



**PRINCIPALS' MANAGERIAL COMPETENCIES AS PREDICTORS OF
TEACHERS' JOB COMMITMENT IN SECONDARY SCHOOLS IN ANAMBRA
STATE**

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Abstract

This study investigated principals' managerial competencies as predictors of teachers' job commitment in secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The predictive correlational research design was adopted for the study. All 275 Principals of public secondary schools in Anambra State were used for the study. Two questionnaires titled Principals' Managerial Competency Questionnaire (PMCQ) and Teachers' Job Commitment Questionnaire (TJCQ) were used to collect data for the study. The instruments were validated by two experts from the Department of Educational Management and Policy and one expert from the Department of Educational Foundation (Measurement and Evaluation) all in the Faculty of Education, Nnamdi Azikiwe University. Internal consistency of the instruments was determined using Cronbach's Alpha method and coefficients of 0.81, 0.74 and 0.76, were obtained for PMCQ with overall reliability coefficient of 0.77. The reliability coefficient of TJCQ was 0.81. Data were analyzed using linear and multiple regression analyses. P-value was used to determine the significance of prediction at 0.05 significant level. The findings revealed that principals' supervisory, decision making and personnel management competency strongly and significantly predict teachers' job commitment in secondary schools in Anambra state. Based on the findings, the researchers recommended among others that Ministry of Education and Post Primary Schools Service Commission should organize regular workshops, seminars, and professional development programmes for principals on instructional supervision, personnel management and participatory decision-making to enhance their managerial competencies and improve teachers' job commitment, principals should involve teachers in decision-making processes, maintain cordial interpersonal relationships, recognize teachers' efforts, and ensure fairness in school administration. Such democratic and supportive leadership practices will promote teachers' morale, cooperation, and commitment to duty.

Keywords:

Introduction

For nations to attain sustainable development and compete favourably in the global community, the availability of competent manpower in adequate quantity and quality is indispensable. Education remains the most potent instrument for developing this

manpower, and teachers occupy a central position in the educational enterprise. As implementers of educational policies, teachers translate national aspirations into concrete learning outcomes through classroom instruction, assessment, discipline, and the transmission of societal values. In this regard, Obiekwe, Egboka and Obiekwe (2024), aptly describes the teacher as a vital instrument of learning whose effectiveness largely determines the success of the school system. While teachers play this strategic role, the effectiveness with which they discharge their professional responsibilities depends not only on their pedagogical competence but also on the extent of their commitment to the school as an organisation.

Teachers' job commitment represents a critical psychological bond that motivates teachers to invest their energy, loyalty, and expertise in the pursuit of school goals. Teachers' job according to Ironkwe, Okechukwu, Obiekwe, Eziamaka and Mokwe (2025) refers to the level of dedication, engagement, and sense of responsibility that teachers have towards their professional role of instructional planning and delivery. Commitment, according to Ebiem (2023), is the process through which individuals willingly devote their loyalty and effort to a social system. Within the school context, teachers' commitment reflects their emotional attachment, identification, and involvement in the school. It is characterised by acceptance of school goals and values, willingness to exert effort on behalf of the school, and a strong desire to remain a member of the school. Similarly, Obiekwe (2019) conceptualised teachers' commitment as the psychological identification of teachers with their school, coupled with sustained interest in school affairs and the intention to maintain membership.

The importance of teachers' job commitment lies in its strong link with school effectiveness and overall educational outcomes. Teachers who are highly committed perceive themselves as integral members of the school, demonstrate strong loyalty, and work diligently toward the achievement of institutional goals. Such teachers regard the success or failure of the school as a personal concern and strive to perform their duties conscientiously. In contrast, teachers with low levels of commitment tend to display weak attachment to the school, absenteeism, lateness, minimal effort, and a tendency to prioritise personal interests over collective school goals. These behaviours adversely affect instructional quality, school discipline, and students' academic performance.

Given the centrality of teachers' commitment to school success, scholarly attention has increasingly shifted toward organisational and leadership factors that can enhance or diminish teachers' commitment. Within the school system, the principal occupies a strategic position as the chief executive and instructional leader. Principals are entrusted with the responsibility of coordinating human and material resources and creating an enabling school climate that motivates teachers to remain committed to their professional duties. The extent to which principals can fulfil these responsibilities effectively depends largely on their managerial competencies.

Competency refers to the integration of knowledge, skills, attitudes, values, and experiences required to perform tasks effectively. Obiekwe, Joseph and Madudili (2024) defined competency as the knowledge, skills, and abilities required for performing specific tasks and responsibilities in a particular job or profession. Osakwe (2016) described competency as the combination of tasks, skills, attitudes, and values that are critical to the successful management and coordination of school affairs. Building on this notion, managerial competencies are the capabilities that enable principals to perform administrative and leadership functions efficiently. Obi, Ogbunude, and Chukwudolue (2022) defined managerial competencies as the possession of requisite skills for effective management of school resources in ways that enhance teachers' productivity. Similarly, Eze (2024) described managerial competencies as the knowledge, skills, and abilities principals require to oversee and manage school affairs efficiently. Operationally, principals' managerial competencies encompass the knowledge, skills, attitudes, traits, and experiences applied in planning, organising, directing, and controlling school resources toward the attainment of predetermined educational goals.

Several scholars have identified different dimensions of principals' managerial competencies. Odu-Dikoro (2022) identified team-building, planning, interpersonal relations, supervision, motivation, and communication competencies, while Obiekwe, Joseph and Madudili (2024) emphasized supervision of instruction, staff personnel management, and communication competencies. Similarly, Martina, Hana and Jiri cited in Mojar and Depositario (2020) highlighted interpersonal relations, decision-making, analytical, empathy, and motivational competencies, whereas Muraina (2019) identified supervisory, communication, decision-making, personnel management, school facilities maintenance, planning, interpersonal relationship, and financial management competencies. These perspectives indicate that managerial competency is a multidimensional construct encompassing the knowledge, skills, and abilities required for effective school administration. Drawing from these scholarly views and in line with the objectives of the present study, emphasis is placed on supervisory competency, decision-making competency and personnel management competency because of their critical role in promoting teachers' job commitment.

Supervisory competency refers to the principal's ability to oversee instructional and non-instructional activities to ensure compliance with standards and improvement in teaching and learning. Supervision of instruction according to Obiekwe, Joseph and Madudili (2024) is the process by which principals adequately monitor the activities of teachers in the classrooms, advising and stimulating the interest of teachers and students through monitoring teachers' actual teaching, classroom management and the use of instructional materials. Effective supervision entails classroom observation, inspection of lesson plans, provision of instructional materials, and constructive feedback. Obi, Ogbunude, and Chukwudolue (2022) noted that principals who demonstrate effective supervisory competency are better positioned to positively influence teachers' commitment.

Decision-making competency is another vital managerial competency that could influence teachers' commitment. It entails the ability to identify problems, generate alternatives, evaluate options, and select the most appropriate course of action. Wordah and Ekwesianya (2020) described decision-making competency as the capacity to choose suitable actions to solve problems or exploit opportunities. Samancı and Mazlumoglu (2023) noted that effective decision-making promotes purposeful action and realistic evaluation of alternatives. This competency encompasses time management, emotional intelligence, analytical thinking, risk evaluation, and problem-solving confidence (Oredein and Opatunde, 2023). When principals demonstrate sound decision-making and involve teachers in the process, teachers are more likely to feel valued, motivated, and committed to school goals.

Closely related to decision-making is personnel management competency. Personnel management according to is the strategic approach to managing an organization's employees (Obiekwe, Joseph and Madudili, 2024). It involves the effective utilization of human resources to achieve organization's goals and objectives. Personnel management competency involves building and sustaining positive interpersonal relationships, delegating responsibilities, motivating staff, and fostering trust and cooperation. Eze (2024) described personnel management as the effective control and utilisation of manpower to achieve organisational objectives. Odu-Dikoro (2022) noted that principals who demonstrate strong personnel management competency create a climate of trust, cordiality, and confidence, which enhances teachers' morale and commitment to the school.

Despite the recognised importance of principals' managerial competencies, teachers' job commitment in public secondary schools in Anambra State appears to be declining. Studies have reported incidences of absenteeism, lateness to school, professional misconduct, and teachers' engagement in private businesses during official hours (Obi et al., 2022; Ughamadu et al., 2024). Ughamadu, Ezeaku, and Nwogbo (2024) attributed these undesirable behaviours partly to principals' incompetence in managing school affairs. Similarly, Okaforcha (2021) observed that some principals fail to adopt appropriate approaches to staff management, rarely recognise outstanding performance, and inadequately involve teachers in decision-making.

Furthermore, ineffective supervisory competency among some principals has been identified as a major concern in secondary schools. Ubogu (2020) reported that many principals do not adequately perform supervisory functions such as regular classroom visitation, monitoring instructional methods, reviewing teachers' lesson notes, and providing constructive feedback. The study further revealed that weak interpersonal relationships between supervisors and teachers reduce the effectiveness of instructional supervision, thereby limiting teachers' professional growth and commitment. Similarly, Ibezim (2024) found that principals' supervisory competence is significantly related to teachers' job commitment, implying that deficiencies in supervisory practices may weaken teachers' dedication to their responsibilities. It is against this backdrop that the present

study seeks to investigate principals' managerial competencies, particularly supervisory competency, decision-making competency and personnel management competency as predictors of teachers' job commitment in public secondary schools in Anambra State.

Statement of the Problem

Principals as instructional leaders and administrators of secondary schools, are expected to possess managerial competencies that support and guide teachers toward sustained job commitment. Through effective supervision, decision-making, and personnel management, principals are expected to create school environments that encourage teachers' dedication to their professional responsibilities. However, observations and reports suggest that this expectation is not consistently realised in many public secondary schools in Anambra State.

In some public secondary schools, principals appear to experience challenges in the effective application of key managerial competencies. These challenges have been associated with limited opportunities for continuous professional development, inadequate leadership support, and variations in administrative practices. Such conditions may contribute to weak supervision, limited staff involvement in decision-making and insufficient attention to teachers' professional and welfare needs. Consequently, some teachers tend to exhibit reduced job commitment, reflected in behaviours such as lateness, absenteeism, and declining enthusiasm for instructional duties. Given these concerns, there is a need for empirical evidence on how principals' managerial competencies predict teachers' job commitment in public secondary schools in Anambra State. This therefore necessitated the present study.

Purpose of the Study

The general purpose of the study is to determine principals' managerial competencies as predictors of teachers' job commitment in secondary schools in Anambra state. Specifically, this study will determine;

1. Principals' supervisory competency as predictor of teachers' job commitment in secondary schools in Anambra state.
2. Principals' decision-making competency as predictor of teachers' job commitment in secondary schools in Anambra state.
3. Principals' personnel management competency as predictor of teachers' job commitment in secondary schools in Anambra state.

Research Questions

The following research questions guided the study:

1. what is the predictive value of principals' supervisory competency on teachers' job commitment in secondary schools in Anambra state?
2. what is the predictive value of principals' decision-making competency on teachers' job commitment in secondary schools in Anambra state?

3. what is the predictive value of principals' personnel management competency on teachers' job commitment in secondary schools in Anambra state?

Hypotheses

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

1. Principals' supervisory competency does not significantly predict teachers' job commitment in secondary schools in Anambra state.
2. Principals' decision-making competency does not significantly predict teachers' job commitment in secondary schools in Anambra state.
3. Principals' personnel management competency does not significantly predict teachers' job commitment in secondary schools in Anambra state.

Method

The study adopted correlational research design. The study was conducted in public secondary schools in Anambra State. The population of the study comprised all the 275 principals of public secondary schools in the six education zones in Anambra State. All the principals were used for the study. Two researcher-structured instruments Principals' Managerial Competency Questionnaire (PMCQ) and Teachers' Job Commitment Questionnaire (TJCQ) were used for data collection. Face and content validity of the instruments were carried out by three lecturers; two in Educational Management Unit and one in Measurement and Evaluation Unit, all from the Faculty of Education, Nnamdi Azikiwe University Awka. Internal consistencies co efficient of 0.81, 0.80, and 0.82 were obtained for PMCQ and TJCQ respectively using Cronbach Alpha statistical method. On the spot delivery method was used by the researchers and five research assistants to administer copies of the instrument to the selected research participants in their respective schools. One copy of the questionnaire was lost and could not be used for the analysis. Only 274 copies out of the 275 copies administered were properly filled and retrieved and thus were used for data analysis. Simple linear and multiple linear regressions statistics (R) were used for data analysis. The p value was used to determine the significance of the prediction for all hypotheses. The decision rule was: a null hypothesis was not upheld where the calculated p-value was less than the stipulated level of significance (p-value) The reverse was the case where the calculated p value was greater than the stipulated level of significance (p-value >.05). All analyses were carried out using Statistical Package for Social Science (SPSS) Version 25.

Research Question 1: What is the predictive value of principals' supervisory competency on teachers' job commitment in secondary schools in Anambra state?

Table 1. Summary Table of Simple Regression Analysis with Principals' Supervisory Competency as Predictor of Teachers' Job Commitment in Secondary Schools in Anambra State

	R	R ²	Adj.R ²	B	SE B	β
Principals' Supervisory Competency	.77	.60	.60	.29	.13	.77
Teachers' Job Commitment				.04	.04	

The summary of simple regression analysis as shown in the above table indicates that principals' supervisory competency is a strong predictor of teachers' job commitment in secondary schools in Anambra state. This is shown by the regression coefficient ($R = .77$) and the coefficient of determination ($R^2 = .60$) which indicates that principals' supervisory competency explained 60% of the variance in teachers' job commitment.

Research Question 3: What is the predictive value of principals' decision-making competency on teachers' job commitment in secondary schools in Anambra state?

Table 3. Summary Table of Simple Regression Analysis with Principals' Decision-Making Competency as Predictor of Teachers' Job Commitment in Secondary Schools in Anambra State

	R	R ²	Adj.R ²	B	SE B	β
Principals' Decision Competency				.27	.08	
	.89	.79	.79			.89
Teachers' Job Commitment				.91	.02	

Table 3 indicates that principals' decision-making competency is a strong predictor of teachers' job commitment in secondary schools in Anambra state. This is shown by the regression coefficient ($R = .89$) and the coefficient of determination ($R^2 = .79$) which indicates that principals' supervisory competency explained 79% of the variance in teachers' job commitment.

Research Question 4: What is the predictive value of principals' personnel management competency and teachers' job commitment in secondary schools in Anambra state?

Table 4. Summary Table of Simple Regression Analysis with Principals' Decision-Making Competency as Predictor of Teachers' Job Commitment in Secondary Schools in Anambra State

	R	R ²	Adj.R ²	B	SE B	β
Principals' Personnel Management Competency				.46	.12	
	.78	.61	.61			.78
Teachers' Job Commitment				.88	.04	

Table 4 indicates that principals' personnel management competency is a strong predictor of teachers' job commitment in secondary schools in Anambra state. This is shown by the regression coefficient ($R = .78$) and the coefficient of determination ($R^2 =$

.61) which indicates that principals' supervisory competency explained 61% of the variance in teachers' job commitment.

Hypothesis 1: Principals' supervisory competency does not significantly predict teachers' job commitment in secondary schools in Anambra state.

Table 6: Summary of Significance of Simple Regression Analysis with Principals' supervisory competency as Predictor of principals' effectiveness in student personnel administration

Predictor	<i>R</i>	<i>R</i> ²	<i>F</i>	<i>p</i> -value	Decision
Principals' supervisory competency	.77	.60	409.479	.000	Significant

The summary of simple regression result displayed in Table 6 shows that principals' supervisory competency is a significant predictor of teachers' job commitment in secondary schools in Anambra state, $R = .77$, $F(1,266) = 409.47$ and $p\text{-value} < 0.05$. Since the obtained $p\text{-value}$ was less than stipulated 0.05 level of significance, the null hypothesis was rejected.

Hypothesis 3: Principals' decision-making competency will not significantly predict teachers' job commitment in secondary schools in Anambra state.

Table 8: Summary of Significance of Simple Regression Analysis with decision-making competency as Predictor of principals' effectiveness in student personnel administration

Predictor	<i>R</i>	<i>R</i> ²	<i>F</i>	<i>p</i> -value	Decision
Principals' Decision-Making Competency	.89	.79	1007.06	.000	Significant

The summary of simple regression result displayed in Table 8 shows that principals' decision-making competency is a significant predictor of teachers' job commitment in secondary schools in Anambra state, $R = .89$, $F(1,266) = 1007.06$ and $p\text{-value} < 0.05$. Since the obtained $p\text{-value}$ was less than stipulated 0.05 level of significance, the null hypothesis was rejected.

Hypothesis 4: Principals' personnel management competency will not significantly predict teachers' job commitment in secondary schools in Anambra state.

Table 9: Summary of Significance of Simple Regression Analysis with Principals' personnel management competency as Predictor of principals' effectiveness in student personnel administration

Predictor	<i>R</i>	<i>R</i> ²	<i>F</i>	<i>p</i> -value	Decision
Principals' Personnel Management Competency	.78	.61	428.44	.000	Significant

Table 9 shows that principals' personnel management competency is a significant predictor of teachers' job commitment in secondary schools in Anambra state, $R = .78$, $F(1,266) = 428.44$ and $p\text{-value} < 0.05$. Since the obtained $p\text{-value}$ was less than stipulated 0.05 level of significance, the null hypothesis was rejected.

Discussion of Results

Principals' supervisory competency as predictor of teachers' job commitment in Secondary Schools in Anambra state.

The findings of the study indicated that principals' supervisory competency is a strong and significant predictor of teachers' job commitment in secondary schools in Anambra state. This finding is not surprising because supervision is one of the most important managerial responsibilities of school principals. When principals effectively supervise teachers through classroom observation, mentoring, monitoring lesson preparation, encouraging instructional improvement, and providing professional support, teachers tend to develop a stronger sense of belonging, motivation, and dedication to their work. Effective supervision also creates accountability, improves interpersonal relationships within the school, and enhances teachers' confidence and morale, which ultimately strengthens job commitment. This finding agrees with Ibezim (2024) that a strong positive correlation existed between principals' supervisory competence and teachers' job commitment in public secondary schools in Anambra State. The study emphasized that principals who regularly supervise instructional activities, monitor teachers' performance, and provide guidance positively influence teachers' willingness to remain committed to their professional responsibilities.

Similarly, the present finding corroborates the study by Obiekwe, Ayodele and Madudile (2024) which revealed that principals' competence in supervision of instruction had a significant positive relationship with teachers' commitment. According to the study, teachers become more committed when principals actively supervise classroom instruction, assist teachers in solving instructional challenges, and ensure that educational

objectives are achieved through continuous monitoring and evaluation. The finding is equally consistent with the work of Okaforcha and Nwabueze (2024). Their study established that effective supervisory practices improve teachers' instructional effectiveness and work attitude. Although the study focused on job performance rather than commitment, performance and commitment are closely related because committed teachers are more likely to exhibit high productivity, punctuality, and dedication to duty. The study further stressed that supervision helps teachers improve professionally and creates a culture of accountability within schools.

The finding also aligns with the study by Muoto, Achukwudolue and Obi (2024) who found that principals' instructional leadership strategy positively and significantly relates to teachers' commitment to work in public secondary schools in Anambra State. Instructional leadership and supervisory competency are closely linked because instructional leadership involves supervising curriculum implementation, monitoring classroom teaching, and ensuring effective teaching practices. Their study showed that principals who actively supervise academic activities inspire teachers to become more committed to achieving school goals.

Principals' decision-making competency as predictor of teachers' job commitment in secondary schools in Anambra state.

Another finding of this study shows that principals' decision-making competency is a strong and significant predictor of teachers' job commitment in secondary schools in Anambra State. This finding indicates that the ability of principals to make timely, fair, participatory, and effective decisions significantly influences teachers' level of dedication, loyalty, and commitment to their work. This implies that when principals demonstrate competence in decision-making, teachers are more likely to show positive work attitudes such as punctuality, regular attendance, active participation in school activities, willingness to accept responsibilities, and commitment to achieving school goals.

The present finding suggests that teachers in secondary schools in Anambra State respond positively to principals who involve them in decision-making processes, demonstrate fairness, and make informed administrative decisions. When teachers perceive decisions as transparent and inclusive, they tend to develop a sense of belonging and ownership in the school system, which strengthens their commitment to duty. This finding agrees with Ajamobe (2024), who found a significant positive relationship between

principals' decision-making approach and teachers' job commitment in public secondary schools in Oyo State, Nigeria. According to these studies, teachers tend to exhibit greater commitment when principals consult staff members before making important decisions and ensure that decisions are implemented fairly and objectively.

Similarly, the finding corroborates the work of Obiekwe, Ayodele and Madudile (2024). The study revealed that principals' competency in decision-making significantly influenced teachers' commitment to work. The study explained that teachers become more dedicated when principals demonstrate sound judgment, involve teachers in policy implementation, and make decisions that promote teachers' welfare and instructional effectiveness. The finding is also consistent with the study conducted by Adeyemi and Bolarinwa on participatory decision-making and teachers' job performance in secondary schools in Nigeria. Their study found that principals who involved teachers in decision-making processes experienced higher levels of teacher cooperation, morale, and commitment.

Principals' personnel management competency is a strong predictor of teachers' job commitment in secondary schools in Anambra state.

The finding of the study indicates that principals' personnel management competency is a strong and significant predictor of teachers' job commitment in secondary schools in Anambra State. This finding implies that the ability of principals to effectively manage human resources significantly influences teachers' dedication, loyalty, morale, and willingness to perform their duties efficiently. This suggests that when principals demonstrate competence in handling staff matters such as motivation, delegation of duties, conflict resolution, staff welfare, discipline, interpersonal relationships, and professional development, teachers are more likely to remain committed to their jobs and the achievement of school goals. This finding is consistent with Nnebedum et al. (2019), who reported that principals' personnel management practices, including teacher motivation, mentoring, delegation of duties, performance appraisal, promotion, and counselling, contribute to effective school administration and foster a positive working environment for teachers to perform their job. The researchers argued that teachers perform better when they work in schools where principals value and support them professionally.

Furthermore, the finding aligns with the study by Ughamadu, Ifediorah-Okeke, and Anaedu which found that teachers' involvement in decision-making positively and

significantly predicted teachers' job commitment. This suggests that effective personnel management practices such as fairness, discipline, and participatory administration contribute greatly to teachers' dedication and organizational loyalty.

Conclusion

Based on the findings of this study, it was concluded that principals' managerial competencies are strong and significant predictors of teachers' job commitment in secondary schools in Anambra State. The study established that competencies such as supervisory competency, decision-making competency, and personnel management competency strongly predict teachers' commitment to duty, while communication competency showed only a weak predictive influence on teachers' job commitment.

The study therefore concludes that the effectiveness of school principals in managing human and instructional resources plays a vital role in determining teachers' level of dedication, loyalty, punctuality, and willingness to achieve school goals. Principals who demonstrate competence in supervision, participatory decision-making, staff management, and leadership practices are more likely to create supportive school environments that encourage teachers' morale and commitment.

Recommendations

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

1. The Ministry of Education and Post Primary Schools Service Commission should organize regular workshops, seminars, and professional development programmes for principals on instructional supervision, personnel management, communication, participatory decision-making, and conflict resolution to enhance their managerial competencies and improve teachers' job commitment.
2. Principals should involve teachers in decision-making processes, maintain cordial interpersonal relationships, recognize teachers' efforts, and ensure fairness in school administration. Such democratic and supportive leadership practices will promote teachers' morale, cooperation, and commitment to duty.
3. Principals should carry out regular and constructive instructional supervision while also promoting effective staff management through teamwork, motivation, mentoring, and prompt attention to teachers' welfare needs. This will enhance teachers' professional effectiveness and organizational commitment.

4. Educational authorities should ensure that appointment and promotion of principals are based on demonstrated managerial and leadership competencies rather than only years of experience or academic qualifications. Regular monitoring and evaluation of principals' administrative performance should also be encouraged.
5. Principals should create supportive school environments characterized by effective communication, mutual respect, collaboration, trust, and professional support. A positive school climate will improve teachers' job satisfaction, reduce negative work attitudes, and strengthen commitment to school goals.

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