



Principals' managerial factors and teachers' job effectiveness in public senior secondary schools

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ABSTRACT

The study examined principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. The objectives of the study were to examine the managerial factors of principals in public senior secondary schools in Ilorin Metropolis, Kwara State; determine the level of teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State; and investigate the relationship between principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. The Research Advisor's sample size determination was used to select 317 respondents. Principals' Managerial Factors and Teachers' Job Effectiveness Questionnaire were used to collect the data for this study. Findings indicated a significant relationship between principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. There was a significant relationship between principals' communication skills, principals' supervisory skills, principals' record-keeping skills, and principals' interpersonal relationship skills, and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. It was recommended, among others, that school principals improve their communication skills by adopting different means of communication to ensure every teacher does his or her teaching job well.

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ABSTRAK

Studi ini menguji faktor manajerial kepala sekolah dan efektivitas kerja guru di sekolah menengah atas negeri di Ilorin Metropolis, Negara Bagian Kwara. Tujuan dari penelitian ini adalah untuk menguji faktor manajerial kepala sekolah di sekolah menengah atas negeri di Ilorin Metropolis, Negara Bagian Kwara; menentukan tingkat efektivitas kerja guru di sekolah menengah atas negeri di Ilorin Metropolis, Negara Bagian Kwara dan menyelidiki hubungan antara faktor manajerial kepala sekolah dan efektivitas kerja guru di sekolah menengah atas negeri di Ilorin Metropolis, Negara Bagian Kwara. Penentuan ukuran sampel Research Advisors digunakan untuk memilih 317 responden. Faktor Manajerial Kepala Sekolah dan Kuesioner Efektivitas Kerja Guru digunakan untuk mengumpulkan data dalam penelitian ini. Temuan menunjukkan bahwa terdapat hubungan yang signifikan antara faktor manajerial kepala sekolah dan efektivitas kerja guru di sekolah menengah atas negeri di Ilorin Metropolis, Negara Bagian Kwara. Terdapat hubungan yang signifikan antara keterampilan komunikasi kepala sekolah, keterampilan pengawasan kepala sekolah, keterampilan pencatatan kepala sekolah dan keterampilan hubungan interpersonal kepala sekolah dengan efektivitas kerja guru di sekolah menengah atas negeri di Ilorin Metropolis, Negara Bagian Kwara. Direkomendasikan antara lain; kepala sekolah harus berupaya meningkatkan keterampilan komunikasi mereka dengan menggunakan cara komunikasi yang berbeda untuk memastikan setiap guru melakukan pekerjaan mengajarnya dengan baik.

Kata Kunci: efektivitas kinerja guru; faktor manajerial kepala sekolah; keterampilan komunikasi

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INTRODUCTION

Overall, supervisors of the school programs influence principals' managerial factors, which will help to influence teachers' job effectiveness. Managerial factors of school principals help in rating teachers, help the teachers to use various measures of self-evaluation, and, to a large extent, make the principal provide a suitable enabling environment for teaching and learning activities. There are various reasons behind the managerial factors of principals in public schools. One of the most crucial reasons is to ensure that each teacher within the school system has been performing the duties for which he was hired. Another essential reason is to improve teachers' job effectiveness so principals can contribute maximally to attaining educational goals through discharging effective and efficient managerial factors (Aransi, 2020). In addition to that, managerial factors are performed by the secondary school principals which include ensuring that every individual in the school under his or her principalship is doing what he or she is employed to do, organising the time-table and daily routine in such a way as to ensure flowing of educational activities, paying regular visit and supervision to the classroom to observe lesson and assist teachers to improve on their competence and job effectiveness, ensuring adequate provision of instructional materials, seeing that appropriate evaluation procedures are used for appraising students' development, relating well with members of staff in order to motivate them, identifying educational problems in the school such as lack of teachers, lack of fund in order to find out solution to them, ensuring proper records in the school, e.g. attendance register, logbooks, scheme of work and make up sure that school fund is spent for what they are meant for and maintenance of discipline of and staff welfare (Eke, 2020; Maduabum, 2012).

In Nigeria today, particularly in public schools, there is an increasing public fear and complaints that the managerial factors of the principals are ineffective. The increase in enrolment of students and poor payment of teachers' salaries are the parameters affecting the managerial factors of public secondary school principals (Osime & Nnaji, 2024). This implies that the principals, as leaders, should be able to inspire school community members to work together to achieve goals. Leadership is getting the job done through people. No leader can succeed without a clear vision of where he is going. Therefore, a school principal functions in various capacities ranging from instructional leadership to student guidance and management of school facilities. The attitude of a good principal is that he contributes to the formulation and attainment of school goals when he has good human relations and staff discipline, which are the yardsticks for measuring managerial factors of secondary school principals to improve the level of teachers' job effectiveness. Also, there are three organizational factors pertinent to the effective school management of a school principal. These are leadership skills, personnel management factor, and financial management factor. Under Leadership skills, principals, irrespective of gender, are expected to be able to define the schools' objectives and goals and coordinate and supervise learning and teaching activities in classrooms to improve teachers' job effectiveness (Huang et al., 2020). In the educational system, the secondary school principal is the central figure. Thus, no educational system may rise above the quality of its secondary school principal.

It was observed in Kwara State that secondary school principals ensure that teachers work together to find, interpret, and achieve the organization's objectives by applying different functions like planning, organizing, staffing, relationships among different stakeholders, leading, and controlling. The managerial factors of secondary school principals help to make or mar the school. Their skills help in the management of teaching staff on their job effectiveness, affect the learning of the students, and thus affect the overall environment in the school. The teachers' performance and job effectiveness reflect the student's academic performance in those schools. This means that the teachers' job effectiveness is crucial to the student's success, just as the teachers' success depends on the principals' managerial factors of the school resources and skills employed to meet teachers' psychological and personal interests (Dimopoulos, 2020). Teachers' job effectiveness is determined by the worker's participation level in the school principals' day-

to-day running (Chukwuemeka et al., 2021; Meindl, 2017). It is noted that teachers behaved differently under different situations. The principal can, therefore, encourage the job effectiveness of their teachers by identifying their needs and trying to satisfy or meet them. The study examined principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State.

The demand for education has accelerated the increasing rate of expansion of education in the secondary sector. Therefore, this expansion increases the demand for qualified, competent, and effective school principals. The complexities in education management and growing curricula demand that the principals, deputies, and teachers be well-equipped with appropriate knowledge, skills, and attitudes to play their roles effectively. The success of the school principal's managerial factors depends on the ability to discharge his managerial and administrative factors and make judicious use of managerial factors. There are speculations and findings that the lack of adequate managerial factors of many school principals jeopardizes the administrative effectiveness of the schools and teachers' job effectiveness. Negative attitudes of the teachers towards the teaching profession and poor academic performance of the students in secondary schools are connected to poor principals' managerial factors and competencies of the school principals. As a result, many studies have been carried out on the influence of principals' communication skills on the teaching effectiveness of secondary school teachers in Akwa Ibom State (Eja et al., 2020). The study's findings revealed a significant influence of principals' communication skills on the teaching effectiveness of secondary school teachers in Akwa Ibom State. Previous research investigated school principals' leadership styles and work effectiveness in Ado-Ekiti Local Government Area, Ekiti State. Findings revealed that no leadership style is superior to one another (Ogunyinka & Adedoyin, 2013). Principals' instructional and supervisory role performance and teachers' motivation. Therefore, the above researchers have not worked on principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State, as the gap was filled from the previous studies in terms of variable, time, and location (Ogunyinka & Adedoyin, 2013).

The research fills a critical gap in the existing literature by examining how various managerial attributes of school principals impact teachers' job satisfaction and effectiveness. The study's novelty lies in its localized focus, providing insights specific to the cultural, socio-economic, and educational landscape of Kwara State. By understanding these dynamics, educational stakeholders can develop tailored strategies that foster a more conducive work environment for teachers, ultimately leading to improved student educational outcomes. The urgency of this research is crucial due to current educational challenges in Nigeria, such as rising teacher burnout and turnover rates and the need for effective leadership within schools. The primary purpose of this study was to examine principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. The other purposes were 1) to examine the managerial factors of principals in public senior secondary schools in Ilorin Metropolis, Kwara State; 2) Determine the level of teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State; 3) And investigate the relationship between principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. Two research questions were raised to guide the conduct of this study which are 1) What are the principals' managerial factors in public senior secondary schools in Ilorin Metropolis, Kwara State?; 2) What is the level of teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State?

LITERATURE REVIEW

The Principal's Managerial Role in Teacher Effectiveness

Relationship between professionalism and job effectiveness in public secondary schools in Ilorin Metropolis, Kwara State, Nigeria. The research involved 397 participants, including 45 principals, 135 vice principals, and 217 heads of departments. The "Educators' Professionalism and Job Effectiveness Assessment Questionnaire" (EPJEAQ) was used to collect data. The study found that educators' professionalism dimensions were moderate, with a mean of 2.77 and a job effectiveness of 2.82. Overall, professionalism dimensions were significantly related to educators' job effectiveness (Atunde et al., 2023). Professional relationship, development, knowledge, ethics, and commitment were moderately correlated with job effectiveness, while professional accountability had a low significant association. The study suggests that school management team members should be familiar with the role of professionalism in improving educators' scholarly knowledge, good organizational standards, career development, organizational commitment, congenial work relationships, and answerability for optimum efficiency and higher level effectiveness.

Study the relationship between principals' appointment procedures and administrative effectiveness in Kwara State, Nigeria, secondary schools. The study involved a descriptive survey design, targeting 8,089 teachers in public secondary schools across Kwara State. A sample of 500 teachers was selected from 21 schools, ensuring a representative distribution across the three senatorial districts (Olaifa et al., 2020). Data was collected through a structured questionnaire, divided into personal data, principals' appointment procedures, and administrative effectiveness. The questionnaire was validated by experts in the field, and the collected data were analyzed using descriptive and inferential statistics. The results showed a significant relationship between principals' appointment procedures and administrative effectiveness, particularly in crisis and resource management. The study suggests that improving appointment procedures could enhance principals' effectiveness in managing schools (Olaifa et al., 2020). Recommendations include prioritizing merit-based appointments and implementing mechanisms to monitor and improve these procedures. The study concludes that variations in teachers' perceptions of principals' appointment procedures can impact administrative effectiveness (AL-Momani & Rababa, 2022). It emphasizes the need for government intervention to ensure transparent and merit-based appointment processes, ultimately leading to improved educational outcomes in Kwara State secondary schools.

A previous study by Ivase titled "*Principals' Leadership Effectiveness and the Management of Public Secondary Schools in North Central Nigeria*" examines the impact of principals' leadership on public secondary school management. It highlights the importance of resource availability in enhancing educational outcomes. The study used various research designs, including survey research and stratified random sampling techniques. One study used a sample of 1,737 teachers from public secondary schools, employing questionnaires to gather data on principals' leadership effectiveness. The rigorous approach used statistical tools such as mean, standard deviation, and chi-square tests to analyze data and test hypotheses. The research shows that providing instructional materials by school heads significantly influences teachers' job performance, leading to higher commitment and better performance. Principals' involvement in decision-making processes also positively affects teachers' and students' academic performance. Assessing student performance fosters a collaborative environment that benefits the entire school community. The literature emphasizes the need for school administrators to foster partnerships between schools and the community, as mutual understanding and collaboration among stakeholders can lead to improved student educational experiences.

The impact of staff relationship strategies on school effectiveness in Kwara State Public Secondary Schools (KSPSS). The research involved 240 respondents, including 200 teachers, principals, and vice principals from 20 randomly chosen schools in Ilorin Metropolis. A correlation research design assessed relationships among variables related to staff relationship strategies and school effectiveness. The study found high school effectiveness in KSPSS, with significant relationships between communication,

motivation, shared goals, and career development or work-life balance strategies (Atolagbe et al., 2020). The findings suggest that effective staff relationship strategies significantly contribute to school effectiveness. The study recommends that school administrators focus on creating a well-organized school environment and implementing these strategies, staying updated with emerging trends in human resource management. The research emphasizes the importance of effective staff relationships in fostering a productive school culture, leading to improved academic performance and overall school effectiveness (Atolagbe et al., 2020).

Another research by Hamed titled “*Relationship Between Principals’ Managerial Skills and School Effectiveness in Public Secondary Schools in Ilorin Metropolis, Kwara State*” investigates the relationship between principals' managerial skills and school effectiveness in public secondary schools in Ilorin Metropolis, Kwara State. The research focuses on the factors contributing to poor academic performance in Kwara State secondary schools, including inappropriate application of managerial skills, lack of discipline, and unfriendly school climate. The study adopted a correlational type research design and used the Principals' Managerial Skills Questionnaire (PMSQ) and School Effectiveness Questionnaire (SEQ) to collect data. The results showed a significant relationship between principals' managerial skills and school effectiveness based on school climate and discipline. The study concluded that managing educational systems requires school principals to possess adequate managerial skills. It recommended that school principals, who are not professional teachers, be encouraged by policymakers to obtain a postgraduate diploma in education to understand and master the required managerial skills. The study also suggests investigating the variables that might interfere with the expected positive influence of principals' managerial skills on school effectiveness and the level of adequacy of the skill for achievement of school effectiveness.

Managerial Factors Affecting Teacher Effectiveness

Managerial factors significantly impact teacher effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. Key aspects include human resource management strategies, principals' managerial styles, and stress management practices. The relationship between human resources management strategies and teachers' job performance in public senior secondary schools in Kwara State. The research used a descriptive survey and descriptive statistics to analyze demographics and test hypotheses. The findings revealed that staff promotion practices were Kwara State's senior secondary schools' most effective human resources management strategies (Olaifa et al., 2024). Teachers also demonstrated high job performance. The study found a significant relationship between human resources management strategies and teachers' job performance. It is recommended that Kwara State's public schools focus on improving their human resources management strategies regarding teamwork, job definition, employee participation, compensation, career planning, and training (Olaifa et al., 2024).

Impact of principals' managerial styles on the effectiveness of public senior secondary schools in Kwara State. The research emphasizes the importance of adopting democratic leadership styles, which foster collaboration and productivity among staff and students (Mustapha et al., 2023). The study uses a quantitative research design and a structured questionnaire to gather data from many teachers and principals across Kwara State. Key indicators of school effectiveness include purposeful leadership, teacher involvement in decision-making, and a positive school climate. The findings reveal that many principals adopt autocratic and laissez-faire styles, which may hinder effective instructional supervision and overall school performance. The study recommends diversifying leadership approaches to enhance school effectiveness. The results suggest a significant relationship between leadership styles and school effectiveness, emphasizing the need for effective managerial practices in schools. The study suggests that ongoing professional development, such as workshops and seminars, should be organized for principals to update their organizational skills and adapt to different leadership styles. The findings suggest a shift towards more participative leadership approaches to foster a conducive learning environment.

Boosting teacher productivity in public secondary schools in Kwara State, Nigeria, focuses on the impact of teacher stress on productivity within the educational sector. The research uses a comprehensive methodology, including a literature review and direct observations of teachers, to identify specific stressors related to teaching practices and workload (Fadare et al., 2024). The findings reveal that teachers experience both internal and external symptoms of stress, such as moodiness, headaches, and behavioral issues. These symptoms can hinder teachers' effectiveness in the classroom. The paper emphasizes the importance of implementing effective stress management strategies to enhance teacher productivity (Fadare et al., 2024). Addressing educators' psychological and emotional well-being is crucial for improving the quality of education. Proactive measures, such as providing professional development opportunities and reducing administrative burdens, are recommended. In conclusion, the article emphasizes the importance of prioritizing teachers' health and productivity, calling for educational authorities to create supportive environments that address factors contributing to teacher stress. This can significantly improve the overall educational experience for both teachers and students. The study thoroughly examines teachers' challenges in Kwara State, Nigeria, and offers practical solutions for enhancing their productivity through effective stress management.

The challenges of Information and Communication Technology (ICT) tools for managerial functions among private secondary school administrators in Ilorin metropolis, Nigeria (Abdulrahim & Bolaji, 2024). Most respondents disagreed with the non-availability of computers in private secondary schools, indicating a perception of adequate access to ICT resources. However, many respondents acknowledged the inadequacy of available resources for effective educational management. Barriers to effective ICT integration were identified, including fear of technology use among principals, inadequate ICT tools and power failures, and a lack of technical support and training for teachers (Abdulrahim & Bolaji, 2024). The study recommended that principals of private secondary schools invest in procuring more ICT tools to enhance educational management, appointing computer literacy experts as principals, and implementing training programs to improve the technological competencies of school administrators.

Teacher Effectiveness in Teaching

Teacher effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State, is influenced by administrative skills, stress management, innovative practices, and ICT integration. A previous study found that self-awareness was the most frequently employed human relation strategy by principals, followed by self-acceptance, participation, and motivation (Awodiji et al., 2019). Adequate self-awareness is believed to enhance school effectiveness. Motivation also had a positive but non-significant relationship with teachers' job performance, suggesting that motivation may not be the primary factor influencing performance. The study utilized a descriptive design and two validated questionnaires (PHRSAQ and TJPQ) for data collection. 180 respondents were selected from 15 schools using stratified random sampling. Teachers' job performance levels were assessed at 95.6%, indicating discipline, commitment, and responsibility (Awodiji et al., 2019). The study found a positive, non-significant relationship between principals' human relation strategies and teachers' job performance, suggesting that while there is some correlation, it is not strong enough to be considered significant. Participation strategy did not significantly predict job performance, suggesting that teachers' involvement in administration may not directly enhance their performance. The study recommends training programs focused on enhancing human relations strategies for principals to improve overall school effectiveness and teacher performance. This empirical review highlights the intricate dynamics between leadership strategies and educational outcomes, emphasizing the need for effective human relations in fostering a productive teaching environment.

Previous research has shown that teachers' characteristics significantly influence students' performance in secondary schools. A survey research design was employed, targeting senior secondary school students in Ilorin Metropolis, with 354 questionnaires distributed. The data were analyzed using Pearson

product-moment correlation statistics at a 0.05 significance level, revealing significant relationships between the variables. The study by Ojo, Titled "Human Resources Management and Principals' Administrative Effectiveness of Oyo State Secondary Schools," the importance of professional classroom management strategies for creating healthy teaching and learning environments. Teachers' attitudes play a significant role in capturing students' attention in classrooms, and positive teacher attitudes can enhance students' personalities and overall performance. Another study also found a correlation between teacher attitudes and student achievement, suggesting that teacher attitudes are not the sole determinant of academic success (Flanagan et al., 2020; Udu, 2021). A significant relationship was identified between teachers' characteristics and students' academic performance, with the importance of teachers' instructional communication abilities in influencing students' academic outcomes. The study acknowledges gaps in previous research, particularly the lack of focus on the combined impact of teachers' professional attitudes and students' academic performance. It also highlights the need for research in different locales, as previous studies may not have considered the unique context of the Ilorin Metropolis. The study concludes that teachers' professional attitudes, including communication, classroom management, and pedagogical skills, are vital for enhancing students' academic performance. Recommendations include adopting effective communication and management strategies to improve student outcomes.

The relationship between motivation and teachers' effectiveness in Ilorin West local government, Kwara State. The research involved a descriptive survey design, targeting 150 teachers randomly selected from 10 schools in the area. The data was collected using the Motivation and Teachers' Effectiveness Questionnaire (MTEQ), a reliable tool with a coefficient of 0.69 (Uyenne et al., 2020). Most respondents were female (59.3%), with males comprising 40.7%. The study found that teachers' motivational strategies were rated high, with a weighted mean score of 42.26, surpassing the benchmark of 40.0. However, the effectiveness of teachers was found to be low, with a mean score of 45.05, below the benchmark of 50.0 (Uyenne et al., 2020). This suggests that while motivation levels among teachers were adequate, this did not translate into high effectiveness, indicating a disconnect between motivation and actual performance. The study concluded that motivation did not significantly influence teachers' effectiveness, suggesting that other factors may be critical in determining teacher performance. This finding aligns with previous research indicating that motivation is essential but must be coupled with other supportive measures, such as conducive working environments and timely salary payments, to enhance effectiveness.

METHODS

The appropriate research design adopted for this study was a quantitative descriptive survey of the correlational type. This is because the study tried to examine the relationship between principals' managerial factors and teachers' job effectiveness in Ilorin Metropolis, Kwara State. The population of this study comprised teachers and school principals. Three hundred and seventeen respondents were used and suitable for the study. The respondents were stratified based on the local governments, and they were purposively selected for participation in this study using Research Advisors' sample size determination. Principals' Managerial Factors Questionnaire" (PMFQ) and "Teachers' Job Effectiveness Questionnaire" (TJEQ) were used to collect data for this study from the respondents. The reliability coefficients were 0.67 and 0.62, respectively, using the Cronbach Alpha, which showed that the instruments were reliable for data collection. The data collected for this study was subjected to descriptive mean and standard deviation statistics. The research hypotheses formulated were tested using inferential statistics of Pearson Product Moment Correlation statistic at 0.05 level of significance. Pearson Product Moment Correlation statistic was used to determine the relationship between the two variables.

Research Hypotheses

- Ho₁:** There is no significant relationship between principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State.
- Ho₂:** There is no significant relationship between principals' communication skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State.
- Ho₃:** There is no significant relationship between principals' supervisory skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State.
- Ho₄:** There is no significant relationship between principals' record-keeping skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State.
- Ho₅:** There is no significant relationship between principals' interpersonal relationship skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State.

RESULTS AND DISCUSSION

Research Question 1: What are the principals' managerial factors in public senior secondary schools in Ilorin Metropolis, Kwara State?

Table 1. Mean Ratings and Standard Deviations on the Principals' Managerial Factors in Public Senior Secondary Schools in Ilorin Metropolis, Kwara State

S/N	Principals' Managerial Factors	Mean	SD	Decision	Ranking
1	Principals' Communication Skill	13.32	2.54	Accepted	1st
2	Principals' Supervisory Skill	11.03	2.16	Accepted	3rd
3	Principals' Record-Keeping Skill	10.05	2.11	Accepted	4th
4	Principals' Interpersonal Relationship Skill	12.21	3.06	Accepted	2nd

Source: Research 2024

Table 1 shows the mean ratings and standard deviations on the principals' managerial factors in public senior secondary schools in Ilorin Metropolis, Kwara State. The dimensions of principals' managerial factors are principals' communication skills, supervisory skills, record-keeping skills, and interpersonal relationship skills had mean scores of 13.32, 11.03, 10.05, and 12.21 with standard deviations of 2.54, 2.16, 2.11, and 3.06 respectively. The analysis shows that the mean scores of the indicators of principals' managerial factors are more significant than the 2.50 benchmark mean, which was all accepted. Principals' communication skill was ranked 1st with a mean score of 13.32, and principals' interpersonal relationship skill was ranked 2nd with a mean score of 12.21. In contrast, principals' record-keeping skill was ranked 4th with a mean score of 10.05 respectively. This means that the principals in public senior secondary schools in Ilorin Metropolis, Kwara State, adopted the dimensions of managerial factors in their school administration.

Research Question 2: What is the level of teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State?

Table 2. Mean Ratings and Standard Deviations of Level of Teachers' Job Satisfaction in Kwara State Public Secondary Schools

S/N	Teachers' Methods of Teaching: My teachers	Mean	SD	Decision
1	Ensure that their students participate in the teaching and learning process in the class.	3.95	.574	Accepted
2	Adopt the appropriate method in every subject matter	2.56	.623	Accepted
3	always bring modernized teaching activities to students that enhance their performance.	2.78	.421	Accepted
4	Do keep away from anything that will interrupt his or her lesson delivery.	3.62	.842	Accepted
5	Do and ensure students comprehend the context of his or her lessons	3.20	.563	Accepted
Average Mean		3.22	0.605	Accepted
S/N	Teachers' Use of Appropriate Instructional Materials: My teachers	Mean	SD	Decision
1	Uses teaching aids for all lessons.	3.78	.563	Accepted
2	Improvise teaching for students.	3.03	.378	Accepted
3	Ensure that appropriate instructional materials are used for students irrespective of the subjects taught.	2.88	.562	Accepted
4	Often, they attend in-service workshops to develop their professional skill, including producing instructional teaching materials.	2.50	.867	Accepted
5	Often teach students without the use of appropriate instructional materials.	2.67	.789	Accepted
Average Mean		3.0	0.63	Accepted
S/N	Teachers' Lesson Delivery: My teachers	Mean	SD	Decision
1	Effectively deliver lessons with students while teaching in the class	3.05	.696	Accepted
2	Maintain discipline in the class while delivering his or her lesson	2.58	.797	Accepted
3	Ensure every student understands the lesson delivery.	3.23	.703	Accepted
4	Teach in a conducive environment	2.59	.830	Accepted
5	Facilitate effective teaching and learning process	2.98	.851	Accepted
Average Mean		2.89	0.78	Accepted

Source: Research 2024

Table 2 shows the teachers' mean job effectiveness scores in public senior secondary schools in Ilorin Metropolis, Kwara State. The average mean of teachers' teaching methods was 3.22 with a standard deviation of 0.605; teachers' use of appropriate instructional materials was 3.0 with a standard deviation of 0.63, while teachers' lesson delivery was 2.89 with a standard deviation of 0.78, respectively. The analysis implies that the mean scores of the teachers' job effectiveness parameters are more significant than 2.50, the benchmark mean. The findings indicated that the teachers' job effectiveness was high in public senior secondary schools in Ilorin Metropolis, Kwara State.

Ho₁: There is no significant relationship between principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State.

Table 3. Principals' Managerial Factors and Teachers' Job Effectiveness

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Principals' Managerial Factors	317	46.61	9.87				
				315	.402	.000	Ho Rejected
Teachers' Job Effectiveness	317	45.4	10.1				

Source: Research 2024

Table 3 shows that the p-value (.000) was less than the significant level at (0.05) for 315 degrees of freedom with the calculated r-value of .402. Therefore, the null hypothesis of no significant relationship between principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State, was rejected, which means that there was a significant relationship between principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. This indicates that principals' managerial factors influence teachers' job effectiveness.

Ho₂: There is no significant relationship between principals' communication skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State.

Table 4. Principals' Communication Skills and Teachers' Job Effectiveness

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Principals' Communication Skill	317	13.32	2.54				
				315	.210	.001	Ho ₁ Rejected
Teachers' Job Effectiveness	317	45.4	10.1				

Source: Research 2024

Table 4 shows that the p-value (.001) was less than the significant level at (0.05) for 315 degrees of freedom with the calculated r-value of .210. Therefore, the null hypothesis of no significant relationship between principals' communication skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State, was rejected. This indicates a significant relationship between principals' communication skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. Effective communication skills among principals and their teachers improve job effectiveness.

Ho₃: There is no significant relationship between principals' supervisory skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State.

Table 5. Principals' Supervisory Skill and Teachers' Job Effectiveness

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Principals' Supervisory Skill	317	11.03	2.16				
				315	.521	.002	Ho2 Rejected
Teachers' Job Effectiveness	317	45.4	10.1				

Source: Research 2024

Table 5 shows that the p-value (.002) was less than the significant level at (0.05) for 315 degrees of freedom with the calculated r-value of .521. Therefore, the null hypothesis was rejected. Findings reveal a significant relationship between principals' supervisory skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. This shows that effective supervision of teaching and learning activities in schools by school principals has an impact on the level of job effectiveness of teachers.

Ho₄: There is no significant relationship between principals' record-keeping skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State.

Table 6. Principals' Record-Keeping Skills and Teachers' Job Effectiveness

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Principals' Record-Keeping Skill	317	10.05	2.11				
				315	.318	.000	Ho3 Rejected
Teachers' Job Effectiveness	317	45.4	10.1				

Source: Research 2024

Table 6 shows that the p-value (.000) was less than the significant level at (0.05) for 315 degrees of freedom with the calculated r-value of .318. Therefore, the null hypothesis of no significant relationship between principals' record-keeping skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State, was rejected. Findings reveal a significant relationship between principals' record-keeping skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. This shows that effective record-keeping skills of school principals impact the level of job effectiveness of teachers.

Ho₅: There is no significant relationship between principals' interpersonal relationship skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State.

Table 7. Principals' Interpersonal Relationship Skills and Teachers' Job Effectiveness

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Principals' Interpersonal Relationship Skill	317	12.21	3.06				
				315	.218	.000	Ho4 Rejected
Teachers' Job Effectiveness	317	45.4	10.1				

Source: Research 2024

Table 7 shows that the p-value (.000) was less than the significant level at (0.05) for 315 degrees of freedom with the calculated r-value of .218. Therefore, the null hypothesis of no significant relationship between principals' interpersonal relationship skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State, was rejected. This indicates a significant relationship between principals' interpersonal relationship skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. This shows that principals' interpersonal relationship skills improve the effectiveness of teachers' jobs with students.

Discussion

The findings of research question one indicated that principals in public senior secondary schools in Ilorin Metropolis, Kwara State, adopted the dimensions of managerial factors in their school administration. This conforms to the findings from Adeniyi's book titled "*Leadership Style and Effective Supervision of School Personnel*" about teachers' job effectiveness is crucial to the success of the students just as the success of the teachers is dependent on the principals' managerial factors of the school resources and skills employed to meet teachers' psychological and personal interest. This finding agrees with other findings that teachers' job effectiveness is determined by the worker's level of participation in the day-to-day running of the school principals (Meindl, 2017). Research question two revealed that teachers' job effectiveness was high in public senior secondary schools in Ilorin Metropolis, Kwara State. This finding is in line with the previous research finding concluded by Okeniyi titled "*Relationship Between Leadership Problems and School Performance in Oyo State Secondary Schools*" To improve the job effectiveness of teachers so that principals can contribute maximally to the attainment of educational goals through discharging effective and efficient managerial factors. The teachers' performance and job effectiveness reflect the student's academic performance in those schools.

The findings of hypothesis one revealed that There was a significant relationship between principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State (p-value .000 < significant level .05 and calculated r-value of .402 > the critical r-value of .195.), This finding supports the view of Leatherwood in "*Leading Organizational Change: A Qualitative Examination of Experiences of Traditional Public School Principals*" identifies the school principal as a multifaceted individual, including keykeeper, transportation director, correspondence coordinator, store quartermaster, schedule divisor, handbook publisher, public relations director, and instructional leader. Previous research findings agreed with this finding that education delivery in any country depends on its teachers. As such, the quality of improvement of that education hinges on the role of competent school principals (Nwangwa & Barrah, 2021). The findings of hypothesis two revealed that there was a significant relationship between principals' communication skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State (p-value .001 < significant level .05 and calculated r-

value of .210 > the critical r-value of .195.)). Principals' managerial factors in secondary schools involve managing and administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of an organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. Heath, in a book titled "*Management of Corporate Communication: From Interpersonal Contacts to External Affairs*" Stated functions of communication on managerial factors entail the communication that allows employees to express their feelings and serves as a medium of resolution of conflicts, reducing tension and refining direction for individuals. Nwachukwu's book titled "*Management: Theory and Practice*" states that Principals' communication skills are paramount to the welfare of the school system and the teachers' job effectiveness.

The findings of hypothesis three revealed that there was a significant relationship between principals' supervisory skill and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State (p-value .002 < significant level .05 and calculated r-value of .521 > the critical r-value of .195.). According to Eggen and Kauhak in a book titled "*Educational Psychology: Windows on Classrooms*" The expectation is to be able to define the objectives and goals for the schools and also to coordinate and supervise learning and teaching activities in classrooms towards improving teachers' job effectiveness is cemented on principals' supervisory skills. Principals' managerial factors are the administrative skills of the school principal, who must ensure that they are all directed towards efficient and effective teaching and learning in the school to produce quality outputs with the full support of teachers through effective supervision of school administrators (Maduabum, 2012). According to Oleforo in a book titled "*Educational Management in Nigeria: Theory and Practice*". Principals' supervisory skill is the ability of the principals to monitor, supervise, and harmonize school activities to enhance teaching and learning.

The findings of hypothesis four revealed that a significant relationship existed between principals' record-keeping skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State (p-value .000 < significant level .05 and calculated r-value of .318 > the critical r-value of .195.). Ensuring proper records in the school, e.g., attendance register, logbooks, scheme of work, etc., and making sure that school fund is spent on what they are meant for and maintenance of discipline and staff welfare (Haruna & Abdullahi, 2022; Maduabum, 2012; Masegenya & Mwila, 2023). This finding agrees with the findings of Kemp and Hall in "*Impact of Effective Teaching Research on Student Achievement and Teacher Performance: Equity and Access Implications for Quality Education*" which confirmed that the principal within the secondary school system stands out as the chief executive of the school, he is also the school administrator, records keeper, instructional leader, personnel manager for both the students and staff personnel. The principal is also the finance and physical facility manager. Principals' record-keeping skills must be comprehensive, available, accessible, and secure (Mojapelo, 2022; Odeniyi & Adeyanju, 2020; Olalere et al., 2021).

The findings of hypothesis five revealed that there was a significant relationship between principals' interpersonal relationship skills and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State (p-value .000 < significant level .05 and calculated r-value of .218 > the critical r-value of .195.). This finding agrees with Ahmad's findings that human relations help managerial planning and should be performed effectively (Ahmad, 2019). National School Climatic Center discovered three critical aspects of principal's interpersonal relationships: respect for diversity. This aspect of relational life in school communities refers to what extent there is mutual respect for individual differences (e.g., gender, race, culture, etc.) at all levels of the school (student-student, adult-student, adult-adult) and overall norms for social tolerance.

CONCLUSION

The findings of this study have shown that a significant relationship existed between principals' managerial factors and teachers' job effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. This implies that principals' managerial factors in terms of principals' communication skills, supervisory skills, record-keeping skills, and interpersonal relationship skills improved teachers' job effectiveness in teaching methods, use of appropriate instructional materials, and lesson delivery. The study suggests that targeted leadership training programs for principals are crucial for enhancing teachers' job effectiveness. By identifying managerial factors contributing to teachers' job effectiveness, educational authorities can develop training modules focusing on these competencies, leading to improved school performance and student outcomes. The insights gained from this research can inform policy-making at various levels of educational governance, promoting effective leadership styles and practices among school principals. Regular feedback mechanisms between teachers and principals can foster a culture of collaboration and continuous improvement.

Understanding how managerial factors influence teachers' job effectiveness can aid in developing retention strategies, as supportive leadership practices can lead to lower turnover rates. Ongoing professional development opportunities for teachers, facilitated by supportive managerial practices, can enhance job satisfaction and effectiveness, leading to a more engaged and motivated teaching staff. Improved communication channels, such as clear and open lines of communication, can also enhance collaboration and foster a sense of community within the school. This study has several limitations, including contextual variability, subjectivity of responses, cross-sectional design, limited scope of managerial factors, and generalizability issues. The study's findings may not be universally applicable across different settings due to the influence of regional differences, socio-economic backgrounds, and cultural contexts on managerial practices and teachers' effectiveness. Additionally, the reliance on self-reported data from teachers and principals may introduce bias, limiting the reliability of the conclusions. The cross-sectional design may not capture the dynamic relationship between managerial factors and job effectiveness over time, and the study may focus on a narrow range of managerial factors, potentially overlooking other significant influences on teachers' job effectiveness. Furthermore, the findings from a specific sample of public senior secondary schools may not generalize well to other settings.

Based on these findings, the following recommendations were put forward: The school principals should endeavor to improve communication skills by adopting different means of communication to ensure every teacher does his or her teaching job well. Proper clinical and routine supervision should be carried out by the school departmental heads and the school principals to oversee teachers' teaching and learning activities to improve their job effectiveness. The school principals and teachers should ensure that proper records of students' academic progress and other relevant school records are properly kept for future purposes. The school principals should create a good atmosphere that will promote good interpersonal relationships among the teaching staff, students, and school administrators.

AUTHOR'S NOTE

The authors assure that there is no conflict of interest in publishing this article and that all data and content are plagiarism-free. They have ethically obtained and written information, and any references from other works have been appropriately acknowledged and cited. They are committed to maintaining scientific and ethical integrity throughout the research and writing process.

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