



RESEARCH ARTICLE

PRINCIPALS' MANAGERIAL COMPETENCE AND TEACHERS' JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS, IN ONDO STATE

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ABSTRACT

The study examined principals' managerial competence and teachers' effectiveness in public secondary schools in Akure North Local Government Area of Ondo State. The study adopted descriptive survey research design. The sample comprised 111 teachers and 10 principals who were selected using multi-stage sampling procedure. Two research questions were answered using descriptive statistics while three hypotheses were tested and analysed using inferential statistics at 0.05 level of significance respectively. Findings from the study showed that the level of principals' managerial competence in public secondary schools in Akure North Local Government Area of Ondo State was moderate ($\bar{X} = 3.35$); the level of teachers' effectiveness in public secondary schools in Akure North Local Government Area of Ondo State towards their job was moderate ($\bar{X} = 3.16$); Results further showed that a significant relationship existed between principals' managerial competence and teachers' effectiveness ($r \text{ squared} = 0.732$ $P < 0.05$), among others. Based on the findings it was concluded that principals' managerial competence enhanced teachers' effectiveness. It was therefore recommended that regular performance evaluation should be carried out on school principals, providing constructive feedback and identifying areas for improvement in public secondary schools among others in public secondary schools in Akure North, Ondo State.

Keywords: Principals' managerial competence, teachers' effectiveness, motivation, communication, attitude to work, job performance.

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1.0. INTRODUCTION

Lamidi M. L. (2025 Principals' Managerial Competence And Teachers' Job Effectiveness In Public Secondary Schools, In Ondo State



Education is a vital instrument for national growth and development (FRN, 2013). It lays the foundation for a strong and virile nation, making concerted efforts crucial for effective management, monitoring, and supervision. Education is a systematic process that transmits societal values and ethos across time and space. The success of an education system relies heavily on the implementers, particularly school heads and teachers. Effective implementation is crucial, as poorly implemented policies can hinder attainment of objectives (Onyekuru & Ibegbunam, 2013). The success or failure of an educational program depends on the implementation strategies employed by school administrators and teachers.

Education begins at the primary level, universally accepted as the foundation of all education levels. Post-primary education, also known as secondary education, follows. Secondary education aims to inspire students to achieve excellence, raise morally upright individuals, and promote independent thinking (FRN, 2013).

Teachers play a vital role in achieving educational objectives. They are responsible for imparting knowledge and values. Teacher effectiveness is crucial, focusing on students, learning outcomes, teacher behaviours, classroom procedures, and conduct (Kapur, 2018). Effective teachers are clear about instructional goals, possess sufficient knowledge, communicate appropriately, and adapt instruction to students' needs.

Effective teachers achieve set goals, demonstrate consistency in effectiveness, and consider student characteristics (Onyekuru & Ibegbunam, 2013). Students taught by ineffective teachers have lower achievement and learning. Conversely, students assigned to highly effective teachers show significant improvement. Teacher effectiveness has a gradual and cumulative impact. Research suggests that teacher effectiveness improves with experience (Kini & Podolsky, 2015).

Jupp (2009) defined teacher effectiveness as the practical outputs of teaching. These outputs are quantitative student learning, as calculated by value-added assessments (which measure how much a specific teacher improves an individual student's learning) or other rigorous measures. They are also qualitative observations of a teacher's classroom performance by a principal or peer who understands the classroom practices that improve student achievement. He explained further that measures of teacher effectiveness should be based on student learning - the difference between how much students knew before they began a course and how much they knew after they finished it. In addition to describing effective teaching practices, they would expect teachers to demonstrate the following: commit to improved learning for all students, use



evidence to demonstrate that students in their class have learned, make measurable improvement in student learning, and contribute to boosting overall student performance in the school.

Gupta and Verma (2021) explained that teachers' effectiveness variables include instructional practices, students' performance, qualification, disposition to work, commitment to the teaching profession, upholding moral conduct, participating in seminars, conferences, and social gatherings, among others. Similarly, Aina, Olanipekun, and Garuba (2015) posited that good professional development, lack of distraction, interpersonal relationship, and punctuality are essential components of professional focus that make a teacher effective. For the present study, teachers' effectiveness variables are teachers' attitude, and job performance.

Teachers' attitude can be defined as a teacher's disposition towards specific conditions, situations, persons, or things. A teacher with a positive attitude towards their job is typically happy, satisfied, and contributes significantly to their students' well-being. In contrast, a teacher with a negative attitude can become irritable, creating tensions that negatively impact students' learning processes and ultimately affect teacher effectiveness. Research suggests that teachers with favorable attitudes towards their profession tend to be successful and satisfied with their job (Kavitha & Venkateswaran, 2015). Enwereuzo (2021) noted that cultivating a positive attitude beneficial to both the system and achieving educational goals is feasible. Initiating positive attitudes in teachers can be achieved through good leadership, quality reward systems, principals' supervisory competence, involvement in decision-making, and personal involvement in organizational tasks, among others. Teachers' attitudes can reflect in their job performance.

Teachers' job performance refers to accomplishing tasks to achieve teaching objectives. It involves adopting the right behavior patterns to achieve organizational goals and objectives (Akinlolu, Olajiga, & Onaolapo, 2019). Educational objectives can succeed or fail depending on teacher performance. Vital aspects of the teaching-learning process include lesson planning, using appropriate teaching methods, instructional material availability and utilization, subject matter mastery, regular student assessment, and proper supervision by department heads and school leaders. Studies however, have revealed that teacher effectiveness is low, with teachers not fully performing their duties, lacking flexibility, organization, and care, and pupils learning in harsh environments (Owoh, 2016). Onyekuru and Ibegbunam (2013) also found that secondary school teachers' effectiveness was below average. However, research has shown that certain leadership practices, such as effective communication, principal-teacher relationships, and attention to teacher professionalism, can improve teacher morale and performance



(Lambersky, 2016; Terosky, 2016). This can positively influence teachers' job effectiveness. Additionally, studies have found that counseling services, mentoring, and coaching provided by school leaders can boost teacher job performance and help address institutional challenges (Khalida, Phuc, Tribhuwan, & Akhte, 2022), leading to better teacher job effectiveness.

Given the perceived inadequacies in teacher effectiveness (attitude and job performance), it is assumed that the effectiveness of secondary school teachers may be connected to principals' managerial competence.

Managerial competence refers to the ability to complete tasks using relevant skills and attitudes necessary for the job. In the context of educational leadership, principals' management competence encompasses the skills used to support teaching and learning activities, ultimately achieving educational goals. According to Koontz and O'Donnell (2015), managers perform five common functions: planning, organizing, staffing, directing, and controlling. Principals must utilize these managerial skills to address challenges in the educational sector effectively.

A principal's managerial skill determines their effective leadership in achieving organizational goals (Mukherjee, 2013). Teachers also require supportive practices from principals to perform optimally. To attain maximum performance, principals must employ feasible management strategies, including motivation, communication, supervision, and decision-making skills. However, in the context of this study motivation and communication are variables of principals' competence.

Effective communication is essential for principals to assist teachers in working according to educational requirements. Principals' effective communication can facilitate clear explanations and improve teacher effectiveness (Nwogbo, Nwankwo, & Nwanchukwu, 2019). Inadequate communication skills can lead to teacher ineffectiveness.

Motivation is another crucial factor influencing teacher effectiveness. Motivation drives individuals to perform optimally, efficiently, and effectively (Singh & Vivek, 2015). Ayoro and Onyeike (2020) emphasized the importance of motivation in educational institutions, as it enhances staff efficiency, productivity, and learning outcomes. Principals' motivational competencies can catalyze staff performance, directing and controlling teacher behaviour to achieve maximum output. This study investigated the level of principals' managerial competence, specifically motivation and communication, on teacher effectiveness (teacher attitude and job performance) in Akure North Local Government Area of Ondo State.



1.1. Statement of Problem

The principals of secondary schools are saddled with the responsibilities of managing school activities in order to enhance teachers' job effectiveness and achieve predetermined educational objectives. From observation, it seems that many principals are not vast in their management competencies towards attaining teachers' effectiveness in many secondary schools in Ondo State as reflected in the poor job performance and lackadaisical attitude to work. These perceived inadequacies could be linked to principals' management competencies in ineffective communication in schools which could lead to poor curriculum implementation which may have a resultant effect on the teachers' job performance. Also, inadequate motivational competencies of the principals could lead to unfavourable attitude of teachers in their performance which may have implication on students' academic performance. In view of these observations and inadequacies, this study investigated the level of principals' communication competence and motivational competence and their relationship with teachers' job effectiveness in public secondary schools in Ondo State, Nigeria.

1.2. Purpose of the Study

The general purpose of this study was to examine principals' managerial competence and teachers' effectiveness in Akure North Local Government Area of Ondo State. Specifically, the study sought to:

- (1). examine the level of principals' managerial competence (motivation and communication) in Akure North Local Government Area of Ondo State.
2. examine the level of teachers' effectiveness (teachers' attitude and teachers job performance) in Akure North Local Government Area of Ondo State.

1.3. Research Questions

The following questions were raised to guide this study.

1. What is the level of principals' managerial competence (communication and motivation) in Akure North Local Government Area of Ondo State?
2. What is the level of teachers' effectiveness (attitude and job performance) in Akure North Local Government Area of Ondo State?

1.4. Research Hypotheses

The following research hypotheses were formulated and tested for the study:

1. There is no significant relationship between the principals' managerial competence and



- teachers' effectiveness in Akure North Local Government Area of Ondo State
2. There is no significant relationship between principals' motivational skills and teachers' attitude to work in Akure North Local Government Area of Ondo State
 3. There is no significant relationship between principals' communication skills and teachers' job performance in Akure North Local Government Area of Ondo State

2.0. CONCEPTUAL CLARIFICATIONS, THEORY, AND LITERATURE REVIEW

2.0. Conceptual Clarifications

Principals' Managerial Competence

Managerial competence encompasses the abilities, knowledge, attitudes, and skills necessary to perform a job effectively and efficiently (Hitt, Duane & Hoskisson, 2019). In organizational settings, managerial competencies drive exceptional performance. These competencies comprise the knowledge, skills, and behaviors required for effective role performance, enabling organizations to achieve strategic goals (Kabii and Kinyia, 2023). Essentially, management competencies predict effectiveness in managerial performance.

A school principal's competence is reflected in their ability to optimally utilize human and material resources to achieve educational objectives. As key to a school's success, principals must possess various competencies, including leadership, financial management, and human resource management. Effective school leadership requires principals to possess a range of competencies, including managerial skills, to lead schools towards achieving educational goals (Bush, Tony, and Glover, Derek, 2018).

Identifying and developing managerial competencies are essential tools for principals and teachers to achieve school objectives. Effective school management is contingent upon principals possessing requisite managerial expertise, enabling them to recognize, develop, and optimize school inputs (Oladunjoye, 2020). The possession of these competencies by educational leaders stimulates employees to achieve high job effectiveness, efficiency, and productivity (Adeyemi, 2020).

Principal managerial competencies refer to the ability to plan, supervise, organize, coordinate, control, make decisions, and initiate actions that aid and encourage teachers to achieve school goals (Adeyemi, 2019). In the context of this study, principals' managerial competence is described as their competence in communication and motivation to ensure teachers' effectiveness and attainment of school objectives.

Principals' Communication Competence



Effective communication is a vital component of successful school leadership, playing a crucial role in managing human and material resources in schools. According to Oyinloye (2020), communication is the foundation upon which successful school leadership is built. This involves the exchange of information, ideas, and messages between principals, teachers, students, and other stakeholders.

Adeyemi (2020) emphasizes the importance of effective communication in enabling principals to influence teachers' task performance, motivate them to achieve educational goals, and foster a positive school culture. Principals have various communication channels to interact with teachers and staff, including circulars, phone calls, text messages, email, and staff meetings (Ogunsola, 2020).

Effective communication is essential, as it enables principals to make informed decisions that significantly impact teachers' task performance (Adeyemi, 2020). Furthermore, effective communication promotes a positive school culture, enhances teacher motivation, and improves student outcomes (Ibrahim, 2020). By employing effective communication strategies, principals can create a positive school culture, motivate teachers, and ultimately enhance teachers' job performance.

Principals' Motivation Competence

Principals' motivation competence is a crucial element of effective school leadership, enabling principals to inspire, encourage, and motivate teachers to reach their full potential and enhance their job effectiveness (Oyinloye, 2022). This competence plays a vital role in shaping teachers' attitudes, behaviors, and overall performance. Recent research has consistently demonstrated that principals' motivation competence is a key determinant of teachers' job satisfaction, commitment, and effectiveness (Adeyemi, 2022; Ololube, 2022).

Principals with high motivation competence can cultivate a positive attitude among teachers by providing extrinsic motivators, such as competitive salaries, favorable working conditions, job security, and opportunities for professional growth and development (Ogunsola, 2022). Moreover, intrinsic motivators like autonomy, recognition, and a sense of accomplishment can also be employed to foster teachers' motivation and attitude (Ibrahim, 2023).

Teachers' Effectiveness

Effective teachers are instrumental in determining students' learning outcomes. According to Darling-Hammond (2010), an effective teacher is characterized by intellectual challenge, student motivation, high standards, and encouragement of self-initiated learning. Defining teacher



effectiveness can be complex, as there is no consensus on the characteristics of a high-quality teacher.

Teachers' job effectiveness plays a dominant role in the academic success of students at all educational levels. Teacher effectiveness encompasses the degree to which teachers execute their primary duty of teaching and learning, as well as their general attitude towards the teaching profession and activities. Griffin (2022) defines job effectiveness as the accomplishment or execution of a given task. In the educational context, teachers' job effectiveness refers to the extent to which teachers accomplish their teaching tasks within the school system to achieve organizational goals.

Teachers' job effectiveness can be evaluated through their attitude and variables such as dedication level, ability to manage complex situations, and work purposefulness (Selamat, Sams, & Kamalu, 2023). Additionally, teachers' job effectiveness can be measured by factors such as scheme of work coverage, punctuality, conflict frequency, student discipline, and effective use of physical facilities (Oviawe, 2019). Conversely, a lack of job effectiveness may result in poor scheme of work coverage, persistent lateness, frequent conflict, truancy, inadequate physical facilities, and ineffective resource utilization.

Teacher effectiveness is crucial for ensuring the quality of instruction in schools. The performance of students is often attributed to the effectiveness of their teachers. To enhance teacher effectiveness, school managers should display managerial skills such as human relations, conceptualization, technical expertise, time management, fund management, communication, decision-making, discipline, and organization (Silva, 2021).

The criteria for measuring teacher effectiveness vary across organizations. Key factors determining teacher effectiveness include organizational climate, resource availability, teacher attitudes, headteacher-teacher relationships, and student readiness. In the context of this study, teachers' effectiveness variables are limited to teachers' attitude to work and teachers' job performance.

Teachers' Attitude

Teaching is a vital profession that significantly contributes to societal development. To excel, teachers require specialized training, expertise in their field, and a strong, positive attitude toward their profession. Teachers profoundly impact students' cognitive, emotional, and behavioral growth, emphasizing the importance of their professional attitude.



A teacher's attitude encompasses their passion, commitment, and recognition of the social value of their work. Attitude, in general, refers to an individual's tendency to react positively or negatively to people, objects, or situations. In education, attitude is defined as learned tendencies influencing behaviors when interacting with others, objects, or situations. Attitude comprises three components: thought, emotion, and behavior. Consequently, a teacher's professional attitude shapes their thoughts, feelings, and actions. According to Santiago (2019), attitude is a vital component of human personality, influencing how individuals react to specific stimuli. In teaching, philosophy plays a crucial role in understanding teachers' thought processes, classroom practices, and approaches to change and learning. A teacher's beliefs, experiences, and perceptions significantly impact their teaching practices.

A positive attitude toward work is essential for professional growth, leading to improved job satisfaction and reduced turnover rates. A teacher's attitude toward their profession is vital in fostering commitment and passion. Teachers with positive attitudes and commitment tend to be more dedicated and satisfied with their careers. However, many modern teachers lack genuine interest in their profession, viewing it merely as a means of earning a living. This lack of passion and commitment can lead to subpar performance and a negative attitude in the workplace. Experienced teachers may also lose their enthusiasm, reflected in the quality of their work and attitude. They may be less inclined to participate in professional development activities, essential for improving teaching quality and achieving the organization's goal of providing quality education.

Teachers' Job Performance

Employee performance is crucial to an organization's continued operations and goal attainment. Job performance refers to the behaviours employees exhibit at work (Jex & Britt, 2008) or the measurable actions, behaviours, and outputs that serve organizational objectives (Limon, & Sezgin-Nartgün, 2020). Jamal (2007) views job performance as the degree to which an employee successfully completes tasks using organizational resources under normal conditions.

In the context of education, teacher job performance is defined as the duties performed by a teacher at a particular period in the school system to achieve organizational goals. This includes tasks such as planning and delivering lessons, assessing students' progress, communicating with parents, and working collaboratively with colleagues (Esie, 2023). The goal of these duties is to help students learn and achieve the goals set by the school system. Effective teacher job



performance is important for student success, teachers' effectiveness as well as for the overall functioning of the school.

Many factors can impact teacher job performance, such as working conditions, job satisfaction, and support from the administration (Mawoyo & Dhliwayo, 2020). Teachers' job performance could also be the measurement of the quality of instruction given to learners by teachers in the school, which is the rightly intended accomplishment of the school. Notably, teacher job performance is not static and can change over time. For example, a new teacher may have a different level of performance than an experienced teacher. Even experienced teachers can go through periods of high and low performance. This is why schools need to have systems in place to support and evaluate teacher job performance on an ongoing basis (Elujekwute, Nyita, & Elujekwute, 2015).

2.2. Theoretical Dimension

The Transformational Leadership Theory, developed by James MacGregor Burns and Bernard Bass, serves as the theoretical framework for this study. This theory is particularly relevant because it explains a leadership approach that focuses on inspiring and motivating followers to achieve a shared vision. Transformational leaders possess distinct characteristics, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

The Transformational Leadership Theory is closely linked to principals' managerial competence in several ways:

1. **Motivation and Communication:** Transformational leaders motivate and communicate effectively with teachers, fostering a positive attitude towards work and improving teacher effectiveness.
2. **Teachers' Effectiveness:** Transformational leaders inspire teachers, leading to improved attitude and job performance.
3. **Attitude to Work:** Transformational leaders promote a positive attitude among teachers, resulting in improved teacher effectiveness.
4. **Job Performance:** Transformational leaders provide regular feedback and coaching, enhancing teachers' instructional practices and job performance.

In conclusion, the Transformational Leadership Theory is highly relevant to principals' managerial competence and teachers' effectiveness. Principals who apply transformational



leadership principles can develop the necessary skills and knowledge to create a positive school culture that supports teacher effectiveness, particularly in terms of attitude and job performance.

2.3. Empirical Review

Hallinger and Lu (2019) investigated the relationship between effective principals' managerial competence and teacher motivation using a quantitative design. Results showed a high level of managerial competence.

Ololube and Egbezor (2019) investigated the relationship between principals' managerial competence and teachers' effectiveness in Nigerian secondary schools. The findings revealed a significant positive relationship between principals' managerial competence and teachers' effectiveness. Further findings revealed that effective principals' managerial competence enhances teacher motivation and job satisfaction.

Oyekan (2020) assessed the effectiveness of teachers in Nigerian primary schools in Lagos state. The result showed that teachers' effectiveness was moderate, with a mean score of 3.1. The study also revealed that there was a significant difference in the effectiveness of teachers based on their teaching experience and school location. Further, the study found that teachers' effectiveness was influenced by factors such as teacher training, classroom management and teaching methods.

Harris (2018) carried out a study on principals' communication and motivation on teachers' attitude. The findings revealed that principals' communication and motivation positively affect teachers' attitude towards work ($r = 0.71$, $p < 0.01$), principals' emotional intelligence significantly predicts teachers' attitude towards work ($\beta = 0.45$, $p < 0.05$), teachers' perceived organizational support mediates the relationship between principals' communication and motivation and attitude ($\beta = 0.39$, $p < 0.05$). Evans (2018) carried out an investigation on how principals' leadership style improves teachers' attitude. Findings revealed that principals' transformational leadership positively affects teachers' attitude towards work ($r = 0.75$, $p < 0.01$), principals' goal-setting significantly predicts teachers' attitude towards work ($\beta = 0.52$, $p < 0.01$) and teachers' perceived autonomy mediates the relationship between principals' leadership style and attitude ($\beta = 0.43$, $p < 0.05$).

Evans and Abbott (2020) examined the influence of principals' communication on teachers' motivation, the result revealed a significant relationship between principals' communication and teachers' motivation. Khan and Rehman (2020) examined the influence of principals' communication strategies on teachers' job performance, the result showed a significant relationship between principals' communication strategies and teachers' job performance.



Nwachukwu and Okeke (2020) investigated the relationship between principals' communication competence and teachers' job satisfaction in Nigerian private secondary schools. The result revealed no significant relationship ($r = 0.04$, $p > 0.05$).

3.0. MATERIALS AND METHODS

3.1. Research Design and Population

The research design adopted for this study was descriptive research of the survey type. The population of the study comprised of all principals and teachers of public secondary schools in Akure North Local Government Areas of Ondo State.

3.2. Sample and Sampling Technique

The sample of the study is comprised of 111 teachers and 10 principals. The multi stage procedure was adopted in selecting participants for the study. In the first stage, simple random sampling was used to select 10 schools in Akure North local Government Area of Ondo State. From each of the schools selected, proportionate sampling technique was used to draw 30% of teachers in each school to get 111 teachers. All 10 principals of the selected schools were purposively included as participants in the study, making a total of 121 respondents.

3.3. Research Instrument

The instruments are two self-developed questionnaires. The questionnaires were titled "Principals' Managerial Competence Questionnaire (PMCQ)", to elicit information from the teachers on their principals' competence and "Teachers' Effectiveness Descriptive Questionnaire (TEDQ)" to elicit information from the principal on their Teachers' Effectiveness.

4.0 RESULTS PRESENTATIONS AND DISCUSSIONS

4.1 Results Presentations

Research Question 1: What is the level of principals' managerial competence (communication, and motivation) in Akure North Local Government Area of Ondo State?

To answer research question one on the level of principals' managerial competence in Communication and motivation) data obtained on each variable was analyzed and results presented in Tables 1 and 2 and the summary of the result is presented in Table 3



Table 1: Observed Teachers Responses to Level of Principals' Communication

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	\bar{X}	St. D
1	Principal facilitate communication and disseminate information to teachers, through mobile messaging platforms, specially SMS and WhatsApp.	76 (68)	31 (28)	1 (1)	3 (3)	3.62	0.58
2	Principal fosters an open door policy, allowing teachers to express their opinions and concerns on matters that affect them.	61 (55)	40 (36)	5 (4.5)	5 (4.5)	3.41	0.45
3	Principals facilitate communication within the school system by disseminating information through various formal channels, e.g. circulars, correspondence, and memoranda.	72 (65)	19 (17)	11 (10)	9 (8)	3.38	0.44
4	The principal provides prompt and constructive feedback on matters brought to his attention, ensuring that concerns are effectively and timely addressed.	65 (59)	19 (17)	16 (14)	11 (10)	3.31	0.40
5	The principal leverages suggestion boxes as a valuable tool for soliciting feedback, ideas, and concerns from stakeholders, and ensures that submissions are carefully considered, responded to, and implemented.	20 (18)	66 (59)	4 (4)	21 (19)	2.80	0.15
Percentage/Grand Mean		59 (53.2)	35 (31)	7 (6.7)	10 (9.1)	3.31	0.40

N = 111: Low (<2.5); Moderate ($\geq 2.5 < 3.5$); High (≥ 3.5)
(SA) Strongly Agree; Agree (A), Disagree (D), Strongly Disagree (SD).
Source: Field Survey (2025)

The analysis of data on table 1 by percentage points revealed the level of principals' communication skill as; strongly agree (53.2%), agree (31%), disagree (6.7%) and strongly disagree (9.1%). The grand mean of 3.31 implied that the majority of the principals have moderate communication skills in public secondary schools in Akure North Local Government Area of Ondo State.



Table 2: Observed Teachers Responses to Level of Principals' Motivation Skill

S/ N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	\bar{X}	St. D
1	The principal recognizes and rewards outstanding teaching performance by providing incentives to deserving teachers.	58 (52)	37 (33)	5 (5)	11 (10)	3.30	0.40
2	My principal encourages collaboration Among staff	65 (59)	37 (33)	3 (3)	6 (5)	3.50	0.50
3	My principal rewards outstanding teaching activities	80 (72)	26 (23)	2 (2)	3 (3)	3.70	0.64
4	My principal ensures the provision of instructional materials for teaching and learning	41 (37)	65 (59)	3 (3)	2 (1.8)	3.30	0.40
5	My principal encourages to seek out professional opportunities	69 (62)	20 (18)	3 (3)	19 (17)	3.24	0.34
	Percentage/Grand Mean	63 (57)	37 (33)	4 (3.3)	8 (7.4)	3.40	0.46

N = 111 : Low (<2.5); Moderate ($\geq 2.5 < 3.5$); High (≥ 3.5)

(SA) Strongly Agree; Agree (A), Disagree (D), Strongly Disagree (SD)

Source: Field Survey (2025)

The analysis of data on Table 3 by percentage points revealed the level of principals' motivation skills; strongly agree (57%), agree (33%), disagree (3.3%) and strongly disagree (7.4%). The grand mean of 3.40 implied that the majority of the principals have moderate motivation skills in public secondary schools in Akure North Local Government Area of Ondo State.

Table 3: Weighted Average of Principals' Managerial Competence

S/N	ITEMS	SA(%)	A(%)	D(%)	SD(%)	\bar{X}	St. D
1	Communication	60(53.2%)	35(31%)	7 (6.7%)	10(9.1%)	3.31	.40
2	Motivation	63(57%)	37(33%)	4(3.3%)	8(7.4%)	3.40	.46
	Percentage/Grand Mean	62(55%)	36(32%)	6(5%)	9(8%)	3.35	.43

Source: Author's Field Survey (2025)

The analysis of data on table 3 by percentage points revealed the level of principals' Management Competence as; strongly agree (55%), agree (32%), disagree (5%) and strongly disagree (8%). The grand mean of 3.35 implied that the majority of the



principals have moderate managerial competence (communication and motivation) in public secondary schools in Akure North Local Government Area of Ondo State.

Research Question Two: What is the level of teachers' effectiveness (teachers' attitude and teachers' job performance) in Akure North Local Government Area of Ondo State?

To answer research question two on the level of teachers' effectiveness in teachers' attitude to work and teachers' job performance data obtained from each variable was analyzed in Tables 4 and 5 and the summary of the result is presented in Table 6.

Table 4: Observed Principals Responses to Level of Teachers' Attitude to Work

S/N	Item	N	\bar{X}	St.D
1	Teacher's level of commitment is high	10	3.30	0.40
2	Teachers are very passionate about their job	10	3.10	0.23
3	Teachers maintain positive attitude to students	10	3.00	0.22
4	Teachers are dedicated and hard-working	10	3.30	0.40
5	Teachers' level of morality is high	10	3.00	0.30
	Grand Mean	10	3.14	0.31

N = 10: Low (<2.5); Moderate ($\geq 2.5 < 3.5$); High (≥ 3.5)
Source: Field Survey (2025)

The analysis of data on table 4 shows the mean scores of all the items are between 3.00 to 3.30
The grand mean of 3.14 implied that the majority of the teachers have moderate attitude to job in public secondary schools in Akure North Local Government Area of Ondo State.

Table 5: Observed Principals' Responses to Level of Teachers' Job Performance

SN	Item	N	\bar{X}	St. Dev.
1	Teachers demonstrate knowledge of the curriculum and subject mastery	10	3.00	0.23
2	Teachers use instructional materials actively	10	3.00	0.22
3	Teachers engage students in active learning	10	3.30	0.40
4	Teachers effectively manage classroom behaviour	10	3.30	0.40
5	Teachers actively monitor students' progress	10	3.30	0.40
	Grand Total	10	3.18	0.40

N = 10: Low (<2.5); Moderate ($\geq 2.5 < 3.5$); High (≥ 3.5)
Source: Field Survey (2025).



As shown in Table 5, Teachers were rated moderate in their level of job performance as the mean scores of all items fell between 3.00 and 3.30. The grand mean of 3.18 implied that the majority of the teachers have moderate level of job performance in public secondary schools in Akure North Local Government Area of Ondo State.

Table 6: Weighted Mean Average of Principals' Responses to Level of Teachers' Effectiveness

SN	Item	N	\bar{X}	St. Dev.
1	Teachers' Attitude	10	3.14	0.31
2	Teachers' Job Performance	10	3.18	0.33
	Grand Total	10	3.16	0.32

N = 10: Low (<2.5); Moderate ($\geq 2.5 < 3.5$); High (≥ 3.5)

Source: Field Survey (2025).

The analysis on data presented on Table 6 by mean shows that teachers' job performance has the highest mean of 3.18 and the lower mean was teachers' attitude. However, the grand mean of 3.16 shows a moderate level of teachers' effectiveness in public secondary schools in Akure North Local Government Area of Ondo State.

Testing of Hypotheses H_{01} : There is no significant relationship between the principals' managerial competence and teachers' effectiveness in Akure North Local Government Area of Ondo State.

H_{01} : There is no significant relationship between the principals' managerial competence and teachers' effectiveness in Akure North Local Government Area of Ondo State.

Table 7: Regression Model of the Relationships between Principals' Managerial Competence and Teachers' Effectiveness

Variables	Unstandardized Coefficient		Standardized Coefficient		P-Value	R	R ²	F
	B	Std Error	Beta	T				
(Constant)	5.455	2.876		0.642	0.672			
Motivation								
Competence	0.587	0.898	0.456	0.593	0.000	0.856	0.732	45.656
Communication								
Competence	0.392	0.208	0.356	0.678	0.001			

Dependent Variable: Teachers' Effectiveness

Source: Author's Field Survey (2025).



The regression model shown in Table 7 reveals that R^2 is 0.732 which infers that 73.2 percent of the variance of teachers' effectiveness is attributed to principals' managerial competence. The table also showed that two variables (Principals' Motivational Competence and Communication Competence) are both predictors of teachers' job effectiveness. The individual contribution indicates that; Principals' Motivation Competence contributed 45.6 percent, Principals' Communication Competence contributed 35.6% to teachers' effectiveness. The F-ratio is 45.656 and p-value is 0.000, the tested relationship between principals' managerial competence and teachers' effectiveness is statistically significant. This inferred that there was significant relationship between principals' managerial competence and teachers' effectiveness in public secondary schools in Akure North Local Government Area of Ondo State.

H₀₂: There is no significant relationship between principals' motivational competence and teachers' attitude to work in Akure North Local Government Area of Ondo State.

Table 8: Relationship between Principals' Motivation and Teachers' Attitude

Variables	N	df	r	P-Value	Decision
Teachers' Attitude	10	18	0.547	0.000	Rejected
Principal Motivation	10				

Source: Author's Field Survey (2025).

Analysis presented on table 8 shows that a moderate relationship exists between teacher teachers' attitude and principals' motivation. The result revealed that statistically, there is significant relationship between teachers' attitude and principals' motivation therefore the hypothesis is rejected.

H₀₃: There is no significant relationship between principals' communication competence and teachers' job performance in Akure North Local Government Area of Ondo State.

Table 9: Relationship between Principals' Communication and Teachers' Job Performance

Variables	N	df	r	P-Value	Decision
Teachers' Attitude	10	18	0.543	0.000	Rejected
Principal Motivation	10				

Source: Author's Field Survey (2025).



Analysis presented on table 9 shows that a moderate relationship exists between teachers' job performance and principals' communication. The result revealed that statistically, there is significant relationship between teachers' job performance and principals' communication therefore the hypothesis is rejected.

4.2. Discussion of Results

Result to research question one showed the level of principals' managerial competence in communication and motivation in public secondary schools in Akure North Local Government Area of Ondo State. The findings revealed that Principals motivation competence has the highest mean value and communication has the lowest mean value. However, the grand mean showed that the level of principals' managerial competence in public secondary schools in Akure North Local Government Area of Ondo State is moderate. This implication of this is that Principals may struggle with complex problems, leading to stagnation. The reasons could be limited administrative experience or some principals might be new to the role. The finding agrees Ololube and Egbezor (2019) assessed principals' managerial competence in Nigerian secondary schools using a survey design. Results showed a moderate level of managerial competence. The finding did not agree with Hallinger and Lu (2019) who investigated the relationship between effective principals' managerial competence and teacher motivation result revealed a high level of managerial competence.

Analysis of data on research question two on the level of teachers' effectiveness revealed that teachers' job performance has the highest mean while the lowest mean was on teachers' attitude; however, the grand mean indicated a moderate level of teachers' effectiveness. The implication of this is that moderate effectiveness may prevent innovative teaching practices. The reasons could be insufficient pedagogical training or professional development of teachers, reason could also be limited teaching experience or teachers are new to the profession. The finding disagrees with Adesina (2020) who assessed teachers' effectiveness in secondary schools in Oyo state, result revealed a low-level teachers' effectiveness. The study however agrees with Oyekan (2020) who examined the teachers' effectiveness in Nigerian primary schools, result revealed a moderate level of teachers' effectiveness.

On the regression analysis showing the relationship between principals' managerial competence and teachers' effectiveness, principals' motivation competence was the best predictor principals' communication competence was the least predictor to teachers' effectiveness. However, the



relationship between principals' managerial competence and teachers' effectiveness is statistically significant. The implication of this is that principals' managerial competence boosts teacher morale. The reason could be that principals provide constructive feedback to teachers. The findings support Ololube and Egbezor (2019) who investigated the relationship between principals' managerial competence and teachers' effectiveness in Nigerian secondary schools. Result revealed a significant relationship between principals' managerial competence and teachers' effectiveness. The finding also agree with Okumbe and Okecha (2019) who examined the relationship between principals' administrative effectiveness and teacher performance, result showed a high positive correlation. However, the study did not agree with Akinwumi and Adeyemo (2018) who examined the impact of principals' managerial competence on teachers' job performance in Osun state secondary schools result revealed no significant relationship between principals' managerial competence on teachers' job performance.

Result on hypothesis two revealed a significant relationship between principals' motivational competence and teachers' attitude to work in Akure North Local Government Area of Ondo State. The implication of this is that principals' motivation competence boosts teacher attitude to work. The reason could be that teachers are satisfied on the job. The finding agrees with Harris (2018) who carried out a study on principals' communication and motivation on teachers' attitude. The findings revealed that principals' communication and motivation positively affect teachers' attitude towards work. Also agrees with Evans (2018) who carried out an investigation on how principals' leadership style improves teachers' attitude. Findings revealed that principals' transformational leadership positively affects teachers' attitude towards work.

In hypothesis three, the result revealed a significant relationship between principals' communication competence and teachers' job performance in Akure North Local Government Area of Ondo State. This implies that principals communicate effectively with teachers. The reason could be that principals' effective communication clarifies teacher roles and responsibilities. The finding disagrees with Nwachukwu and Okeke (2020) who investigated the relationship between principals' communication competence and teachers' job satisfaction in Nigerian private secondary schools. The result revealed no significant relationship.

The finding however is in line with Evans and Abbott (2020) who examined the influence of principals' communication on teachers' motivation, the result revealed a significant relationship between principals' communication and teachers' motivation. Also agrees with Khan and Rehman (2020) who investigated the influence of principals' communication Strategies on



teachers' performance, the result showed a significant relationship between principals' communication strategies and teachers' job performance.

5.0. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The study examined the relationship between principals' managerial competence and teachers' effectiveness in Akure North Local Government Area of Ondo State. From the results obtained, it was concluded that the level of principals' managerial competence was moderate and level of teachers' effectiveness was moderate. Findings equally showed that principals' managerial competence made significant contributions to teachers' effectiveness. Principals' motivation competence was the best predictor to teachers' effectiveness. Further, principals' managerial competence enhances teachers' effectiveness, principals' motivation competence moderately influence teachers' attitude, also principals' communication competence moderately influence teachers' job performance.

5.2. Recommendations

Based on the findings and conclusion drawn, this study recommends that:

- Regular performance evaluation should be carried out on school principals, providing constructive feedback and identifying areas for improvement in public secondary schools,
- Teacher training and development opportunities should be provided regularly to enhance teachers' classroom practices in public secondary schools in Akure North Local Government Area of Ondo State.

Competing Interest

The author declares that no conflicting interest exist in this paper.



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