

INFLUENCE OF PRINCIPALS' MANAGEMENT SKILLS ON TEACHERS' JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN OGOJA EDUCATION ZONE OF CROSS RIVER STATE

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ARTICLE INFO

Article No.: 0562

Accepted Date: 17/08/2026

Published Date: 11/09/2026

Type: Research

ABSTRACT

This study investigated the influence of principals' management skills on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State, Nigeria. Specifically, the study examined the influence of principals' time management skills and supervisory skills on teachers' job effectiveness. The study was anchored on the New Competency Leadership Theory by Tucker and Au (2016) and adopted a descriptive survey research design. The population comprised 1,093 teachers in 90 public secondary schools, from which a sample of 219 teachers in 18 schools was selected using a multi-stage sampling procedure. Data were collected using a researcher-structured questionnaire titled Principals' Management Skills and Teachers' Job Effectiveness Questionnaire (PMSTJEQ). The instrument was validated by three experts and yielded a Cronbach Alpha reliability coefficient of 0.76. Mean and standard deviation were used to answer the research questions, while Chi-square goodness-of-fit was used to test the hypotheses at 0.05 significance level. The findings revealed that principals' time management skills positively influenced teachers' job effectiveness, with a cluster mean of 2.89; the influence was statistically significant, $\chi^2(3) = 65.593$, $p < .001$. Similarly, principals' supervisory skills positively influenced teachers' job effectiveness, with a cluster mean of 2.88, and the influence was statistically significant, $\chi^2(3) = 70.926$, $p < .001$. The study concluded that effective time management and supervisory skills are important managerial competencies for enhancing teachers' job effectiveness. It recommended continuous professional development for principals in time management and strengthened instructional supervision.

Keywords: Principals' management skills, time management skills, supervisory skills, teachers' job effectiveness

Introduction

Teachers' job effectiveness appears to be a growing concern among education stakeholders because it plays a pivotal role in determining the quality of instruction, learner outcomes and the overall success of the educational system. Several countries, including Norway and the United States of America, have reportedly experienced challenges relating to teachers' job effectiveness in recent years (Ferguson, 2025). Despite the provision of educational policies, funding and curriculum reforms in many countries, challenges such as inadequate instructional preparedness, poor classroom management and diminishing professional commitment continue to undermine teachers' job effectiveness in both developed and developing nations. In Nigeria, these challenges are particularly evident in public secondary schools, where teachers often face inadequate supervision, weak administrative coordination and limited support from educational administrators (Oyetunde, 2020). Adeyemi and Bolarinwa (2021) similarly attributed declining teachers' job effectiveness in Nigeria and other developing nations to inadequate instructional materials, poor work environments, insufficient professional development opportunities and ineffective management skills of school administrators. Taken together, these studies suggest that teachers' job effectiveness is influenced not only by teachers' individual competencies but also by the organizational conditions and administrative support provided within schools.

Teachers' job effectiveness refers to their ability to achieve instructional goals through effective lesson planning, classroom delivery, student engagement, assessment and behaviour management, making it essential to the attainment of educational objectives (Ajayi, 2018). However, teachers' effectiveness is strongly influenced by school principals, who provide leadership, supervision, guidance, motivation and a supportive environment for teaching and learning (Ofoegbu, 2019). As chief administrators of secondary schools, principals require various management skills, including conceptual, human resource management, communication, leadership, decision-making, technical, supervisory, motivational, time and financial management skills (Okeke & Ofojebe, 2020). These skills enable principals to organise school activities, motivate teachers, provide direction, manage resources and promote professional growth, thereby enhancing teachers' productivity and commitment to effective instructional delivery. Although these management skills are interrelated, the present study focuses specifically on principals' time management and supervisory skills because of their direct relevance to the organization, monitoring and improvement of teachers' instructional activities.

Principals' time management refers to their ability to plan, organize, prioritize and control the use of time in carrying out administrative, instructional and leadership responsibilities in the school (Mohammadi, 2020). Effective time management enables principals to allocate sufficient attention to important school activities, minimize distractions and create a more organized working environment. This, in turn, may help teachers prioritize their responsibilities, meet deadlines and improve their instructional performance. Empirical studies have provided support for this relationship. Ughamadu, Ifediorah-Okeke and Amaefule (2024) found that principals' time management and mentoring skills had a strong positive relationship with teachers' task performance in public secondary schools in Anambra State. Similarly, Olaifa, Oba-Suleiman, Are, Oshin and Adeoye (2023) reported significant positive relationships between principals' time control, time planning, time evaluation and time utilisation and school effectiveness in public secondary schools in Kwara State. While the study by Ughamadu et al. linked time management directly to teachers' task performance, Olaifa et al. examined its relationship with school effectiveness. Their findings therefore converge in showing that effective use of time is associated with improved school functioning, although they differ in the specific outcome variables examined. These studies

provide a useful basis for examining whether principals' time management influences teachers' job effectiveness in the present study area.

Principals' supervisory skills refer to the knowledge, abilities and professional competencies used to guide, monitor, support and improve teachers' instructional practices and overall school performance (Eze & Alabi, 2023). Through classroom observation, regular monitoring, constructive feedback and professional guidance, principals can identify instructional weaknesses and support teachers in improving their classroom practices. This perspective is supported by Eze and Alabi (2023), who found that principals' instructional, administrative and co-curricular supervision positively influenced teachers' job performance. Similarly, Mensah (2021) established that principals' classroom observation, timely feedback provision and regular monitoring of instructional materials had a significant positive influence on teachers' job performance in public secondary schools. The findings of these studies are consistent in demonstrating that supervision can improve teachers' performance, although Eze and Alabi considered broader dimensions of supervision, whereas Mensah focused more specifically on classroom observation, feedback and instructional materials. Thus, the existing evidence suggests that effective supervision is an important administrative mechanism through which principals may enhance teachers' job effectiveness.

When the findings on time management and supervisory skills are considered together, they indicate that principals' management skills may influence teachers' job effectiveness through complementary pathways. Time management enables principals to organize and prioritize school responsibilities, while supervisory skills enable them to monitor instructional activities, provide feedback and support teachers' professional improvement. In this sense, effective time management may create the conditions for regular and purposeful supervision, while effective supervision may translate administrative organization into improved classroom practice. However, the reviewed studies have largely examined these skills separately or in relation to broader outcomes such as task performance, school effectiveness and teachers' job performance. Consequently, the existing evidence does not sufficiently establish how principals' time management and supervisory skills, considered together as dimensions of management skills, influence teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State. It is against this background that the study sought to investigate influence of principals' management skills on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State considering specifically time management skills and supervisory skills.

Statement of the Problem

Teachers' job effectiveness is essential to the achievement of educational objectives in public secondary schools, as it influences the quality of instructional delivery, classroom management and students' learning outcomes. However, empirical evidence suggests that teachers' job effectiveness remains a concern in Cross River State with Ogoja Education Zone in no exception (Arop, et al., 2019; Enyia, et al., 2025). These concerns may be associated with the management skills of principals, particularly their ability to manage time effectively and supervise teachers' activities. Poor time management by principals may result in ineffective scheduling, delays in school activities and inadequate attention to teachers' instructional responsibilities, while weak supervisory skills may limit teachers' guidance, monitoring, feedback and professional support. The problem, therefore, is that despite the important role of principals in coordinating and supervising teachers, variations in teachers' job effectiveness appear to persist in public secondary schools in Ogoja Education Zone. It is not sufficiently clear whether and to what extent principals' time management and supervisory skills influence teachers' job effectiveness in the zone. This situation creates the need to empirically examine the influence of principals' management skills on teachers' job effectiveness in order to provide evidence for improving teachers' job effectiveness.

Purpose of the Study

The purpose of the study was to investigate the influence of principals' management skills on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State. Specifically, the study sought to:

1. find out the influence of principals' time management skills on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State.
2. ascertain the influence of principals' supervisory skills on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State.

Research Questions

The following research questions guided the study:

1. What is the influence of principals' time management skills on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State?
2. What is the influence of principals' supervisory skills on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State?

Hypotheses

The study formulated and tested the following hypotheses at 0.05 level of significance:

1. Principals' time management skills have no significant influence on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State.
2. Principals' supervisory skills have no significant influence on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State.

Theoretical Framework

The theoretical framework of this study hinged on the New Competency Leadership Theory by Tucker and Au (2016). The theory suggests that leadership effectiveness goes beyond occupying a formal position and depends largely on a leader's ability to demonstrate appropriate competencies such as strategic thinking, communication, problem-solving, decision-making, interpersonal skills, adaptability, and the capacity to motivate and influence others. It further proposes that these competencies can be developed and strengthened through education, training, experience, and continuous professional development. Thus, the theory provides a competency-based perspective for understanding how leaders' capabilities influence organizational performance and the achievement of institutional goals. While this theory is chosen for this study, other theories, such as Transformational, Transactional and Path-Goal theories, were not adopted because they focus mainly on leadership styles, leader-follower relationships, situational adaptation and motivation. The New Competency Leadership Theory was considered more suitable because it directly addresses the managerial competencies of principals, particularly time management and supervisory skills, which are central to the study.

Methodology

The descriptive survey research design was adopted for this study. The population of the study was made up of 1,093 teachers in 90 public secondary schools in the Ogoja Education Zone, Cross River State (Cross River State Ministry of Education Calabar, 2025). The sample for the study consisted of 219 teachers selected from 18 public secondary schools representing 20% of the total population of teachers and schools in Ogoja Education Zone, Cross River State. The use of 20% was in line with Emaikwu (2024) who suggests that for populations exceeding 1,000, a sample size of 6% and above is sufficient. Multi-stage sampling procedure involving purposive, stratified and simple random sampling techniques

was used in selecting the sample. Firstly, all five LGAs were purposively selected to cover the entire Education Zone. Secondly, 20% of public secondary schools in each LGA were selected through proportionate stratified random sampling, yielding 18 schools. Thirdly, 20% of teachers in the selected schools were proportionately sampled, giving 219 teachers in total, using simple random sampling through the hat-and-draw method to ensure equal opportunity of selection. The instrument for data collection was a researcher-structured questionnaire titled “Principals’ Management Skills and Teachers’ Job Effectiveness Questionnaire (PMSTJEQ)”. It was divided into Cluster A and B on principals’ time management skills and principals’ supervisory skills with five items each giving a total of ten items. Three experts in Faculty of Education, Rev. Fr. Moses Orshio Adasu University, Makurdi validated the instrument. The internal consistency of the instrument was ascertained through Cronbach Alpha using 30 and the reliability index of 0.76 was obtained. The instrument was structured on four point rating scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). Mean and Standard Deviations were used to answer the research questions. Any item with a Mean score of 2.50 and above was considered agreed but any item with a Mean score of less than 2.50 was considered not agreed. Chi-square (χ^2) test of goodness of fit was used to test the hypotheses at 0.05 level of significance. The null hypothesis was rejected when the p-value was below the predetermined alpha level ($p < 0.05$) and was retained with a positive impact when the p-value was equal to or greater than the alpha level ($p \geq 0.05$).

Results

Research Question 1:

What is the influence of principals’ time management skills on teachers’ job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State?

Table 1:

Mean Scores and Standard Deviation on Influence of Principals’ Time Management Skills on Teachers’ Job Effectiveness in Public Secondary Schools in Ogoja Education Zone, Cross River State

S/No	Item Description	N	SA	A	D	SD	$\bar{X}$	SD	Decision
1	Teachers perform better when principals plan the school timetable effectively.	216	60	99	19	38	2.84	1.02	Agree
2	Teachers are more organized when principals reduce time wastage during school hours.	216	69	89	43	15	2.98	0.89	Agree
3	Allocation of time to each subject helps teachers to deliver lessons within time schedule.	216	66	92	19	39	2.86	1.04	Agree
4	Teachers arrive at work early as exemplified by principals.	216	62	96	35	23	2.91	0.93	Agree
5	When principals keep to time, teachers are more likely to follow the same example in their duties.	216	53	105	42	16	2.90	0.85	Agree
Cluster Mean							2.89		Agree

Source: Field Work, 2026

Table 1 shows that principals’ time management skills have a positive influence on teachers’ job effectiveness, as all five items recorded mean scores above the acceptance benchmark, with a cluster mean of 2.89, leading to an overall decision of Agree. Item 2, which states that teachers are more organized when principals reduce time wastage during school hours, recorded the highest mean score of 2.98 (SD = 0.89), suggesting that teachers particularly value efficient use of school hours because it creates more time for lesson

preparation, teaching and other professional duties. Item 4, on principals arriving early and serving as examples to teachers, had the second-highest mean of 2.91 (SD = 0.93), while Item 5, concerning principals keeping to time and influencing teachers to do likewise, recorded 2.90 (SD = 0.85). Item 3, on allocating adequate time to each subject, had a mean of 2.86 (SD = 1.04), while Item 1, on effective planning of the school timetable, had the lowest mean of 2.84 (SD = 1.02). The differences in the item scores may be attributed to the fact that teachers may perceive direct and observable time-management practices, such as reducing time wastage, punctuality and keeping to time, as having a more immediate effect on their daily work than broader planning activities such as timetable preparation. The relatively higher standard deviations for Items 1 and 3 also indicate greater variation in teachers' responses, possibly because the effectiveness of timetabling and subject-time allocation may differ across schools depending on staffing, subject demands and school schedules. Overall, the findings suggest that principals who manage school time efficiently, minimize wastage and demonstrate punctuality are more likely to promote teachers' organization, commitment and effectiveness.

Research Question 2:

What is the influence of principals' supervisory skills on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State?

Table 2:

Mean Scores and Standard Deviation on Influence of Principals' Supervisory Skills on Teachers' Job Effectiveness in Public Secondary Schools in Ogoja Education Zone, Cross River State

S/No	Item Description	N	SA	A	D	SD	$\bar{X}$	SD	Decision
6	Teachers perform better when principals check their lesson notes regularly.	216	60	101	18	37	2.85	1.01	Agree
7	Classroom visits by principals encourage teachers to be more prepared for lessons.	216	53	108	29	26	2.87	0.92	Agree
8	Teachers improve when principals guide them on areas needing correction.	216	60	100	42	14	2.95	0.85	Agree
9	Teachers' instructional delivery improves when principals give helpful feedback after supervision.	216	49	112	18	37	2.80	0.98	Agree
10	When principals supervise fairly, teachers are more motivated to perform.	216	58	103	44	11	2.96	0.82	Agree
Cluster Mean							2.88		Agree

Source: Field Work, 2026

Table 2 indicates that principals' supervisory skills have a positive influence on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State, as shown by the cluster mean of 2.88, which indicates agreement with all the items. Among the items, when principals supervise fairly, teachers are more motivated to perform recorded the highest mean score of 2.96, followed closely by teachers improve when principals guide them on areas needing correction with a mean of 2.95. These items scored higher because fair supervision is likely to make teachers feel respected, encouraged and motivated, while constructive guidance helps teachers identify and correct weaknesses in their instructional practices. classroom visits by principals encourage teachers to be more prepared for lessons also recorded a relatively high mean of 2.87, suggesting that teachers tend to prepare more adequately when they know that their classroom practices may be observed and supported by the principal. Teachers perform better when principals check their lesson notes regularly had a mean of 2.85, indicating that regular checking of lesson notes promotes accountability and encourages teachers to plan their lessons properly. The lowest

mean score of 2.80 was recorded for teachers' instructional delivery improves when principals give helpful feedback after supervision, although it still attracted agreement. Its comparatively lower score may be because the effectiveness of feedback depends on its quality, frequency, timeliness and whether teachers are given adequate opportunity and support to apply the suggestions provided. Overall, the findings suggest that fairness, constructive guidance, classroom monitoring, lesson-note checking and useful feedback are important supervisory practices through which principals can enhance teachers' job effectiveness.

Test of Hypotheses

Hypothesis 1:

Principals' time management skills have no significant influence on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State

Table 3:

Chi-square Analysis of Influence of Principals' Time Management Skills on Teachers' Job Effectiveness in Public Secondary Schools in Ogoja Education Zone, Cross River State

Responses	Observed Frequency	Expected Frequency	P	df	χ^2	Decision
SA	62	54	0.001	3	65.593 ^a	Sig.
A	96	54				
D	32	54				
SD	26	54				
Total	216					

Source: Field Work, 2026

Table 3 shows Chi-square calculated value of 65.593^a at 3 degree of freedom; P=0.001 is less than 0.05. With this result, the null hypothesis which states that principals' time management skills have no significant influence on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State was therefore, rejected. This means that principals' time management skills have positive significant influence on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State.

Hypothesis 2:

Principals' supervisory skills have no significant influence on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State

Table 4:

Chi-square Analysis of Influence of Principals' Supervisory Skills on Teachers' Job Effectiveness in Public Secondary Schools in Ogoja Education Zone, Cross River State

Responses	Observed Frequency	Expected Frequency	P	df	χ^2	Decision
SA	56	54	0.001	3	70.926 ^a	Sig.
A	105	54				
D	30	54				
SD	25	54				
Total	216					

Source: Field Work, 2026

Table 4 shows Chi-square calculated value of 70.926^a at 3 degree of freedom; P=0.001 is less than 0.05. With this result, the null hypothesis which states that principals' supervisory skills have no significant influence on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State was therefore, rejected. This means that principals'

supervisory skills have positive significant influence on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State.

Discussion of Findings

The first finding of the study showed that principals' time management skills have positive significant influence on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State. This finding implies that when principals effectively plan, allocate, prioritize and monitor time within the school system, teachers are better positioned to accomplish instructional tasks, meet deadlines and sustain classroom productivity. The finding is in line with the findings of Ughamadu, Ifediorah-Okeke and Amaefule (2024) whose findings indicated that principals' time management and mentoring skills have strong positive relationship with teachers' task performance in public secondary schools in Anambra State. The finding also agreed with the findings of Olaifa, Oba-Suleiman, Are, Oshin and Adeoye (2023) whose investigation revealed a significant positive relationship between principals' time control, time planning, time evaluation and time utilization and school effectiveness in public secondary schools in Kwara State. This finding supports the theoretical foundation of this study because principals' time management skills enable them to plan, prioritize and allocate time effectively. However, since the study adopted a descriptive survey research design, the finding failed to acknowledge a positive significant relationship between principals' time management skills and teachers' job effectiveness rather it proves that principals' time management skills directly cause improvements in teachers' job effectiveness.

The second finding of the study showed that principals' supervisory skills have positive significant influence on teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State. This finding implies that consistent classroom supervision, constructive feedback, instructional monitoring and professional guidance from principals enhance teachers' instructional delivery and accountability. The finding is in line with the findings of Eze and Alabi (2023) whose findings indicated a positive influence of principals' instructional, administrative and co-curricular supervision on teachers' job performance. The finding also aligned with the findings of Mensah (2021) whose investigation established that principals' classroom observation, timely feedback provision and regular monitoring of instructional materials had a significant and positive influence on teachers' job performance in public secondary schools. This finding is consistent with the theoretical framework of this study that supervisory skills enable principals to monitor, guide and support teachers' instructional activities. While this study adopted descriptive survey research design, the study focused on public secondary schools in Ogoja Education Zone, Cross River State, which may limit the generalizability of the findings to other educational zones or school contexts.

Conclusion

Based on the findings of the study, it was concluded that principals' management skills, particularly time management and supervisory skills have positively linked to teachers' job effectiveness in public secondary schools in Ogoja Education Zone, Cross River State. This implies that the manner in which principals plan, organize, allocate and utilize time, as well as how they supervise teachers and monitor instructional activities, plays an important role in determining how effectively teachers perform their duties.

Recommendations

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

1. The government should institutionalize continuous professional development programmes for secondary school principals with emphasis on time management strategies such as strategic planning, effective scheduling of academic activities, prioritization of tasks and reduction of administrative time wastage in schools. This may

enhance teachers' lesson preparation, punctuality, instructional delivery, task completion and overall classroom productivity in public secondary schools.

2. Public secondary school principals should strengthen instructional supervision through regular classroom observation, provision of timely and constructive feedback, mentoring of teachers and consistent monitoring of instructional materials. This may improve teachers' instructional competence, classroom management, adherence to curriculum standards and overall job effectiveness.
3. Further research should be conducted on influence of principals' management skills that cover other management skills other than those covered in the present study to broaden the scope study in Cross River State.

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