CHAPTER ONE

INTRODUCTION

Background to the Study

Job satisfaction could be defined as the level of contentment employees feel with their job. Job satisfaction of teachers could pla y a significant role in developing positive teaching styles that may facilitate and support meaningful teaching and learning processes (Parveen & Bano, 2019). Teachers with high level of job satisfaction are more likely to be eager to improve their teaching efforts and skills unlike those who are not. Job satisfaction of teachers plays an important role in students' learning, attitudes towards students' motivation, (Ainley & Carstens, 2018). Study has confirmed that work satisfaction is one of the crucial aspects that relates to teachers' performance, implying that, work motivation and performance are influenced by work commitment. It has been established that job satisfaction and work commitment become the determining factors of teachers' quality in an organization (Celdran, 2020).

The increase in teachers' job satisfaction and work commitment could be achieved through principals' managerial competency. Managerial competence is the ability to complete tasks using relevant knowledge and attitudes necessary for the job. It is a broader set of characteristics, behaviours and traits that enable managers to achieve organizational goals. These characteristics could include strategic thinking, adaptability, emotional intelligence, integrity and self-awareness. These competencies enable managers including school principals to work with team members to complete projects using available resources and time. Managers use the organization's competency model to achieve desired results, solve issues promptly, and avoid crises.

Organizational management strategies could be effective if a principal has good managerial competence. A principal needs to have managerial competence for effective leadership in

achieving the educational goals of the school. In facing the issues and challenges in the educational sector, a principal is required to utilize his managerial competence. Good managerial competence could help a principal in managing and maximizing the potentials of human resources. This translates to the fact that a principal may not be an effective leader without having a managerial competence because the main goal of educational institutions is to raise qualified and competitive human resources. Principals' managerial competence could enable him to effectively lead and guide his team contributing to the achievement of their overall goals, perform tasks, manage people and make decisions that are crucial to the achievement of their set goals. One of the effective ways to show this managerial competence is to build a conducive learning environment that would facilitate both teachers' job satisfaction and leaners' convenience. All these are the resultant outcomes if appropriate school leadership and management is effectively developed by the school principals through his managerial competence.

Apart from the principals' managerial competence, there are other factors that could relate teachers' job satisfaction. One of these factors could be principals' gender. Gender is the behavioural characteristics distinguishing between male and female in any society or an organization. Gender according to Taitebaum (2017), is an analytic concept that describes sociological roles, cultural responsibilities and expectations of men and women in a given cultural setting. Gender describes the personality traits, attitude, behaviours, values, relative powers, influence, roles and expectation that society ascribes to two sexes.

Gender is a specially constructed phenomenon that is brought about as society ascribes different roles, duties, behaviours and mannerism to the two sexes (Mangvwat, 2016). It is a social connotation that has sound psychological background, and it is used to refer to specific cultural patterns of behaviours that are attributed to human sexes. Gender relates to cultural attribute of

both males and females. Gender according to Lahey (2015) is a psychological experience of being a male or female. Gender has to do with potentially and central components of self-concept. Singh (2017), described gender as a socio-cultural construct that connotes the differentiated roles and responsibilities of men and women in a particular society. In other words, there could be some beliefs about teaching where people believe that male teachers perform better than their female counterparts. Gender is a socio-culturally constructed concept of ascribing some characteristics and role to sex such as male and female within the society.

In Nigeria, the issue of gender and gender stereotyping permeate every aspect of human endeavour. It could be believed that some male principals are better than their female counterparts on the basis that the female principals could be seen as been authoritative and forceful which could foster a negative response from their subordinates in the school settings. Obiekwe, Mbonu, and Ikedimma (2021), confirmed that male principals performed better than their female counterparts in disciplining and handling of conflict. Teachers and other subordinates tend to appreciate leaders who make clarity in their expectations, identify subordinates' efforts, as he involves them in decision-making processes. Female principals also display some various leadership styles such as collaborative and nurturing approach, fostering open communication and building strong relationships within the school community. Some reasonable leadership styles are often seen among female principals who strive to empower and motivate their staff in decision making processes and, thus, creating a healthy and positive school culture and excellent working condition for staff and students. Like their male counterparts, female principals tend to recognize and appreciate diversity that is essential for promoting inclusive and successful school environments. Female principals seem to emphasize collaboration, communication, and a nurturing approach, which tends to foster a positive work environment for job satisfaction among teachers.

Another factor that could relate to teachers job satisfaction is principal's age. The age group is that demographic variable which reflects the seniority and maturity among the employees in relation to the profession. In addition, the age differentiates the enthusiasm of individuals towards the job-related activities (Msuya, 2016). So, the age groups could affect the school teachers to perceive satisfaction towards their work tasks, work environment, promotion, supervision, and pays. These discrepancies via age groups could create a contrast in teacher's satisfaction towards their job. Shrestha (2019) stressed that the age groups significantly influence teachers' job satisfaction among the sampled school teachers. More specifically, the senior age group teachers expressed more satisfaction in the job than other groups of teachers. Subsequently, this job satisfaction contributes more to teachers' job commitment, effectiveness and work performances in the school.

Moreover, another factor that could relate to teachers' job satisfaction is principals' years of experience. It is believied that principals' years of experience, particularly in relation to leadership styles and decision-making could influence teachers' job satisfaction. Principals with more experience could implement strategies that foster a positive work environment, leading to increased teachers` morale and job satisfaction. If teachers are highly important, as far as education is concerned, in disseminating quality, functional and tenable education to students and it seems that these teachers are not satisfied with their professional job carried out as a result of their unsatisfactory educational outputs, and these duties are carried out under the managerial prowess of school principals who act as the custodians of the secondary level of education, then there is a need to investigate whether principal's managerial competence has any relationship on teachers' job satisfaction in the South Senatorial District of Edo State.

Statement of the problem

It is clear that the purpose of any educational system is the training of skillful citizens that would help for political, social and economic development of the country. These would only be accomplished when the components of the educational systems are in good conditions. Among several components of the educational system is the satisfied and motivated teachers in the teaching force. If the teachers are not satisfied in their job, their morale would be poor and a lot of damage could happen to the skilled manpower supply. To achieve higher level of teachers‟ job satisfaction, there is a need to get beyond attractive working conditions and foster among teachers the fulfillment of those needs associated with the work itself such as recognition, responsibility and achievement. If people work in a clean, friendly environment, they would find it easier to come to work. If the opposite happens, they may find it difficult to accomplish tasks. When needs are not fulfilled an individual may be affected psychologically, morally and economically and one of those external factors that could relates to teachers' job satisfaction could be principals' managerial competence. Managerial competence is the ability to complete tasks using relevant skills and attitudes necessary for the job. Managerial skills and competencies contribute to a workplace's productivity, as they are necessary for managing employees toward achieving set organizational goals. These competencies enable managers to work with team members to complete projects using available resources and time. However, when principals lack or possess adequate managerial competence, few or no teachers would likely choose to remain in the school as a result of little or no job satisfaction, thereby making it difficult for school set aims and objectives to be achieved. The problem of this study posed as a question, therefore, is: "could principals' managerial competences relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?

Purpose of the study

The study investigated whether principals' managerial competence relate to teachers' job satisfaction in Edo South Senatorial District of Edo State. Specifically, the study:

1. identify the level of teachers' job satisfaction in Edo South Senatorial District of Edo State;
2. ascertain the level of principals' managerial competence in Edo South Senatorial District of Edo State;
3. ascertain the extent principals' managerial competence relate to teachers' job satisfaction in Edo South Senatorial District of Edo State;
4. examine the extent principals' managerial competence and gender relate to teachers' job satisfaction in Edo South Senatorial District of Edo State;
5. determine the extent principals' managerial competence and age relate to teachers' job satisfaction in Edo South Senatorial District of Edo State; and
6. extent principals' managerial competence and experience relate teachers' job satisfaction in Edo South Senatorial District of Edo State.

Research Questions

The following questions guided the study:

1. What is the level of teachers' job satisfaction in Edo South Senatorial District of Edo State?
2. What is the level of principals' managerial competence in Edo South Senatorial District of Edo State?
3. To what extent does principals' managerial competence relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?

4. To what extent do principals' managerial competence and gender relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?
5. To what extent do principals' managerial competence and age relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?
6. To what extent do principals' managerial competence and years of experience relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 alpha level of significance

1. Teachers' job satisfaction in Edo South Senatorial District of Edo State is not significant
2. Principals' managerial competence in Edo South Senatorial District of Edo State is not significant
3. Principals' managerial competence does not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State
4. Principals' managerial competence does not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on gender
5. Principals' managerial competence does not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on age
6. Principals' managerial competence and experience do not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on age

Significance of the Study

It is expected that the findings of this study would be of great relevance to different educational stakeholders like principals, teachers, parents and Ministry of Education and School Management Board.

To the principal, it would help principals as administrators to identify possible ways to develop effective managerial competence by taking up his administrative tasks and managerial responsibilities in order to achieve institutional goal and also encourage cooperate and improve subordinate relationship to ensure productivity.

The findings of the study would help teachers identify possible loophole in their job satisfaction which could have effect on their teaching and learning process, understand their roles and the importance of positive attitude while disseminating instructions and the need to focus on the set goals in their schools.

To the Government, the findings of the study would also enlighten government on effective managerial competence of principals and possible ways school administration can be improved for attainment of educational objective.

To the parents, it is also expected that the result of this study could also be beneficial to parents of students in secondary schools. The parents will understand that the education achievements of their children which may be affected by the quality of instruction, could also be affected by job satisfaction of the teachers. This would help them with the need to cooperate with the school authorities through their school-community relations which would in-turn facilitate excellent academic performance of their wards.

To the Ministry of Education and School Management Board. The finding of the study would fetch this Board with a greater understanding of some factors that could affect teaching and

learning process and that would facilitate corrective measures through adequate human resources management and necessary educational programme evaluation particularly now when there is greater public concern for the drop in quality of education.

Finally, the outcome of the study will also provide additional data on existing research findings concerning the topic under study and serve as resource materials to those who want to carry out research in related fields

Scope of the study

The study focused on Principals' managerial competence and secondary school teachers' job satisfaction in Edo South Senatorial District of Edo State. Variables investigated were level of teachers' job satisfaction and level of principal managerial competence. Principals' gender, age and years of experience were also studied alongside the independent variable (principal managerial competence) to establish the extent to which they related the dependent variable (teachers' job satisfaction). The Study covered all public senior secondary schools in Edo South Senatorial District of Edo State.

Operational Definition of terms

The following terms are operationally defined as used in this study

Managerial competence: The ability to complete tasks using relevant skills and attitudes necessary to the job.

Teachers' job satisfaction: The term job satisfactions refer to the attitude and feelings teachers‟ have about their work. Positive and favorable attitudes towards the job indicate job satisfaction

Years of experience: This is the number of years spent as a principal in the school system. Principal who have spent below ten years in position is said to be inexperience, while principal/teachers who have spent ten years and above in principalship position is said to be experience.

CHAPTER TWO

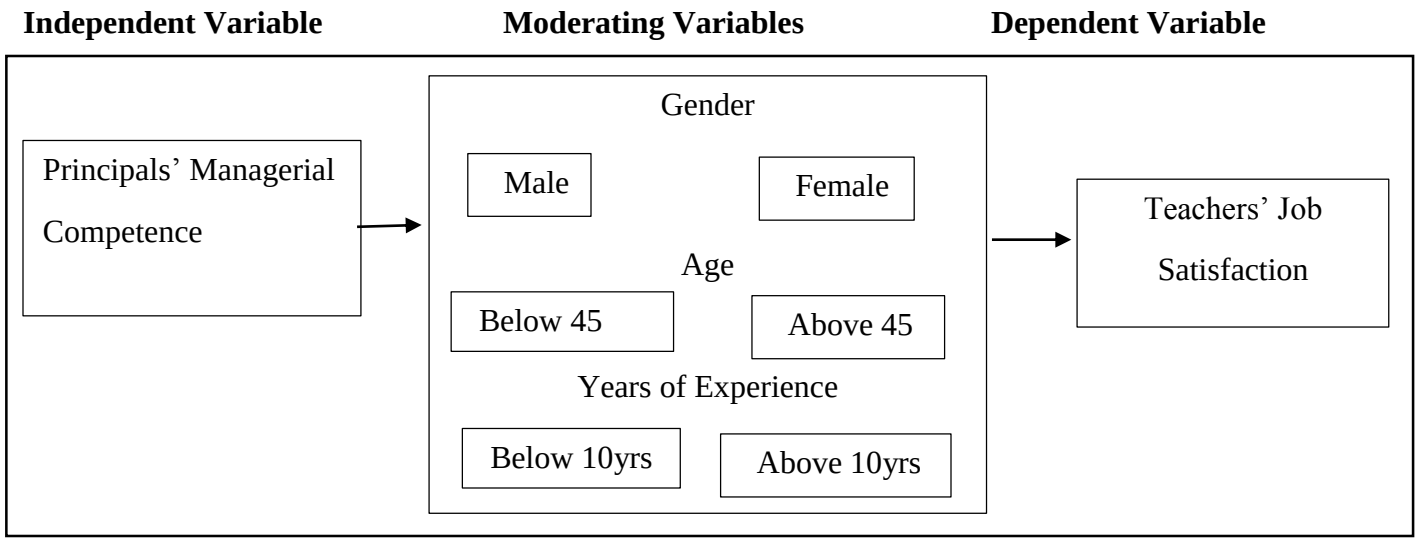
LITERATURE REVIEW

This chapter presents the relevant literature review under the conceptual framework, theoretical framework, empirical review and summary of literature review.

Conceptual Framework

Here, variables connected to this study have been identified and discussed extensively to highlight their relevance to the study.

Conceptual Framework



Source: Developed by the researcher.

Fig 1: The Conceptual Framework for the Study

Figure 1 above shows the relationship between the variables under study. The study is of one independent variable (Principals' Managerial Competence) and one dependent variable (Teachers' Job Satisfaction). There are three moderating variables (gender, age and years of experience) for the study. From the figure, it is believed that the principals' managerial competence could relate teachers' job satisfaction, however, there are some possible factors that could moderate this

relationship and these are what the study sees as the mediating variables (gender, age and experience). These factors would be deliberately studied alongside the independent variable to examine their relationship with the dependent variable.

Teachers' Job Satisfaction

Job satisfaction occurs when work is considered meaningful to meet the needs of employees, influenced by personal factors and work environment factors. Job satisfaction could positively affect affective commitment, continuity commitment, normative commitment, and has a negative impact on the desire to resign. Job satisfaction is necessary since higher job satisfaction will positively affect the very job. Lower satisfaction could create a negative feeling. Job satisfaction is divided into two categories: affective and cognitive. Affective job satisfaction is a term that is linked to an individual's positive emotions who sees his job as a source of pleasure, whilst cognitive category is connected to the feelings towards salary, working environment, career development, and working hours (Dave & Dharmesh, 2014).

Factors that Could Influence Teachers' Job Satisfaction

There are several studies conducted on job satisfaction and on the factors that affect job satisfaction for workers who are teachers especially secondary school teachers global wise and local wise. For instance a study that was conducted on job satisfaction for teachers in the United Kingdom indicated that teachers who worked in independent and private schools in the United Kingdom showed to have higher levels of job satisfaction than their colleagues in other types of schools (Crossman & Harris, 2016). However, other research findings indicate that teachers in public and private schools did not differ in the job satisfaction levels significantly (Zhang, 2018). For these findings and their variation, it is obvious therefore that teachers' job satisfaction depends

on type of school but rather depends on the areas of job satisfaction factors they are satisfied by the administration. It is believable that teachers who had earned promotions in their schools would be more satisfied with their job than un-promoted ones. The investigation done by Eric (2015) revealed that "Teachers in Tanzania were dissatisfied with salary, promotion opportunity, fringe benefit, work load, job security and stability".

Interpersonal Relations

As for other study it was found that workers job satisfaction is derived from collegial relationship that they enjoy at their work place (Dessler, 2015). This interpersonal relation was seen therefore to be among the factors that affect job satisfaction for workers including secondary school teachers. Another job satisfaction factor (salary) was studied that salary is the main demand which a worker is making of his employment and that what an employee wants is simply to be assigned work that he or she is supposed to do and the amount of money they will earn by the end of the day for such a job and nothing else. This implies that money is the main source of satisfaction to some employees. Robbins and Judge (2018) assert that employees derive their job satisfaction from such facets as: the job itself, salary, possibilities to advance themselves, supervision and relationship with their workmates.

Different studies on job satisfaction among university lecturers and professors in the United Kingdom employed a modified Job Descriptive Index which could include eight aspects and these include: 1) teaching; 2) research; 3) administrative and managerial duties; 4) present pay; 5) opportunities for promotion; 6) supervision/supervisor; 7) co-workers; 8) physical conditions/working facilities. This implies that previous researchers do not concur on the facets of job satisfaction though some of the facets are similar.

Recognition and Appreciation

Duodu (2021) on human relations theory affirms that the attention paid to workers and their involvement in activities of the organization could bring about increased productivity on the role of educational administrators. Mordedzi states that, educational administrators are managers of educational institutions who need good management techniques to carry out their tasks, encourage harmony and ensure effective performance.

Agyeman (2018) says the importance of the teacher-learner relationship in the classroom lies in the fact that it has a direct bearing on the personality development and achievement of the leaner. Another area where students contribute greatly to teacher job satisfaction is the response teachers get from students' performance with regards to assignments and class contributions. Mankoe (2022) also identified that the use of student committees and the suggestion boxes promotes a healthy staff-student relationship.

Interpersonal Relationship and School Type

For effective teaching and learning to take place in any educational institution, there is the need to develop good interpersonal relationship, *i.e.* good relationship with the heads, teaching staff, non-teaching staff, parents and the students' relationship should be of more importance. Interpersonal relationship should be the teaching and non-teaching staff, teachers and students and non-teaching staff and student. For this kind of relationship it plays a crucial role in teachers' job satisfaction. As for research conducted by Boniface (2016) "Teachers in Tanzania perceived problems related to housing, social services, conflicts in schools the teaching and learning situations and limited opportunities."

Working Environment

Working environment in school termed as school climate or school atmosphere is one of the most important determinants of a prevailing and consequent relationship among staff and leaders of the school is the school. The head of the school may not determine the school atmosphere yet, his unapproved leadership style may have some negative effects on the climate. Where people (teachers) work under able leader, they become happy and consequently give out their best. Some major types of organizational climate could include: 1) a situation where members of staff are aware of what goes on in the school is what is classified as open climate. 2) The controlled climate is a school climate in which the head teacher's concern is all about school achievement. All activities are directed towards attainment of goals. Teachers cooperate well in such circumstances, but do not feel happy. 3) Explaining the paternal climate, he described the head of the school as a person who is on the average older than the teachers. Teachers in this type of climate are free to do whatever satisfies them but cannot influence the head teacher's decision. 4) To him another climate is the closed type. In this type of school climate, teachers are not involved in decision making hence they tend to be apathetic Consequently, indiscipline gains ground both among teachers and students since none of the staff is prepared to cooperate with the head in the administration of the school. 5) The fifth aspect of the school climate is the autonomous climate which is based on consensus of staff, students and the head of the school. Group leadership plays prominent role in causing things to happen and it could be linked to the open climate. 6) The familiar climate. 7) The head of the school is indifferent to the main purpose of the school; as a result, teachers do not see the need for sustaining set goals. In this type of climate, parents and students suffer as they become losers. Douglas (2020) conducted a research which revealed that teachers generally have position perceptions about the District, their colleagues and the work

environment. Virginia et al. (2005) asserts that positive educational environment prevails in countries where children go to school in well-equipped buildings, have 900 hours of learning time per year, 52 Odon capital material inputs, a curriculum that is carefully planned, a teacher with 16 years of education and pupils teacher ratio of 20:1. Comparatively, he assessed classroom conditions in developing countries as generally poor, inadequate or poorly maintained facilities with instructional materials in short supply.

Salary

However, the teachers expressed low satisfaction with respect to factors such as remuneration and benefits and opportunities for professional development. Schaefer (2015) says high wages give workers a sense of accomplishment apart from the task before them. This assertion may vary according to the type of job satisfaction investigate. For instance, a teacher in either public or private secondary school with higher wages may still be dissatisfied when he spends several hours at work to the neglect of his health and family needs.

Use of One's Ability

Several factors that may contribute to the job satisfaction among employees may be economic, social prestige recognition, emotional satisfaction, psychological or any form of reward by employers. Schaefer asserts that, people of greater responsibility for finished product such as white-collar job professionals and managers experience more satisfaction than those with less responsibility. This is affirmed by the fact that both women and men working in blue collar-job with repetitive nature of work can be particularly unsatisfied. One could believe that job satisfaction is the attitudes that workers have about their work as a result of their perception of the work. From this perception it could be said that workers' attitudes could be influenced by the

environment. These may be the style of supervision, workplace policies and their implementation, group or union affiliations, fringe benefits and the condition of service.

Job Security

It is obvious that when employees feel unhappy or not the part and parcel of organization Inco operate the fear of dismissal from job. According to Mankoe (2022) the three salient basis upon which morale of organizational workers thrive are: The extent to which organizational goals and individual needs are met. The compatibility of bureaucratic expectations and personal needs (sense of belonging), rational, logical and bureaucratic organizational goals (sense of rationality).

Working Hours

Duodu (2021) proposed that the administrator performs executive duties and works with human beings to achieve set goals within a set framework of time. He further asserts that, school administrators spend a considerable amount of time working with various groups in different settings. To his statement various groups that are teachers spend amount of time to fulfill their on work day to day duties,*i.e.* too long working hours without considerable pay may disappoint them.

Influence of Job Satisfaction on Teachers' performance

Judge, Thoresen, Bono and Patton (2018) concluded that, job satisfaction results in teacher's performance, job turnover, absenteeism and involvement in teacher's union activities. Though, there is no empirical data that justifies direct or indirect influence of employee's satisfaction on productivity. Job satisfaction could do far more than help retain teachers; it can improve their teaching". This implies that satisfied teachers can contribute significantly to the improvement students' academic performance and school effectiveness at large. Job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their

schools very effective. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher retention.

Travers and Cooper (2016) claim that low satisfaction with salary and the lack of promotion opportunities contributed significantly to teacher's intention to quit the job. This implies that high satisfaction with these variables would contribute to their intention to remain in the job. Through, recent survey conducted in United States of America revealed that employees do not remain in their jobs because of good salaries and fringe benefits, but they stay because of the collegial relationship with co-workers and managers.

A research conducted by Syepwa (2015) showed that "Teachers in Tanzania worked under difficult condition due to inadequate number of physical infrastructure and shortage of teaching and learning facilities".

Job satisfaction is composed of the reaction, attitude or perception of the individual to work. These are what the work should be. The employee is concerned about the content and the context as well as the end result. He is satisfied if he believes what the job is value, and may become disillusioned and dissatisfied when he finds that the job is below his expectations.

Bootzin, Bower, Zajonc and Hall (2016) in affirming the state of a satisfied worker made it clear that, common sense holds that a happy worker is a productive worker. In support of Bootzin et al. Mcshane and von Glinow (2000) say job satisfaction represents a person's evaluation of his or her job and work context. Job condition and the environment in which job takes place also contribute immensely to job satisfaction. Hellriegel, Slocum and Woodman (1998) posit that it is the feelings about various aspects of the worker's job setting and worker's expression of happiness could vary as regards to job satisfaction.

Factors identified are economic rewards, social rewards, company policy and its implementation or administration. The rest are interpersonal relationships, working conditions, achievements, recognition, work itself and advancement. From the few constituents of job satisfaction so far identified, it would be quite obvious for any employer to meet all these demands at focus. So could it be that which of these conditions make the employee satisfied would be very difficult to determine. It is however not surprising when the organizational psychologists postulate that the modest association between job satisfaction and task performance is that, general attitude does not predict specific behavior very well. Kreitner and Kinicky (2021) identified that job satisfaction is not a unitary concept. Rather, a person can be relatively satisfied with one aspect of this job and be dissatisfied with one or more other aspects.

Job satisfaction is one measure of the equality of life in the organizations, then, this measure needs to be defined as to what level the teacher and other employees could accept (Schaefer, 2015). Schaefer however, did not see how a segment of the need could be satisfied without others. He therefore claims that, "Job satisfaction may vary directly with the extent to which those needs of the individuals which can be satisfied are actually satisfied" (Schaefer, 2015). Satisfaction is however defined as "the good feeling that you have when you have achieved something a need or desire" Schaefer (2015).

Job satisfaction is a concept which is closely related to motivation. This makes many people think that motivated employees are synonymous to satisfied employees. Mullins (2017) affirms this by saying that "motivation is the driving force within individuals by which they attempt to achieve some goal in order to fulfill some need or occupation". For example, psychologists are of the view that many different motives such as needs for order, understanding and economic independence guide behavior.

Mullins (2017) states that, “motivation (satisfaction) is based on values rather than financial reward”. Adequately remunerated worker is motivated both intrinsically and extrinsically. The intrinsic motivation and satisfaction derived from successful completion of a task makes the worker find similar and improved means to approach a given task under a similar prevailing working environment. Since intrinsic motivation is limited to personal experience, McClelland’s concept of motivation is therefore linked to Hertzberg’s motivation hygiene theory that people with high achievement motivation tend to be interested in the motivators (the job itself). Motivation and job satisfaction may appear to be synonymous; however, research has shown that they are two different things. They are two terms are related but not synonymous. They see satisfaction as one variable or a constituent of motivation. To them motivation primarily is a goal directed behavior while job satisfaction refers to fulfillment required by experiencing various job activities and rewards. From this assertion it is possible that a bow level income employee may not feel motivated but would be satisfied with his job. On the other side of the coin, a highly motivated employee may turn to be dissatisfied with every aspect of this job.

Job Satisfaction through Administration

Morale is closely related to job satisfaction as such, leaders hold the key to employees’ attitude, job satisfaction and high morale Mankoe (2022). This is supported by Duodu (2021) that the function of organizational leadership is to influence the group toward achievement of group goals, and leadership which rings its strength from the willingness of others to follow, the art of inducing or influencing others to work willingly as an attribute of job satisfaction and morale derived from employees’ task performance.

However there is no need to compete too hard or too little, unfairly, or you won't win much cooperation from other supervisors; to attract competitors to your department, create room for workers to upgrade themselves to attain their goals. This also affords you the opportunity to win friend among other supervisors; See to your own business and allow other supervisors to go about their work. This limits the rate of dispute among employees; finally, administrators are to cooperate with their employees to enable employees by their success to promote assistance; a good administrator who cooperates with the staff helps the staff to be satisfied with their task performances hence morale becomes very high. This when done leads to attainment of enduring organization that will thrive most efficiently Mankoe (2022). According to Max (2014) "Private secondary schools teachers in Tanzania were more satisfied and motivated than those of Public secondary schools. Most teachers were dissatisfied with lack of promotional opportunities, poor supervision, lack of organizational policies, undefined nature of jobs and poor organizational communication" networks.

Concept of Managerial Competence

Managerial competence is the ability to complete tasks using relevant skills and attitudes necessary to the job. Managerial skills and competencies contribute to a workplace's productivity, as they're necessary for managing employees toward achieving set organizational goals. These competencies enable managers to work with team members to complete projects using available resources and time. Managers use the organization's competency model to achieve desired results, solve issues promptly, and avoid crises.

Functional Managerial Competencies

Seven managerial competencies a principal should develop

i) **Effective communication**

Communication skills enable the flow of information within the organization. This skill is important for managerial positions as it influences how well team members complete tasks. A manager uses this skill to communicate a project's goal and requirements. Communication skills include written and oral skills. Establishing suitable communication lines within an organization is helpful for collaborating with teams, resolving conflicts, and achieving set goals. This skill fosters productivity and increases unity at the workplace, as managers can listen to team members' concerns and offer relevant feedback.

ii) **Conflict resolution**

The collaboration between employees in an organization influences a project's success. With conflict resolution skills, a manager can settle disputes between team members. This helps them address issues before they influence a project's success. They listen to concerned parties, understand their perspectives, and suggest suitable solutions to help settle issues. This helps them build trust within the organization and improve teamwork.

iii) **Flexibility**

As there are generally constant changes in market trends and the industry, flexibility enables managers to adjust to these changes. They can change plans and devise new strategies to help them handle these recent developments. These professionals maintain order within their teams and modify their approach in response to unforeseen circumstances. Managers can sympathize

with people of different diversity and usually welcome new ideas and strategies. This helps foster productivity in the workplace.

iv) **Delegation**

Managers understand the strengths and weaknesses of their team members. This helps them delegate tasks according to their abilities. They improve productivity by using this skill to distribute tasks necessary to complete a project. This increases productivity and reduces the workload on just one individual. Proper delegation typically facilitates task completion and allows managers to reduce time wastage, ensure employee accountability, and achieve optimal results.

v) **Problem-solving**

Managers are usually knowledgeable in their field and can provide solutions to team members' problems. Employees approach their managers for assistance when they have issues completing tasks. With practical problem-solving skills, managers can analyze a problem, troubleshoot to find the cause, and develop effective strategies for finding a solution. This skill helps them foster productivity in the workplace and aids task completion. These professionals also implement strategies to prevent the reoccurrence of the problem. They also gather feedback from team members on effective ways to solve a specific problem.

vi) **Planning skills**

Planning is an essential aspect of an organization, as it involves completing projects on time and using the allocated resources. Managers are usually competent enough to formulate a set of actions relevant to meeting goals within the organization. They set clear goals, design effective strategies, and create schedules and timelines for completing these tasks. This strategic planning

is helpful for sustaining an organization, improving its productivity, and helping it achieve its goals.

vii) **Decision-making**

As decisions influence an organization's processes and business, managers typically possess practical decision-making skills that enable them to make decisions according to the circumstances. These professionals evaluate available options, determine the impact of each one on the business, and select one that resonates with the organization's goals. As managers are usually accountable for the results of their decisions, this guides them toward making effective choices.

Improving managerial competencies

The following steps are recommended:

i. **Evaluating one's self**

Understanding ones abilities can help to identify areas in which one can improve. This self-evaluation can help determine if one is effectively performing the expected duties. It is easy to identify the exact managerial competencies one intend to focus on and track the person's performance. It's helpful to create effective strategies for improvement, such as speaking with the supervisor to get feedback on one's job performance. This can help highlight strategic areas to improve on.

ii. **Build trust within the team**

Employees are likely to work more productively in a healthy work environment and culture. One can provide this environment for them by building trust and teamwork within the

workplace. This can help improve managerial competencies, resulting in higher productivity and greater engagement. Relationships within team members can be develop by engaging them in small talks and learning about their lives outside work's scope. This relationship may encourage a perception of camaraderie, motivation, and empathy within the team.

iii. **Develop your decision-making skills**

Managerial competencies can be improve on by strengthening decision-making skills. Working as an effective manager involves analyzing complex business issues and designing a plan for overcoming the situation. Building on one's decision-making skills can help to become a key contributor and an asset to an organization. The following are steps for ensuring a successful decision-making process:

Constructive conflict: This step involves designing effective solutions to issues by discussing them with team members. In this step, everyone gives their suggestions, and it involves diverse debates and perspectives.

Consideration: At this stage, it's critical to explain to all stakeholders how you considered their viewpoints before crafting the solution. This acknowledgment perception may encourage them to implement the solution.

Closure: The entire process can be evaluated to confirm if the designed solutions accomplish set goals. This step also helps to confirm if the decision-making process was a success.

iv. **Hold regular sessions**

Aside from performance reviews and appraisals, one can still regularly review team members' performance and provide feedback on their abilities. This regular feedback may motivate team members to perform outstanding work and increase work engagement. When giving feedback, one can focus on the member's progress toward the organization's goals and help them create action plans to perform even better. This also helps to affirm one's role as a trusted adviser who they can approach for help.

v**. Attend management training**

Management competencies can be improve on by furthering one's education and gaining relevant skills. Online management courses may be effective for learning new techniques and tools relevant to enhancing one's skills. Experience gain by networking with peers from diverse backgrounds who can aid professional growth. Seminars and conferences are also effective for building one's skills within and outside the industry.

Managerial Competencies in the Workplace

Managers complete several tasks at work while working toward developing the organization's mission. Here are several ways a manager demonstrates competency at work:

1. They provide leadership to team members by delegating tasks, monitoring a project's status, resolving disputes, and effectively communicating with them.
2. They involve in training both new and old employees because they know and understand multiple processes within the industry.
3. They complete administrative tasks, such as planning events.
4. They ensure productivity by promoting efficiency and streamlining processes.

The relation between a Principal's Managerial Competence and Job Satisfaction and Work Commitment

Managerial competence is one of the factors influencing a teacher's performance. Competency shows whether an individual can or cannot do an activity supporting his performance. A principal, functioning as the top management in the school, serves to create a comfortable working environment to improve the teachers' performance, marked by the improvement of job satisfaction and work commitment. Orebiyi (2021) concludes that management, based on effective communication between the top leader and his subordinates, is significant to improve the employees' commitment and satisfaction. Another study also reveals that visionary management leadership proves to create a positive influence on organizational commitment and job satisfaction. The study also showed that organizational management is related to job satisfaction and organizational commitment. To implement the management, a principal's managerial competency is necessary. The managerial competency may be correlated with teachers' job satisfaction and work commitment.

A principal with conceptual competency accomplished the task as a disturbance handler. It means that the principal can anticipate the obstacles in the school development, can manage the changes, as well as creating a conducive school culture and climate for teachers and staff productivity. Therefore, it increases teachers' job satisfaction and work commitment. The interpersonal competencies such as empathy, social insight, charm, wisdom, diplomacy, persuasive skills, and verbal communication are necessary to develop and maintain relations among colleagues or subordinates (Yukl, 2013). Principals' technical competencies include the ability to design the working schedule and the information flow, the skills to assign the subordinates adjusting to their expertise and organizational needs, the ability to evaluate and assess

the programs (analyzing the quantitative and qualitative aspects of the evaluation and projecting the organizational goals), and the skills to encourage people to work and manage the school's finance. These contribute to the working comfort that leads to the teachers' job satisfaction and commitment.

The research was conducted in three private junior high schools in the Special Region of Yogyakarta. These were: one private school in Sleman Regency, one in Bantul, and one in the Yogyakarta City. In the last three years, they achieved great success in encouraging the people around the school to enroll their children there. It led to an increasing number of students per year. Besides, the teachers performed their duties accordingly, allowing the success of the programs set by the school. In the present study, the principal of each school with conceptual, managerial, and technical competencies was assumed to contribute to the teachers' performance. There are two factors that could influence the teachers' performance namely internal (work commitment and job satisfaction) and external (principal' leadership, school culture, and work safety) factors.

Theoretical Framework

The theory adopted for this study is the New Competency Leadership Theory (NCLT). The theory was propounded by Jan Tucker and Angela Au in 2016. The NCLT, which was developed from traditional leadership theories such as trait, contingency, situational, and transformational, is based on the need for managers in the education sector to handle challenges while also motivating employees for increased effectiveness (Tucker & Au, 2016). The New Competency Leadership Theory (NCLT), combines leaders‟ existing competencies with the skills needed in a particular situation. According to the theory, leaders should be cognizant of the leadership competencies they currently possess, concede their competency deficiencies, and comprehend how prospective and current employees align with these competencies. Application of these competencies may lead to a more harmonious work

environment and job effectiveness. The NCLT focuses on both the managers and the subordinates, so both sides address their key competencies and job effectiveness or productivity.

The relevance of the New Competency Leadership theory to the study of principals‟ managerial competencies and teachers‟ job satisfaction is that for the effective management of employees in the organization, for higher job satisfaction, the principal, who is the manager of a secondary school, must learn and possess certain managerial competencies that could enable them to provide the needed support to teachers for their job satisfaction to yield a higher performance in the school. The NCLT provides a collaborative approach to educational management. This study is based on this theory because it emphasises the importance of a principal's managerial competencies, and thus the importance of secondary school principals in Edo State in school management. The theory suggests that effective management makes a major difference in how well a school performs.

Empirical Reviews

Level of Teachers' job Satisfaction

Akporehe and Asiyai (2023) examined principals' managerial skills and teachers' job performance in secondary schools in Owa communities in Delta State, Nigeria. Two research questions and three hypotheses guided the investigation. Correlational research design was used for the study. The population of the study comprised all the secondary schools in Owa communities of North Senatorial District of Delta State, Nigeria. A sample of ten principals and seventy-eight teachers were selected through random sampling technique. A questionnaire which comprised of two sections was used to collect data for the study. The first part was tagged 'Principals 'Managerial Skills Questionnaire, PMSQ' and the second part contained 14 items tagged Teachers' Job Performance Questionnaire, TJPQ'. The instruments were face and content validated by two

professors of educational management. Through split-half technique, reliability coefficients 0f 0.78 and 0.82 were computed for PMSQ and TJPQ respectively, using the Cronbach Alpha formula. The mean and standard deviation scores were used to answer the research questions. The hypotheses were tested using Pearson Product Moment Correlation (r) statistics, and the level of significance was 0.05. The findings revealed that the managerial skills possessed by public secondary school principals for influencing teachers' job performance are communication, human relations and technical. The level of teachers' job performance is moderate. There was a significant relationship between principals' communication skill, human relation skill and technical skill and teachers' job performance in secondary schools in Owa communities in Delta State, Nigeria. The study recommends capacity building of principals, especially in technical skills on the use of modern techniques and innovative methods in school administration for better teachers' job performance.

Demirtaş (2020) identified the primary school teachers' job satisfaction levels. In accordance with this approach, the primary school teachers' job satisfaction levels was measured. In the research, three research questions were raised and two hypotheses formulated. The descriptive design was used for the study and the Teaching Satisfaction Survey (TSS) was used for data collection. According to results, teachers' job satisfaction levels were high. In terms of age difference there was a meaningful difference in averages. The group of 36-40 age had the highest averages. On the other hand, the group of 41 and above age had the lowest averages. There were no meaningful differences in terms of the professional seniority and the branch of teaching variables. That the level of job satisfaction of teachers was very high affected positively the educational aims. It is expected that a school which has teachers with high level of job satisfaction gives qualified education and brings up successful students.

Cabaron and Oco (2023) determined the respondents' level of motivational factors and level of job satisfaction; and to determine the significant relationship between teachers' motivational factors and job satisfaction. Two research questions and two hypotheses were formulated to guide the study. The study used Descriptive Correlational Research Design Place and Duration of Study: The study was conducted in selected elementary schools in the division of El Salvador City during the school year 2022. The respondents were one hundred and fifty-eight (158) teachers at the selected elementary schools in El Salvador City. This study used a researcher modified survey questionnaire that underwent validity and reliability testing. The results showed that the teachers' overall motivational factors were interpreted as very high level. The teachers' overall job satisfaction was interpreted as very high level. Teachers' motivational factors and job satisfaction have moderate positive relationships which means there is a significant relationship. Thus, the null hypothesis is rejected. Conclusions: The motivational factors of teachers are a contributory factor to their job satisfaction. As was clearly illustrated in data analysis and results, Teachers' highest motivational factors were on professional development were being utilized as part of teachers' source of strength at workplace. Teachers' highest job satisfaction was on work relationship. This means that teachers value their work relationship with colleagues and even stakeholders. Teachers' motivational factors were significantly correlated to job satisfaction. Therefore, teachers' motivational factors are relevant in their job satisfaction that can positively as well as in performing their best in their duties, and responsibilities and in achieving the departments' goals and objectives. The administrators may consider workshops and trainings specially on financial literacy to equip teachers in appropriately spending their income to avoid overspending as well as workshops and trainings on communication and community involvement

to inspire and involve stakeholders in accomplishing much better teaching and learning environment as these factors can affect their level of motivation and job satisfaction.

Muga, Onyango and Jackline (2017) examined the levels of teachers' job satisfaction in public secondary schools in Siaya, Kisumu and Kjiado counties, Kenya. Four research questions were raised and four hypotheses formulated to guide the study The study adopted a descriptive survey paradigm. The study was guided by the Herzberg's Two Factor Theory. The target population comprised of 379 deputy principals, 1010 heads of departments, and 2208 teachers in public secondary schools in Siaya, Kisumu and Kajiado counties, Kenya who had served for more than two years in the same school. Stratified and simple random sampling was used to sample 38 deputy principals, 101 heads of departments and 221 teachers giving a total of 360 respondents. The data for this study was collected using Teacher Job Satisfaction Survey Questionnaire. The data collected were analyzed using descriptive and inferential statistics. The study found out that most (56.7%) teachers were dissatisfied and that most (63.9%) of them would not choose teaching as a profession if they were to start over again in a new career. The study concluded that a dissatisfied teaching force is disastrous for the education sector in Kenya as this will prevent learners from reaping the full benefits of education. The study recommends that education stakeholders and policy makers should put in place appropriate mechanisms that will address the challenges around the attainment of teachers' job satisfaction in Kenya.

Ade tayo (2018) determined the level of job satisfaction among Secondary school teachers in Ogun State. Four research questions and four hypotheses guided the study. The descriptive survey research method was used. Four hundred teachers were randomly selected to participate in the study from Ijebu-North and Ijebu-Ode Local Government Areas respectively. The researcher designed and validated Teachers' Job Satisfaction Questionnaire (TEJOSQ) was the only

instrument used for data collection. The descriptive statistics, t-test of significance, analysis of variance and post-hoc analysis were used to analyze the data collected for the study. The outcome of the study revealed that majority of the teachers are presently satisfied with their teaching job and that the teachers differed significantly by gender, age group and qualification in their levels of job satisfaction. Hence, there is need for continuous effort by the government to ensure that policy that will promote better maintenance and improvement of satisfaction of teachers are put in place at all times in the state.

Level of Principals' Managerial Competence

Gistituati and Suyuthie (2017) investigated the level of management and supervision competencies of State Elementary School Principals at East Padang, West Sumatera regarded from teachers' and principals' responses. In the research, three research questions were raised and two hypotheses were formulated to guide the study. This study is quantitative descriptive with total population of 291 teachers and principals of 34 State Elementary Schools. The sample is 137 teachers and 16 principals that were taken by using cluster random sampling technique. The data were collected by using questionnaire and were analyzed by finding out the level of achievement. The findings reveal that according to the teachers, the management and supervision competencies of the principals, in general, are still at the average level; whereas according to principals it is in general, already at the high level. Even though there are different opinions among the principals and teachers, it is undeniable that principals' managerial and supervision competencies, especially in East Padang, need to be amended in order to improve school effectiveness.

Akinfolarin (2017) analysed principals' managerial competencies for effective management of school resources in secondary schools in Anambra State. The study was conducted

in Anambra State. In the research, two research questions and two hypotheses were formulated to guide the study. The study population comprised 257 principals in public secondary schools in the State. The study adopted a descriptive survey design. A 24 items researcher developed instrument titled "Principals' Managerial Competencies for Effective Management of School Resources Questionnaire (PMCEMSRQ)" was used for data collection. The Cronbach alpha was used to determine the reliability of the instrument which yielded a high reliability coefficient of 0.85. The study found out that secondary school principals' in Anambra State do not have managerial competencies in procurement of physical and instructional materials, provision of e-library facilities and equipping classrooms and offices with needed furniture for effective material resource management. The study also found out that school principals' have managerial competencies in prioritizing financial allocation according to school needs, keeping accurate financial information of the school, ensuring accountability in all school expenditures, carrying out periodic auditing of school budgets and adopting cost-saving strategies for effective financial resource management among others. The study recommended that School principals' should strive to acquire managerial competencies in involving teachers' in decision making, organizing seminars and workshops for professional advancement of teachers, providing incentives' for students' for effective human resource management in schools, procurement of physical and instructional materials, provision of e-library facilities and equipping classrooms and offices with needed furniture and other school materials for effective material resource.

Bustami and Putra (2023) identified variances in the managerial competence of school principals based on their accreditation ratings. Two research questions and three hypotheses guided the investigation. This research employed a cross-sectional survey methodology. One hundred sixteen school principals participated in the survey. For data collection, researchers utilized the

school managerial competence research scale. Developed hypotheses are evaluated using the ANOVA technique. The study results indicate that the managerial competency achievements of A-rated school principals are in the very high category, while those of B- and C-rated schools are in the high category. ANOVA analysis demonstrates differences in the managerial skills of school principals based on their accreditation ratings. This finding proves that the managerial competence of principals in accredited A schools is better than those leading schools that are accredited B and C. The ability of the principal to apply leadership principles will have a positive impact on the management of educational institutions. School principals need to increase their managerial competence through training, competency evaluation, and a greater understanding of the curriculum and education programs. In addition, it is necessary to recruit school principals objectively.

Amuche and Saleh (2023) investigated the effectiveness and competency of principals of ECWA Secondary Schools in North Central Geo-political zone of Nigeria and how well they were professionally trained in School administration. In the research four research questions and three hypotheses guided the investigation. It was also to find out how effective the training in-service was implemented in order to develop Principals and staff professional competency. Both qualitative and quantitative methods of research were employed in order to establish how competent the principals were in their leadership role, the officials of the ECWA Education Department were interviewed and questionnaire administered in 15 ECWA Secondary Schools on 20 teachers in each school in the North Central Geo-political zone. The study found out that most ECWA Secondary School principals, though educated in other fields, were not professionally competent in school administration and planning. Also, principals' managerial competence had a negative relationship (-0.02) with students performance in ECWA secondary schools. It was

therefore recommended that Principal of ECWA Secondary schools should be trained professionally in education administration. They should improve in the teaching-learning process in schools, as well as ensure that the factors that led to student poor performance in external examination should be investigated.

Principal's Managerial Competencies and Teacher's Job Satisfaction

Makinde (2024) investigated the relationship among principals' managerial competence, parental influence and student engagement in public and private senior secondary schools in Lagos State, Nigeria. Two research questions were raised and two hypotheses formulated to guide the study. The specific objectives were to examine the relationship between principals managerial competence and parental influence and if this parental influence contributes to student engagement in senior secondary schools among others. 1, 260 copies of questionnaires were correctly filled and returned for analysis. The research instruments were validated, while the reliability was ascertained using the internal consistency approach. Data collected were analyzed with the aid of Pearson's' Product Moment Correlation coefficient. The study found that there was relationship between principals' managerial competence and parental influence and between parental influence and student engagement in senior secondary schools in Lagos State. There was also a correlation between student engagement and principals' managerial competence in Lagos state senior secondary schools. The paper therefore recommended that principals should be aware of their behaviours towards parents by welcoming their ideas and suggestions. This is achievable by involving parents in school committees. It is concluded that the managerial competence of leaders in secondary schools and influence of parents in supporting the school are important indices in encouraging student engagement in schools.

Asiegbu and Emegwa (2024) investigated the relationship between principals' personal management & teachers' job performance in public secondary schools in Anambra State. This study was guided by five research questions and five null hypotheses tested at 0.05 level of significance level. Correlational Research design was adopted for the study. The population consisted 7027 teachers in 263 public secondary schools in the six educational zones of Anambra State. Simple random sample and Proportionate Sampling techniques were used to compose the sample size of 382. A researcher developed instrument titled "Principals Personnel Management Practices Questionnaire" and Teacher Job Performance Questionnaire were used to collect data. The instruments were for teachers as the respondents. The instruments was validated by three experts comprising two lecturers from the Department of Education Management and Policy and the other, a specialist in measurement and Evaluation, all from the Faculty of Education, Nnamdi Azikiwe University, Awka Cronbach Alpha was used to ascertain the reliability of the instrument and yielded overall reliability index of 0.86. Pearson product moment correlation was used to analyse the research question and test null hypothesis. The findings of the study revealed among others that the high positive and significant relationship existed between principal's personnel management practice and teachers' job performance. Based on the findings, it was recommended that principal should collaborate with relevant stakeholders to improve their knowledge on the use of personnel management practices with a view to boosting teacher job performance.

Chairiani, Aslamiah and Hadi (2022) analyzed the direct and indirect influence between the principal's managerial skills, job satisfaction and work commitment on the performance of SMPN teachers in Aluh-Aluh District, Banjar Regency. This research is quantitative with cross sectional method and uses correlation research. The research population was 160 teachers and 114 respondents were taken as research samples with random sampling technique. Data collection

using a questionnaire instrument and data analysis using descriptive analysis, classical assumption test, multiple linear regression analysis and path analysis. The results of this study indicate that the regression value of the variables is a positive number such as the principal's managerial skills (X1) with teacher performance (Y) of 0.360, the regression coefficient of the principal's managerial skills (X1) with work commitment (Z) of 0.264, the regression coefficient of job satisfaction. (X2) with teacher performance (Y) of 0.259, regression coefficient of job satisfaction (X2) with work commitment (Z) of 0.227, regression coefficient of work commitment (Z) with teacher performance (Y) of 0.262, regression coefficient of principal managerial skills (X1) through work commitment (Z) with teacher performance (Y) of 0.069 and the regression coefficient of teacher job satisfaction (X2) through work commitment (Z) with teacher performance (Y) of 0.059. The conclusion of this study is that there is a significant direct effect of principal managerial skills, job satisfaction and commitment to the performance of SMPN teachers in Aluh-Aluh District, Banjar Regency and there is no significant indirect effect of principal's managerial skills and job satisfaction through commitment to the performance of SMPN teachers. in Aluh-Aluh District, Banjar Regency.

Rachmawati and Suyatno (2021) examined the influence of a principals' managerial competence on teachers' job satisfaction and work commitment. The study belongs to a quantitative type with a cross-sectional design. The sample consisted of 77 teachers from private junior high schools in Yogyakarta, all of which were selected using a random sampling technique. The data were collected through a questionnaire, which has been tested for validity and reliability. The data were analyzed using PLS-SEM as the samples used were less than a hundred numberwise. The hypothesis testing using PLS-SEM with path coefficient is accepted if the evaluation of the t-statistic is above 1.96 and p-value less than 0.05. The path coefficient revealed several results.

First, work commitment significantly influences teachers' job satisfaction. Second, a principal's conceptual competency does not considerably affect the teachers' work commitment and job satisfaction. Third, the principal's interpersonal competency significantly influences teachers' work commitment and job satisfaction. Fourth, a principal's technical competency significantly affects teachers' work commitment and job satisfaction with respectively. Besides, the hypothesis tested simultaneously to the variables and was evaluated using R-square adjusted value path I resulted in 0.762, which means the conceptual competency, interpersonal competency, and technical competency simultaneously influence job satisfaction up to 76.2%, categorized as substantial (strong). Meanwhile, R-square adjusted path II is 0.363, which means that the three competencies simultaneously influence job satisfaction up to 36.3%, categorized as weak. The findings have important implications for those involved in developing teachers' professionalism in that improving a principal's interpersonal and technical competencies have a positive influence on teachers' job satisfaction and work commitment.

ChiomaIbezim (2024) determined principals' managerial competences as correlate of teachers' job commitment in public secondary schools in Anambra State. The study was guided by three research questions and three null hypotheses were tested at 0.05 alpha level. Correlational research design was adopted for this study. The population of the study comprised 7,027 teachers in 266 public secondary schools in Anambra State. Proportionate stratified random sampling technique was used to draw 703 teachers for the study. Two sets of instruments titled ''Managerial Competences Scale (MCS)" and "Teachers' Job Commitment Scale (TJCS)" were used for data collection. The instruments were face validated by three experts of which two were from the Department of Educational Management and Policy, and one in Measurement and Evaluation Unit in the Department of Educational Foundations, all from Faculty of Education, Nnamdi Azikiwe

University, Awka. Cronbach alpha method was used for a test of internal consistencies of the instruments which yielded overall coefficient value of 0.81 and 0.83 for MCS and TJCS respectively. The instruments were administered by the researcher and five research assistants and 97% return rate was recorded. Pearson Product Moment Correlation Coefficient was used to answer the research questions and t-test of correlation was used to test hypotheses. The findings of the study revealed among others that there is a strong positive correlation between principals' motivational competence and teachers' job commitment in public secondary schools in Anambra State. It was also found that there is a moderate positive correlation between principals' supervisory competence and teachers' job commitment in public secondary schools in Anambra State. Also, there is no significant relationship between principals' communication competence and teachers' job commitment in public secondary schools in Anambra State. Based on the findings, it was recommended among others that Post Primary School Service Commission should pay periodic visits to schools to monitor and offer suggestions to improve supervisory skills of principals to bring improvement on the job commitment of teachers.

Odu-dikoro (2022) examined the principals' managerial competencies and teachers' job effectiveness in public and private secondary schools in Delta State. Nine research questions and seven hypotheses were raised and tested. An ex-post –facto research design using correlational and descriptive method was employed for this study. The population of this study is 14, 299 principals and teachers from public and Government approved private secondary school in Delta State. The sample of this study was 715 secondary school principals and teachers. Multi-stage sampling procedure was used in this study. Two sets of questionnaire titled "Principals' Managerial Competencies Questionnaire" (PMCQ) and Teachers Job Effectiveness Questionnaire (TJEQ) were used for data collection. The face validity and reliability of the instrument was carried

out. The reliability of the instruments was estimated using the split half reliability method. These tests yielded reliability coefficient values of 0.71 and 0.88 for the PMCQ and TJEQ respectively. The questionnaires were administered to 714 respondents in public and private secondary schools. However, only 630, which represent approximately 88% of the total number of administered questionnaires, was retrieved and used for data analysis. Data was analyzed using descriptive statistic and Pearson Product Moment Correlation coefficient(r) and coefficient of determination (r2) were used to answer the research questions. All hypotheses were tested using Product Moment Correlation coefficient at alpha level of 0.05. The findings of the study among others are that: the available managerial competencies possessed by public and private secondary School principals in Delta State are leadership competency, team building competency, planning competency, coordination competency, communication competency; interpersonal relations competency, and monitoring and control competency. The level of job effectiveness of public and private secondary school teachers in Delta State is high; the relationship between principal overall managerial competencies and teacher job effectiveness in public and private secondary schools in Delta State is significant positive relationship. Based on the findings it was recommended that the government and proprietors of private schools should organise or sponsor teachers to attend seminars, conferences, and workshops where they could receive in-service training to keep their skills and knowledge up-to-date for sustained job effectiveness.

Obi, Ogbunude and Chukwudolue (2022) examined the influence of principals' managerial competences on the performance of teachers in public secondary schools in Anambra State. Two research questions and two null hypotheses guided the conduct of the study. Descriptive research design was adopted for the study. The population of the study comprised 263 principals and 6185 teachers in the 263 public secondary schools in the six education zones in Anambra State. Sample

of the study consisted of 648 respondents (108 principals and 540 teachers) within the 18 selected secondary schools in the six education zones. Proportionate stratified and simple random sampling technique was adopted. A structured questionnaire developed by the researcher was used in collecting data for the study. The instrument was validated by three experts in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire reliability was analyzed with Cronbach Alpha method which yielded coefficient values of .78 and .81 for clusters B1 and B2 respectively with average coefficient value of .79. Data collected were analyzed using mean analysis for research questions and the hypotheses that guided the study were tested using independent sample t-test statistics at .05 level of significance. Findings of the study revealed that principals' communication competences influence teachers' task performance in Anambra State public secondary schools to a high extent. The study also showed that principals' communication competences have a significant influence on teachers' task performance in Anambra State public secondary schools. Findings also revealed that principals' supervision competences influence teachers' task performance in Anambra State public secondary schools to a high extent. The study also revealed that principals' supervision competences have a significant influence on teachers' task performance in Anambra State public secondary schools. Based on the findings, the following recommendations were made: In order to improve the communication skills, principals should continuously improve their knowledge about the barriers to communication, solutions to overcome these barriers, and better listening ability. Principals should give priority to improve instructional supervision process and instructional supervision should be carried out continuously in the school.

Principals' Managerial Competence and Teachers' job Satisfaction Based on Gender

Eboka (2016) investigated the perception of teachers on the influence of principals' leadership styles and gender on teacher morale. Four research questions and four research hypotheses guided the study. An ex-post facto research design was adopted in the study. Through the simple random sampling technique a total of 72 principals and 2,506 in 72 public secondary schools were drawn from the three education zones of Delta State. Two standardized research instruments namely the Multifactor Leadership Questionnaire and the Purdue Teacher Opinionnaire were adapted and used to obtain information on principals' leadership styles and teacher morale respectively. Teacher morale was measured with regard to five teacher morale factors which are teacher rapport with principal, rapport amongst teachers, satisfaction with teaching, teacher status and teacher load. Answers to the research questions were analyzed using the simple descriptive statistics of mean and standard deviation while the t-test was the statistical tool used to address the research hypotheses at .05 level of significance. The findings of the study revealed leadership styles of principals and gender jointly influenced teacher morale. However, the transformational leadership style and male principals had a greater influence on teacher morale. The major findings of the study were discussed, implications highlighted while recommendations were made.

Nwankwo (2023) investigated the difference in administrative competences of male and female principals based on their management behaviour in public secondary schools in Rivers State. The study was guided by two objectives, two research questions and two hypotheses. This study adopted ex-post facto research design. The target population of the study consisted of all the 520 principals (450 male and 70 female) in all the secondary schools Rivers State. Sample size of 220 teachers was selected for the study through simple random sampling technique. The

instruments titled “Principal Management Behaviour Questionnaire and Principal Administrative Competences Questionnaire” were used to gather data for this study. The reliability coefficient of the instrument was calculated using Cronbach alpha reliability coefficient statistics and the overall reliability coefficient of r = .80 and r =.82 was obtained respectively. Data collected were analysed using Mean, Standard deviation and Analysis of Variance. The result obtained from the data analysis shows that there is significant differences in administrative competences of male and female principal based on their management behaviour in public secondary schools in Rivers State. The researcher recommends that Ministry of Education should organize seminars to train principals’ on management behaviour to ensure effective administration and utilization of school resources in order to enhance teachers’ job performance.

Asiegbu (2021) investigated the influence principal’s gender has on teachers’ work behaviours in secondary schools in Anambra State. Five research questions and three null hypotheses were formulated to guide the study. The study employed a descriptive survey design, using a sample size of 1000 teachers (male and female) selected from schools in Anambra State through multi-stage sampling technique. A 50 item adapted questionnaire was used to elicit information on the teachers’ work behaviours as it relates to; acceptability of responsibilities, commitment to school functions, adherence to school rules and regulations, ensuring discipline in school, and attendance to instructional duties. Mean scores were used to answer the research questions while t-test was used to test the null hypotheses. The findings of the study indicated that 41 items out of the 50 identified items in the questionnaire were accepted by both male and female teachers as their work behaviours. This goes a long way to saying that principal’s gender has no significant influence on teachers’ work behaviours which was also the conclusion of the study based on the three null hypotheses tested at 0.05 level of significance. Although there were few

disagreements on male and female teachers' responses, such disagreements, were minimal, which include that; female teachers are unwilling to assist in carrying out their principal's personal duties, find it difficult to tolerate individual differences of other colleagues, and cannot avoid fighting and quarreling with staff and students; male teachers cannot avoid having other businesses for profit making as well as failure to show concern for badly done work especially when under female principal's administration. Among others, it was recommended that the government should organize teachers' forum through the Post Primary Schools Service Commission and Nigerian Union of Teachers, where teachers could meet on a regular basis to discuss and learn the right work behaviours and the implications of violating such behaviours. Conclusions and implications of the study were also made, as well as suggestions for further studies to identify the problems of education in Nigeria.

Anho, Okorugbo, Ojabunor and Anho (2022) examined gender variables and human resources management among male and female public secondary school principals in Delta State, Nigeria. Five research questions and three null hypotheses were formulated to guide the study. The study was based on descriptive survey method which adopted the ex-post facto design. The population comprise 9361 teachers drawn from the 466 public secondary schools in Delta State. 936 teachers, representing 10% of the teachers, was the sample size using stratified random sampling technique with consideration to local government areas and senatorial districts in Delta State. The main instrument used, was a self, constructed questionnaire titled "gender variables and secondary school principals' human resources management questionnaire (GVSSPHRMQ). The face and content validity was ascertained. The researchers employed the services of four well instructed field assistants to facilitate the process of data distribution and retrieval. Out of the 936 questionnaire administered, 934 were returned correctly filled.

The data were analysed using descriptive statistics of mean scores and standard deviation for the research questions, while the t-test statistical tool was used to test the stated hypotheses at 0.05 level of significance. The acceptance and rejection bench mark for the mean was; 0-2.50 and 0-2.49 respectively. The findings which emerged include; the extent of some indices of gender variables on effective human resource management, among male and female public secondary school principals in Delta State and there was no significant difference between male and female secondary school principals' views on the administrative task areas, and that gender variables influence in the management of human resources among public secondary school principals in Delta State, Nigeria.

Ogunshola (2018) examined the principals' gender and their managerial effectiveness in Federal Capital Territory (FCT) senior secondary schools, Abuja, Nigeria. Two research questions and two hypotheses guided the investigation. The study adopted the descriptive survey research design. The study used a sample of 940 respondents in public and private senior secondary schools in FCT. Stratified sampling technique was used to select 940 teachers in the sampled schools. To ascertain the validity of the instrument, content validity was adopted. The questionnaire was pilot-tested and reliability coefficient of 0.85 was obtained. The mean score and standard deviation were used to answer the research question while t-test was used to test the hypothesis at 0.05 level of significance. The study revealed that the principals were effective in all the six areas of managerial effectiveness. The study also showed that there was no significant difference between the managerial effectiveness of male and female principals in FCT senior secondary schools. It was concluded that the principals' gender did not influence their managerial effectiveness in FCT senior secondary schools. It was, therefore recommended that, government should help to improve the principals' managerial effectiveness in different areas of managerial skills through seminar,

workshop and in-service training for better management of senior secondary schools in FCT. Keywords: Principals' Gender, Managerial Effectiveness, Senior Secondary Schools.

Principals' Managerial Competence and Teachers' Job Satisfaction Based on Age

Ighalo (2022) conducted to ascertain the perceived influence of principals' gender, age and marital status on their administrative performance in public secondary schools in Edo State. Three specific purposes, three research questions and three null hypotheses guided the study. Descriptive survey research design was adopted for the study. The sample of the study was 408 respondents. The data obtained were analysed using Cronbach Alpha Statistics. Then, the reliability co-efficient of 0.85 was obtained. The data collected for the study were analysed using mean and standard deviation to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that: the gender of the principals, their age, and their marital status did not influence their administrative performance in public secondary schools in Edo State. The test of the hypotheses indicated that there was no significant difference in the administrative performance of the principals based on their gender, age and marital status. Based on these findings, some recommendations were made, among others that male and female teachers should be given equal opportunity in the appointment of principals in the public secondary schools since gender has no influence in the principals' administrative performance.

Umoh (2020) examined the impact of gender and age on the administrative effectiveness of secondary school Principals in Akwa Ibom State. Five research questions and five hypotheses guided the study. The population of this study comprised of all secondary school principals, teachers and PTA members in Akwa Ibom State. There are 227 Principals and 7583 Teachers in Akwa Ibom state. The study adopted Expost-factor design while stratified random sampling

technique was used in selecting the respondents. Data was obtained using a research questionnaire titled "Correlates of Administrative Effectiveness of Secondary School Principals Questionnaire (CAESSPQ) test". Data obtained from respondents were analysed using mean statistics like independent t-test analysis and one-way analysis of variance. It was concluded that the administrative effectiveness of male and female principals in secondary schools cannot be same as male principals can work under pressure and other interfering factors. Also, young principals are more active than the older ones in the discharge of their administrative functions. It was therefore recommended that Government should regularly appreciate the long years of service and effort and skills put in by staff of secondary school by way of promotion.

Sawati, Anwar and Majoka (2013) conducted a study to find out the prevalent leadership styles of principals in government schools of Khyber Pakhtunkhwa and to find relationship of leadership styles with qualifications, age and experience of the principals. Three research questions and two hypotheses guided the investigation. On the basis of analyzed data, four major leadership styles of the principals were identified as Eclectic, Democratic, Autocratic, and Free rein. However, a small proportion of the principal had no dominant leadership style. This study shows that principals' leadership styles have no significant correlation with age, experience and qualification.

Maritim (2019) explored the principals' age and gender as factors in his religiosity and leadership. Concerns have been raised on the leadership of secondary schools in Nandi County. Lack of good leadership in sub county, county and even extra county schools has lead loss of property in these schools and if this is allowed to continue, some schools may be forced to close down. Would a principal's religiosity help? Is religiosity affected by age and gender? Ex- post facto research design guided the research whose target population was principals, teachers and

student leaders of secondary schools in Nandi County. Stratified and simple random sampling was used to sample schools, teachers and student leaders. The study used three data collection methods; questionnaire, interview schedule, and content analysis guide. Experts were consulted to determine the content validity of instruments. Reliability was determined by use of Cronbach's alpha technique giving a value of 0.715 and Hypotheses 1&2 on age and gender were tested using t-test and analysis of variance. To determine relationship between religiosity and both age and gender, t- tests was carried out. The findings showed that one's religiosity did no change with age, but it depended on gender. Female principals would be preferred in relation to integrity concerns. Principals should meet a minimum requirement in terms of education, experience and level of religiosity to be allowed to run schools. The findings of the study may be applied in drafting a better policy on principals' appointment.

Principals' Managerial Competence and Teachers' Job Satisfaction Based on Years of Experience

Ozkan and Akgenc (2022) studied teachers' job satisfaction: multilevel analyses of teacher, school, and principal effect relational survey model, secondary data obtained from TALIS-2018

evaluation were analyzed with Multilevel Structural Equation Modeling. In the study, four research questions were raised and three hypotheses formulated. 196 principals and 3952 teachers from Turkey who participated in TALIS-2018 survey constitute the sample of the research. According to the results of the study, teachers' age, gender, career preferences and participation in professional development activities, the locations of the schools they work in and the type of school (state / private) and the gender of the school principals were found to be determinants of job satisfaction. Teachers' work experience, having foreign students in their classes, school principal's age and work experience did not affect teachers' job satisfaction.

Nellitawati (2019) analyzed the contribution of principals' leadership to teachers' job satisfaction. Five research questions were raised and three hypotheses formulated. Using quantitative correlational research methods, which will reveal the contribution of each variable. The research sample was 86 teachers. Data collection used two instruments, namely the teacher's job satisfaction questionnaire and the principal's leadership questionnaire. Data analysis techniques using simple regression and correlation techniques. The results showed that the principal's leadership significantly contributed to teacher job satisfaction and years of experience is a significant factor. It can be concluded that the Principal's leadership is one of the most important factors because it can affect teacher job satisfaction. So that improving the quality of leadership by school principals needs to be improved.

Shen, Leslie and Ma (2022) using nationally representative samples for public school teachers and principals, the authors inquired into whether principal background and school processes are related to teacher job satisfaction. Employing hierarchical linear modeling (HLM), the authors were able to control for background characteristics at both the teacher and school levels. They found that 17% of the total variance in teacher job satisfaction is between schools, a statistically significant amount that indicates schools can make a difference in teacher job satisfaction. The authors found that school processes particularly career and working conditions, staff collegiality, administrative support, and to a lesser extent, positive student behavior and teacher empowerment are positively associated with teacher job satisfaction. Although two principal background variables the experience of being a department head or an athletic coach/director are statistically significant, the authors found the block of school process variables explains far more variance than the block of principal background variables. Based on the findings,

the authors discussed issues such as the complexity of the phenomenon of teacher job satisfaction, the role of school process versus principal background, and monetary versus cultural factors.

Crisci, Sepe and Malafronte (2019) examined job satisfaction among secondary school teachers in the province of Naples. Two research questions and three hypotheses guided the investigation. Low job satisfaction has recently been cited as a possible cause of the current teaching crisis in Italy. Moreover, it was positively correlated to work performance, and it is expected that a school having teachers with high levels of job satisfaction impart higher levels of education and turns out more successful students. The author investigated the relationship between individual characteristics, factors and teacher job satisfaction. In particular, it focused on three individual characteristics that were commonly linked to job satisfaction in the literature, gender, age and years of experience. For this paper, a short version of the questionnaire Common Assessment Framework and Education model shared by European Institute of Public Administration was administered to a sample of secondary school teachers. The use of descriptive analysis resulted in the identification of the following six major factors affecting teacher satisfaction: communication, involvement, leadership, school climate, structure and job satisfaction. We tested the influence of these factors on teacher job satisfaction. A Partial Least Square Path Modelling (PLS-PM) and external analysis in PLS-PM have been used to test the relationships involved in the research model. Findings showed that all the factors were significantly influencing teachers' job satisfaction

Summary of Literature Reviewed

The summary of the review made in this chapter began with the conceptual framework which was diagrammatically explained, showing the relationship between and/or among variables under study. The concepts of teachers' job satisfaction, teacher's work commitment, school job satisfaction related factors, interpersonal relation as satisfaction factors, recognition and appreciation as a satisfaction factor, interpersonal relationship and school type as satisfaction factor, working environment as a satisfaction factor, pay as satisfaction factor, use of one's ability as satisfaction factor, job security as satisfaction factor, working hours as satisfaction factor teachers' job dissatisfaction based factor, impacts of teachers' job satisfaction, job satisfaction through administration, teacher's job satisfaction based impacts were all reviewed.

Also, the reviews covered concept of managerial competence, seven managerial competencies, how to improve managerial competencies, managerial competencies in the workplace, the relation between a principal's managerial competency and job satisfaction and work commitment. New Competency Leadership Theory (NCLT), was developed from traditional leadership theories such as trait, contingency, situational, and transformational, is based on the need for managers in the education sector to handle challenges while also motivating employees for increased effectiveness. Many research studies had been conducted in this area of study, however, there is still a dearth of literature as regards principal's managerial competence in secondary schools and all the reviews within the reach of the researcher, there had been no work conducted to examine the relationship between principal's managerial competence and teachers' job satisfaction using the South Senatorial District of Edo State as a case study. This was the gap this study filled.

CHAPTER THREE

METHODOLOGY

In this chapter, the method that was used in conducting the study was described. The method covers research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

Research Design

The design of the study was correlational. This correlational research design was considered suitable for the study because it enabled the researcher to determine the relationship between the variables under study. In other words, it helped the researcher to find out the existing correlation between principals' managerial competence and teachers' job satisfaction.

Population of the Study

The population of this study consisted all the 135 principals and 1,162 teachers in the Public Senior Secondary Schools in the Edo South Senatorial District of Edo State of Nigeria. Table I shows a breakdown of the population of public senior secondary schools, principals and teachers in the Senatorial District of Edo State, Nigeria.

Table I: Public Senior Secondary School Principals and Teachers in Edo South Senatorial District

S/N	Senatorial Districts	Number of Principals	10% Sample	Number of Teachers	10% Sample
1	Edo South	135	13	1,162	116

Source: Population from Post Primary Education Board, Benin City (2024)

Sample and Sampling Technique

The sample for this study comprised one hundred and sixteen (116) teachers and thirteen (13) principals randomly selected from the entire population of the study. This represents 10% of the total population of the study. Stratified and simple random sampling Techiques were used to select the sample. These sampling techniques were used in order to give every subject selected an equal chance of being selected.

Research Instrument

A self structured questionnaire was used for data collection in this study. The instrument is in three sections. The first section elicits information about principal's gender, age and years of experience while section two elicits information about 'Principals' Managerial Competence which was adapted from Eziuzo, Chiamaka and Eziamaka (2024) and modified by the researcher. The third section elicits information of Teachers' Job Satisfaction scale adapted from Ayele (2014) and also modified by the researcher.

Sections B of the instrument consists of 15 items to elicit responses on principals' managerial competence while section C of the instrument also consists of 15 items and was used to elicit responses on teachers' job satisfaction. Section B was a five-point Likert scale of Always

(A), Often (O), Occasional (O), Rare (R) and (N) Never, while Section C items are also a five-point Likert scale of Very High (VH), High (H), Moderate (M), Low (L) and Very Low (VL) respectively.

Validity of the Instrument

In establishing the validity of the instrument, a drafted copy was given to the supervisor who made her input and thereafter, the corrected copy was given to three other experts for face and content validity. Two of these experts are in the field of educational management while the other one is in Measurement and Evaluation. These experts made some adjustments by removing some items and added some in the process of validation. Their comments and suggestions that determined the appropriateness and adequacy of the instrument, bearing in mind the significance to the hypotheses that were tested were all harmonized to ensure face and content validity of the instrument.

Reliability of the Instrument

To establish the reliability of the instruments, thirty (30) copies of the questionnaire were administered to teachers and principals that were not part of the proposed sample for the study. The items in the instrument were split into two using odd and even number. Data collected were analysed using the Cronbach Alpha Statistical procedures to determine the internal consistency of the instrument and the instrument's reliability coefficient obtained was 0.84 for Principals' Managerial Competence while 0.76 was obtained for Teachers' Job Satisfaction.

Method of Data Collection

The researcher engaged and train two research assistants who helped her to administer the instrument to the respondents. Both the assessment of the managerial competence of principals and the assessment of teachers' job satisfaction were done by the teachers. The completed copies of the questionnaires were retrieved on the spot in order to ensure a very high rate of returns of the copies distributed.

Method of Data Analysis

In analyzing the data collected, research question one and two were answered using the descriptive statistics of mean, standard deviation and percentage while research questions three, four, five and six were answered using the descriptive statistics of mean, standard deviation and percentage and correlation coefficient while hypotheses one and two were tested using the One sample t-test and all the remaining hypotheses were tested using the simple Linear Regression at 0.05 alpha level of significance. This statistics is chosen because it is the appropriate statistics to determine the relationship of a variable over the other.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

In this chapter, the analysis of data collected and the resultant results are presented. The presentation of results is followed by the summary of findings and discussion of the findings.

Analysis of Research Questions

Research Question One: What is the level of teachers' job satisfaction in Edo South Senatorial District of Edo State?

Table 2: Descriptive statistics showing the level of teachers' job satisfaction in Edo South Senatorial District of Edo State

Level	Frequency	Percentage	Valid Percentage
Very High	5	4.3	4.3
High	17	14.7	14.7
Moderate	7	6.0	6.0
Low	39	33.6	33.6
Very Low	48	41.4	41.4
Total	**116**	**100.0**	**100.0**

Data in Table 2 showed that out of 116 respondents used to measure the level of teachers' job satisfaction in Edo South Senatorial District of Edo State, 5 representing 4.3% reported very high level while 17 constituting 14.7% reported high level of job satisfaction. In the same vein, 7(6.0%) out of the 116 teachers reported moderate level of job satisfaction, 39 representing 33.6% of the sample reported low job satisfaction while 48 constituting 41.4% reported very low level of job satisfaction. It can be concluded from the table, therefore, that majority (75.0%) reported very low and low level of job satisfaction in Edo South Senatorial District of Edo State.

Research Question Two: What is the level of principals' managerial competence in Edo South Senatorial District of Edo State?

Table 3: Descriptive statistics showing the level of principals' managerial competence in Edo South Senatorial District of Edo State

S/N	Items	N	Mean	Std. Dev	Remarks
1	Effective basic interactive skills that are necessary to enhance teachers' job performance.	13	1.4615	.51887	Very Low
2	Downward communication	13	1.6154	.50637	Very Low
3	Quick handling of disruptive issues.	13	1.6154	.65044	Very Low
4	Instructions on job performance are timely and correctly given to teachers by the principal.	13	1.6923	.63043	Very Low
5	Build positive relationships with teachers.	13	1.6923	.48038	Very Low
6	Encourages self-expression, creativity and interaction among staff in the school.	13	1.7692	.72501	Very Low
7	Principal explains the activities of the school to teachers in clear terms.	13	2.0769	.64051	Low
8	Principal guides teachers towards effective job performance through supervision	13	2.0769	.86232	Low
9	Skillful in identifying teachers' weaknesses through their lessons	13	1.8462	.68874	Very Low
10	Visit teachers in classrooms regularly to observe their teaching methods and suggest ways of improvement.	13	1.7692	.72501	Very Low
11	Monitors teachers' classroom management skills and coaches those with poor management skills.	13	2.0769	.75955	Low
12	Teachers' lapses are easily identified by principals through regular supervision.	13	2.3077	1.10940	Low
13	Help teachers to learn new teaching skills at the end of supervision.	13	1.9231	.64051	Very Low
14	Maintaining and priotizing teachers' welfare.	13	1.6923	.63043	Very Low
15	The rate at which Principal motivate teachers for better performance is	13	2.0000	.40825	Low

Data in Table 3 indicated that out of the 15 items used to measure the level of the 13 principals' managerial competence in Edo South Senatorial District of Edo State, only 5 items reported low level while the remaining 10 items showed a very low level of principals' managerial

competence in Edo South Senatorial District of Edo State. It can be concluded from the table, therefore, that principals' managerial competence in Edo South Senatorial District of Edo State is very low.

Research Question Three: To what extent does principals' managerial competence relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?

Table 4: Pearson Product Moment Correlation statistics showing the extent principals' managerial competence relate to teachers' job satisfaction in Edo South Senatorial District of Edo State

Variables	Mean	SD	r	r^2	%
PMC	15.46	4.94	-0.56	0.31	31%
TJS	18.37	9.12			

Key: PMC = *Principals' Managerial Competence*; TJS = *Teachers' Job Satisfaction*

The data in table 4 showed the correlation between principals' managerial competence and teachers' job satisfaction. It is observed from the table that the principals had managerial mean score of 15.46, standard deviation 4.94 while the teachers had job satisfaction mean score of 18.37 with standard deviation of 9.12. The table also showed that there was a moderate negative correlation of -0.56 between the two variables under study. The coefficient of determination is 0.31. This implies that principals' managerial competence has 31% negative relation on teachers' job satisfaction. It can be concluded that principals' managerial competence has 31% negative relationship with teachers' job satisfaction in Edo South Senatorial District of Edo State.

Research Question Four: To what extent do principals' managerial competence and gender relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?

Table 5: Pearson Product Moment Correlation statistics showing the extent principals' managerial competence and gender relate teachers' job satisfaction in Edo South Senatorial District of Edo State

Variables	Mean	SD	r	r^2	%
PMC/Gender	17.02	4.94	0.68	0.46	46%
TJS	18.37	9.12			

Key: PMC = *Principals' Managerial Competence*; TJS = *Teachers' Job Satisfaction*

The data in table 5 showed the extent to which principals' managerial competence and gender relate to teachers' job satisfaction in Edo South Senatorial District of Edo State. It was observed from the table that the principals' managerial competence based on gender had the mean score of 17.02, standard deviation 5.63 while the teachers had job satisfaction mean score of 18.37 with standard deviation of 9.12. The table also showed that there is a high positive correlation of 0.68 between the variables under study. The coefficient of determination is 0.46. This implies that principals' managerial competence and gender had 46% positive relation on teachers' job satisfaction. It can be concluded that principals' managerial competence based on gender, has 46% positive relationship on teachers' job satisfaction in Edo South Senatorial District of Edo State.

Research Question Five: To what extent do principals' managerial competence and age relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?

Table 6: Pearson Product Moment Correlation statistics showing the extent principals' managerial competence and age relate to teachers' job satisfaction in Edo South Senatorial District of Edo State

Variables	Mean	SD	r	r^2	%
PMC/Age	16.46	5.83	0.63	0.40	40%
TJS	18.37	9.12			

Key: PMC = *Principals' Managerial Competence*; TJS = *Teachers' Job Satisfaction*

The data in the Table 6 showed the extent to which principals' managerial competence and age predicted teachers' job satisfaction in Edo South Senatorial District of Edo State. It was observed from the table that the principals' managerial competence based on age had the mean score of 16.46, standard deviation 5.83 while the teachers had job satisfaction mean score of 18.37 with standard deviation of 9.12. The table also showed that there is a high positive correlation of 0.63 between the variables under study. The coefficient of determination is 0.40. This implied that principals' managerial competence and age had 40% positive relationship with teachers' job satisfaction. It can be concluded that principals' managerial competence based on age, has 40% positive relationship with teachers' job satisfaction in Edo South Senatorial District of Edo State.

Research Question Six: To what extent do principals' managerial competence and years of experience relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?

Table 7: Pearson Product Moment Correlation statistics showing the extent principals' managerial competence and years of experience relate to teachers' job satisfaction in Edo South Senatorial District of Edo State

Variables	Mean	SD	r	r^2	%
PMC/Years of Exp.	15.46	4.94	0.56	0.32	32%
TJS	18.37	9.12			

Key: PMC = *Principals' Managerial Competence*; TJS = *Teachers' Job Satisfaction*

The data in table 7 showed the extent to which principals' managerial competence and years of experience relation to teachers' job satisfaction in Edo South Senatorial District of Edo State. It was observed from the table that the principals' managerial competence based on experience had the mean score of 15.46, standard deviation 4.94 while the teachers had job satisfaction mean score of 18.37 with standard deviation of 9.12. The table also showed that there was a moderate positive correlation of 0.56 between the variables under study. The coefficient of determination is 0.32. This implied that principals' managerial competence and experience had 32% positive relationship with teachers' job satisfaction. It can be concluded that principals' managerial competence based on years of experience, has 32% positive relationship with teachers' job satisfaction in Edo South Senatorial District of Edo State.

Testing of Hypotheses

Hypothesis One: Teachers' job satisfaction in Edo South Senatorial District of Edo State is not significant

Table 8: One Sample t-test showing the significant level of teachers' job satisfaction in Edo South Senatorial District of Edo State

Variable	N	Mean	SD	t	df	Sig.(2-tailed)	Decision
TJS	116	18.37	9.12	21.67	115	0.00	Reject Ho

Key: TJS = Teachers' Job Satisfaction

The information in Table 8 showed that teachers' job satisfaction in Edo South Senatorial District of Edo State was significant at 0.00 (t=21.67, df=115). Since 0.00 is less than 0.05 alpha level of significance, the hypothesis which stated that teachers' job satisfaction in Edo South Senatorial District of Edo State was not significant is rejected. This implies that Teachers' job satisfaction in Edo South Senatorial District of Edo State is significant,

Hypothesis **Two:** Principals' managerial competence in Edo South Senatorial District of Edo State is not significant

Table 9: One Sample t-test showing the significant level of principals' managerial competence in Edo South Senatorial District of Edo State

Variable	N	Mean	SD	t	df	Sig.(2-tailed)	Decision
PMC	13	15.46	4.94	11.27	12	0.00	Reject Ho

Key: PMC = Principals' Managerial Competence

The information in Table 9 showed that principals' managerial competence in Edo South Senatorial District of Edo State was significant at 0.00 (t=11.27, df=12). Since 0.00 is less than

0.05 alpha level of significance, the hypothesis which stated that principals' managerial competence in Edo South Senatorial District of Edo State was not significant is rejected. This implies that principals' managerial competence in Edo South Senatorial District of Edo State is significant,

Hypothesis Three: Principals' managerial competence does not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State

Table 10: Linear Regression Statistics showing Principals' managerial competence as a relationship with teachers' job satisfaction in Edo South Senatorial District of Edo State

Variables	Beta Coefficient	R^2	F	t-value	P-value	Decision
PMC						
	-0.92	0.32	5.16	-2.27	0.00	Reject Ho
TJS						

Key: PMC = Principals' Managerial Competence; TJS = Teachers' Job Satisfaction

The data in Table 10 showed principals' managerial competence was a significant relationship with teachers' job satisfaction at 0.00. F (5.16, t – value = -2.27, B = -0.92, P-value = 0.00). Since the p-value or the significant level (0.00) is less than 0.05 alpha level of significance, the results implied that principals' managerial competence was a significant relationship with teachers' job satisfaction and this relationship is negative. With these results, the hypothesis which stated that principals' managerial competence would not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State is rejected. This implies that principals' managerial competence significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State.

Hypothesis Four: Principals' managerial competence does not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on gender

Table 11: Linear Regression Statistics showing Principals' managerial competence as a relationship with teachers' job satisfaction in Edo South Senatorial District of Edo State based on gender

Variables	Beta Coefficient	R^2	F	t-value	P-value	Decision
PMC/Gender						
	-0.55	0.46	4.39	-1.25	0.04	Reject Ho
TJS						

Key: PMC = Principals' Managerial Competence; TJS = Teachers' Job Satisfaction

The data in Table 11 showed principals' managerial competence based on gender was a significant relation with teachers' job satisfaction at 0.04. (F=4.39, t – value = -1.25, B = -0.55, P-value = 0.04). Since the p-value or the significant level (0.04) is less than 0.05 alpha level of significance, the results implied that principals' managerial competence based on gender was a significant relationship with teachers' job satisfaction and this relation is negative. With these results, the hypothesis which stated that principals' managerial competence would not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on gender is rejected. This implies that principals' managerial competence significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on gender.

Hypothesis Five: Principals' managerial competence does not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on age.

Table 12: Linear Regression Statistics showing Principals' managerial competence as a relationship with teachers' job satisfaction in Edo South Senatorial District of Edo State based on age

Variables	Beta Coefficient	R^2	F	t-value	P-value	Decision
PMC/Age						
	-0.86	0.40	3.41	-2.15	0.07	Accept Ho
TJS						

Key: PMC = Principals' Managerial Competence; TJS = Teachers' Job Satisfaction

The data in Table 12 showed principals' managerial competence based on age was not a significant relation of teachers' job satisfaction at 0.07. (F=3.41, t – value = -2.15, B = -0.86, P-value = 0.07). Since the p-value or the significant level (0.07) is higher than 0.05 alpha level of significance, the results implied that principals' managerial competence based on age was not a significant relationship with teachers' job satisfaction. With these results, the hypothesis which stated that principals' managerial competence would not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on age is accepted. This implies that principals' managerial competence does not significantly relate teachers' job satisfaction in Edo South Senatorial District of Edo State based on age.

Hypothesis Six: Principals' managerial competence does not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on years of experience

Table 13: Linear Regression Statistics showing Principals' managerial competence as a relationsip with teachers' job satisfaction in Edo South Senatorial District of Edo State based on years of experience

Variables	Beta Coefficient	R^2	F	t-value	P-value	Decision
PMC/Year of Exp.						
	-0.92	0.32	2.34	-2.15	0.14	Accept Ho
TJS						

Key: PMC = Principals' Managerial Competence; TJS = Teachers' Job Satisfaction

The data on Table 13 showed principals' managerial competence based on years of experience was not a significant relation of teachers' job satisfaction at 0.14. (F=2.34, t – value = -2.15, B = -0.92, P-value = 0.14). Since the p-value or the significant level (0.14) is higher than 0.05 alpha level of significance, the results implied that principals' managerial competence based on years of experience was not a significant relation of teachers' job satisfaction. With these results, the hypothesis which stated that principals' managerial competence would not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on years of experience is accepted. This implies that principals' managerial competence does not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on years of experience.

Summary of Findings

The following findings emerged from the study.

1. The level of teachers' job satisfaction in Edo South Senatorial District of Edo State is significantly low
2. The level of principals' managerial competence in Edo South Senatorial District of Edo State is significantly low.
3. Principals' managerial competence significantly relate to teachers' job satisfaction negatively in Edo South Senatorial District of Edo State.
4. Principals' managerial competence significantly relate to teachers' job satisfaction negatively in Edo South Senatorial District of Edo State based on gender.
5. Principals' managerial competence did not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on age
6. Principals' managerial competence did not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on years of experience.

Discussion of Findings

The first finding in this study revealed that the level of teachers' job satisfaction was significantly low. This may be due to the fact that they are not enjoying good relations with the principals and/or there has been no downward communication from the principals and probably also their working environment was not conducive. This study supported that of Muga, Onyango and Jackline (2017) who examined the level of teachers' job satisfaction in public secondary schools in Siaya, Kisumu and Kjiado counties, Kenya and confirmed that most (56.7%) teachers were dissatisfied and that most (63.9%) of them would not choose teaching as a profession if they

were to start over again in a new career. However, the finding disagreed with the finding of Akporehe and Asiyai (2023) who examined principals' managerial skills and teachers' job performance in secondary schools in Owa communities in Delta State, Nigeria and found that the level of teachers' job performance was moderate. The finding also contrasted that of Demirtaş (2020) who investigated the primary school teachers' job satisfaction levels. The research was designed with the survey model and confirmed that teachers' job satisfaction levels were high. This finding also contrasted that of Cabaron and Oco (2023) who determined the respondents' level of motivational factors and level of job satisfaction; and to determine the significant relationship between teachers' motivational factors and job satisfaction and established that teachers' overall motivational factors were interpreted as very high level. The teachers' overall job satisfaction was interpreted as very high level. The finding also disagreed with that of Adetayo (2018) who determined the level of job satisfaction among Secondary school teachers in Ogun State and observed that majority of the teachers were satisfied with their teaching job.

The second finding in this study showed that principals' managerial competence was significantly low. This could be as a result of their poor management and supervision especially in procurement of physical facilities and equipment of classroom. This finding agreed with that of Akinfolarin (2017) who analysed principals' managerial competencies for effective management of school resources in secondary schools in Anambra State and found that secondary school principals' in Anambra State did not have managerial competence in procurement of physical and instructional materials, provision of e-library facilities and equipping classrooms and offices with needed furniture for effective material resource management. The finding also supported that of Amuche and Saleh (2023) who investigated the effectiveness and competency of principals of ECWA Secondary Schools in North Central Geo-political zone of Nigeria and how well they were

professionally trained in School administration. The outcome showed that most ECWA Secondary School principals, though educated in other fields, were not professionally competent in school administration and planning. However, the finding negated that of Gistituati and Suyuthie (2017) who investigated the level of management and supervision competences of State Elementary School Principals at East Padang, West Sumatera and confirmed, according to the teachers, that the management and supervision competences of the principals, in general, were still at the average level.

The third finding of this study ascertained that principals' managerial competence significantly relate to teachers' job satisfaction negatively in Edo South Senatorial District of Edo State. This could be as a result of the ways and manners the principals were treating the teachers in terms of administration and management of the school affairs. This finding is in contrast with that of Asiegbu and Emegwa (2024) who investigated the relationship between principals' personal management & teachers' job performance in public secondary schools in Anambra State and found that high positive and significant relationship existed between principals' personnel management practice and teachers' job performance. In the same vein, the finding negated that of Chairiani, Aslamiah and Hadi (2022) who analyzed the direct and indirect influence between the principals' managerial skills, job satisfaction and work commitment on the performance of Sekolah Menengah Pertama Negeri (SMPN) which means Public Junior High School teachers in Aluh-Aluh District, Banjar Regency and observed that there is a significant direct effect of principal managerial skills, job satisfaction and commitment to the performance of SMPN teachers in Aluh-Aluh District, Banjar Regency and there is no significant indirect effect of principal's managerial skills and job satisfaction through commitment to the performance of SMPN teachers in Aluh-Aluh District, Banjar Regency. The finding aslo disagreed with that of Rachmawati and

Suyatno (2021) who examined the influence of a principals' managerial competence on teachers' job satisfaction and work commitment and found that principals' interpersonal and technical competences have a positive influence on teachers' job satisfaction and work commitment. The fnding also contrasted that of ChiomaIbezim (2024) who determined principals' managerial competences as correlate of teachers' job commitment in public secondary schools in Anambra State. The results showed that there was a strong positive correlation between principals' motivational competence and teachers' job commitment in public secondary schools in Anambra State. In the same vein, the finding disagreed with that of Odu-dikoro (2022) who examined the principals' managerial competencies and teachers' job effectiveness in public and private secondary schools in Delta State and found that relationship between principal overall managerial competences and teachers' job effectiveness in public and private secondary schools in Delta State was significant positive relationship.

The fourth finding in this study revealed that principals' managerial competence significantly relate to teachers' job satisfaction negatively in Edo South Senatorial District of Edo State based on gender. This could be due to the attitude of some female principals who tend to be bossy and radical especially towards male teachers. Also, it could be that most male principals may not have good rapport with teachers and may allocate too much workload to their teachers. This finding supports that of Eboka (2016) who investigated the perception of teachers on the influence of principals' leadership styles and gender on teacher morale and observed that leadership styles of principals and gender jointly influenced teacher morale. However, the transformational leadership style and male principals had a greater influence on teachers morale. In the same vein, the finding supported that of Nwonkwo (2023) who investigated the difference in administrative competences of male and female principals based on their management

behaviour in public secondary schools in Rivers State and found that there was significant difference in administrative competences of male and female principals based on their management behaviour in public secondary schools in Rivers State. The finding corroborated that of Asiegbu (2021) who investigated the influence principals' gender has on teachers' work behaviours in secondary schools in Anambra State and ascertained that female teachers were unwilling to assist in carrying out their principals' personal duties, find it difficult to tolerate individual differences of other colleagues, and cannot avoid fighting and quarreling with staff and students; male teachers cannot avoid having other businesses for profit making as well as failure to show concern for badly done work, especially, when under female principal's administration. However, the finding is in contrast with that of Ogunshola (2018) who examined the principals' gender and their managerial effectiveness in Federal Capital Territory (FCT) senior secondary schools, Abuja, Nigeria and confirmed that principals' gender did not influence their managerial effectiveness in FCT senior secondary schools.

The fifth finding in the study revealed that principals' managerial competence did not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on age. This could be as a result of the fact that in this era of technological advancement, knowledge for managerial competences could be achieved irrespective of age. As a matter of fact, the younger ones may even perform better than the older ones in terms of management and supervision due to their acquired knowledge from the global network use. This finding supported that of Ighalo (2022) who conducted a study to ascertain the perceived influence of principals' gender, age and marital status on their administrative performance in public secondary schools in Edo State and confirmed that there was no significant difference in the administrative performance of the principals based on their gender, age and marital status. This finding also supported that of

Sawati, Anwar and Majoka (2013) who conducted a study to find out the prevalent leadership styles of principals in government schools of Khyber Pakhtunkhwa and to find relationship of leadership styles with qualifications, age and experience of the principals. They found that principals' leadership styles had no significant correlation with age, experience and qualification. However, the finding contrasted that of Umoh (2020) who examined the impact of gender and age on the administrative effectiveness of secondary school Principals in Akwa Ibom State and found that young principals were more active than the older ones in the discharge of their administrative functions

The sixth finding, according to this study, established that principals' managerial competence did not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on years of experience. This could be attributed to electronic means of acquiring knowledge for excellent administration and management regardless of years of experience. This assertion gareed with that of Ozkan and Akgenc (2022) who studied teachers' job satisfaction, multilevel analyses of teacher, school, and principal effect relational survey model, secondary data obtained from TALIS-2018 evaluation were analyzed with Multilevel Structural Equation Modeling and confirmed that school principal's age and work experience did not affect teachers' job satisfaction. However, the finding disagreed with that of Nellitawati (2019) who analyzed the contribution of principals' leadership to teacher job satisfaction and the results showed that the principals' leadership style significantly contributed to teachers' job satisfaction and years of experience is a significant factor.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study examined principals' managerial competence and teachers' job satisfaction in Edo South Senatorial District of Edo State. Specifically it studied the level of teachers' job satisfaction and the level of principals' managerial competence in Edo South Senatorial District of Edo State; the extent to which principals' managerial competence relate to teachers' job satisfaction , the extent to which principals' managerial competence and gender relate teachers' job satisfaction, the extent to which principals' managerial competence and age relate to teachers' job satisfaction and the extent to which principals' managerial competence and experience relate to teachers' job satisfaction in Edo South Senatorial District of Edo State**.**

The following questions guided the study:

1. What is the level of teachers' job satisfaction in Edo South Senatorial District of Edo State?
2. What is the level of principals' managerial competence in Edo South Senatorial District of Edo State?
3. To what extent does principals' managerial competence relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?
4. To what extent do principals' managerial competence and gender relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?
5. To what extent do principals' managerial competence and age relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?
6. To what extent do principals' managerial competence and years of experience relate to teachers' job satisfaction in Edo South Senatorial District of Edo State?

The following hypotheses were formulated and tested at 0.05 alpha level of significance

1. Teachers' job satisfaction in Edo South Senatorial District of Edo State is not significant
2. Principals' managerial competence in Edo South Senatorial District of Edo State is not significant
3. Principals' managerial competence does not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State
4. Principals' managerial competence does not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on gender
5. Principals' managerial competence does not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on age
6. Principals' managerial competence and experience do not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on age

The design of the study was correlational. The population of this study consisted of all the 135 principals and 1,162 teachers in the Public Senior Secondary Schools in the Edo South Senatorial Districts of Edo State and the sample for this study comprised one hundred and sixteen (116) teachers and thirteen (13) principals randomly selected from the entire population of the study. A self-structured questionnaire was used for data collection in this study. In establishing the validity of the instrument, a drafted copy was given to the supervisor who made her input and thereafter, the corrected copy was given to three other experts for face and content validity. Two of these experts are in the field of educational management while the other one is in Measurement and Evaluation. These experts made some adjustments by removing some items and added some in the process of validation. Their comments and suggestions were incorporated in the final instrument that was approved by the supervisor. To establish the reliability of the instruments,

thirty (30) copies of the questionnaire were administered to teachers and principals that were not part of the sample for the study. Data collected were analysed using the Cronbach Alpha Statistical procedures to determine the internal consistency of the instrument and the instrument's reliability coefficient obtained was 0.84 for Principals' Managerial Competence while 0.76 was obtained for Teachers' Job Satisfaction. The instrument was administered to the respondents and findings showed that:

1. the level of teachers' job satisfaction in Edo South Senatorial District of Edo State was significantly low;
2. the level of principals' managerial competence in Edo South Senatorial District of Edo State was significantly low;
3. principals' managerial competence significantly related to teachers' job satisfaction negatively in Edo South Senatorial District of Edo State;
4. principals' managerial competence significantly related to teachers' job satisfaction negatively in Edo South Senatorial District of Edo State based on gender;
5. principals' managerial competence did not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on age; and
6. principals' managerial competence did not significantly relate to teachers' job satisfaction in Edo South Senatorial District of Edo State based on years of experience

Educational Implication

1. This study showed that the level of teachers' job satisfaction is significantly low. So, principals need to work better in meeting, at least, the basic needs of the teachers in their territories so they can put in their best.

2. Principals need to improve on their managerial competence in order to creat learning environment that results in teachers' job satisfaction to avoid teachers leaving their teaching job
3. Principals need to establish adequate rapport with the teachers, working towards a conducive environment and establish an appropriate interpersonal relationship with teachers
4. Gender equality without bias needs to be effected in the schools by the principals. Female principals need to develop healthy mindset towards their male teachers and vice-versa.
5. School principals need to build a healthy academic environment that will not be age-based since age is not an index of managerial competence of principals
6. School principals need to respect teachers and other fellow principals irrespective of years of experience since it is possible to gain experience without age factor.

Contribution to Knowledge

This study has contributed to knowledge as it has established that when principals' managerial competence is not adequate, teachers' job satisfaction could be denied and has also confirmed the efficacy of the New Competency Leadership Theory (2016) that emphasized that leaders should take cognizant of the leadership competences they currently possess, concede their competence deficiencies, and comprehend how prospective and current employees align with these competencies. Application of these competencies may lead to a more harmonious work environment and job effectiveness.

Conclusion

In conclusion, it has been established in this study that teachers' job satisfaction and that of principals' managerial competence in Edo South Senatorial District is significantly low. It is also established that principals' managerial competence and gender significantly relates to teachers' job satisfaction negatively in Edo South Senatorial District of Edo State however, age and years of experience do not relate to teachers' job satisfaction in Edo South Senatorial District of Edo State.

Recommendations

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

1. principals should work better in meeting at least, the basic needs of the teachers in their territories so they can put in their best;
2. principals should improve on their managerial competence in order to creat a learning environment that results in teachers' job satisfaction to avoid teachers leaving their teaching job;
3. principals should establish adequate rapport with the teachers, working towards a conducive environment and establish an appropriate interpersonal relationship with teachers;
4. gender equality without bias should be effected in the schools by the principals. Female principals need to develop healthy mindset towards their male teachers and vice-versa;
5. school principals should build a healthy academic environment that will not be age-based since age is not an index of managerial competence of principals; and

6. school principals should respect teachers and fellow principals irrespective of years of experience since it is possible to gain experience without age factor.

Suggestion for Further Studies

Since this study was carried out in the South Senatorial District of Edo State, it was suggested that the study be replicated in another Senatorial District in Edo State and beyond.

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APPENDIX I

BENSON IDAHOSA UNIVERSITY
BENIN CITY,
EDO STATE, NIGERIA

QUESTIONNAIRE

Dear Sir/Madam,

I am a postgraduate student of the Department of Education of the above named University, as part of the requirement, for the award of Master Degree in Educational Administration and Planning, I am embarking on a research study on **"Principals' Managerial Competence and Teachers' Job Satisfaction.** Please, answer the following questions by ticking the most appropriate answers in the boxes provided.

All information will be treated with utmost confidentiality.

Thanks for your cooperation.

Sincerely yours,

Edobor, Helen Osariemen

Researcher

APPENDIX II
PRINCIPAL'S COMPETENCE AND TEACHERS' JOB SATISFACTION QUESTIONNAIRE

Section A: Principal's Biodata

Gender: Male ☐ Female ☐

Age: Below 45 yrs ☐ Above 45 yrs ☐

Years of Experience: Below 10 yrs ☐ Above 10 yrs ☐

Section B: Frequency of Your Principal's Managerial Competence

Instruction:

Sincerely tick (√) the frequency of the items in the table below as you deem appropriate.

Classroom Practices

S/N	To what level does your principal do the following	Always	Often	Occasional	Rare	Never
1.	Effective basic interactive skills that are necessary to enhance teachers' job performance.					
2.	Downward communication					
3.	Quick handling of disruptive issues.					
4.	Instructions on job performance are timely and correctly given to teachers by the principal.					
5.	Build positive relationships with teachers.					
6.	Encourages self-expression, creativity and interaction among staff in the school.					
7.	Principal explains the activities of the school to teachers in clear terms.					
8.	Principal guides teachers towards effective job performance through supervision					
9.	Skillful in identifying teachers' weaknesses through their lessons					
10.	Visit teachers in classrooms regularly to observe their teaching methods and suggest ways of improvement.					
11.	Monitors teachers' classroom management skills and coaches those with poor management skills.					
12.	Teachers' lapses are easily identified by principals through regular supervision.					
13.	Help teachers to learn new teaching skills at the end of supervision.					
14.	Maintaining and priotizing teachers' welfare.					
15.	The rate at which Principal motivate teachers for better performance is					

SECTION C: TEACHER'S JOB SATISFACTION

Sincerely tick (√) the frequency of the items in the table below as you deem appropriate.

S/N	Your Level of job Satisfaction with these items.	VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	My level of job satisfaction as a teacher is					
2	The level of joy I use to do my work					
3	The level teaching provides me opportunity to use my skill and knowledge					
4	My desire to continue with teaching profession is					
5	The rate at which I provide tutorial to different level of students					
6	The level of fair distribution of work load is					
7	The level of my professional ability to perform my job is					
8	The level of my satisfaction with my students performance is					
9	The level of autonomy to make decisions about my daily tasks.					
10	The level of satisfaction with my rate of promotion is					
11	My level of involvement in school decisions is					
12	My level of satisfaction with the way the school deals with complaints.					
13	The level of my satisfaction with the equal treatment of all teachers in the school.					
14	The level of my satisfaction with the way I'm supervised in a supportive and democratic manner					
15	The level of my satisfaction with the additional incentive received for extra work					