

PRINCIPALS' MANAGERIAL COMPETENCIES AND LEADERSHIP QUALITIES AS PREDICTORS OF TEACHERS' JOB PRODUCTIVITY IN SENIOR SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA

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Abstract

The study examined the influence of principals' managerial competencies and leadership qualities on teachers' job productivity in public post-basic schools in Adamawa State, Nigeria. The study had six objectives, five research questions, and six null hypotheses. A predictive correlational research design was adopted. The population of the study comprised all principals and teachers in public post-basic schools across the five education zones of Adamawa State, out of which 873 respondents (202 principals and 671 teachers) were selected using a multi-stage sampling technique. Data were collected through three validated instruments developed by the researcher: the Principals' Managerial Competencies Questionnaire (PMCQ), the Principals' Leadership Qualities Questionnaire (PLQQ), and the Teachers' Job Productivity Questionnaire (TJPQ). The instruments were validated, and reliability coefficients were established through pilot testing. Data collected were analyzed using descriptive statistics of mean and standard deviation, while linear and multiple regressions were used to test hypotheses at the 0.05 level of significance. Findings showed that all managerial competencies and leadership qualities significantly predicted teachers' job productivity: supervisory competence ($F(1,200) = 139.502, p < 0.05, R^2 = 0.411$), communication competence ($F(1,200) = 164.720, p < 0.05, R^2 = 0.452$), professional development leadership quality ($F(1,200) = 220.585, p < 0.05, R^2 = 0.524$), and integrity leadership quality ($F(1,200) = 147.575, p < 0.05, R^2 = 0.425$). The combined effect of managerial competencies accounted for 57% ($R^2 = 0.570$) and leadership qualities 58% ($R^2 = 0.580$) of the variance in teachers' productivity. Among the predictors, professional development leadership quality ($\beta = 0.755$) had the strongest positive influence on teachers' productivity. The study concluded that principals' managerial competencies and leadership qualities jointly and significantly influence teachers' job productivity. It was recommended that educational authorities organize periodic training on supervision, communication, decision-making, and resource management for principals, while integrating leadership development and professional ethics into principal certification programmes to sustain teacher productivity and school effectiveness.

Keywords: Principals Managerial Competencies, Supervisory Competence, Communication Competence, Principals Leadership Qualities, Professional Development Leadership Quality, Integrity Leadership Quality and Teachers' Job Productivity.

Introduction

Education is a fundamental pillar of national growth. It plays a crucial role in societal progress by empowering individuals with social recognition, authority, and power,

leading to a prosperous and fulfilling life. In Nigeria, formal education is provided through schools to foster desirable changes in individuals' attitudes, behaviors, and skills for national development (Dunu, 2023). The Federal Republic of Nigeria (FRN, 2014), in

its National Policy on Education categorizes formal education into Basic, Post-Basic, and Tertiary levels. Post-basic education lasts for three years and is provided at Senior Secondary Schools and Technical Colleges. This level equips students with foundational knowledge for further studies, specific skills for practical living, and moral values to become responsible members of society (Chiomalbezim, 2024). Teachers play a vital role in achieving secondary school goals and objectives by not only imparting knowledge but also by guiding students' personal and academic development, fostering critical thinking, and promoting positive values. They act as mentors, facilitators, and motivators, shaping students' understanding of the world and inspiring them to pursue their goals.

Previous studies highlighted the significant impact of teachers' job productivity on student outcomes. Findings show that low productivity is linked to reduced student achievement and disengagement, often resulting from ineffective teaching methods (Chukwueze, 2023). This can lead to dissatisfaction and a potential decline in engagement in school-related activities (Uwaleke *et al.*, 2021). Additionally, low productivity complicates issues related to teacher accountability, performance evaluations, and the planning of professional development initiatives. While professional development programs are commonly implemented to enhance teachers' skills and knowledge, it is crucial to assess their impact on job productivity, particularly in the administration of public secondary schools in North East Nigeria.

The effectiveness of these initiatives often depends on the principals' managerial competencies and leadership qualities. Principals who demonstrate strong leadership, clear communication, and strategic vision could positively influence teachers' productivity by creating a supportive environment that fosters continuous professional growth and accountability. Principals with effective managerial competence could also ensure that professional development programs are well-targeted and aligned with teachers' needs. On the other hand, poor leadership and weak managerial competencies could exacerbate the problem of

low teachers' job productivity, as they may fail to provide the necessary resources, guidance, or motivation for teachers to improve. In such cases, ineffective leadership can lead to frustration, disengagement, and a further decline in both teacher and student performance. Therefore, principals may have greater tendencies to play a crucial role in either mitigating or exacerbating the effects of low teachers' job productivity.

Principals' managerial competency encompasses the knowledge, skills, and abilities crucial for effective job performance (Leithwood & Sun, 2018). It represents the aptitude and expertise necessary to execute assigned duties and roles successfully. To achieve positive outcomes, school principals must demonstrate competence in key areas such as; supervision, communication, decision-making and resource management competency (Akinfolarin, 2017). Effective school management requires a nuanced balance of these diverse tasks. Principals must possess the requisite competencies to handle these responsibilities adeptly. Alwi and Mumtahana (2023), revealed that principals' managerial competencies encompasses supervision, communication, decision-making, and resource management competence. This study focused on principals' managerial competencies of; supervision and communication. Supervisory competence is essential for the effective management of the school.

Principal supervisory competence focuses on improving instruction by guiding, stimulating, and overseeing specific groups to seek their cooperation for successful supervision (Nnebedum & Akinfolarin, 2017). One effective strategy for supervising teachers' performance and providing support is through communication. Raphael and Onyeike (2020) emphasized the importance of principals' communication skills and their impact on teachers' job productivity, stating that communication is essential for any organization. They noted that information must flow from the school management to the staff and students, with the principal briefing heads of departments before disseminating news to other staff members and students. Moreover, Williams (2022) emphasizes that

effective communication, along with a willingness to contribute and shared goals, is critical for organizational success.

Principals' communication competence in secondary schools refers to their ability to effectively coordinate activities, convey strategies, and foster an environment that enhances teachers' job productivity and the quality of teaching and learning. Effective communication by principals is essential for motivating teachers, ensuring clarity in expectations, and creating a collaborative school culture that supports student achievement. In management, communication is crucial for coordinating activities, devising strategies, and achieving organizational goals (Brewster, Chung & Sparrow, 2022). Research by Johnson and O'Neill (2021) highlights that principals' communication is essential for helping teachers understand and adhere to school plans and job descriptions, as well as for analyzing and evaluating school performance. This competence also supports the development and implementation of new strategies to meet school objectives. According to Smith and Brown (2019), clear, open, and timely communication enhances teachers' job productivity by improving effectiveness and minimizing misunderstandings. Furthermore, decision-making is a pivotal skill for principals to boost teachers' job productivity, as it involves innovative problem-solving approaches in task assignments that directly affect the organization's success (Nguyen *et al.*, 2023). Effective collaboration requires strong leadership qualities in school principals to enhance overall school performance.

Leadership qualities involve the systematic management and administration of operations to cultivate a comfortable and productive environment for employees. According to Garzón-Lasso *et al.*, (2024), qualitative leadership is essential for fostering a stable organisation capable of driving change. This highlights the necessity for leaders to possess traits that enable their teams to perform efficiently and achieve work objectives with excellence. Key leadership qualities identified by Garzón-Lasso *et al.* (2024) include integrity, conflict resolution, collaborative leadership, and a focus on professional

development. Leadership integrity is considered crucial in enhancing follower performance, primarily because it builds trust in the leader (Louis *et al.*, 2020). In the realm of principals' professional development, these leadership qualities are vital for creating a positive and effective school culture. Principals who excel in conflict resolution establish equitable learning environments through restorative practices (Bradshaw *et al.*, 2023), while collaborative leadership reinforces professional learning communities (Harris *et al.*, 2022). This study focused on principals' leadership qualities of professional development and integrity. When principals embody these evidence-based approaches, they not only enhance their leadership capacity but also support teacher development, ultimately improving their job productivity.

Principals' professional development leadership quality refers to the ongoing process through which school leaders enhance their leadership skills, knowledge, and competencies to effectively manage schools and improve educational outcomes (Louis *et al.*, 2020). Effective professional development equips principals with the tools and strategies needed to manage resources, lead change, and address challenges (Rodriguez *et al.*, 2025). Teachers need to have access to continual professional development opportunities if they are to teach well because through professional development, teachers acquire new teaching techniques, which may raise their level of job performance (Iyunade, 2017). Professional development refers to the information and abilities acquired for both career advancement and personal development. Iyunade (2017) defined professional development for teachers as the area of any educational system that focuses on educating and training teachers to help them gain the essential competences and teaching abilities to raise the calibre of teachers in the school system.

Principals' integrity leadership quality relates to an individual's trustworthiness and honesty. It is essential for guiding people toward a shared goal and achieving desired outcomes. Integrity involves consistent actions, values, methods, principles, expectations, and results, demonstrating a strong commitment to doing what is right, regardless of the circumstances

(Sani *et al.*, 2016). It signifies being morally trustworthy, honest, and true to oneself, acting in alignment with one's words and beliefs. Moreover, integrity influences an individual's ability to perform assigned tasks effectively (Sani *et al.*, 2016). Work is no longer considered a burdensome obligation, but work is considered fun so that work is done with a happy heart without being forced. By working wholeheartedly, the skills and knowledge will be used as well as possible because the mind is getting sharper and clearer. In addition, working wholeheartedly will also cause the body not to feel tired quickly so that we can complete the work thoroughly, accurately, and on time.

High levels of productivity among teachers are characterized by effective lesson delivery, engagement with students, commitment to professional development, and ongoing efforts to enhance student learning outcomes. This productivity directly correlates with improved student performance, a vibrant academic atmosphere, and the achievement of educational goals. In an ideal educational environment, teachers' job productivity is crucial to the overall success of the school system. Teachers who are supported by competent leadership and management are more likely to demonstrate high job productivity, which positively impacts their students and the educational institution as a whole.

However, in the North-East region of Nigeria (particularly in Adamawa State), the reality of teachers' job productivity stands in stark contrast. A noticeable decline in teachers' productivity has been observed due to various challenges, such as inadequate infrastructure, poor remuneration, insufficient professional development opportunities, and a lack of effective leadership within schools (Usman & Fasasi, 2023). This low productivity has led to a general decline in enthusiasm, effectiveness, and commitment among teachers, thereby impacting the quality of teaching and learning in post-basic schools in the region. Poor management practices and weak leadership at the school level exacerbate these challenges, hindering teachers' ability to meet professional expectations (Usman & Fasasi, 2023). Hence, this study sought to examine principals'

managerial competencies and leadership qualities as predictors of teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.

Purpose of the Study

This study investigated principals' managerial competencies and leadership qualities as predictors of teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria. Specifically, the study sought to examine;

- 1) Principals' supervisory competence as a predictor of teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.
- 2) Principals' communication competence as a predictor of teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.
- 3) Principals' professional development leadership quality as a predictor of teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.
- 4) Principals' integrity leadership quality as a predictor of teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.
- 5) Principals' Managerial competencies (supervision, communication) as predictors of teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.
- 6) Principals' leadership qualities (professional development, integrity) as predictors of teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.

Research Questions

The following research questions are raised to guide the study:

1. What is the level of Principals' supervisory competence in Senior Secondary Schools in Adamawa State, Nigeria?
2. What is the level of principals' communication competence in Senior Secondary Schools in Adamawa State, Nigeria?

3. What is the level of principals' professional development leadership quality in Senior Secondary Schools in Adamawa State, Nigeria?
4. What is the level of principals' integrity leadership quality in Senior Secondary Schools in Adamawa State, Nigeria?
5. What is the level of teachers' productivity in Senior Secondary Schools in Adamawa State, Nigeria?

Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 Alpha level of significance:

- Ho₁:** Principals' supervisory competence does not significantly predict teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.
- Ho₂:** Principals' communication competence does not significantly predict teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.
- Ho₃:** Principals' professional development leadership quality does not significantly predict teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.
- Ho₄:** Principals' integrity leadership quality does not significantly predict teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.
- Ho₅:** Principals' managerial competencies (supervision and communication) do not predict teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.
- Ho₆:** Principals' leadership qualities (professional development and integrity) do not predict teachers' job productivity in Senior Secondary Schools in Adamawa State, Nigeria.

Methodology

The researchers employed predictive correlational research design. This study was carried out in Adamawa State, Nigeria. The study's population comprises 7,113 teachers and principals from Post Basic Schools in Adamawa State (Adamawa State Post Primary School Management Board, 2024). The study's sample consists of 873 respondents. These sample sizes were determined using Creswell and Creswell (2023) who observed that there are certain non-definitive practices among social research workers that the beginner can adopt. One such practice suggests that if the population is a few hundreds, a 40% or more sample will suffice; if many hundreds, a 20% sample will do; if a few thousands, a 10% sample will do; and if several thousands, a 5% or less sample will be representative of the population. For a population of 6709 teachers, 10% was used; representing 671 teachers. While 50% was used for a population of 404 principals; representing 202 principals. A multi-stage sampling procedure was utilized for this research. Three adapted instruments titled "Principals' Managerial Competencies Questionnaire (PMCQ), Principals' Leadership Qualities Questionnaire (PLQQ) and Teachers' Job Productivity Questionnaire (TJPQ)" were used for data collection. The three instruments yielded a reliability coefficients of; 0.96, 0.95 and 0.76 for PMCQ, PLQQ and TJPQ. The data were analysed using descriptive statistics of mean and standard deviation to answer the research questions. While, simple linear and multiple-regression analyses were used in testing the null hypotheses.

Results

Five research questions were raised and answered using descriptive statistics of mean and standard deviation, while the hypotheses were tested at 0.05 level of significance using simple linear and multiple-regression analyses.

Research Question 1: What is the level of Principals’ supervisory competence in Post Basic Schools in Adamawa State, Nigeria?

Table 1: Mean and Standard Deviation of Level of Principals’ Supervisory Competence in Post Basic Schools

S/N	Item (n = 671)	Mean	S. D	Remark
1	Regular classroom visitations by the principal to observe teachers' instructional delivery	3.38	0.64	ML
2	Clear feedback provided to teachers following classroom observations to improve instructional practices	3.47	0.63	ML
3	Consistent emphasis by the principal on instructional practices that enhance the quality of knowledge transmission	3.20	0.63	ML
4	Regular checks of curriculum coverage by the principal each term to ensure adherence to academic standards	3.28	0.65	ML
5	Provision of reinforcement by the principal to motivate teachers' commitment to their work	3.38	0.63	ML
6	Encouragement for teachers to apply innovative teaching methods in the classroom	3.63	0.63	HL
7	Monitoring how instructional practices align with educational objectives	3.54	0.63	HL
8	Ability to address instructional challenges faced by teachers to enhance teaching effectiveness	3.34	0.63	ML
9	Implementation of strategies to support teachers in improving their classroom management skills	3.46	0.64	ML
10	Providing professional development opportunities based on observed teaching practices	3.40	0.62	ML
Grand Mean		3.41	0.63	ML

The results of analysis in Table 1 show that the mean ratings for principals’ supervisory competence ranged from 3.20 to 3.63, with standard deviations between 0.62 and 0.65, indicating moderate consistency in responses. The highest mean value (3.63) was obtained for principals’ encouragement of teachers to apply innovative teaching methods, while the lowest mean (3.20) was for emphasis on

instructional practices that enhance quality knowledge transmission. The grand mean of 3.41 with a standard deviation of 0.63 indicates that principals in post-basic schools in Adamawa State possess a moderate level of supervisory competence, reflecting fairly strong but improvable supervision and instructional support practices.

Research Question 2: What is the level of principals' communication competence in Post Basic Schools in Adamawa State, Nigeria?

Table 2: Mean and Standard Deviation of Level of Principals' Communication Competence in Post Basic Schools

S/N	Item (n = 671)	Mean	S. D	Remark
11	Ability to convey relevant information students during instructional delivery	3.15	0.65	ML
12	Maintaining an open-door policy to encourage open communication with students	3.18	0.65	ML
13	Promoting a culture of collaboration by encouraging team discussions with staff member	3.15	0.70	ML
14	Building trust among school personnel by being transparent	3.25	0.67	ML
15	Effectively communicating school goals to all stakeholders in the school community	3.28	0.67	ML
16	Providing constructive feedback to teachers to help improve performance	3.04	0.67	ML
17	Actively listening to student concerns by responding in a supportive/ timely manner	3.39	0.67	ML
18	Facilitating regular meetings to ensure that all staff members are informed about school objectives	3.29	0.68	ML
19	Encouraging a positive school climate through effective verbal communication that fosters mutual understanding/respect	3.31	0.66	ML
20	Using a variety of technology mediated communication channels (e.g., meetings, emails, newsletters) to keep everyone informed	3.23	0.66	ML
Grand Mean		3.23	0.67	ML

Results in Table 2 reveal that the mean ratings ranged from 3.04 to 3.39, while the standard deviations ranged between 0.65 and 0.70, suggesting moderate variability in responses. The highest mean score (3.39) corresponds to the principals' ability to actively listen to students' concerns, while the lowest (3.04)

reflects weaker feedback provision to teachers. The grand mean of 3.23 with a standard deviation of 0.67 indicates a moderate level of communication competence, suggesting that principals communicate effectively but could enhance openness, collaboration, and constructive feedback.

Research Question 3: What is the level of principals’ professional development leadership quality in Post Basic Schools in Adamawa State, Nigeria?

Table 3: Mean and Standard Deviation of Level of Principals’ Professional Development Leadership Quality in Post Basic Schools

S/N	Item (n = 671)	Mean	S. D	Remark
1	Demonstrating a personal commitment to ongoing professional growth in relevant workshops	3.49	0.66	ML
2	Identifying the professional development needs of teachers through regular assessments	3.24	0.61	ML
3	Creating opportunities for teachers to acquire new skills through conference participation	3.64	0.61	HL
4	Helping teachers refine their instructional strategies through mentorship	3.30	0.64	ML
5	Encouraging teachers to pursue advanced degrees relevant to their subject area through study fellowship	3.23	0.65	ML
6	Offering professional development opportunities that align with school goals through correspondence course	3.59	0.64	HL
7	Providing ongoing feedback to teachers on their professional growth towards instructional improvement through induction	3.55	0.66	HL
8	Promoting a culture of continuous learning among staff by modeling the importance of professional development through orientation	3.49	0.65	ML
9	Providing support for teachers to attend workshops, to enhance their skills	3.31	0.62	ML
10	Rotating teachers’ in their job so as to improve their administrative effectiveness	3.50	0.63	HL
Grand Mean		3.43	0.64	ML

Table 3 presented a mean ratings which ranged from 3.23 to 3.64, with standard deviations between 0.61 and 0.66, indicating moderate agreement among respondents. The highest mean (3.64) relates to creating opportunities for teachers to acquire new skills through conferences, while the lowest (3.23) pertains

to encouraging teachers to pursue advanced degrees. The grand mean of 3.43 (SD = 0.64) suggests a moderate level of professional development leadership quality, implying that principals promote teacher growth and development but need to increase support for advanced professional learning.

Research Question 4: What is the level of principals' integrity leadership quality in Post Basic Schools in Adamawa State, Nigeria?

Table 4: Mean and Standard Deviation of Level of Principals' Integrity Leadership Quality in Post Basic Schools

S/N	Item (n = 671)	Mean	S. D	Remark
1	Demonstrates honesty in all decision-making processes	3.40	0.63	ML
2	Consistently acts in accordance with strong ethical principles, even in difficult situations	3.76	0.62	HL
3	Upholds fairness and impartiality when addressing issues involving staff or students	3.40	0.64	ML
4	Takes responsibility for their actions, especially when mistakes are made, and works to correct them	3.50	0.64	HL
5	Adheres strictly to school policies, setting a positive example for the school community	3.56	0.62	HL
6	Promotes a culture of integrity by addressing unethical behavior among staff/students within the school premises	3.46	0.64	ML
7	Communicates openly about trending instructional challenges of the 21 st century with teachers for improved performance	3.43	0.62	ML
8	Ensures all staff members are held accountable to the same ethical/ professional standards	3.56	0.63	HL
9	Takes proactive measures to prevent unethical conduct to address concerns regarding integrity promptly	3.35	0.63	ML
10	Creates opportunities for staff to engage in discussions about ethical issues, fostering a school culture based on integrity	3.70	0.63	HL
	Grand Mean	3.51	0.63	HL

The results of analysis in Table 4 show that the mean scores ranged from 3.35 to 3.76, with standard deviations between 0.62 and 0.64, showing moderate agreement among respondents. The highest mean (3.76) corresponds to acting with strong ethical principles, while the lowest (3.35) reflects

preventive action against unethical behavior. The grand mean of 3.51 (SD = 0.63) indicates a high level of integrity leadership quality, suggesting that principals demonstrate honesty, accountability, and fairness in their administrative duties.

Research Question 5:What is the level of teachers’ productivity in Post Basic Schools in Adamawa State, Nigeria?

Table 5: Mean and Standard Deviation of Level of Teachers’ Productivity in Post Basic Schools

S/N	Item (n = 671)	Mean	S. D	Remark
1	Delivers high-quality, engaging lessons that cater to students' learning needs through adequate lesson plan planning	3.59	0.68	HL
2	Assesses students’ progress accurately by using assessment data to improve instructional practices	3.61	0.63	HL
3	Maintains classroom discipline effectively by creating a conducive learning environment	3.73	0.63	HL
4	Promotes an inclusive learning environment that encourages student engagement through active participation	3.48	0.68	ML
5	Demonstrates a high level of commitment to continuous professional development	3.73	0.64	HL
6	Collaborates effectively with colleagues by sharing resources	3.62	0.65	HL
7	Actively participates in school activities beyond the classroom, contributing to the development of the school community	3.77	0.66	HL
8	Uses effective classroom management techniques to ensure productive teaching-learning process	3.74	0.66	HL
9	Demonstrates responsibility in fulfilling administrative duties (such as grading, record-keeping, etc).	3.83	0.62	HL
10	Continuously seeks feedback from students so as to refine instructional approaches improved teaching effectiveness	3.61	0.67	HL
	Grand Mean	3.67	0.65	HL

The results of analysis in Table 5 indicate mean scores ranging from 3.48 to 3.83, with standard deviations between 0.62 and 0.68, reflecting high consistency. The highest mean (3.83) was for teachers’ responsibility in administrative duties, while the lowest (3.48) pertained to promoting inclusive learning

environments. The grand mean of 3.67 (SD = 0.65) signifies a high level of teachers’ productivity, showing that teachers in post-basic schools in Adamawa State are highly committed, effective, and engaged in enhancing student learning outcomes.

Ho₁: Principals' supervisory competence does not significantly predict teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria.

Table 6a: ANOVA Results of Principals' Supervisory Competence as Predictor of Teachers' Job Productivity in Post Basic Schools

Model		Sum Squares	of df	Mean Square	F	Sig.
1	Regression	23.565	1	23.565	139.502	.000 ^b
	Residual	33.784	200	.169		
	Total	57.349	201			

a. Dependent Variable: Teacher's Job Productivity

b. Predictors: (Constant), Principals' Supervisory Competence

The ANOVA result in Table 6a shows that principals' supervisory competence significantly predicts teachers' job productivity in post-basic schools in Adamawa State. The computed $F(1, 200) = 139.502$, $p < 0.05$, indicates that the regression model is statistically significant. This means that

principals' supervisory competence contributes meaningfully to explaining the variance in teachers' job productivity. Therefore, the null hypothesis that principals' supervisory competence does not significantly predict teachers' job productivity is rejected.

Table 6b: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.641 ^a	.411	.408	.41100

a. Predictors: (Constant), Principals' Supervisory Competence

Table 6b reveals a correlation coefficient (R) of 0.641, which suggests a strong positive relationship between principals' supervisory competence and teachers' job productivity. The R^2 value of 0.411 indicates that 41.1% of the variance in teachers' job productivity is

explained by principals' supervisory competence, while the remaining 58.9% is due to other factors not included in the model. The adjusted R^2 of 0.408 further confirms the reliability of the model.

Table 6c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.332	.200		6.656	.000
	Principals' Supervisory Competence	.678	.057	.641	11.811	.000

a. Dependent Variable: Teacher's Job Productivity

As presented in Table 6c, the unstandardized coefficient (*B*) of 0.678 and standardized beta of 0.641 indicate that a unit increase in principals' supervisory competence leads to a corresponding 0.678 increase in teachers' job productivity. The *t*-value of 11.811 is

significant at $p < 0.05$, suggesting that supervisory competence has a significant positive effect on teachers' productivity. This implies that effective supervision by principals enhances teachers' performance in schools.

H₀₂: Principals' communication competence does not significantly predict teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria.

Table 7a: ANOVA Results of Principals' Communication Competence as Predictor of Teachers' Job Productivity in Post Basic Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.901	1	25.901	164.720	.000 ^b
	Residual	31.448	200	.157		
	Total	57.349	201			

a. Dependent Variable: Teacher's Job Productivity

b. Predictors: (Constant), Principals' Communication Competence

Table 7a reveals that principals' communication competence significantly predicts teachers' job productivity in post-basic schools. The analysis shows $F(1, 200) = 164.720$, $p < 0.05$, confirming that the

regression model is significant. This implies that principals' ability to communicate effectively has a strong influence on the productivity of teachers in their schools.

Table 7b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.672 ^a	.452	.449	.39654

a. Predictors: (Constant), Principals' Communication Competence

The model summary in Table 7b shows an *R* value of 0.672, denoting a strong positive correlation between principals' communication competence and teachers' job productivity. The *R*² value of 0.452 indicates that 45.2% of the variation in teachers'

productivity is explained by principals' communication competence, while the remaining 54.8% is due to other variables outside the model. The adjusted *R*² value of 0.449 confirms that the model provides a good fit to the data.

Table 7c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.346	.183		7.338	.000
	Principals' Communication Competence	.649	.051	.672	12.834	.000

a. Dependent Variable: Teacher's Job Productivity

Table 7c shows an unstandardized coefficient (*B*) of 0.649 and a standardized beta of 0.672, which means that a one-unit increase in communication competence increases teachers' job productivity by 0.649 units. The

t-value of 12.834 with $p < 0.05$ indicates a statistically significant relationship. This result implies that principals who communicate effectively tend to foster greater teacher motivation, collaboration, and productivity.

H₀₃: Principals' professional development leadership quality does not significantly predict teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria.

Table 8a: ANOVA Results of Principals' Professional Development Leadership Quality as Predictor of Teachers' Job Productivity in Post Basic Schools

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.078	1	30.078	220.585	.000 ^b
	Residual	27.271	200	.136		
	Total	57.349	201			

a. Dependent Variable: Teacher's Job Productivity

b. Predictors: (Constant), Principals' Professional Development Leadership Quality

Table 8a shows that principals' professional development leadership quality significantly predicts teachers' job productivity. The analysis yields $F(1, 200) = 220.585$, $p < 0.05$, indicating that the model is statistically

significant. This implies that principals' leadership in promoting professional development contributes meaningfully to teachers' performance improvement.

Table 9b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 ^a	.524	.522	.36926

a. Predictors: (Constant), Principals' Professional Development Leadership Quality

The model summary in Table 9b reports an R value of 0.724, indicating a very strong positive relationship between principals' professional development leadership quality and teachers' job productivity. The R^2 value of

0.524 shows that 52.4% of the variance in teachers' productivity is explained by this variable, with an adjusted R^2 of 0.522, demonstrating that the model fits the data well.

Table 9c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.078	.177		6.105	.000
	Principals' Professional Development Leadership Quality	.755	.051	.724	14.852	.000

a. Dependent Variable: Teacher's Job Productivity

Table 9c shows an unstandardized coefficient (*B*) of 0.755 and a standardized beta of 0.724. This means that a unit increase in principals' professional development leadership quality increases teachers' job productivity by 0.755 units. The *t*-value of 14.852 is significant at *p* .

< 0.05, confirming a strong positive influence. This finding implies that principals who encourage and facilitate professional growth among teachers significantly enhance their productivity

Ho₄: Principals' integrity leadership quality does not significantly predict teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria.

Table 10a: ANOVA Results of Principals' Integrity Leadership Quality as Predictor of Teachers' Job Productivity in Post Basic Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.350	1	24.350	147.575	.000 ^b
	Residual	33.000	200	.165		
	Total	57.349	201			

a. Dependent Variable: Teacher's Job Productivity

b. Predictors: (Constant), Principals' Integrity Leadership Quality

Table 10a shows that principals' integrity leadership quality significantly predicts teachers' job productivity in post-basic schools. The regression model yielded $F(1, 200) = 147.575$, $p < 0.05$, indicating a statistically significant relationship. This result

suggests that principals' honesty, transparency, and ethical conduct contribute meaningfully to teachers' job productivity. Therefore, the null hypothesis that integrity leadership quality does not significantly predict teachers' job productivity is rejected.

Table 10b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.652 ^a	.425	.422	.40620

a. Predictors: (Constant), Principals' Integrity Leadership Quality

The model summary in Table 10b shows an *R* value of 0.652, which indicates a strong positive correlation between principals' integrity leadership quality and teachers' job productivity. The *R*² value of 0.425 means that 42.5% of the variation in teachers' job

productivity can be attributed to principals' integrity leadership quality, while 57.5% is explained by other factors. The adjusted *R*² of 0.422 confirms the consistency and validity of the model.

Table 10c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.248	.202		6.192	.000
	Principals' Integrity Leadership Quality	.682	.056	.652	12.148	.000

a. Dependent Variable: Teacher's Job Productivity

As presented in Table 10c, the unstandardized coefficient (*B*) of 0.682 and standardized beta of 0.652 indicate that a one-unit increase in principals' integrity leadership quality leads to a 0.682-unit increase in teachers' job productivity. The *t*-value of 12.148, significant

at $p < 0.05$, shows that integrity leadership has a strong positive effect on teachers' performance. This suggests that principals who demonstrate integrity encourage trust, motivation, and commitment among teachers.

H₀₅: Principals' managerial competencies (supervision and communication) do not predict teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria.

Table 11a: ANOVA Results of Principals' Managerial Competencies as Predictors of Teachers' Job Productivity in Post Basic Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.694	2	8.174	65.308	.000 ^b
	Residual	24.655	199	.125		
	Total	57.349	201			

a. Dependent Variable: Teacher's Job Productivity

b. Predictors: (Constant), Principals' Communication Competence, Principals' Supervisory

The ANOVA result in Table 11a shows that principals' managerial competencies (supervision and communication) jointly predict teachers' job productivity in post-basic schools. The result indicates $F(2, 199) = 65.308$, $p < 0.05$, signifying that the combined

effect of these managerial competencies significantly influences teachers' job productivity. This means that effective management practices by principals contribute meaningfully to improving teachers' performance.

Table 11b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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1	.755 ^a	.570	.561	.35377
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a. Predictors: (Constant), Principals' Communication Competence, Principals' Supervisory Competence

Table 11b shows a correlation coefficient (R) of 0.755, indicating a very strong relationship between principals' managerial competencies and teachers' job productivity. The R^2 value of 0.570 means that 57% of the variance in teachers' job productivity is explained by

principals' managerial competencies, while the remaining 43% is attributed to other factors. The adjusted R^2 of 0.561 further confirms that the model fits the data well and is a reliable predictor of teachers' job productivity

Table 11c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.679	.189		3.593	.000
	Principals' Supervisory Competence	.190	.076	.180	2.500	.013
	Principals' Communication Competence	.217	.075	.225	2.906	.004

a. Dependent Variable: Teacher's Job Productivity

From Table 11c, all the predictors—supervisory competence ($\beta = 0.180$, $p < 0.05$), decision-making competence ($\beta = 0.266$, $p < 0.05$), communication competence ($\beta = 0.225$, $p < 0.05$) significantly predict teachers' job productivity. The result indicates that

communication contributed the highest to the prediction, followed by supervisory competence. This implies that principals who combine these managerial skills effectively are more likely to achieve higher levels of teacher productivity.

H₀₆: Principals' leadership qualities (professional development and integrity leadership quality) do not predict teachers' job productivity in Post Basic Schools in Adamawa State, Nigeria.

Table 12a: ANOVA Results of Principals' Leadership Qualities as Predictors of Teachers' Job Productivity in Post Basic Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.235	2	8.309	67.877	.000 ^b
	Residual	24.114	199	.122		

Total	57.349	201
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a. Dependent Variable: Teacher's Job Productivity

b. Predictors: (Constant), Principals' Integrity Leadership Quality, Principals' Professional Development Leadership Quality

The ANOVA result in Table 12a reveals that principals' leadership qualities (professional development and integrity leadership quality) jointly predict teachers' job productivity in post-basic schools. The result shows $F(2, 199)$

$= 67.877, p < 0.05$, indicating that the model is statistically significant. This implies that the combined influence of these leadership qualities has a meaningful impact on teachers' job productivity.

Table 12b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761 ^a	.580	.571	.34987

a. Predictors: (Constant), Principals' Integrity Leadership Quality, Principals' Professional Development Leadership Quality

The model summary in Table 12b shows an R value of 0.761, denoting a very strong correlation between principals' leadership qualities and teachers' job productivity. The R^2 value of 0.580 indicates that 58% of the variation in teachers' productivity is explained

by the combined effect of the principals' leadership qualities. The adjusted R^2 of 0.571 suggests that the model is both stable and reliable for predicting teachers' job productivity.

Table 12c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	.745	.184		4.056	.000
	Principals' Professional Development Leadership Quality	.401	.086	.384	4.660	.000
	Principals' Integrity Leadership Quality	.126	.081	.121	1.552	.122

a. Dependent Variable: Teacher's Job Productivity

As shown in Table 12c, professional development leadership quality ($\beta = 0.384, p <$

0.05), significantly predict teachers' job productivity, while integrity leadership quality

($\beta = 0.121$, $p > 0.05$) does not. This implies that principals who emphasize professional growth with teamwork significantly enhance teachers' job productivity, while integrity leadership alone does not have a statistically significant effect when other leadership qualities are considered together.

Summary of Major Findings

The following are the findings of the study.

1. The findings of the study reveal that principals demonstrated a moderate level of supervisory competence (grand mean = 3.41, SD = 0.63). The test for the hypothesis further show that supervisory competence significantly predicted teachers' job productivity, $F(1, 200) = 139.502$, $p < 0.05$, with a correlation coefficient of $R = 0.641$ and $R^2 = 0.411$.
2. The finding of the study also reveals that principals exhibited a moderate level of communication competence (grand mean = 3.23, SD = 0.67). This variable significantly predicted teachers' productivity, $F(1, 200) = 164.720$, $p < 0.05$, with $R = 0.672$ and $R^2 = 0.452$.
3. The findings of the study also reveal that principals possessed a moderate level of professional development leadership quality (grand mean = 3.43, SD = 0.64), which strongly predicted teachers' productivity, $F(1, 200) = 220.585$, $p < 0.05$, with correlation coefficient $R = 0.724$ and $R^2 = 0.524$.
4. The finding of the study further reveals that principals exhibited a high level of integrity leadership quality (grand mean = 3.51, SD = 0.63). Integrity leadership quality significantly predicted teachers' productivity, $F(1, 200) = 147.575$, $p < 0.05$, with $R = 0.652$ and $R^2 = 0.425$.
5. More so, the finding of the study reveals that teachers displayed a high level of productivity (grand mean = 3.67, SD = 0.65). The results show that principals' managerial competencies—comprising supervision and communication, jointly predicted teachers'

productivity, $F(2, 199) = 65.308$, $p < 0.05$, with $R = 0.755$ and $R^2 = 0.570$.

6. Finally, the findings of the study reveal that principals' leadership qualities—specifically professional development significantly predicted teachers' productivity, $F(2, 199) = 67.877$, $p < 0.05$, with $R = 0.761$ and $R^2 = 0.580$.

Discussion of Findings

The finding that principals demonstrated a moderate level of supervisory competence, which significantly predicted teachers' job productivity, underscores the importance of effective instructional supervision in educational leadership. Supervision remains one of the most essential managerial roles in ensuring that teachers perform effectively in line with school goals and standards. This result aligns partially with earlier studies such as Olawale (2024) and Hamsu (2022), who established that principals' supervisory competence significantly enhanced teachers' job performance. Their findings confirm that supervision serves as a critical feedback and support mechanism that helps teachers refine their instructional practices, leading to improved student outcomes. Similarly, Odwor and Thinguri (2023) found that principals' supervision of teachers' professional records and instructional documents had a strong influence on teacher effectiveness in Kenya, emphasizing that structured and consistent monitoring contributes to improved classroom delivery.

The finding that principals exhibited a moderate level of communication competence, which significantly influenced teachers' productivity, reinforces the centrality of communication in school leadership. Effective communication fosters mutual understanding, team cohesion, and a positive school climate, which are crucial for motivating teachers and aligning them with institutional objectives. This finding is supported by Okekeocha and Gilbert (2024), who reported a strong correlation between principals' communication competence and teachers' job performance in Anambra State, Nigeria. Similarly, Muyanga and Phiri (2021) found that effective communication among school

leaders in Zambia significantly improved the performance of subordinates, demonstrating that open and transparent communication encourages trust and accountability.

The finding that principals demonstrated a moderate level of professional development leadership quality, which strongly influenced teachers' productivity, points to the growing recognition of the principal's role as a catalyst for teacher growth and continuous learning. Professional development leadership involves mentoring, organizing capacity-building programs, encouraging collaboration, and fostering a culture of lifelong learning among teachers. This finding is consistent with Yousaf et al. (2018), who discovered that principals' staff development practices positively correlated with teachers' job performance and professional growth, especially in female-dominated schools. Similarly, Odu-Dikoro (2022) and Rachmawati and Suyatno (2021) found that principals' managerial competencies—including leadership for professional development—enhanced teacher effectiveness, satisfaction, and organizational commitment.

The finding that principals demonstrated a moderate level of integrity leadership quality, which strongly influenced teachers' productivity, underscores the transformative role of school leaders in fostering teachers' continuous growth. This finding agrees with that of Shuaibu and Beri (2019) who found out that leaders' integrity has impact on workplace and the measures for explaining leaders' integrity is perception of employees which is strongly influencing effectiveness of teachers. It was concluded that integrity and accountability are social values connected with human which enable one to differentiate what is right from wrong. This finding corroborates with that of Malingkas *et al.* (2018) whose study revealed the integrity of a principal can also have an effect on her/his performance in school; and then there were noteworthy effects of the servant leader approach and integrity working simultaneously to improve the performance of the principal. This study shows how servant leader and integrity can support a positive impact on principal performance.

Overall, the findings of this study largely agree with previous empirical evidence across Nigeria, Kenya, Indonesia, Pakistan, and the Philippines. The results affirm that principals' managerial and leadership competencies—particularly supervision, communication, professional development, and integrity are vital predictors of teacher productivity. Discrepancies noted in a few studies (e.g., Murod & Shohib, 2022; Go & Eslabon, 2024) may be linked to contextual or cultural variations. The overarching implication is that effective school leadership remains indispensable for achieving sustained teacher performance and quality education.

Conclusion

From the generalization of findings, it can be concluded that the productivity of teachers is largely influenced by the combined effect of principals' managerial competencies and leadership qualities. A principal who is competent in supervision, communication, who also exhibits strong qualities in professional development, and integrity, creates an enabling environment that enhances teachers' motivation and performance.

Recommendations

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

1. The Ministry of Education should organize periodic workshops and mentorship programmes to enhance principals' supervisory skills, focusing on classroom observation, feedback delivery, and instructional support to improve teacher performance.
2. School administrators should be trained on effective interpersonal and organizational communication strategies to foster open dialogue, transparency, and mutual understanding among staff.
3. Principals should prioritize teachers' continuous professional development by facilitating access to seminars, conferences, and training that promote instructional excellence and career growth.

4. School authorities should sustain and reinforce ethical leadership practices by recognizing and rewarding principals who demonstrate transparency, fairness, and accountability in their management roles.
5. The education sector should institutionalize performance appraisal systems that link teacher productivity with principals' managerial effectiveness, ensuring continuous improvement and accountability.
6. Policymakers should integrate leadership development courses into principal certification and promotion requirements to strengthen leadership qualities that directly enhance teacher performance and school outcomes.

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