communication skill also predicted teachers' classroom management. This denotes that frequent communication between principal and teachers had positive impact on classroom management of teachers. This finding agrees with the findings of Speck (1999) as cited in Olowo (2017) who stated that to communicate the school's vision toward becoming a learning community, the principal needs to acquire communication skills and that communicating the school's vision again and again is a key role of the principals as leaders. This corroborates the submission of Peretomode (1992) who affirmed that communication, at any point in time within an organization is successful to the extent to which

the sender of a message and the receiver have similar comprehension of the content of the message. This also agrees with Sogomo (2000) and Republic of Kenya Ministry of Education, Science, and Technology (1998) which indicated that communication skills are essential to the head-teacher's changing role, especially in convening and conducting regular staff meetings. Furthermore, in consonance with this finding, Fashiku (2016) indicated that leaders' pattern of communication significantly enhanced lecturers job performance in Kwara State Colleges of Education.

In the study, decision making skill also predicted the teachers' classroom management. This implies that decision making skill of the principal by involving his/her teachers in decision that concerned them and the school contributed to their effective classroom management in Ekiti State secondary schools. This finding corroborates the submission of Oyedeji (2006) that administrators should involve their subordinates in decision-making process. When this is done, the organization will be healthy, staffs will be motivated, and feel happy to be part of the organization and they will work towards achieving the goals and objectives of the organization. This finding also supports the finding of Anschutz (1995) who reported that an employee's participation in decision making and problem solving develops organizational trust.

Conclusion and Recommendations

Principals' personnel characteristic skills is significantly and indispensable in enhancing teachers class room management in the school system. Such discussed skills of the principals if positively developed and utilized will go a long way in the attainment of teachers' aim and objective in the classroom, and their efficient and effective job performance in the school system. Therefore, principals of schools not only in Ekiti State but other schools in Nigeria are expected to make positive use of such skills as: supervision, communication, interpersonal relations, decision making and the likes to enhance their teachers classroom management and job performance.

On the basis of the findings of this study, the following recommendations were made:

Principals should always involve teachers in making decisions on issues that involve them and those that can promote the progress of the school in general. Principals should also develop and sustain robust supervision methods to enhance classroom management. Principals should see teachers as partners in progress and as such should personally inspect their lesson notes at least once in a week and should visit classes when teaching is going on for assessment and necessary supervision. Relationship between principals and teachers may be strained due to lack of appropriate communication. More still, there should be prompt dissemination of information and principals should be ready to discuss the goals and aspirations of the schools with the teachers.

Furthermore, principals as the heads of schools should make efforts to ensure that the rules and regulations that serve to guide the conduct of their teachers be fair and not rigid in order to give room for effective human relations that will no doubt increase teachers' use of initiative in classroom management. Finally, principals should make more efforts to design and equip teachers with relevant skills that can enhance their classroom management. Leadership training programmes should be designed for principals to enable them to gain in-depth knowledge and understanding of training needed for teachers.

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