



MANAGERIAL CHARACTERISTICS OF PRINCIPALS: A PANACEA FOR SECONDARY SCHOOL TEACHERS' JOB PERFORMANCE IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

This study investigated Principals' managerial characteristics: A panacea for teachers' job performance in Cross River State, Nigeria. To achieve the aim of the research, three hypotheses were raised and tested at .05 significance level. The research design used in this study was survey design. The population of the study consist of all serving teachers with government secondary schools in Cross River State. Records available at Ministry of Education (State Secondary Education Board) shows that there are 5,057 serving teachers with the State. The population comprises 2,732 junior school teachers and 2,325 senior school teachers respectively. The sample for this study comprises 147 teachers comprising 73 female and 74 male teachers proportionally selected from the population. A Questionnaire title Principals' Administrative Variables and Teachers' Job Performance Questionnaire (PAVTPQ) was used for data collection. Data were analyzed with Pearson Product Moment Correlation Coefficient (PPMCC) for hypothesis one and One-Way Analysis of Variance for hypotheses two and three. The findings of the study showed that there is a significant influence of variables of Principles' managerial characteristic and teachers' performance Cross River State, Nigeria. The researcher recommended that among other things that there is need for the principals of secondary schools to enhance their supervisory skills by having a regular or periodic assessment of the teachers with reference to instructional method and punctuality.

KEYWORDS: Principal, characteristics, panacea, secondary school, teachers, job, performance.

INTRODUCTION

The survival of any educational institution depends on the leader, who is considered the "head". The leader can help in carrying out the tasks that an individual or group of individuals must complete in order to accomplish objectives of the institution.

The managerial factors of any organization affect the effectiveness and cooperation of subordinates and determine the achievement of the set objectives. Therefore, every leader, as a matter of fundamental mindset, should have the utmost respect for the personal respectability and right of others to fabricate their cooperation of the division.

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According to Engstrom and Dayton in Mbipom (2000) an association is a group of individuals cooperating for a typical reason. Associations are the outward indication of a common perspective. According to Mbipom (2000), an alliance is formed whenever two people agree to work toward a common goal. Tracker Mbipom (2010) states that essentially all associations exist for the accompanying reasons: Productivity; Correspondence; Consistency; Fulfillment of personal necessities and Coherence and ID. According to Fafunwa in Esu (2019) schooling is the aggregate of the cycle which an individual procures and creates skills, capacities and other ability to become dynamic powerful member in any general public. An organization serves as a basis for achieving specific goals, and the school serves and provides educational facility for both teaching and learning (Abam & Monity, 2022). In Nigeria, education is seen as instrument "per excellence" for influencing public opinion (Usen, 2017).

In Nigeria, the head of a secondary school is referred to as the "principal" and the teachers as educators, according to Mbipom (2010). In developed societies, primary transportation is a straightforward task. The head of the school is the principal, who oversees the institution. He or she is accountable to the teachers and the kids for the school that has been entrusted to their care. As a result, there should be a clear organizational stream to enhance job performance at the educational institution. The principal oversees the secondary school organization and is responsible for supervising others in carrying out specified tasks, maintaining moral values, creating and maintaining resources, and providing services to individuals who are greatly impacted by them. As the leader of the group, the principle is responsible for summarizing each employee's contributions. Clearly, the relationship between people and their work is usually the principal's liability. It emphasizes the role of the human being in managing and guiding work toward achieving the best outcomes in the best interests of all parties involved (Amaikwu & Ofojere, 2019).

In Cross River State, it has also been reported that many teachers especially those in public secondary schools do not report to duty as expected. They display unfavorable attitude to punctuality and in facilitating the teaching and learning process. Many head teachers complain of

many staff not writing notes and demonstrating a high degree of absenteeism. These poor attitudes to work are indicators of poor work performance by teachers. In trying to address this ineffectiveness in the work performance of teachers, Owan (2012) identified poor motivation, non-involvement of teachers in decision-making, poor leadership styles of school leaders, poor school climate, uneven distribution of task, and poor staff welfare as some variables that impede on the work performance of teachers. However, improvements have been made in terms of staff motivation through consistent payment of secondary school teachers' salaries; many secondary school principals have also increased the involvement of teachers in making schools' decisions, and other such improvements have been made that were supposed to trigger a change in the work performance of secondary school teachers.

Unfortunately, the same negative issue bordering on teachers' work performance persists, on this note, the researchers sought to know if principals' managerial characteristics has any contribution to teachers' work performance. Principal managerial characteristic refers to the ability of the school principal to plan, organize, direct, coordinate, and harness all the resources at his disposal for the purpose of achieving school goals. A school principal usually display competence in several ways, however, this paper's focus is on principals' supervisory competence, leadership competence, and communication competence. Supervisory competence refers to the ability of the principal to monitor and control all the activities of the school ensuring that everything runs according to plans. Instructional supervision includes various roles and responsibilities that entail technical, professional and interpersonal aspects (Weller & Weller, 2002). For schools to be effective, they need to look for opportunities to increase the professional development and job performance of teachers for the betterment in managing the teaching and learning process, and this can be done through supervision (Arong & Ogbadu, 2010).

The consequences of these styles of leadership would incorporate the demotivation of staff and disintegration of representatives' responsibility, among others. This is generally clear whenever such representatives have no great explanation to leave the association and they become sincerely confined from the

association (Iloh, Nwaham, Igbiniedion & Ogor, 2016).) from the abovementioned, the significance of leadership (particularly the style embraced by the leader) and worker obligation to the accomplishment of one or the other work or hierarchical objectives becomes obvious and basic. As the head of organization in secondary school, the principal is vested with the obligation of doling out the guidelines in the school as well as the difficulties of coordinating, the group pursue the objective. For this to be conceivable the principal should show worry to the material and social prosperity and fulfillment of his subordinates.

This study explores the relationship between principals' managerial characteristics, for example, Supervisory capability, Budgeting techniques and Communicative skill and teachers' job performance in public secondary schools in Cross River State.

This research was guided by human relation theory propounded by Mary Parker Follet (1964). The focal thought in this theory is that human being and their commitments are significant in the accomplishment of organizational objectives. In this manner, it was accepted that laborers will accomplish better assuming their personal government assistance was thought about. According to Sam (2016). The theory connected with human relation brought into organization such ideas division leadership, designation of authority and decentralization of organization.

The focal contention of human relations theory is that, it is just when people are dealt with humanely that they can have the inspiration to partake effectively in the accomplishment of hierarchical objectives. With human theory, the emphasis is on individuals and how they communicate. The pertinence of this theory to the school head is that discipline can be accomplished through great relationship among the different groups of individuals inside he organization. The cooperation among laborers can achieve the accomplishment of objectives and goal.

In relationship to this study Ihejiamaizu (1996) propounded the theory that underscored human development and improvement bring up the issue of whom to have viable leadership in associations. Leadership includes some sharing of force of impact; however, the leader is the person who can join individuals in quest for the association's objective. Leadership is a degree: the strength of impact relies upon the managerial

factors of the director as connected with the characteristics of those he endeavors to impact and the circumstance in which the group find itself, in each association there are four sorts of individuals: i) The people who watch things occur, ii) those to whom things occur, iii) the individuals who don't have the foggiest idea what's going on, iv) the individuals who get things going. The executive is the person who get things going through others, and his more prominent quality is the ability to organize and propel others to accomplish wanted objectives.

The significance of the human relation theory to this study is that Human Relations Theory centers explicitly around the people needs and resultant ways of behaving of people and groups. It adopts an interpersonal strategy to overseeing human creatures. It gives the association formal and casual components. The proper components of an association are its design. The casual parts of the association incorporate the collaborations between people. Along these lines, the association is a sort of friendly framework. This framework ought to be figured out how to make individual work fulfillment and the resultant inspiration of the person. Strikingly, much accentuation is put on how school principals interface inside groups and the outcome group conduct and performance

Supervision is bearing, direction and control of working power so as to see that they are working according to design and are keeping time plan for management. Supervision signifies "managing the subordinate at work with authority and with an expect to direct the representatives, assuming that he is fouling up". Supervision is a responsible, two-way process, which upholds, propels and empowers the improvement of good practice for person. Subsequently, this works on the nature of administration given by the association. Supervision is an essential piece of individual performance management. Hawkins and Shohet (2012). According to Morrison (2005) supervision is a cycle by which one laborer is given liability by the association to work with one more specialist to meet specific hierarchical, professional and personal goals.

Hawkins and Shohet's (2012) stated that supervision is the direction, guidance, and control of the work force with the aim of ensuring that they are operating in accordance with the plan and the management's timetable. The definition of supervision is "overseeing the subordinate at work

with authority and with an aim to guide the employees, if he is doing wrong". The development of excellent practice for an individual is supported, motivated, and made possible through supervision, which is a responsible, two-way process. This thus raises the organization's level of service quality. Inferentially, the Principalship is burdened with a wide range of duties in the management of secondary schools. The duties of planning, controlling, and coordinating the use of human, material, financial, and time resources in order to support the achievement of the school's goals and objectives fall under the purview of the principalship, which is an administrative position that is thought to be at the top of the secondary school hierarchy of authority. As the instructional leader, the school principal is tasked with increasing the caliber of education by providing instructors with proper supervision.

School budgeting is a deliberate course of planning affecting school financial system or educational organization to accomplish the targets of the school or association's arrangements, projects or tasks inside a bookkeeping or financial year (Undie, 2014). Budgeting is hence the most common way of evaluating school programs in financial terms as a rule demonstrating the arranged pay to be created and use to be caused in a given monetary year of a school. Schools are operated in conditions which are dubious and consistently evolving. Budgeting assists principals with cutting out future game-plans and this brings a more significant level of sureness and request into the schools than would without spending plan. It is additionally an instrument of control since arranged strategies, techniques and projects are foreordained through budgeting and the operators are constrained to follow the legitimately supported assessed assets in simply deciding and making moves. This makes it simple to contrast the genuine performance and the arranged one. In the event of horrible deviations, steps might be taken to figure out the explanations behind such deviations.

According to Undie (2014), school budgeting is the methodical process of creating and implementing a financial flow projection for a school or other educational institution in order to accomplish the goals of the organization's plans, programs, or projects within a fiscal or accounting year. Therefore, budgeting is the act of putting educational programs into monetary terms. It

typically displays the anticipated money to be made and expenses to be paid within a school's fiscal year. Schools function in constantly shifting, unstable contexts. Budgeting assists principals in determining future courses of action, which creates more predictability and order in the schools than would otherwise be the case. Since established rules, methods, and programs are defined by budgeting and operators are required to abide by the legally approved expected amounts while making decisions and executing actions, it is also a control measure. This makes comparing the actual performance to the one that was intended simple. If there are unfavorable variances, procedures can be made to determine why they occurred.

In a school framework, the accomplishment of educational objectives and targets might be unimaginable without committed teachers who are the fundamental facilitators of teaching and learning. Making reasonable strides at working on teachers' responsibility by both government and school proprietors is essential since teachers who are profoundly dedicated are probably going to remain longer at work, perform better, get effectively associated with the work and school programs and go additional miles to guarantee that the school accomplishes it put forth objectives and targets. Teachers' job performance might be impacted by such countless variables among which are; relationship among teachers and students, the nature of the work being finished by teachers, working climate, approaches and dynamic cycle, inspiration, and association among teachers and principals among others. The connection among principals and teachers not entirely set in stone by the communication framework in the school. Communication framework in any association be it formal or casual association is extremely essential to the endurance, smooth running and outcome of the association. The exchange of data starting with one person then onto the next inside an association lies on communication process without which administrative, administrative and scholarly capabilities may not be imaginable. Truth be told, all administrative elements of arranging, putting together, staffing, coordinating, organizing, revealing and budgeting as recognized by Gulick (1937) can't be actually done without powerful communication.

Therefore, according to Usen (2017), effective communication skills are simply ways to contact

your audience and ensure that they comprehend you. Every communication should have accurate information because a communicator's (or principal's) purpose is to convey. To inspire his staff to work effectively toward these objectives, the administrator must explain to them the school's vision and aims. The communication from the principals is done in such a way that he can get the instructors to understand what he expects of them.

Objectives of the study

1. Ascertain the relationship between supervisory competences of principals and job performance of teachers.
2. examine the relationship between budgeting skills of principals and job performance of teachers
3. determine the relationship between the communicative skills of principals and job performance of teachers.

Statement of hypotheses

1. Principals' supervisory competence has no significant relationship with teachers' job performance
2. Principals' budgeting skills has no significant influence on teachers' job performance
3. Principals' communicative skill has no significant influence on teachers' job performance.

METHODS

The study used a survey methodology. According to Awatt (2015), survey design is a method of study created expressly to utilize questionnaires to collect information on a big group of people who share similar traits from a small group. Since the researcher had to choose a sample from a sizable population, examine the features, and extrapolate the findings to the population, this survey approach was chosen.

Purposive sampling is the sampling method used in this investigation. The researcher enters the target group and employs members of the population they come into touch with as respondents in the accidental sampling technique.

based on Amalu (2001). When the researcher visits the ministry of education to administer the questionnaires, she will do so using an accidental sampling technique. Additionally, she will only give the questionnaires to respondents who are willing to participate in the study. Because it is practically difficult and nearly impossible to gather all of the currently employed instructors in one location for the purposes of this study, the researcher used this approach. The questionnaire created by the researcher with guidance served as the data gathering tool. The Principals' Administrative Variables and Teachers' Job Performance Questionnaire (PAVTPQ) is the name of the questionnaire. Two sections, A and B, made up the questionnaire. Section A asked for information on the respondent's personal information, whereas Section B focused on administrative factors specific to principals, and Section C dealt with instructors' work performance. In Cross River State, the researcher used the aid of state secondary school board employees. The staff members were given the questionnaire so they could administer it to serving teachers who visited the board for information and a screening exercise. Through this procedure, employees of the secondary school board were able to administer the instrument to the sample's 73 female and 74 male serving instructors. The researcher successfully returned the device to the subjects. The study's data were analyzed using IBM SPSS Version 22 and the Pearson Product Moment Correlation Coefficient (PPMCC) software. The data collected during the study were analyzed with Pearson Product moment Correlation Coefficient (PPMCC) and One-Way Analysis of Variance (ANOVA) for hypothesis two and three categorized as professional skill, intermediate and unskilled. The whole hypotheses will be analysed using SPSS package IBM Version 22. The data were analyzed at .05 level of significance and 145 degrees of freedom'

Results

Hypotheses One

Principals' supervisory competence has no significant relationship with teachers' job performance

Table 1: Pearson Product Moment Correlation Coefficient (PPMCC) of relationship between Principals' supervisory competence and teachers' job performance, Cross River State, Nigeria

Variables	\bar{X}	SD	r-ratio	Df	p-level
Principals 'supervisory competence (X)	10.996	1.5171	.102*	145	.002
teachers' job performance (y)	15..46	2.1017			

*Significant at .05 level; $p < .05$.

In testing the hypothesis one the Pearson Product Moment Correlation Coefficient (PPMC) analysis was used and the result of the analysis is shown in Table 1. The finding revealed that Principals' supervisory competence had a mean score of 10.996 with a standard deviation of 1.517 while teachers' job performance had a mean score of 26.460 with standard deviation of 2.10173. The outcome further showed that the r-calculated value of 0.102 is greater than r-critical value of 0.088, tested at .05 level of significance and 145 degrees of freedom. Also, the $p < .002$ is less than $p < .05$. In light of this, the null hypothesis which stated that Principals' supervisory competence

has no significant relationship with teachers' job performance, Cross River State, Nigeria was rejected, indicating that Principals' supervisory competence has a significant relationship with teachers' job performance secondary schools in Calabar Metropolis, Cross River State, Nigeria. Meaning that effective principals' supervisory competence will go a long way in enhancing teachers' job performance secondary schools.

Hypothesis two

Principals' budgeting skills has no significant influence on teachers' job performance, Cross River State, Nigeria

Table 2: One way analysis of variance (ANOVA) of the influence of Principals' budgeting skills on teachers' job performance, Cross River State, Nigeria, Cross River State, Nigeria (N=147)

Principals' budgeting skill	N	X	S. D			
Professional	32	13.84	2.77			
Intermediate	56	12.45	2.83			
Unskilled	59	13.76	2.71			
Total	147	13.92	3.64			
Source of variation	Sum of Square	Df	Mean Square	F	Sign.	
Between	132.14	2	421.421	28.491	.004	
Within	24200.012	144	78.233			
Total	24332.152	146				

*sig. at .05 alpha. F-critical=3.26

To test the hypothesis two One-way Analysis of Variance (ANOVA) was used and the result of the analysis is shown in Table 2. The results showed that the calculated F-value of 28.491 is higher than critical F-value of 3.26 tested at .05 alpha level and 2 and 144 degrees of freedom. Also, the p-value of .004 is less than $p < .05$.

Thus, the null hypothesis which stated that Principals' budgeting skills has no significant relationship on teachers' job performance, Cross River State, Nigeria was rejected while the alternate hypothesis which stated Principals' budgeting skills has a significant relationship on teachers' job performance, Cross River State, Nigeria was accepted.

The implication is that principals with professional or advanced budgeting skills will go a long way in enhancing teachers' job performance secondary schools

Hypotheses Three

Principals' communicative skill has no significant influence on teachers' job performance in Cross River State, Nigeria.

Table 3: One way analysis of variance (ANOVA) of the influence of Principals' communicative skill on teachers' job performance in Cross River State, Nigeria (N=147)

Principals' communicative skill	N	X	SD			
Professional	51	11.38	2.84			
Intermediate	42	12.11	2.67			
Unskilled	54	12.62	2.17			
Total	147	12.48	2.91			
Source of variation	Sum of Square	Df	Mean Square	F	Sign.	
Between	326.178	2	323.332	33.651	.032	
Within	24005.794	144	79.184			
Total	24332.152	146				

*sig. at .05 alpha. F-critical=3.26

In testing the hypothesis three One-way Analysis of Variance (ANOVA) was used and the result of the analysis is shown in Table 3. The results showed that the calculated F-value of 33.651, were higher than critical F-value of 3.26 analyzed at .05 alpha level and 2 and 144 degrees of freedom. Also, the p-value of .032 is less than .05. Hence, the null hypothesis which stated that Principals' communicative skill has no significant influence on teachers' job performance in Cross River State, Nigeria was rejected while the alternate hypothesis which stated that Principals' communicative skill has no significant influence on teachers' job performance in Cross River State, Nigeria was accepted. By implication, it means that principals with professional or advanced communication skills exhibited by the principal will enhance teachers' job performance secondary schools

DISCUSSION

The result of data analysis of hypothesis one showed that there is significant relationship between principals' supervisory competence and teachers' performance in Secondary schools in Cross River State, Nigeria. This implies that a principal that is highly skilled in supervision, has the ability to enhance the teachers' performance in Secondary schools. This outcome is consistent

with Hawkins and Shohet's (2012) assertion that supervision is the direction, guidance, and control of the work force with the aim of ensuring that they are operating in accordance with the plan and the management's timetable. The definition of supervision is "overseeing the subordinate at work with authority and with an aim to guide the employees, if he is doing wrong". The development of excellent practice for an individual is supported, motivated, and made possible through supervision, which is a responsible, two-way process. This thus raises the organization's level of service quality. Inferentially, the principals are burdened with a wide range of duties in the management of secondary schools. The duties of planning, controlling, and coordinating the use of human, material, financial, and time resources in order to support the achievement of the school's goals and objectives fall under the purview of the principalship, which is an administrative position that is thought to be at the top of the secondary school hierarchy of authority. As the instructional leader, the school principal is tasked with increasing the caliber of education by providing instructors with proper supervision.

The result of data analysis of hypothesis two as presented in Table 2 showed that there is a significant influence of Principals' budgeting skills on teachers' job performance in Cross River

State, Nigeria. The implication of the present result is that any principal that is highly skilled budgeting, will have the ability to enhance the teachers' performance in Secondary schools. The result is in line with the finding of According to Undie (2014), school budgeting is the methodical process of creating and implementing a financial flow projection for a school or other educational institution in order to accomplish the goals of the organization's plans, programs, or projects within a fiscal or accounting year. Therefore, budgeting is the act of putting educational programs into monetary terms. It typically displays the anticipated money to be made and expenses to be paid within a school's fiscal year. Schools function in constantly shifting, unstable contexts. Budgeting assists principals in determining future courses of action, which creates more predictability and order in the schools than would otherwise be the case. Since established rules, methods, and programs are defined by budgeting and operators are required to abide by the legally approved expected amounts while making decisions and executing actions, it is also a control measure. This makes comparing the actual performance to the one that was intended simple. If there are unfavorable variances, procedures can be made to determine why they occurred.

The result of data analysis stated Table 3 showed that Principals' communicative skill has a significant influence on teachers' job performance in Cross River State. The outcome showed that teachers' work performance in Cross River State, Nigeria, is highly influenced by principals' communication abilities. The implication of the result is that any principal that is highly efficient in communication skill, will have the ability to enhance the teachers' performance in Secondary schools. The findings are consistent with the study by Udosen in Ibe - Bassey, Ekpo, and Ushie (2014), which claimed that communication is the art of conveying information, ideas, or feelings to another or destination through the use of language gestures or communication tools such that the receiver fully receives the information and can reproduce and benefit from it. Administrators in the organization should employ verbal (oral) and nonverbal (gestural) communication, which is viewed as the connecting thread between the parties, for effective management. In the educational organization, communication may be summed up as who says what, to whom, through what channel, and how the receiver reacts

thereafter, according to Udosen in Ibe - Bassey, Ekpo, and Ushie (2014). It is alarming how information is sent from the principal to the instructors and from the teachers to the children. Therefore, according to Udosen, effective communication skills are simply ways to contact your audience and ensure that they comprehend you. Every communication should have accurate information because a communicator's (or principal's) purpose is to convey. To inspire his staff to work effectively toward these objectives, the administrator must explain to them the school's vision and aims. The communication from the principals is done in such a way that he can get the instructors to understand what he expects of them.

CONCLUSION

An organization is a structural link between different elements that performs tasks required to realize the goal of such a business. Any organization's ability to survive rests on its "head" or leader. Who will combine the tasks that a person or group of individuals must do in order to achieve the objectives of the organization. The administrative factors of any organization have an impact on the effectiveness and cooperation of his subordinates and determine the achievement of the stated goals because every leader, as a matter of basic philosophy, should have the highest regard for the personal integrity and rights of others in order to build their cooperation of the department. The findings of the study showed that there was significant relationship between variables of Principles managerial characteristic and teachers' performance Cross River State, Nigeria. We recommend that there is a need for the principals of secondary schools to enhance their supervisory skills by having a regular or periodic assessment of the teachers with reference to instructional method and punctuality, there is equally need for the Principal to be skilled in budgeting to make sure that the resources needed for proper functioning of the school is allocated efficiently, the principals equally need to be good in communication skill having a good command of English language and charisma that command respect among the teacher and there is need for the principals to always seek the interest of the teachers while making decision (collaboration) about the school administration as this will enhance their performance knowing that they are part of decision making in the school

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