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EFFECTIVE PRINCIPALS' LEADERSHIP MANAGERIAL SKILLS AND TEACHERS' CLASSROOM MANAGEMENT FOR HIGH PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE

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ABSTRACT
The study examined effective principals' leadership managerial skill and teachers' classroom management for high productivity in Cross River State public secondary schools. The study adopted survey research design. Two research questions and one null hypothesis were formulated to direct the study. The population of the study comprised 298 respondents across the three education zones of Cross River State. The researchers develop instrument title "Effective Principal Educational Leadership Managerial Skill and Teachers' Classroom Management Questionnaire (EPLMSTCMQ)" was used data collection. Mean score was used to answer the research questions while ANOVA was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that principals in Cross River public schools possess some managerial skills which enhance teachers' classroom management for high productivity. Based on the study's findings, it was recommended that principals in Cross River State should be given the opportunity to attend advance in-service training programmes in order to boss and improve in their areas of lapses or deficiencies in their official duties.

Keyword: Principals, Leadership, Managerial Skill Teachers, Classroom Management and Productivity.

Introduction

Education is very crucial in the transmission of cultural knowledge and development of attitudes towards democratic activities and sustainable development of any nation (Okafor, Ikecha, Obikwelu, (2018). According to Nnabuo and Asdike (2009 viewed education as power and a process to acquiring knowledge, skills, ideas that shape and condition man's attitude, actions and achievements. Therefore, education is important as a tool to be used to equip young people with potentials such as literacy, confidence and attitudes that they need to promote actives participation in National development.

Education is that training which given by suitable habits to the first instincts of virtue in children when pleasure and pains are rightly implanted in their rational soul. Education is all that happen to us from the time we were born to the time we die (Achuonye, 2004). According to Oparah and Ukoh (2012) education constitutes the core of human development because it opens up opportunities for both individual and groups for empowerment. It is a vital tool for transformation and key to sustainable development of nation. Summarily Asuk and Asuk (2017) maintained that education is also been a vital tool to achieving individual and national development.

In proving the teaching and learning process and human resources (teachers) are utilized to its optimum with the goal to achieve organisational goal falls within the purview of the school; leadership. Education world over and Nigeria in particular, have been confronted with complexities of issues such as fallen standard of education and the moral decay seen as school (Ofoegbu and Fidelia, 2012). Therefore, the positions of the secondary, Principals, as leaders in the school system, are brought to the limelight. They must be very effective, proactive and functional in their operations and should be able to interpret, examine, analyse, critique and put educational policies, laws and regulations into practices for nation development.

Principal leadership is a duty and call to service that is fundamentally enshrined in giving qualitative and functional service to the school environment. Akanwa in Offem & Aniah (2019) viewed leadership as a process in which leaders try to influence the activities of an individual or a group of individuals in order to guide them towards goal achievement in given situations. Leadership according to thierauf, Klekamp and Greeding in Ofoegbu etal (2012), is a way of stimulating and motivating subordinates to accomplish assigned tasks while Northouse (2010) saw leadership as a process whereby an individual's influences a group of individuals to achieve a common goal leadership is a Process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationship is the group or an organisation. Leadership is the capacity to translate vision into reality. Leadership constantly present challenges to the leader and the lead. Being a leader can be very tough because anything goes wrong the leader in most cases will be held responsible. The challenging of leadership are inside leaders. Leadership plays a pivotal role in the descent in to failure and collapse of the system (Ebohon, 2018). Osamhonyin and Igbinosa (20008) viewed leader as people with the abilities to influence the behaviours of others without the use of force. Furthermore, they defined leadership as the management process of inducing subordinates to work towards achieve the group or organisation goals without any form of coercion which involves a number of processes and activities that are used to secure the cooperation of members of an organisation to work towards the advancement of organisational interests.

Similarly, Chike Okoli (2008), Mullins (2010) Onuma (2013) and Onifade (2001), leadership is the ability of influencing people's behaviour so that they will work towards a given objective. Leadership is essentially a relationship though which one person influences the behaviour or action of other people. Hence, it is a process of social influence where leaders indices followers to apply their energies and resources towards collective goals. Leadership as a position or ability of a person to lead a group of people in an organisation for the attainment of objective(s). Ebohon (2018) defined a deader as a person that holds a dormant or superior position within its field and is able to exercise a high degree of control or influence over others in a groups, organisation, or a country. Technorati (2011) affirms that educational leadership is multifaceted and involves various challenges and approaches at different times. Quality and effective principal leadership is imperative if success and break thought must be achieved in the teaching and

learning process Adesina in Offem & Aniah (2019) added that an effective leader is the person who is not only able to make his subordinates want to do what they have to do, but also recognises that they must be motivated to ensure that the goals and objectives of the institutions, organisations or system are met. The principal should create better and positive learning atmosphere through cordial interaction between the students, the teachers and the environment.

The success of any organisation be it religions, social, cultural and educational, depends on the quality and integrity of the leader. An effective leader is one who proves him/herself through performance in the running of the organisation. Adesina in Offem & Aniah (2019) classified qualifies of leadership into two tangible and intangible qualities. Adesina explain that tangible qualities are acquired skills, sound educational qualification and experience or the job which are more obvious and quite easy to evaluate. While intangible qualifies are less obvious and usually take a longer time to grasp. They include, the leader's imaginative ability, leader's love, consideration for other progressiveness, motivation techniques, respect for subordinates and good intentions. Omoysye (2011) support that greatest leader should have vision, be tough, be able to pick the right persons and should possess the ability yo combine these and adapt them ruthlessly to the task and environment. A leader must be historic in his approach to issues and must possess team spirits. According to Ofoeghbu etal (2012) some of these qualities as identified by Adesina (1990) include that a good leader must communicate well with his or her team group. This implies the ability to express one's vision, desires, expectations, knowledge and experience. A good leader must have a clear and distinct knowledge, visions and objectives of the institution or organisation. According to Okoli (2015) leadership is the ability to guide, persuade, Influence people to willingly, painlessly and enthusiastically work towards the achievement of common goals. It is a way to influence an individual to work toward the personal or organisational goals or objectives willingly (Yukl, 2010).

Academic achievement has to do with success or failure of students in pursuit of their studies. Gleitman, Rusherg and Fridlund in Isaac and Emeka (2015) noted that academic achievement is the attainment of students that is quantifiable after exposure to a specific curriculum. According to Yoloye (2004) academic achievement relates to the performance of students in either or both internal and external examinations in the school.

Elsbree and McNally in Ikediugwu Poot were of the view that "classrooms that are ill-kept, poorly ventilated, disorderly arranged create pupils reactions that are not conducive to efficient learning "Equipment is essential aids to effective teaching and learning. Every school needs a wide range of educational equipment such as text books, stationary, laboratory chemicals and materials, workshop equipment, audio visual materials and items of furniture. In some cases, the school head is allocated the funds and is given a free hand to make purchases of items (1982) asserted that when this is the case, "the principal should utilize the fund wise buying those items that are most important" according to Ezeocha (1985" it may be necessary in some case for the principal to prepare a plan of his new building requirement and plant facilities with the appropriate personnel".

The school head has an important responsibility for the control and management of school finance, he might even be held ultimately accountable for all expenditure in the institution. The principal may be responsible for certain types of revenue collection such as caution fees, tuition fees, examination fees, uniform fees etc. furthermore, all accounting documents must be known and kept by all school heads. The principal can influence the provision of funds and facilities by careful study of the budgetary systems, accounting, reporting and effective negotiations (Ozigi, 1982). Ezeocha, 1985; Mgbodile 1986 and Nwankwo, (1982). Therefore, the principal should ensure that available funds and facilities are efficiently used and well maintained to achieve the desired objectives of the school.

A leader should relatively be in good health and be able to strategize and adopt effective managerial skill, Management as a term refers to the process of getting things done, effectively and efficiently through and with people. Managerial skills involve those skills needed to the performance of the management function, Robins and Decenzo in Oguejiofor (2013) observed that these are basically four basic management functions planning, organising, leading and controlling. The performance of the above functions require some measures of skills. The ability to work well with people, understand their needs communicate well and motivate others either individually or in group constitutes managerial skills. According to Boyatzis (2010) managerial skills involve the ability to enhance one's power, build a power base and establish the "right" connections in the organisation. Managerial skill entails the mental ability to analyse and diagnose complex situations and broad

perspective to contribute to creative problem solving. Boytzis (2010) defined a skill as the ability to demonstrate a system, and sequence of behaviour that is functional related to attaining a performance goal similarly. The goal of managerial skills is to integrate productive efforts, proper maximization or utilization of resources and to get optimum output.

Management as a process of administrative and coordinating resources effectively and efficiently in an effort to achieve the goals of the organisation of the art of getting things done though people (Drucker, 2004; Follet in Unachukwu, 2014) management is the attainment of organisational goals in an effective and efficient manner through planning, organising leading and controlling organisational resources (Daff, 2004. Bateman and Snell (2004) asserted that management is the process of working with people and resources is the process of working with people and resources to accomplish organizational GOALS. Barbalota (2006) maintain that management is being in change or in control furthermore, he argue that management goes along with the quest to put a formal organisation under control and deregulation and the use of scarce resources in an effective and efficient manner.

The classroom management is an important key for success of a teacher in the classroom (Oku, 2013) the teacher has to create a culture for an effective learning and training for students by implementing some sort of regulations and discipline in the classroom creating a healthy productive environment in the classroom management skills like checking student's home work at the end of each lesson and explaining lessons with suitable example and instructional materials (Stephen, 2006).

According to Larrivce (2005) classroom management effectiveness is a critical ingredient in the three ways mix of effective teaching strategies, which include meaningful content, powerful teaching strategies, and an organisational structure to support productive learning. Effectiveness in management of classroom is a continuous process based on motivation of students by providing them with special guideline and feedback (Colville, 2003). Classroom management meant the provisions and procedures necessary for maintaining the environment where teaching and learning can take place. Teacher's competence for classroom management and organization of instruction is basic function of classroom

management is to ensure that an environment and the culture within the classroom helps the teacher to gain knowledge and skills in a supportive atmosphere.

Classroom management is another significant so of curriculum development and implementation Arodade (2009) posited that good classroom management should of necessity involve the classroom as the powerhouse in which the success or failure of the learning process is generated and also sustained" the classroom is where students are assembled for teaching and learning and additionally give ample chance for group socialization through exposition to learning experience. In other hands classroom is the ground on which educational plan and policies findings are tried out. Akubu in Offem and Anashie (2021) started that classroom is one important pace in the operation of the school which holds students together and others then the opportunity of achieving the purpose of school. A classroom is characterised by board, students' seat, chalk or other writing materials, timetable, teachers table with seat, other instructional materials, the teacher to achieve the overall aims and objectives of education. According to Ogumu (2001) classroom management is the planning, management and executive of the school programme as it affects teaching and learning in classroom education world (2013) consider classroom management as the procedures, strategies and instructional techniques used by teachers to manage students' behaviour and learning activities.

Productivity refers to the ability to produce more goods and services with less labour and other inputs. It is a measure of how well an operations system functions and an indicator of the efficiency and competitiveness of a single firm or department (Stoner, and Freeman in Okeke, 2008). One reason for the greater interest in productivity has been the growing recognition of its roles in raising productivity. Higher productivity is the chiefly a matter of improving production techniques (classroom management) and this task is the teachers' function per excellence. Three keys to higher productivity in education are research and development (R & D), application of new modern instructional facilities and personnel's motivation.

Purpose of the study

The main purpose of this study was to examine principal leadership for effective managerial skill and teachers' and classroom management freedom.
Specifically, the study seeks to examine

1. The managerial skills possessed principal leadership in public schools in Cross River State
2. To what extend principals and adopt managerial skills in discharge of their duties

Research questions

The following research questions were formulated to guide the study

1. What managerial skills do educational leaders in Cross River State possess?
2. In the opinion of inspectors and duty inspectors, how efficient are the educational leaders in managerial skills?

Statement of hypothesis

The following null hypothesis was tested at 0.05 level of significance.

Ho_1: Male and female teachers in the state will not differ significantly in their mean rating of principal leaders effectiveness in managerial skills.

Research Method

This study was carried out in Cross River State. The study adopted descriptive survey research design. The population was made up of 200 two hundred respondents made up of 100 male and 100 teachers in public secondary schools in the study are. The instrument for data for collection was a structured questionnaire. It was validated by three experts, two from ministry of education and one from the department of educational management, University of Calabar. A reliability co-efficient of 0.87 was obtained using Pearson Product Moment correlation analysis. The researcher's administered the instrument with the help of three research assistance. Mean was used to analysis the research questions while ANOVA was used to test the null hypothesis at 0.05 level of significance. Mean ratings between 1.50-2.49 were regarded as inactive which mean rating between 2.50-3.49 were regarded as active, then mean rating between 3.50-400 were regarded as highly active.

Presentation/Results

Mean scores of the respondents on the principal **leadership managerial skills in public secondary schools Cross River State**

Table 1

Managerial skill acquired by principal leadership in public secondary school

S/N		SA	A	D	SD	X	DECISION
1	Setting Target I The School	40	191	60	12	2.82	Active
2.	Allocating of resource in the school	60	37	13	20	1.90	In active
3	Directing and motivating teachers	51	22	199	29	2.31	Active
4	Coordinating & solving conflict in the school	193	59	12	38	3.39	Active
5	Identifying the new ideas in the skill	53	52	13	183	1.91	Inactive
6	Initiating improvement project in the school	37	192	29	23	2.93	
	Average means (x)					2.55	Inactive

Table 1: indicates that inspectors and deputy inspectors are efficient on the statement for item 1, 3, 4, and 6 while they are less efficient on the statement for items 2 and 5. On the average, they are efficient that educational leaders in public secondary school in Cross River State possess managerial skills mean (x) scores of the respondents on principal leaders' principal activeness in managerial skills.

Table 2: Activeness principal leadership in managerial skills

S/N		HE	E	LE	NE	X	
1	Showing interest in the progress of the school	196	54	30	21	3.42	Active
2.	Exhibiting leadership qualities in the office	38	13	60	191	1.65	Inactive
3	Being enthusiastic in working less in the office	51	199	31	22	2.93	Active
4	Striving to complete a set task	35	43	53	170	1.80	Active
5	Being innovative in accomplishing a given task less in the office	13	51	54	184	1.59	Active
6	Marking sure that each day's job is completed	29	195	55	23	2.77	Inactive
	Average means (x)					2.36	

Table 2 show that the principal leader were active in items 1, 3, and 6. They are inactive in items 2, 4 and 5. This means that the principal leaders in inactive are less efficient in management skills.

Hypothesis: Inspectors and duty inspectors in ministry will not differ significantly in their mean ratings of educational leaders' efficiency in management skills for creation of freedom and classroom management.

Table 3: ANOVA Summary of mean ratings of male and female teachers' principal leader on managerial skills.

Source of variation	Sum square	Df	Mean Square	f-cal	f-cait	P
Between groups	0.04	2	0.2			
Within group	7.11	14.5	.118	4.7	3.15	<.05
Total	7.15	147				

Decision: p<.05, Reject

Discussion

The results of research question one in table 1 indicates that male and female teachers principal leadership coordinate and resolve conflict in the school organisation, direct and motivate subordinates in the office, set target in the school organisation. However, they have inactive on the statements that principal leaders allocate resources in the organisation and initiate improvement projects. On the average they activeness stated that educational leaders in Cross River State public school possess managerial skills. This is in line with the view of Boyatzis (2010) stated that managerial skills involve the ability to enhance one's power, build a power base and establish the "right" connections in the organisation. Adesina in Offem and Aniah (2019) concluded that a good leader must communicate well with his/her team group. This means the ability to express one's vision, desires, expectations, knowledge and experience.

The results in table 2 shows that education leaders were efficient in showing interest in the progress of the school, exhibiting leadership quality in office and marking sure that each day's job or tasks is completed. They were however efficient in being enthusiastic in working in the office striving to compete a give tasks is inactive and being innovative in accomplishing a given tasks in the office. On the average, the educational leaders were in managerial skills. The findings agree with the study by Ofoegbu and Fidelia (2012) who found that principal leadership is a duty and call to service that is fundamentally enshrined in giving qualitative and functional service to the school environment.

In table 3 the result presented revealed that the male and female teachers rated the educational leaders differently and the computed value of 4.72 is greater that the critical value of 3.15. Therefore, the null hypothesis is rejected at 0, 05 level of significance.

Conclusion

The study concluded that the principal leadership lack some skills necessary for high performance in the office since there are areas where the principal leadership perform well and there are areas of lapses they need improvement to enhance teachers and classroom management freedom for high production. Therefore, concluded that the educational leaders should continue to improve on the areas of strength while engaging in-service training to overcome areas of lapses or deficiencies for effective /active productivity.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Advance regular training, seminars and workshops should be organized for educational leaders which inculcate in them new approaches, and discoveries to enhance effective teachers' classroom management and their freedom.
2. Principal leadership should be able to cooperate with the teachers to create freedom learning environment so as to achieve sound classroom management.

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