American Journal of Science and Learning for Development
Volume 5, Issue 4| October-2026

ISSN: 2835-2157

Article

Principals' Managerial Variables and Teachers' Effectiveness in Public Secondary Schools in Jalingo Education Zone, Taraba State, Nigeria

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Abstract: *This study examined the relationship between principals' managerial variables and teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria. Specifically, the study determined the relationship between principals' communication skills and teachers' effectiveness and between principals' supervision skills and teachers' effectiveness. Two research questions and two hypotheses guided the study. The study adopted a correlational research design. The population of the study comprised 835 teachers, from which a sample of 328 teachers was determined using Taro Yamane's formula. Data were collected using two instruments: Principals' Managerial Variables Questionnaire (PMVQ) and Teachers' Effectiveness Questionnaire (TEQ). The reliability of the instruments was established using Cronbach's alpha method, which yielded reliability coefficients of 0.70 for PMVQ and 0.85 for TEQ, indicating acceptable internal consistency. Data collected were analysed using mean, standard deviation and Pearson Product Moment Correlation (PPMC), while regression analysis was used to test the hypotheses at the 0.05 level of significance. The findings revealed a strong positive relationship between principals' communication skills and teachers' effectiveness. The findings also revealed a positive relationship between principals' supervision skills and teachers' effectiveness. Regression analysis further showed that principals' communication skills had a positive and statistically significant relationship with teachers' effectiveness, while principals' supervision skills also had a positive and statistically significant relationship with teachers' effectiveness. Based on the findings of the study, it was concluded that principals' managerial variables, particularly communication skills and supervision skills, are significantly related to teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State. The study recommended that principals should strengthen clear, open and two-way communication with teachers and improve instructional supervision through regular, supportive and constructive feedback to enhance teachers' professional effectiveness and the achievement of school objectives*

Citation: Sani A, Okwudiri, P. N, Bakar, Y. A., Isaiah, I, Principals' Managerial Variables and Teachers' Effectiveness in Public Secondary Schools in Jalingo Education Zone, Taraba State, Nigeria. American Journal of Science and Learning for Development 2026, 5(4), 22-32.

Received: 4th March 2024
Revised: 11th March 2024
Accepted: 28th March 2024
Published: 4th April 2024

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Keywords: Principals' managerial variables, communication skills, supervision skills, teachers' effectiveness and public secondary schools.

1. Introduction

Education is widely recognized as an important instrument for individual development, social transformation and national development. At the secondary school level, the attainment of educational goals depends not only on the availability of instructional resources but also on effective school leadership and teachers' ability to perform their professional responsibilities. In public secondary schools, the principal occupies a central position in coordinating human and material resources, implementing educational policies, supervising instructional activities and creating an environment that

supports effective teaching and learning. The quality of school administration is therefore closely associated with the managerial competencies demonstrated by principals in the discharge of their responsibilities.

Principals' managerial skills refer to the knowledge, abilities and competencies required to plan, organize, coordinate, direct and control school activities towards the attainment of educational objectives. Egboka, et el. (2013) identified managerial skills as important competencies required by secondary school principals for effective school administration. Such skills enable principals to provide direction to teachers, coordinate school activities, manage available resources and create conditions conducive to the achievement of school objectives. Similarly, Muraina (2014) established that principals' managerial skills are important to administrative effectiveness in secondary schools. These managerial skills are therefore relevant to the effective coordination of teachers and other members of the school community.

Principals' managerial skills comprise several dimensions, including communication, decision-making, supervision, motivation and human relations. However, the present study focuses specifically on communication skills and supervision skills because of their direct relevance to teachers' professional responsibilities and instructional activities. Communication enables principals to convey information, clarify expectations, exchange ideas, provide feedback and maintain effective relationships with teachers. Supervision enables principals to monitor instructional activities, provide professional guidance, identify areas requiring improvement and support teachers in the performance of their instructional duties.

Communication is an essential managerial skill in school administration because principals depend on effective communication to coordinate teachers and other school personnel. Through communication, principals explain school policies, communicate institutional goals, clarify teachers' responsibilities and provide information necessary for the effective implementation of school programmes. Effective communication also provides opportunities for teachers to express their views, seek clarification and provide feedback concerning issues affecting teaching and learning. Akinwale and Okotoni (2018) emphasized the importance of principals' communication patterns in school administration and their implications for school effectiveness. Similarly, Okotoni and Akinwale (2019) established that principals' communication styles are related to teachers' professional commitment. These findings suggest that effective communication is an important managerial process through which principals can establish understanding, cooperation and coordination among teachers.

Principals' communication skills involve the ability to communicate clearly, listen effectively, provide appropriate feedback and maintain constructive interaction with teachers. Effective communication can promote mutual understanding, cooperation, trust and coordination within the school. When principals communicate school expectations clearly and provide teachers with relevant information, teachers may be better positioned to understand and perform their professional duties. Conversely, ineffective communication may result in misunderstanding, confusion, tension and conflict, thereby creating conditions that may hinder teachers' effectiveness. The importance of principals' communication skills is particularly relevant because teachers require continuous interaction with school administrators concerning instructional programmes, school policies, students' welfare, assessment activities and other professional responsibilities. Open communication may also provide teachers with opportunities to participate in school activities and contribute their views to issues affecting the school.

Another important managerial skill of principals is supervision. Supervision is an essential administrative and instructional responsibility through which principals monitor, guide and evaluate teachers' professional activities. Instructional supervision involves observing classroom practices, monitoring lesson preparation and delivery,

examining teachers' instructional activities and providing feedback intended to improve teaching and learning. Effective supervision should therefore not be viewed merely as an administrative control mechanism but also as a professional support process through which teachers are assisted to identify their strengths, address weaknesses and improve their instructional practices. Effective supervision enables principals to monitor the extent to which teachers implement curriculum requirements and perform their professional responsibilities. Through regular and constructive supervision, principals can identify instructional challenges, provide guidance and encourage teachers to adopt appropriate instructional practices. Wanzare (2012) explained that instructional supervision provides opportunities for monitoring and supporting teachers' instructional work and contributes to the improvement of teaching practices. Thus, the manner in which principals undertake supervisory activities may have implications for teachers' professional effectiveness. Supportive supervision can provide teachers with constructive feedback and professional guidance, while irregular or poorly conducted supervision may limit opportunities for instructional improvement.

Teachers' effectiveness is central to the achievement of educational objectives because teachers are primarily responsible for translating curriculum goals into classroom practice. Teachers' effectiveness refers to the extent to which teachers successfully perform their professional responsibilities in ways that facilitate teaching and learning. Such responsibilities include lesson planning and preparation, effective instructional delivery, classroom management, assessment of learners, record keeping, regular attendance, participation in school activities and cooperation with school administrators and colleagues. Effective teachers are expected to demonstrate competence, commitment and responsibility in carrying out their professional duties. Teachers' effectiveness may therefore be reflected in their ability to prepare and deliver lessons appropriately, manage classroom activities, assess students' learning, maintain accurate records and participate actively in school activities. The effectiveness of teachers is consequently an important component of school effectiveness and educational quality. Since principals provide the administrative and instructional leadership within secondary schools, their managerial practices may have important implications for teachers' ability to perform these responsibilities.

The relationship between principals' managerial skills and teachers' effectiveness can be explained by the nature of the interaction between school leadership and teachers' professional activities. Principals communicate school expectations, provide direction and feedback, while supervision provides opportunities for monitoring and improving teachers' instructional practices. Where principals communicate effectively and undertake supportive supervision, teachers may receive the information, guidance and professional support necessary for effective performance. On the other hand, ineffective communication and inadequate supervision may create uncertainty, reduce professional support and negatively affect teachers' performance.

Empirical evidence has established a relationship between principals' communication skills and teachers' professional outcomes. Okotoni and Akinwale (2019), in their study titled Principals' Communication Styles and Teachers' Job Commitment in Secondary Schools in Osun State, Nigeria, found that open and inclusive communication styles were positively related to teachers' commitment to school. The study further indicated that principals' communication styles play an important role in promoting teachers' professional commitment and productivity. Similarly, Nwogbo, et al. (2019), in their study titled Principals' Communication Strategies for Teachers' Effectiveness in Secondary Schools in Anambra State, found that effective communication strategies employed by principals were associated with teachers' effectiveness. The study indicated that appropriate communication by principals creates conditions that support effective teacher performance. In the same vein, Akporehe and Asiyai (2023), in their study titled Principals' Managerial Skills and Teachers' Job Performance: Evidence from Public

Secondary Schools in Delta State, Nigeria, found a significant relationship between principals' communication skills and teachers' job performance. The study further established that communication, human-relations and technical skills were among the managerial skills associated with teachers' job performance. These studies generally indicate that effective communication by principals is associated with positive teacher outcomes. However, the studies were conducted in Osun, Anambra and Delta States, leaving a contextual gap regarding the relationship between principals' communication skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State.

Evidence also exists regarding the relationship between principals' supervision skills and teachers' effectiveness. Sule, et al. (2015), in their study titled Instructional Supervisory Practices and Teachers' Role Effectiveness in Public Secondary Schools in Calabar South Local Government Area of Cross River State, Nigeria, found a significant relationship between instructional supervisory practices and teachers' role effectiveness. The study established that instructional supervision is an important aspect of school administration associated with teachers' effectiveness. Similarly, Idris (2024), in the study titled Assessment of Principals' Performance in Instructional Supervision of Teachers in Public and Private Post-Basic Secondary Schools in Kano Metropolis, found that the frequency of principals' instructional supervision significantly predicted teacher effectiveness. The study also established differences in the level of instructional supervision between public and private post-basic secondary schools, with implications for teachers' effectiveness. Furthermore, Egboka and Nwosu (2024), in their study titled Principals' Instructional Supervision Strategies as a Correlate of Teachers' Job Performance in Public Secondary Schools in Zamfara State, Nigeria, found a very high positive relationship between direct-assistance instructional supervision and teachers' job performance, as well as a moderate positive relationship between group-assistance instructional supervision and teachers' job performance. The study therefore established that principals' instructional supervision strategies were positively and significantly related to teachers' job performance. These findings indicate that effective and supportive supervision is associated with improved teacher performance and effectiveness. Nevertheless, the reviewed studies were conducted in Cross River, Kano and Zamfara States, indicating the need for further investigation of the relationship between principals' supervision skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State.

Despite the evidence from previous studies, there remains a need for further empirical investigation into the relationship between specific managerial skills of principals and teachers' effectiveness in public secondary schools in Jalingo Education Zone. Previous studies have established relationships between communication, supervision and various teacher outcomes in different parts of Nigeria, but limited attention has been given to the specific context of Jalingo Education Zone. More importantly, the existing studies have examined different teacher outcomes, including job commitment, job performance and role effectiveness, whereas the present study focuses specifically on teachers' effectiveness. This creates a contextual and variable-specific gap which the present study seeks to address. The context of public secondary schools in Jalingo Education Zone makes the study important because principals are expected to coordinate school activities, communicate institutional expectations, provide professional direction and supervise teachers' instructional practices. Effective communication may enhance teachers' understanding of school policies and professional responsibilities, while effective supervision may provide teachers with guidance and feedback for improving instructional practices. Examining these managerial skills in relation to teachers' effectiveness can therefore provide useful evidence for principals, education administrators and policymakers in the study area.

The importance of effective school leadership is further reinforced by the need to improve the quality of teaching and learning in public secondary schools. Principals who

communicate clearly, listen to teachers and provide timely feedback may create a work environment that encourages cooperation and professional commitment. Similarly, principals who engage in regular and constructive supervision may assist teachers in improving lesson preparation, instructional delivery, classroom management and assessment practices. Consequently, communication and supervision represent important managerial skills that may be associated with teachers' effectiveness. It is against this background that the present study investigates the relationship between principals' managerial variables and teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria.

Statement of the Problem

Teachers' effectiveness is fundamental to the achievement of the objectives of secondary education because teachers are responsible for translating curriculum objectives into classroom practice. Effective teachers are expected to attend school and classes regularly, prepare and deliver lessons appropriately, manage classrooms effectively, assess students' learning, keep accurate records, participate in school activities and discharge other professional responsibilities. When teachers perform these duties effectively, they contribute to improved teaching and learning and the attainment of school goals. However, the desired level of teachers' effectiveness may not always be achieved in some public secondary schools, thereby creating concern about the quality of instructional delivery and the achievement of educational objectives.

In some public secondary schools, concerns may be observed in areas such as teachers' punctuality and regular attendance, lesson preparation and delivery, classroom management, assessment of students, record keeping, participation in school activities and commitment to assigned responsibilities. These challenges may affect the extent to which teachers effectively carry out their professional duties and may consequently influence the quality of teaching and learning. Where teachers are unable to consistently perform their responsibilities as expected, students may not receive the quality of instruction and academic support required to achieve the objectives of secondary education.

Recognizing the importance of teachers' effectiveness to educational development, government and relevant education authorities have made efforts to improve the quality of teaching and learning in public secondary schools. Such efforts include teacher recruitment, in-service training, workshops and seminars, professional development programmes, curriculum implementation, instructional monitoring, school inspection and quality assurance activities. Principals have also been entrusted with the responsibility of providing school-level leadership, coordinating teachers' activities, monitoring instructional practices and ensuring that teachers perform their professional responsibilities. These measures are intended to create conditions that enable teachers to improve their professional competence and effectiveness.

Despite these efforts, concerns about teachers' effectiveness may still exist in some public secondary schools in Jalingo Education Zone. The continued occurrence of issues relating to teachers' attendance, punctuality, lesson preparation, instructional delivery, classroom management, assessment and participation in school activities raises questions about the extent to which teachers are receiving adequate managerial direction and professional support within their schools. This situation suggests that efforts directed towards improving teachers' effectiveness may need to be complemented by effective school-level managerial practices.

One managerial factor that may be associated with teachers' effectiveness is principals' communication skills. Principals are expected to communicate school policies, instructional expectations, schedules, responsibilities and other relevant information to teachers. They are also expected to listen to teachers, provide clarification, encourage feedback and maintain effective interaction with members of staff. Where communication is clear, timely and two-way, teachers may have a better understanding of their

responsibilities and the expectations of the school. However, poor communication, unclear instructions, inadequate feedback or limited interaction between principals and teachers may result in misunderstanding, confusion, tension and poor coordination. Such conditions may make it difficult for teachers to perform their professional responsibilities effectively.

Principals' supervision skills may also be associated with teachers' effectiveness. As the heads of secondary schools, principals are expected to monitor instructional activities, observe classroom practices, examine lesson preparation and delivery, identify areas requiring improvement and provide appropriate professional guidance. Effective supervision should assist teachers in improving their instructional practices and maintaining the expected standards of professional performance. However, where supervision is irregular, inadequate, overly punitive or not accompanied by constructive feedback, teachers may not receive the guidance and support required to improve their professional effectiveness. Consequently, weaknesses in principals' supervision practices may create conditions that hinder teachers' effective performance. The concern, therefore, is not only the apparent challenges associated with teachers' effectiveness but also the managerial conditions under which teachers perform their professional responsibilities. Although government and education authorities have introduced various measures aimed at improving teaching and learning, the persistence of concerns about teachers' effectiveness indicates the need to examine school-level factors that may be associated with the problem. Since principals have direct responsibility for communicating school expectations and supervising teachers' instructional activities, their communication and supervision skills warrant particular attention.

The situation in Jalingo Education Zone makes this investigation necessary because public secondary schools require effective leadership to coordinate teachers and ensure the successful implementation of instructional programmes. If principals communicate effectively and provide appropriate supervision, teachers may receive the information, direction, monitoring and professional support required to perform their duties effectively. Conversely, weaknesses in these managerial areas may create conditions that undermine teachers' professional performance. It is against this background that the problem of this study is the apparent concern about teachers' effectiveness in public secondary schools in Jalingo Education Zone despite various efforts by government and education authorities to improve the quality of teaching and learning. The study therefore seeks to determine whether principals' communication skills and supervision skills are significantly related to teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria. Establishing these relationships will provide evidence that may assist educational administrators and school principals in strengthening managerial practices that support teachers' effective performance and the achievement of secondary school objectives.

Purpose of the Study

The main purpose of the study was to examine the Principals' Managerial Variables and Teachers' Effectiveness in Public Secondary Schools in Jalingo Education Zone, Taraba State, Nigeria. Specifically, the study sought to:

1. To find out the relationship between principals' communication skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria.
2. To assess the relationship between principals' supervision skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' communication skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria?
2. What is the relationship between principals' supervision skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria?

Hypotheses

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

H_{01}: There is no significant relationship between principals' communication skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria

H_{02}: There is no significant relationship between principals' supervision skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria.

2. Materials and Methods

The study adopted a correlational research design. The population of the study comprised 835

teachers, from which a sample of 328 teachers was determined using Taro Yamane's formula.

Data were collected using two instruments: Principals' Managerial Variables Questionnaire

(PMVQ) and Teachers' Effectiveness Questionnaire (TEQ). The reliability of the instruments was established using Cronbach's alpha method, which yielded reliability coefficients of 0.70 for PMVQ and 0.85 for TEQ, indicating acceptable internal consistency. Data collected were analysed using mean, standard deviation and Pearson Product Moment Correlation (PPMC), while regression analysis was used to test the hypotheses at the 0.05 level of significance.

3. Results

Research Question One: What is the relationship between principals' communication skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone?

Table 1: Mean, Standard Deviation, and PPMC Coefficient of Principals' communication skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone

Variables	Mean	Std. Deviation	PPMC Coefficient (r)
PCS	16.98	1.70	.777
TE	16.81	1.76	

Source: Field Survey, 2026

Key=PCS= principals' communication skills

TE= teachers' effectiveness

Key: PCS = Principals' Communication Skills; TE = Teachers' Effectiveness.

Table 1 shows that principals' communication skills had a mean score of 16.98 and a standard deviation of 1.70, while teachers' effectiveness had a mean score of 16.81 and a standard deviation of 1.76. The Pearson Product Moment Correlation Coefficient (r) of .777

indicates a strong positive relationship between principals' communication skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone. This implies that higher levels of principals' communication skills are associated with higher levels of teachers' effectiveness.

Research Question Two: What is the relationship between principals' supervision skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone?

Table 2: Mean, Standard Deviation and PPMC Coefficient of relationship between principals' supervision skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone

Variables	Mean	Std. Deviation	PPMC Coefficient (r)
PSS	16.98	1.70	.519
TE	16.62	1.83	

Source: Field Survey, 2026

Key=PSS= principals' supervision skills

TE= teachers' effectiveness

Table 2 shows that principals' supervision skills had a mean score of 16.98 and a standard deviation of 1.70, while teachers' effectiveness had a mean score of 16.62 and a standard deviation of 1.83. The Pearson Product Moment Correlation Coefficient (r) of .519 indicates a moderate positive relationship between principals' supervision skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone. This implies that higher levels of principals' supervision skills are associated with higher levels of teachers' effectiveness.

Hypotheses testing

H_{01}: There is no significant relationship between principals' communication skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone.

Table 3: Linear Regression Coefficient of principals' communication skills and teachers' effectiveness

Predictor	B	SE	B	T	Sig.
Principals' Communication Skills (PCS)	0.34	0.04	.49	9.86	.000

Source: Fieldwork (2026)

Table 3 shows that principals' communication skills had a positive and statistically significant relationship with teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State ($\beta = .49$, $t = 9.86$, $p < .05$). The unstandardized regression coefficient (B = 0.34) indicates that a one-unit increase in principals' communication skills is associated with a 0.34-unit increase in teachers' effectiveness**.** The significance value of .000 is less than the 0.05 level of significance. Therefore, the null hypothesis one was rejected. This implies that there is a significant positive relationship between principals' communication skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone.

H_{02}: There is no significant relationship between principals' supervision skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone.

Table 4: Linear Regression Coefficient of relationship between principals' supervision skills and teachers' effectiveness

Variables	Mean	Std. Deviation	PPMC Coefficient (r)

	PCS	16.98	1.70	.777
TE		16.81	1.76	

Source: Fieldwork (2026)

Table 4 shows that principals' supervision skills had a positive and statistically significant relationship with teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State **(**β = .40, t = 7.65, p < .05**).** The unstandardized regression coefficient **(**B = 0.27**)** indicates that a one-unit increase in principals' supervision skills is associated with a 0.27-unit increase in teachers' effectiveness. The significance value of .000 is less than the 0.05 level of significance. Therefore, the null hypothesis two was rejected. This implies that there is a significant positive relationship between principals' supervision skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone. Findings of the Study

Summary of Findings

The study revealed the following findings:

1 Principals' communication skills had a strong, positive and significant relationship with teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State.

Principals' supervision skills had a moderate, positive and significant relationship with teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State.

4. Discussion

The findings of the study revealed a strong positive relationship between principals' communication skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State. The result indicates that as principals demonstrate better communication skills, teachers' effectiveness tends to increase. Effective communication enables principals to clearly convey school policies, instructional expectations, responsibilities and relevant information to teachers. It also provides opportunities for teachers to seek clarification, express their views and receive feedback on their professional activities. The finding therefore suggests that communication is an important managerial skill through which principals can create an environment that supports teachers' effective performance.

The finding is consistent with the study of Okotoni and Akinwale (2019), which found that open and inclusive communication styles were positively related to teachers' commitment in secondary schools in Osun State, Nigeria. The study established that principals' communication styles play an important role in promoting teachers' commitment and productivity. The similarity between the two findings may be attributed to the fact that effective communication promotes understanding, participation and cooperation between principals and teachers. When teachers are adequately informed and given opportunities to communicate with school administrators, they are more likely to understand institutional expectations and perform their responsibilities effectively. The finding also agrees with Nwogbo, et al. (2019), who found that effective communication strategies employed by principals were associated with teachers' effectiveness in secondary schools in Anambra State. Their finding supports the position that the quality of communication within a school can influence teachers' professional performance. Clear instructions, timely dissemination of information, effective listening and constructive feedback can reduce misunderstanding and enable teachers to focus on their instructional responsibilities. The present finding further demonstrates that this relationship is evident among public secondary schools in Jalingo Education Zone, thereby providing evidence from a different educational context.

Similarly, the finding is in agreement with Akporehe and Asiyai (2023), who reported a significant relationship between principals' communication skills and teachers' job performance in public secondary schools in Delta State, Nigeria. Their study established that communication, together with other managerial skills, was associated with teachers' job performance. The consistency between the studies suggests that communication represents an important managerial mechanism through which principals influence teachers' professional activities. However, the present study specifically established a strong positive relationship between principals' communication skills and teachers' effectiveness in Jalingo Education Zone. This finding reinforces the importance of principals developing the ability to communicate clearly, listen effectively, provide appropriate feedback and maintain constructive interaction with teachers.

The findings further revealed a positive relationship between principals' supervision skills and teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State. The result indicates that better supervisory practices by principals are associated with higher levels of teachers' effectiveness. Supervision provides principals with opportunities to monitor teachers' instructional activities, identify areas of strength and weakness, provide professional guidance and offer feedback for improvement. When supervision is conducted regularly and supportively, it can assist teachers in improving lesson preparation, instructional delivery, classroom management and assessment practices. The finding therefore indicates that supervision is not only an administrative responsibility but also an important means of supporting teachers' professional effectiveness. The finding agrees with Sule, et al. (2015), who found a significant relationship between instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State. Their finding indicates that instructional supervision is an important component of school administration associated with teachers' effectiveness. The similarity with the present finding may be explained by the role of supervision in providing teachers with professional direction and feedback. Through classroom observation and monitoring of instructional activities, principals can identify areas where teachers require assistance and provide appropriate guidance to improve their performance.

The finding is also consistent with Idris (2024), who found that the frequency of principals' instructional supervision significantly predicted teacher effectiveness in public and private post-basic secondary schools in Kano Metropolis. The study demonstrated that the extent to which principals engage in instructional supervision has implications for teachers' effectiveness. This supports the present finding that principals' supervision skills are positively related to teachers' effectiveness. Regular supervision can ensure that teachers remain focused on their instructional responsibilities and receive timely professional support when difficulties arise. Furthermore, the finding agrees with Egboka and Nwosu (2024), who found a very high positive relationship between direct-assistance instructional supervision and teachers' job performance and a moderate positive relationship between group-assistance instructional supervision and teachers' job performance in public secondary schools in Zamfara State. Their finding emphasizes that the nature of supervisory practices matters in improving teachers' professional performance. The present study similarly indicates that principals' supervision skills are positively associated with teachers' effectiveness. The agreement between the studies suggests that supervision is more likely to contribute to teacher effectiveness when it is purposeful, regular and focused on professional improvement rather than merely on fault-finding or administrative control.

5. Conclusion

Based on the findings of the study, it was concluded that principals' managerial variables, particularly communication skills and supervision skills, are significantly related to teachers' effectiveness in public secondary schools in Jalingo Education Zone, Taraba State. Principals' communication skills demonstrated a strong positive relationship with teachers' effectiveness, while principals' supervision skills demonstrated a moderate positive relationship with teachers' effectiveness. This suggests that effective communication and appropriate supervision by principals are important managerial practices associated with improved teachers' effectiveness in public secondary schools in the study area. The study therefore concludes that strengthening principals' communication and supervision skills may contribute to enhancing teachers' effectiveness and, consequently, the effective functioning of public secondary schools in Jalingo Education Zone.

Recommendations

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

1. Principals should strengthen open, clear and two-way communication with teachers to promote effective interaction, collaboration and teachers' effectiveness.
2. Principals should improve their instructional supervision practices by providing regular, supportive and constructive feedback to teachers to enhance their professional performance and effectiveness

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