



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

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Abstract

The study examined principals' managerial competencies as predictors of teachers' job satisfaction in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study consist 8,187 teachers comprising 1,500 males and 6,687 females in 269 public secondary schools in the six education zones in Anambra State. The sample of 819 teachers was used for the study. Multistage sampling techniques comprising proportionate stratified and simple random sampling techniques were used for the study. Three instruments were used for data collection: Principals' Managerial Competencies Questionnaire (PMCQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instruments were subjected to face and construct validation. The face validation was done using three experts while construct validation was carried out by Principal Component Analysis (PCA) with the help SPSS v.26 and the result showed that construct validity was met. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficients were established at 0.81 for PMCQ and 0.86 for TJSQ. Simple linear regression statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance. The findings of the study revealed that principals' communication and instructional leadership competency positively and significantly predicted teachers' job satisfaction in public secondary schools in Anambra State. The study concluded that principals' application of managerial competencies for effective management of public secondary schools positively and significantly predicted teachers' job satisfaction in Anambra State. Based on the findings, the study recommended that Anambra State Education Commission should ensure that only teachers who possess relevant competencies are appointed as principals. This will help maintain crop of principals who are capable of inspiring teachers' commitment and satisfaction in public secondary schools in Anambra State.

Keywords: *Principals' Managerial Competencies, Teachers' Job Satisfaction, Instructional Leadership, Communication Competency*



Introduction

The quest for survival and make ends meet motivates individuals to work and desires to fulfill their unending needs, so as to live a comfortable life. This act compels man to join an organization where he hopes to get the means of satisfying these insatiable needs. The organization in return, provide all sorts of benefits to boost the morale of their employee and this is seen in the extent to which employees' needs are met or satisfied and the extent to which the employees perceive that satisfaction from their job. Ezeaku and Obi (2025) noted that school providing empowerment for teachers could serve as job satisfaction of teachers.

The relevance of teachers' job satisfaction is vital for a long term growth and development of any educational system around the world. Therefore, Manafa and Adinna (2023) argued that, it is an undeniable fact that the future of school's business depends upon the effectiveness and satisfaction level of its teachers. Dissatisfied teachers cause immediate problems to their school, thus better conditions of service for teachers could be an important vehicle for improving teachers' and students' performance and achieving national educational goals. Adinna et al. (2024) noted that the perceived unsatisfactory work conditions of school teachers in Nigeria seem to be endemic. Teachers often complain that they are not part of the decision-making process in their school, these unsatisfactory conditions according to Ezeaku and Uketui (2024) result to low teachers' job satisfaction as most often proffered by teachers themselves include: delayed salaries, ineffective staff meeting, poor salaries, lack of motivation, hike in fuel pump price, communication gap, favouritism, discrimination, unavailability of teaching resources, unhealthy working environment, lack of professional autonomy, political interference among others. The effect of these on teaching/ learning process according to Ohamobi and Osegbue (2025) include lack of enthusiasm for the job, teachers' absenteeism, teachers' stress, poor students' performance, leaving the profession suddenly in search of greener pastures and inefficiency on the part of teachers.

Teachers' job satisfaction is considered as teacher's emotional response to their job or teaching role. It is a subjective evaluation of how much teachers like their job. It is a situation whereby teachers feel happy, motivated and continue to demonstrate commitment in pursuit to set school objectives and goals. Adinna and Onyekwelu (2021) stated that teachers who are satisfied with their job will be cooperative and motivated while those who are dissatisfied will be inclined to have low quality output, be absent from work, invoke grievance procedures or, even leave the organization. The level of job satisfaction of teachers is affected by intrinsic and extrinsic factors, the relationships with the work group and degree to which individuals succeed or fail in their work. The level of teachers' job satisfaction is likely to be high, if there is good application of principals' managerial competencies in the school.

Contextually, the researcher defined teachers' job satisfaction as a teacher's emotional response to their job or teaching role. It is a subjective evaluation of how much teachers like their job. It is the level of contentment teachers feel with their job. Teachers who are satisfied with their job will be



cooperative and motivated while those who are dissatisfied will be inclined to have low quality output, be absent from work, invoke grievance procedures or even leave the school. The level of teachers' job satisfaction is likely to be high, if there is good application of principals' managerial competencies in school.

The managerial competencies are the possession of necessary skills and capabilities to effectively control and utilize the available resources for achieving educational objectives. There are essential managerial competencies required by managers of educational institution. Eziuzo et al. (2024) outlined principals' managerial competencies as follow: decision-making competency, organizing competency, disciplinary competency and communication competency. Similarly, Obiekwe et al. (2024) listed principals' managerial competencies to include: leadership competency, supervisory competency and communication competency. Ibezim (2024) defined principals' managerial competencies as the professional skills that could be applied by school principals to organize, coordinate, control and administer school human and materials resources to realize the school's objectives.

Principals' managerial competencies are the abilities of principals to properly direct and control the activities of teachers to achieve desirable results. Eze (2024) submitted that principals' managerial competencies are the abilities of the school principals to complete tasks using relevant skills and attitudes necessary to the job. It contributes to a school's productivity, as they are necessary for managing staff toward achieving set school goals. Katz as cited in Ugwu and Okoye (2024) expressed that managerial competencies includes discipline and relational abilities like correspondence, influences, designations and inspiration of staff in the school. They distinguished three managerial competencies abilities fundamental for management to include specialized, human and applied. Specialized abilities includes the how principal might interpret the work and individuals who work under him, the human abilities include how much the head to interface with individuals while the applied abilities manages plan of thoughts and complex circumstances.

Contextually, the researcher viewed principals' managerial competencies as those skills applied by principals in the process of carrying out administrative functions to achieve set objectives of the school. The skills involved financial control, effective communication, monitoring and evaluating of activities of teachers to ensure they in line with the goals of the school. It is also the knowledge, skills, and abilities that principals need to effectively oversee and manage the affairs of school. In this study, principals' managerial competencies were delimited to communication and instructional leadership competency.

Communication is managerial competency required of school principals to ensure effective and timely exchange of information for the achievement of stated educational goals. Onyekwelu (2024a) defined communication as the act of converging information, feelings, instruction, opinions, facts and





advice accurately from one person to another or group of people. Communication means an exchange of information and messages between one or two individuals. The principals as the chief administrators can apply communication competency to ensure smooth interactions and exchange of ideas in the school. Obi et al. (2024) noted that principals' competencies are related to skills and abilities for disseminating information and understanding feelings or thoughts among persons. Ughamadu et al. (2024) stated that if principals are fluent in communication competency, they will become successful in providing timely information that meets the need and expectations of educational stakeholders. Communication competency includes verbal, non-verbal, listening and feedback competencies. The ability of the principal to communicate effectively is a gateway to good instructional leadership.

Instructional leadership is the act of influencing, leading and directing teachers to improving teaching and learning. According to Okaforcha and Ifediorah Okeke (2019) and ifediorah Okeke (2023) disclosed that instructional leaders focus on three primary roles: defining the school's mission, managing the curriculum and instruction, and promoting a positive learning environment. Ezeaku and Ugwunwangwu (2021) defined instructional leadership as the type of leadership that is based on the principle of supporting teachers and giving them the opportunity to learn and grow to meet the different needs of students. It is the responsibility of principal to apply instructional leadership competency to promote teaching and learning. In line with this, Onyekwelu (2024b) noted that principals can effectively motivate teachers through joint decision-making, encouraging them to attend sponsored training programmes, treating them with respect, making available the facilities to them and recognizing their outstanding contributions in the school. Ezeaku (2025) noted that the role of instructional leadership extends beyond mere management; it encompasses a commitment to fostering an open school climate that prioritizes collaboration, accountability, and shared values among stakeholders. Instructional leadership competency could be applied by principals to make teachers satisfied and dedicated to discharging their duties in secondary schools. In the words of Okaforcha and Ezeigwe (2024), instructional leadership skill is the act of influencing, leading and directing teachers to improving teaching and learning. Hence, instructional leadership competency which involves appropriate application of planning, coordinating, controlling and supervising among others could help the principals to effectively discharge their administrative functions more effectively. Thus, poor application of principals' competencies could negatively trigger teachers to be low committed and dissatisfied with their job.

Sadly, it seems doubtful if principals in public secondary schools in Anambra State apply idealised competencies in order to make teachers happy and satisfied with their job. Some principals seem to fall short of right skills and knowledge which lead to underperformance in public secondary schools in Anambra State. Okaforcha and Nwabueze (2024) noted that some teachers tend to be discontented with teaching job which invariably affects their work behaviour in secondary schools



in Anambra State. Ibezim (2024) asserted that some teachers display undesirable behaviours such as absenteeism, lateness to school and truancy like engaging in other activities such as selling items in public secondary schools in Anambra State. Continuing, Ibezim added that some teachers seem to go classes at their convenient time with unprepared lesson note and plan and rarely cover scheme of work probably due to dissatisfaction with their job in public secondary schools in Anambra State. Ughamadu et al. (2024) added that lateness to duty, non-coverage of scheme of work, truancy, poor record keeping, irregular attendance to classes; all these indices reflect job dissatisfaction which without doubts which affects instructional activities in secondary schools in Anambra State. It is these unsatisfactorily state of affairs that prompted the researcher to examine principals' managerial competencies as predictors of teachers' job satisfaction in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to examine principals' managerial competencies as predictors of teachers' job satisfaction in public secondary schools in Anambra State. Specifically, the study sought to:

1. determine the predicative value of principals' communication competency on teachers' job satisfaction in public secondary schools in Anambra State.
2. ascertain the predicative value of principals' instructional leadership competency on teachers' job satisfaction in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of principals' communication competency on teachers' job satisfaction in public secondary schools in Anambra State?
2. What is the predictive value of principals' instructional leadership competency on teachers' job satisfaction in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Principals' communication competency does not significantly predict teachers' job satisfaction in public secondary schools in Anambra State.
2. Principals' instructional leadership competency does not significantly predict teachers' job satisfaction in public secondary schools in Anambra State.

Research method

The study was carried out in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a



correlational research design. The population of the study consist 8,187 teachers comprising 1,500 males and 6,687 females in 269 public secondary schools in the six education zones in Anambra State. The sample of 819 teachers was used for the study. Multistage sampling techniques comprising proportionate stratified and simple random sampling techniques were used for the study. Three instruments were used for data collection: Principals' Managerial Competencies Questionnaire (PMCQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instruments were subjected to face and construct validation. The face validation was done using three experts while construct validation was carried out by Principal Component Analysis (PCA) with the help SPSS v.26 and the result showed that construct validity was met. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficients were established at 0.81 for PMCQ and 0.86 for TJSQ. Out of 819 copies of the instrument administered, 779 copies representing 95% of the instrument were correctly completed and returned. Simple linear regression statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

Data Analysis

Research Question 1: What is the predictive value of communication competency on teachers' job satisfaction in public secondary schools in Anambra State?

Table 1: Summary of simple regression analysis on the predictive value of communication competency on teachers' job satisfaction in public secondary schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β
Constant	34.572	4.204	
Communication competency	0.751	0.237	0.724
R	0.724		
R ²	0.637		
Adj. R ²	0.598		

The summary of the simple regression analysis as shown in Table 1 indicated that the regression line has a positive intercept as presented by the constant value of 34.572. This means that if all the variables are held constant or fixed (zero) at the expense of principals' communication competency, teachers' job satisfaction will be valued at 35%. The analysis also revealed that principals' communication competency has a positive predictive value on teachers' job satisfaction in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.724$). Furthermore, the standardized beta (β) was also valued of 0.724, meaning that principals' communication competency is a positive predictor of teachers' job satisfaction in public secondary schools in Anambra State. This implies that a unit increase in principals' communication competency leads to 0.724(72%) increase in teachers' job satisfaction in public secondary schools in Anambra State. The coefficient of determination (R^2) value of 0.637 indicated that the explanatory power of the variable was high. This implies that 64%





of the variations in teachers' job satisfaction in public secondary schools in Anambra State were accounted for by the variations in principals' communication competency. The adjusted R^2 supported the claim of the R^2 with a value of 0.598 indicating that 60% of the total variation in the dependent variable of teachers' job satisfaction was explained by the independent variable of principals' communication competency in public secondary schools in Anambra State.

Research Question Two: What is the predictive value of instructional leadership competency on teachers' job satisfaction in public secondary schools in Anambra State?

Table 2: Summary of simple regression analysis on the predictive value of instructional leadership competency on teachers' job satisfaction in public secondary schools in Anambra State

		Unstandardized	Std. Dev.	Standardized
		β	β	β
Constant		31.241	4.683	
Instructional leadership competency		0.727	0.285	0.703
R	0.703			
R^2	0.611			
Adj. R^2	0.579			

The summary of the simple regression analysis as shown in Table 2 indicated that the regression line has a positive intercept as presented by the constant value of 31.241. This means that if all the variables are held constant or fixed (zero) at the expense of principals' instructional leadership competency, teachers' job satisfaction will be valued at 31%. The analysis also revealed that principals' instructional leadership competency has a positive predictive value on teachers' job satisfaction in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.703$). However, the standardized beta (β) was also valued of 0.703, meaning that principals' instructional leadership competency is a positive predictor of teachers' job satisfaction in public secondary schools in Anambra State. This implies that a unit increase in the application of instructional leadership competency by principals leads to 0.703(70%) increase in teachers' job satisfaction in public secondary schools in Anambra State. The coefficient of determination (R^2) value of 0.611 indicated that the explanatory power of the variable was high. This implies that 61% of the variations in teachers' job satisfaction in public secondary schools in Anambra State were accounted for by the variations in principals' instructional leadership competency. The adjusted R^2 supported the claim of the R^2 with a value of 0.579 indicating that 58% of the total variation in the dependent variable of teachers' job satisfaction was explained by the independent variable of principals' instructional leadership competency in public secondary schools in Anambra State.



Test of Hypotheses

Hypothesis One

H₀₁: Communication competency does not significantly predict teachers' job satisfaction in public secondary schools in Anambra State.

Table 3: Test of significance of simple regression analysis on communication competency as significant predictor of teachers' job commitment in public secondary schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β	t- value	p- value
Constant	34.572	4.204		27.915	0.000
Communication competency	0.751	0.237	0.724	24.008	0.000
R	0.724				
R ²	0.637				
Adj. R ²	0.598				
F	48.203				0.000

The summary of the test of significance of simple regression analysis as shown in Table 3 revealed that the regression line is constant at 34.572; simple regression coefficient (R) is valued at 0.724 while the R² is valued at 0.637 and Adjust R² is valued at 0.598. The F-ratio associated with regression is significant at 48.203, the t-test is 27.915 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance at 0.05, the study therefore rejected the null hypothesis that principals' communication competency does not significantly predict teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that principals' communication competency does not significantly predict teachers' job satisfaction in public secondary schools in Anambra State.

Hypothesis Two

H₀₂: Instructional leadership competency does not significantly predict teachers' job satisfaction in public secondary schools in Anambra State.

Table 4: Test of significance of simple regression analysis on instructional leadership competency as significant predictor of teachers' job commitment in public secondary schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β	t- value	p- value
Constant	31.241	4.683		25.708	0.000
Instructional leadership competency	0.727	0.285	0.703	22.521	0.000
R	0.703				
R ²	0.611				
Adj. R ²	0.579				
F	42.174				0.000



The summary of the test of significance of simple regression analysis as shown in Table 4 revealed that the regression line is constant at 31.241; simple regression coefficient (R) is valued at 0.703 while the R^2 is valued at 0.611 and Adjust R^2 is valued at 0.579. The F-ratio associated with regression is significant at 42.174, the t-test is 25.708 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance at 0.05, the study therefore rejected the null hypothesis that principals' instructional leadership competency does not significantly predict teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that principals' instructional leadership competency does not significantly predict teachers' job satisfaction in public secondary schools in Anambra State.

Discussion of the Findings

Findings on the predictive value of principals' communication competency on teachers' job satisfaction in public secondary schools in Anambra State revealed that principals' communication competency exhibit a positive predictive value of 0.724 on teachers' job satisfaction in public secondary schools in Anambra State. This means that an increase in the application of principals' communication competency will bring about 72% increases in teachers' job satisfaction in public secondary schools in Anambra State. Thus, the positive prediction of principals' communication competency on teachers' job satisfaction means that increase in teachers' job satisfaction depends on the application of principals' communication competency in public secondary schools in Anambra State. The study also showed that principals' communication competency significantly predicted teachers' job satisfaction in public secondary schools in Anambra State. This result is in consonance with the findings of Odu-Dikoro (2023) that the communication competencies of principals is exhibited through providing clarity in direction and setting performance expectations for teachers to enable them understand their responsibilities could account for the strong relationship with their job commitment in secondary schools. Ezeaku and Uketiu (2024) noted that the rapport and trust which could be established through communication competence create a comfortable work environment that enhances the job commitment of teachers. In line with the study, Ibezim (2024) findings indicated that the communication competencies of principals which make them approachable and willing to listen attentively to teachers create a feeling of being heard and valued which significantly correlates with their job commitment in public secondary schools. Principals are required to communicate their ideas and plans about their school programmes to teachers to enable them to undertake their job effectively. A two-way communication system is required for both principals and teachers to facilitate teachers' job effectiveness. The finding is in line with Ughamadu et al. (2024) findings that through an effective communication system in school, teachers would be able to express themselves to the principals about their job assignments, working conditions and concerns regarding their professional growth. The similarities could be attributed to the fact that communication is part of the principal's administrative skill to establish a sound information network that keeps teachers informed about the progress and challenges facing a school.





Findings on the predictive value of principals' instructional leadership competency on teachers' job satisfaction in public secondary schools in Anambra State revealed that principals' instructional leadership competency exhibit a positive predictive value of 0.703 on teachers' job satisfaction in public secondary schools in Anambra State. This means that a unit improvement in the application of principals' instructional leadership competency will bring about 70% improvements in teachers' job satisfaction in public secondary schools in Anambra State. Thus, the positive prediction of principals' instructional leadership competency on teachers' job satisfaction means that improvement in teachers' job satisfaction depends on the application of principals' instructional leadership competency in public secondary schools in Anambra State. The study also revealed that principals' instructional leadership competency significantly predicted teachers' job satisfaction in public secondary schools in Anambra State. The finding is in line with Umeze (2023) findings that instructional leadership competency applied by principals for effective management of secondary schools include the ability to: plan school curriculum programmes based on national syllabus for schools, guide teachers in the use of instructional materials and inspect teachers' lesson notes. This finding is in consonance with that of Okekeocha and Gilbert (2024) who reported that principals have successfully implemented all the seven dimensions of instructional leadership such as: managing curriculum and instruction, promoting staff development and monitoring students' progress among others. Similarly, Okaforcha and Ezeigwe (2024) findings stated that principals' leadership skills positively and significantly influence the management of resources in public secondary schools in Anambra State. This finding disagrees with the report of Eze (2024) who found out that secondary school principals place more emphasis on their managerial and administrative duties at the expense of applying instructional leadership competency for improve teaching and learning. This also contradicts the finding of Edo and Bulopakaye (2024) who found that there was moderate level of school principals' engagement in the three dimensions of instructional leadership competency. This contradiction could be attributed to difference in geographical location. It is therefore very clear that principals' application of the core instructional leadership competency promote teaching and learning in school.

Conclusion

In line with the findings of the study, it was concluded that the principals apply managerial competencies for effective management of public secondary schools in Anambra State which positively and significantly predicted teachers' job satisfaction in public secondary schools in Anambra State.

Recommendations

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

1. Anambra State Education Commission should ensure that only teachers who possess relevant competencies are appointed as principals. This will help maintain crop of principals who are



capable of inspiring teachers' commitment and satisfaction in public secondary schools in Anambra State.

2. In order to improve the communication competencies, principals should continuously improve their knowledge about the barriers to communication, solutions to overcome these barriers and better listening ability in order to sustain the positive satisfaction of teachers in their job in public secondary schools in Anambra State.

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