
MANAGERIAL COMPETENCIES OF PRINCIPALS AS PREDICTORS OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study investigated the managerial competencies of principals as predictors of teachers' job performance in public secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at .05 level of significance. Correlational research design was adopted for the study. The population of the study comprised 263 principals of public secondary schools in Anambra State. All the 263 principals were used for the study due to relatively manageable size of the population. Two sets of instruments titled 'Principals Managerial Competencies Questionnaire (PMCQ)', and 'Teachers' Job Performance Questionnaire (TJPQ)' were used for data collection. The instruments were subjected to face validation by three experts made up of two specialists in Educational Management and a specialist in Measurement and Evaluation all from Department of Educational Foundations in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. Cronbach alpha was used to determine the reliability of the instruments which yielded overall coefficient values of 0.80 and 0.78 for PMCQ and TJPQ respectively. The researcher together with five research assistants, who are secondary school teachers in the area of study, administered copies of the questionnaires directly to the respondents and a 98 percent return rate of the instruments administered was recorded. Data analysis was done using Pearson's Product Moment Correlation Coefficient to answer the research questions 1-2, simple regression to test the hypotheses 1-2 and multiple regression to answer research question 3 and hypothesis 3. The findings of the study revealed among others that communication competency of principals is a strong predictor of teachers' job performance in public secondary schools in Anambra State. It was also found that supervision competency of principals is a significant predictor of teachers' job performance in public secondary schools in Anambra State. Based on the findings, it was recommended among others that Post Primary School Service Commission provide opportunity for principals to attend professional development programmes at least once every academic session for them to up-date their managerial competencies for enhancing the job performance of teachers.

Keywords: Principals, Managerial Competencies, Teachers' Job Performance, Supervision, Communication

Introduction

The success of the school just like every organization depends greatly on the competency of its leadership. The school is an educational organization that is aimed at bringing about desirable changes in the attitude, behaviour and skills of an individual for national development. Secondary school is one of the educational organizations that is aimed at improving the skills and modifying the behaviour of learners. Secondary education is defined by Federal Republic of Nigeria, (2014), as the education that children receive after primary and before tertiary education. The secondary level of education is managed by the principal.

The principal is the chief administrator of a secondary school who is expected to effectively use various resources for the attainment of predetermined objectives. The principals, according to Okpe (2018:88), are the chief executive officers saddled with the responsibility of the day-to-day operation of secondary schools. It is the duties of the school principals to lead, direct, guide and inspire the personnel towards the achievement of the school goals. Francis and Oluwatoyin, (2019) asserted that it is the responsibility of principal as a leader to perform administrative and instructional leadership roles in the school. The act of performing administrative and instructional leadership roles is concerned with management.

Management is the arrangement and utilization of the available resources for the achievement of the organisational goals. Nwune, Nwogbo and Okonkwo (2016) defined management as the controlling, organizing and controlling the available human, material and financial resources for the achievement of set objectives. It can also be seen as the judicious use of available limited resources to realize common goals. Onyeaukwu (2022) defined school management as the act of making use of the available human and material resources to successfully attain education objectives. The principals as the chief executive officers are expected to possess certain competencies to ensure effective and efficient use of the limited resources to attain educational objectives. To buttress this, Nnebedum and Egboka (2017) stated that it is essential for school principals to possess a wide array of competencies for prudent use of school resources towards attaining educational goals.

The competency is ability and expertise to successfully do something or perform a given task. According to Salmah, Arifin and Andi (2020:7826), competency is a person's skill to live up to the requirements of his or her present or future job or role. It is the ability and capability to accomplish a given task. Kipkemoi, Sang and Ngeno (2021) defined competency as the collection of noticeable skill or capacity that enable individuals discharge their duties in an efficient manner for improvement of their job performance. According to Ikegbusi (2016:62), competency is the skills; attitude and knowledge which is required of individuals to enable them effectively perform responsibilities in the workplace. Operationally, competency is the skill and aptitude required by persons for success execution of a given tasks. The essential skills for overseeing and controlling the daily affairs of an organization are known as managerial competencies.

Managerial competencies are the abilities and capabilities to effectively discharge administrative duties in an organization. According to Asmendri, Marsidin, Rusdinal and Mukhaiyar (2018:57), managerial competencies are set of technical expertise and abilities that are possessed by the chief administrator in carrying out their administrative duties in an organization. Managerial competencies are skills required for utilizing available resources to attain predetermined objectives of an organization. Akinfolarin (2017) opined that managerial

competencies are the skills that enable individuals to perform well in given roles for the achievement of set goals. Farid (2018) defined managerial competencies as the abilities to comprehend school as a system and properly organize the daily activities for accomplishment of set objectives. In the context of this study, managerial competencies are the possession of necessary skills and capabilities to effectively control and utilize the available resources for achieving educational objectives.

There are essential managerial competencies required by managers of educational institution. Muraina (2014) outlined managerial competencies/skills as follow: decision-making competency, organizing competency, disciplinary competency and communication competency. Similarly, Owan and Agunwa (2019) listed managerial competencies to include: leadership competency, supervisory competency and communication competency. The managerial competencies adopted for this study are: supervisory and communication competencies because they are essential for performing core administrative duties in the school.

Supervision is concerned with observing and guiding members of staff to instructional activities in the school. Agu, Amajuoyi and Agogbua (2021) defined supervision as deliberate and logical monitoring of subordinates for provision of professional guidance and assistance to ensure the successful implementation of school programmes. The supervision of teachers provides opportunity for principals to suggest ideas that will improve their instructional delivery. Okpe (2018) noted that supervision of teachers' instructional activities is very important as it helps to guide, direct and stimulate growth with the aim of improving teaching and learning. Supervisory competency is required by school principals to enable them to oversee and guide teachers to effectively discharge their duties. According to Nurtanio, Dwi and Suyud (2021:716), supervision competency refers to having the ability to plan, execute, and follow up academic programmes for rendering professional guidance and assistance to teachers to improve their teaching activities. The competency of the principals as the supervisors enables them to effectively perform the function of overseeing the instructional activities of teachers and assisting them to improve on their teaching. The principals as the supervisors observe classroom activities of teachers and communicate their observations to them for possible modification in their teaching.

Communication is managerial competency required of school principal to ensure effective and timely exchange of information for the achievement of stated educational goals. Okechukwu and Oputa (2021) defined communication as the act of converging information, feelings, instruction, opinions, facts and advice accurately from one person to another or group of people. Communication means an exchange of information and messages between one or two individuals. The principals as the chief administrators can apply communication competency to ensure smooth interactions and exchange of ideas in the school. Afrasiabpour (2019) noted that communication competency related to skill and ability for disseminating information and understanding feelings or thoughts among persons. The author added that if principals are fluent in communication competency, they will become successful in providing timely information that meet the needs and expectations of educational stakeholders. Communication competency includes verbal, non-verbal, listening and feedback competencies. The ability of the principal to communicate effectively to the easy understanding of the teachers is a gateway to the improvement on their job performance.

Teachers' job performance is the outcome of the duties carried out by members of teaching staff in a given time. Uwaleke, Iyala and Yakubu (2021) defined teachers' job

performance as the result of responsibilities performed by teaching staff at a given period in the school system. Teachers' job performance is result of the classroom and school activities undertaken by teachers in a given time. Edomwande and Anakah (2020) defined teacher job performance as the outcome of work-related activities carried by teaching staff to meet predetermined school objectives. Operationally, teachers' job performance is results of school activities embarked by teaching staff in a given time to attain set educational objectives.

The teachers' job performance influences the attainment of school objectives. Ejeh, Obih, and Azubuike (2019) stated that the teachers' application of pedagogical skills and knowledge into classroom activities influence the success of the school. Azubuike, Ukaegbu, Igwe, and Obih (2018) noted the performance of teachers determines the curriculum implementation to bring desirable change in the behaviour of learners. Ekperi, Onwuka, and Young (2019) posited that academic achievement of secondary school students largely depends on the dedication and job performance of the secondary teacher.

Teachers engage in teaching and learning process to meet the instructional needs of learners. However, these teachers' job performance is still questionable considering the declining rate of students' academic achievement. Azubuike, Ukaegbu, Igwe, and Obih (2018) added that teachers' job performance is not maximally as expected probable due to the fact that of them are uncommitted in doing in their job. Over the years, heads of secondary schools in Nigeria have been accused of various lapses and offences. The falling standard of education in the schools could be attributed to the inefficiency of principals applying managerial competency in ensuring smooth operations of school daily affairs which might have its attendant implications on teachers' job performance which in turn affects students' academic performance.

The declining rate of academic achievement of public secondary school students in Anambra State is becoming more worrisome than envisaged. The abysmal academic achievement of students in West African Examinations Council (WAEC), and the National Examinations Council (NECO) is alarming that one begins to wonder if principals possess and apply managerial competencies and also if teachers are performing their duties or jobs well. Evidence from the report of WAEC chief examiner's report (2019) showed that students' academic achievement in NECO was reduced by 45 per cent between 2014 and 2019 while students' academic achievement in WAEC reduced by 29.5 per cent between 2014 and 2019.

The decline in teachers' job performance which could be contributing factor to poor academic achievement of secondary school students in Anambra State is probably due to the failure of principals to apply the requisite managerial competencies in controlling the teachers of teaching staff. Agu, Amajuoyi and Agogbua (2021) revealed that the deplorable state of teachers' job performance leading to poor academic achievement of secondary school students in Anambra State seems to indicate that instructional supervision is not frequently performed by the principals in order to provide professional guidance and assistance to teachers to allow them improve on their instructional delivery. Manafa (2018) observed that principals are lacking in competency to listen, use clear, brief and straight forward language in communicating with staff and this result to confusion, tensions and conflicts in secondary schools in Anambra State. It is consequent upon this background that this study seeks to investigate the extent by which managerial competencies of principals predicts teachers' job performance in public secondary schools in Anambra State.

Statement of the Problem

Teachers are the major determinant of the success of education system of any nation. It is worrisome that there appears to be decline in the job performance of teachers who are responsible for implementing school curriculum. This could be evidenced in the inability of teachers to timely cover the scheme of work, poor attitude towards teaching and learning, general decadence among secondary school students and poor academic performance.

The unpleasant teachers' job performance in secondary schools is possibly to the fact that the principals might have failed in the application of managerial competencies to oversee, control and inspire teaching staff to be committed in their duties. Some principals seem to rarely visit teachers in the classroom to observe their duties and render the necessary assistance in secondary schools in Anambra State. Some principals seem to fail to install Closed-Circuit Television (CCTV) in the classroom to aid supervision of teachers' activities and rarely encourage team teaching for quality assurance in secondary schools in Anambra State. Some teachers appear to be denied of the opportunities of access to necessary information. Some teachers are habitual latecomers and absent themselves from school without fair reasons probably due to the fact that they are not well-supervised by the principals. The problem of this study is therefore to determine the managerial competencies of principals as predictors of teachers' job performance in public secondary schools in Anambra State of Nigeria.

Purpose of the Study

The purpose of this study is to investigate managerial competencies of principals as predictors of teachers' job performance in public secondary schools in Anambra State. Specifically, the study sought to

1. determine the extent to which supervisory competency of principals predict teachers' job performance in public secondary schools in Anambra state.
2. ascertain the extent to which communication competency predict teachers' job performance.
3. investigate the extent to which managerial competencies (supervisory competency and communication competency) of principals jointly predict teachers' job performance.

Research Questions

The following research questions guided the study:

1. To what extent does supervisory competency of principals predicts teachers' job performance in public secondary schools in Anambra State?
2. To what extent does communication competency of principals predicts teachers' job performance in public secondary schools in Anambra State?
3. To what extent do managerial competencies (supervisory competency and communication competency) of principals jointly predict teachers' job performance in public secondary Schools in Anambra State?

Hypotheses

The following hypotheses were tested at .05 level of significance:

1. Supervisory competency of principals is not a significant predictor of teachers' job performance in public secondary schools in Anambra State.
2. Communication competency of principals is not a significant predictor of teachers' job performance in public secondary schools in Anambra State.

3. Managerial competencies (supervisory competency and communication competency) of principals are not jointly significant predictors of teachers' job performance in public secondary schools in Anambra State.

Method

Correlational research design was adopted for the study. The research was carried out in Anambra state which is one of the states in the South East Geo-political zone of Nigeria with the capital at Awka. The population of the study consisted of all 263 principals in public secondary schools in Anambra State. The entire population was used for the study without sampling. All the 263 principals were used for the study due to relatively manageable size of the population.

Two sets of instruments titled ‘‘Principals’ Managerial Competencies Questionnaire (PMCQ)’’, and ‘‘Teachers’ Job Performance Questionnaire (TJPQ)’’ were used for data collection. The instruments were structured by the researcher based on insight gained from literature and consultation of experts. PMCQ contained 20 items structured in two Clusters namely, I and II based on the two areas of managerial competencies of principals covered in the study. Cluster I had 10 items on supervisory competency and cluster II had 10 items on communication competency.

TJPQ contained 20 items which all measured the teachers’ job performance. The two sets of instruments (PMCQ and TJPQ) were structured on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The face validity of the instruments was determined by three experts, two from Educational Management and one from Educational Measurement and Evaluation, Department of Educational Foundations, all from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. The data obtained were subjected to test for internal consistency using Cronbach Alpha Statistics. The coefficient values obtained for clusters I and II of PMCQ were 0.79 and 0.80 respectively with an overall coefficient of 0.80. On the other hand, coefficient value obtained for TJPQ was 0.78.

The researcher together with five research assistants who are secondary school teachers in Anambra State collected data for the study. A total of 263 copies of the questionnaire were distributed and 258 were properly filled and successfully retrieved indicating 98% return rate. The copies of the questionnaire that were properly completed and retrieved were used for data analysis. Data collected was analyzed using Pearson’s Product Moment Correlation Coefficient to answer the research questions 1-2, simple regression to test the hypotheses 1-2 and multiple regression to answer research question 3 and test hypothesis 3. For decision on the research questions, the coefficient r and the size of the relationship was interpreted using the correlation coefficient by Schober, Boer and Schwarte (2018), as follows

Coefficient	Relationship
.00- .10	Negligible correlation
.11- .39	Weak correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- .1.00	Very strong correlation

In taking decisions on the null hypotheses, if p -value is equal to or less (\leq) than significant value of .05, the null hypothesis was rejected, but if p -value is greater than ($>$), the significant value of .05 the null hypotheses was accepted.

Result

Research Question 1: To what extent does supervisory competency of principals predicts teachers' job performance in public secondary schools in Anambra State?

Table 1: Pearson (r) on Supervisory Competency of Principals as Predictor of Teachers' Job Performance

Variables	N	Principals' Supervisory Competency	Teachers' Job Performance	Remarks
Principals' Supervisory Competency	258	1.00	.663	Moderate
Teachers' Job Performance	258	.663	1.00	

As shown in Table 1, a Pearson's correlation coefficient (r) of .663 was obtained. This shows that supervisory competency of principals is a moderate predictor of teachers' job performance in public secondary schools in Anambra State. This indicated that the increase in supervisory competency of principals will lead to moderate improvement on the job performance of teachers.

Research Question 2: To what extent does communication competency of principals predicts teachers' job performance in public secondary schools in Anambra State?

Table 2: Pearson (r) on Communication Competency of Principals as Predictor of Teachers' Job Performance

Variables	N	Principals' Communication Competency	Teachers' Job Performance	Remarks
Principals' Communication Competency	258	1.00	.720	Strong
Teachers' Job Performance	258	.720	1.00	

As shown in Table 2, a Pearson's correlation coefficient (r) of .720 was obtained. This shows that communication competency of principals is a strong predictor of teachers' job performance in public secondary schools in Anambra State. This indicated that the increase in communication competency of principals will strongly improve the job performance of teachers.

Research Question 3: To what extent do managerial competencies (supervisory competency and communication competency) of principals jointly predict teachers' job performance in public secondary Schools in Anambra State?

Table 3: The Summary of Multiple Regression Analysis on Supervisory Competency and Communication Competency as Jointly Predictors of Teachers' Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Managerial Competencies	.778	.606	.599	.311135	Strong

Result in Table 3, revealed that joint prediction coefficient of principals' managerial competencies (supervisory competency and communication competency) is .778 with a coefficient of determination of .606. This shows that 60.6% variation in teachers' job performance can be attributed to principals' managerial competencies. The multiple regression Coefficient r of .778 indicated that principals' managerial competencies (supervisory competency and communication competency) are jointly strong predictors of teachers' job performance in public secondary schools in Anambra State.

Hypothesis One: Supervisory competency of principals is not a significant predictor of teachers' job performance in public secondary schools in Anambra State.

Table 4: The Summary of Simple Regression Analysis of Supervisory Competency of Principals as not a Significant Predictor of Teachers' Job Performance

Predictor	R	R ²	F	P-value	Remark
Supervisory Competency	.663	.439	200.621	.000	*S

*Significant

As shown in Table 4, the simple regression coefficient (R) is .663, while the R² is .439 showing that supervisory competency of principals makes 43.9% contribution to the variance in teachers' job performance public secondary schools. The $F(1/258) = 200.621$ and the p -value of .000 is less than .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, supervisory competency of principals is a significant predictor of teachers' job performance in public secondary schools in Anambra State.

Hypothesis Two: Communication competency of principals is not a significant predictor of teachers' job performance in public secondary schools in Anambra State.

Table 5: The Summary of Simple Regression Analysis of Communication Competency of Principals as not a Significant Predictor of Teachers' Job Performance

Predictor	R	R ²	F	P-value	Remark
Communication Competency	.720	.518	274.814	.000	*S

*Significant

Table 5 reveals that the simple regression coefficient (R) is .720, while the R² is .518 showing that principals' communication competency makes 51.8% contribution to the variance in teachers' job performance public secondary schools. The $F(1/258) = 274.814$ and the p -value of .000 is less than .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, communication competency of principals is a significant predictor of teachers' job performance in public secondary schools in Anambra State.

Hypothesis Three: Managerial competencies (supervisory competency and communication competency) of principals are not jointly significant predictors of teachers’ job performance in public secondary schools in Anambra State.

Table 6: The Summary of Multiple Regression Analysis of Managerial Competencies (Supervisory Competency and Communication Competency) of Principals as not Jointly Significant Predictor of Teachers’ Job Performance

Predictor	R	R ²	F	P-value	Remark
Managerial Competencies	.778	.606	97.096	.001	*S

*Significant

As shown in Table 6, the simple regression coefficient (R) is .778, while the R² is .606 showing that managerial competencies of principals make 60.6% contribution to the variance in teachers’ job performance public secondary schools. The $F(1/258) = 97.096$ and the p -value of .01 is less than .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, managerial competencies (supervisory competency and communication competency) of principals are jointly significant predictor of teachers’ job performance in public secondary schools in Anambra State.

Discussion

The finding of the study showed that supervisory competency of principals is a moderate predictor of teachers’ job performance in public secondary schools in Anambra State. This finding agreed with that of Owan and Agunwa (2019) which indicated that there was a moderate relationship between principals’ supervisory competency and teachers’ work performance. The agreement in findings could be attributed to the fact that the studies were conducted in the same country where principals apply similar supervisory competency in monitoring the instructional activities of teachers. The professional coaching and mentoring which is associated with applying supervisory competency in overseeing the activities of teachers may account for the moderate prediction of their job performance. Supervisory competency could be probably applied by principals to help teachers master their subjects and use of teaching aids to bring about moderate improvement on their job performance. The principals who apply supervisory competency maintain direct contact with teachers and provide professional guidance that can motivate them to effectively perform their job.

Further result indicated that supervisory competency of principals is a significant predictor of teachers’ job performance in public secondary schools in Anambra State. This is in agreement with the finding of Thompson and Ofojebe (2020) which indicated there is significant relationship between principals’ application of supervisory competency/skill and teachers’ job performance in secondary schools. This also supported the finding of Owan and Agunwa (2019) which revealed that principals’ supervisory competency has significant relationship with teachers’ work performance. The significant predictor of supervisory competency and teachers’ job performance as found out is could be explained by the fact that it enable principals to provide feedback and make suggestions that can improve teaching activities of teaching staff. The teachers whose principals apply supervisory competency during classroom visitation may probably make useful suggestions on areas to improve on their instructional activities for better job performance.

The result of the study indicated that communication competency of principals is a strong predictor of teachers’ job performance in public secondary schools in Anambra State. This supported the finding of Thompson and Ofojebe (2020) which revealed that there is a

high relationship between principals' application of communication competency/skill and teachers' job performance in secondary schools. The possible explanation for the agreement in findings could perhaps be due to the two studies was conducted in the same geographical location. The communication competency of principals is probably a strong predictor of teachers' job performance due the fact that it enables the exchange of ideas and work expectation which improve morale of teaching staff while discharging their duties. The communication competency of principals can be applied to create work environment where teachers can openly air their ideas on how facilities and ways to improve on their job performance without fear of intimidation.

It was revealed that communication competency of principals is a significant predictor of teachers' job performance in public secondary schools in Anambra State. This is in agreement with the finding of Owan and Agunwa (2019) which indicated that there is significant relationship between principals' communication competence and teachers' work performance. This contradicted the finding of Ayoro and Onyeike (2020) which indicated there is no significant relationship between principals' communication skills and teachers' job productivity. The difference in the geographical locations and the participants of the studies may account for the variation in the findings. The communication competency which can be applied by principals to decrease conflict by setting clear job expectations for teachers provide direction how they can discharge their duties for high job performance.

The result of the study showed that principals' managerial competencies (supervisory competency and communication competency) are jointly strong predictors of teachers' job performance in public secondary schools in Anambra State. This is in line with the finding of Lourena, Abdurrahman and Sowiyah (2020) which revealed that principal managerial competencies strongly influenced teacher performance in public vocational high schools. The findings are similarly possibly due to the fact that the studies were conducted in educational institutions. The possible explanation for the finding is due to the fact that managerial competencies enable them to ensure smooth operations of teachers' activities for better job performance. The managerial competencies of principals can help in timely disseminations of concise information which could improve the job performance of teachers. The managerial competencies is associated by strong job performance due to the fact that they are essential for communicating and monitoring that could make teachers to be committed and dedicated to their duties.

It was found out that managerial competencies (supervisory competency and communication competency) of principals are jointly significant predictor of teachers' job performance in public secondary schools in Anambra State. This supported the finding of Lourena, Abdurrahman and Sowiyah (2020) who reported that principal managerial competencies significantly influenced teacher performance in public vocational high schools. The managerial competencies of principals help them to know how to relate well and deal with members which facilitate smooth flow of activities that can lead to high job performance of teachers.

Conclusion

Based on the findings, it is managerial competencies of principals are positive and significant predictors of teachers' job performance in secondary schools in Anambra State. The job performance usually stem from their supervision and communication that are promoted by principals who apply managerial competencies in running the affairs of the school. Managerial competencies of principals are essential in developing motivated,

committed and competent teachers who are willing to put extra efforts to discharge their duties which lead to higher job performance.

Recommendations

Based on the findings, the following recommendations were made:

1. State Ministry of Education should develop handbook and make available for principals to serve as guideline in assisting them apply supervisory competency for improving the job performance of teachers.
2. School principals should organize regular discussion fora for staff to enable them apply their communication competency for dissemination of information required by teachers to effectively discharge their duties for high job performance.
3. Post Primary School Service Commission should organize professional development programmes for principals at least once every academic session for them to up-date their managerial competencies for enhancing the job performance of teachers.

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