

**PRINCIPALS' MANAGERIAL SKILLS AS PREDICTORS OF TEACHERS' SELF-EFFICACY IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA**¹Innocent Nebechi Ugwo & ²Prof. Loyce Chiedozi Onyali^{1&2}Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria**Article Details**

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Abstract

The study investigated principals' managerial skills as predictors of teachers' self-efficacy in public secondary schools in Anambra State, Nigeria. The study was guided by three research questions and three null hypotheses were tested at the 0.05 level of significance. A correlational research design was adopted for the study. The population of the study comprised 8,187 teachers in the 269 public secondary schools in Anambra State. The sample for this study consisted of 796 teachers drawn using a multistage sampling procedure. Two sets of instruments titled "Principals' Managerial Skills Scale (PMSS) and "Teachers' Self-Efficacy Scale (TSES)" were used for data collection. The instruments were validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations in the Measurement and Evaluation Unit, Faculty of Education, Nnamdi Azikiwe University. Cronbach's alpha was used for a test of internal consistency of the instruments, which yielded overall coefficients of 0.81 for PMSSQ and 0.84 for TJES, respectively. The researcher, together with five research assistants, collected data for the study using the direct approach method and a 98% return was recorded. Data were analyzed using simple regression to answer the research questions and test hypotheses. The findings of the study revealed, among others, that principals' human skills and technical skills are strong and significant predictors of teachers' job self-efficacy in public secondary schools in Anambra State. It was also found that principals' conceptual skills are moderate and significant predictors of teachers' job self-efficacy in public secondary schools in Anambra State. Based on the findings, it was recommended, among others, that principals should prioritize continuous learning from experts to keep them informed about the progressive trends in the use of technical skills to foster teachers' self-efficacy.

Keywords: Principals, Managerial Skills, Teachers, Self-Efficacy, Human Skills, Conceptual Skills, Technical Skills**1.1 Introduction**

The principal, as the chief executive officer, is responsible for the coordination of daily activities to ensure that the affairs and programme of a secondary school run smoothly and effectively. Berezi (2024) described a principal as a leader who is tasked with carrying out administrative responsibilities to purposefully achieve set goals of a secondary school. A principal is a manager, leader, mentor, supervisor and coordinator of all activities in secondary schools. The

principal is the manager who is saddled with the responsibility of ensuring the smooth operations of the day-to-day affairs of a secondary school. Principal is conceptualised by Yusuf, Ibrahim and Ahmed (2025) as the administrator who is responsible for managing available resources, supervising curriculum implementation, and establishing a supportive learning environment to achieve set goals in a secondary school. The principal is equally responsible for planning, organising, controlling and inspiring members of staff to put their best efforts in discharging their duties for the actualisation of set goals. Principals can effectively perform the functions of running the daily affairs of secondary schools through managerial skills.

Managerial skills are certain competencies and attributes required by administrators to carry out managerial tasks in an organization. Managerial skills are defined by Ukozor and Edet (2024), as professional expertise used by school principals to organize, coordinate, control and administer school human and materials resources to realize the school's objectives. Managerial skills are capacities and abilities to carry out executive functions in an organization. Obionu, Okoli and Nwanne (2024) defined managerial skills as the ability to get administrative tasks and activities well carried out to achieve set goals. Managerial skills enable principals to get things done through planning and influencing the efforts of staff in secondary schools. Contextually, managerial skills are the capabilities of principals to utilize the available resources in handling the daily affairs of secondary schools for the attainment of predetermined educational goals.

There are many managerial skills that could be applied by principals in overseeing the daily operations of secondary schools. Amemtenaan (2021) noted that essential components of principals' managerial skills are technical skills, human skills, conceptual skills, time management skills, conflict management skills and stress management skills. Other scholars identified the dimensions of managerial skills to include human, conceptual and technical skills (Mukarromah, Mudjito and Purbaningrum, 2019; Olayiwola, Hamed and Abdullahi, 2023). The interest of this study is on human, conceptual and technical skills highlighted by Mukarromah, Mudjito and Purbaningrum (2019) and Olayiwola, Hamed and Abdullahi (2023). The choice of these three skills is because they are core competencies for school administration and other skills indirectly belong to any of them. Also, some principals tend to exhibit incompetence in human, conceptual and technical aspects of management as they seem to struggle to manage staff, make a strategic plan to bring different units together and use innovative tools in running the daily affairs of secondary schools.

Human skills are the capacities to effectively manage members of staff in an organization. Olayiwola, Hamed and Abdullahi (2023) noted that human skills relate to the abilities of a manager to communicate, motivate and understand fellow workers. Principals with good human skills value and respect teachers in secondary schools. Akhademe, Ikegwu and Ige (2022) posited that human skills are associated with the abilities to communicate, show empathy, resolve conflicts, render counselling services and build a good work network with colleagues. Other essential human skills include persuasion and convincing competence, patience, tolerance for differing views, a show of respect to subordinates and time management. However, principals can anticipate future challenges and develop innovative approaches toward solving them through conceptual skills.

Conceptual skills are the abilities of the manager to plan, coordinate and bring synergy among various units that make up an organization. Conceptual skills are described by Ukozor and Edet (2024), as the capabilities to initiate, organize, interpret and harmonize ideas to achieve the visions and goals of an entity. Conceptual skills involve the competency to make decisions, solve problems and harmonize activities among different units in secondary schools. It is the ability to align plans of different departments with the overall goals of an organization. According to Akporehe and Asiyai (2023), conceptual skills are the ability to visualize or see the organization as a whole. Akporehe and Asiyai added that conceptual skills include analytical, creative, and initiative competence, which enable the manager to coordinate all activities of the different parts of the organization. The abilities of principals to implement creative ideas rest on their technical skills.

Technical skills are the knowledge and capabilities to apply specific methods and techniques to perform a particular task. Zagga et al (2024) posited that school administrators with technical skills can provide members of staff with guidance on effective teaching methods, instructional technologies, and assessment strategies. The ability to use specific procedures and digital tools to effectively perform some administrative tasks depends on the technical skills of principals in secondary schools. Nwogu and Ebunu (2019) noted that technical skills include the ability to conduct structured interview during recruitment, work on curriculum and extract the required scheme for the terms and sessions, set-out rules and regulations, procedures and protocols governing the school's operations, forecast and project the income and expenditures of the school in the light of economic and political realities, budgeting and costing and controlling capabilities as well as resolve conflict in the school among others. Principals with strong technical skills can follow the right procedure and also use appropriate tools in solving managerial and leadership problems in secondary schools.

Teachers' self-efficacy is the belief and confidence of members of teaching staff in their ability to discharge their duties in secondary schools effectively. Teachers' self-efficacy is defined by Sodergren, Kettler, Sulak and Payne (2023) as the beliefs that members of teaching staff have about their ability to effectively handle tasks, obligations, and challenges related to teaching and influences academic outcomes. Sodergren et al added that teachers' self-efficacy is the belief that teaching staff hold about their ability to engage in certain behaviours. Suico (2021) noted that teachers' self-efficacy is concerned with their personal and professional beliefs that influence their decision-making and behaviour in the teaching and learning environment. The author added that it is the members of the teaching staff's belief about their capability to manage responsibilities within the four corners of the classroom and school.

Teachers' self-efficacy is the driving force that could enable them to accept more challenging tasks and exhibit persistence in the face of obstacles in performing their duties. Ntsayakgosi, Mutua and Olendo (2024) asserted that teachers' self-efficacy influences how they control disruptive behaviours in the classroom, effectively deliver instruction and motivate students to engage in the learning process. Sanni and Aransi (2023) maintained that teachers who have high self-efficacy might be more accepting to new methods of instruction, accept contemporary instructional aids, possess good classroom management practice, set themselves

tougher goals, exhibit a higher level of planning or organization, direct efforts toward solving curriculum and curriculum-oriented issues, look for professional help through working alongside a senior or colleague in the teaching profession, and adjust teaching strategies. Udemba (2021) noted that there are some teachers with low levels of self-efficacy who doubt their capabilities to meet the demand of teaching jobs in public secondary schools in Anambra State. Furthermore, Udemba (2021) stressed that, consequently, they are not well motivated and do not dedicate their time to proper teaching of students nor preparation of their lessons well enough to inculcate all necessary skills using adequate methods.

Some unpleasant incidents and situations indicate that secondary schools are confronted with poor managerial skills and leadership problems in Anambra State. These managerial and leadership problems as highlighted by Obionu, Okoli and Nwanne (2024) are habitual lateness to school, persistent absenteeism, unauthorized leaving the school premises before school closing hour, failure to regularly deliver instruction to cover the syllabus before the end of the term examinations and other forms of professional misconduct among teachers which cast a serious doubt on competencies of principals in Anambra State. This assertion indicated that some principals tend to be incompetent in handling some administrative tasks, which appears to lead to lateness to work, absenteeism, and other forms of professional misconduct by teachers, as well as administrative ineffectiveness and underperformance of public secondary schools in Anambra State. It is against this backdrop that this study was undertaken.

1.2 Purpose of the Study

The purpose of the study is to investigate principals' managerial skills as predictors of teachers' self-efficacy in public secondary schools in Anambra State, Nigeria. Specifically, the study sought to investigate:

1. Principals' human skills as a predictor of teachers' self-efficacy in public secondary schools in Anambra State.
2. Principals' conceptual skills as a predictor of teachers' self-efficacy in public secondary schools in Anambra State.
3. Principals' technical skills as a predictor of teachers' self-efficacy in public secondary schools in Anambra State.

1.3 Research Questions

The following research questions guided the study:

1. What is the predictive value of principals' human skills on teachers' self-efficacy in public secondary schools in Anambra State?
2. What is the predictive value of principals' conceptual skills on teachers' self-efficacy in public secondary schools in Anambra State?
3. What is the predictive value of principals' technical skills on teachers' self-efficacy in public secondary schools in Anambra State?

1.4 Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. Principals' human skills do not significantly predict teachers' self-efficacy in public secondary schools in Anambra State.
2. Principals' conceptual skills do not significantly predict teachers' self-efficacy in public secondary schools in Anambra State.
3. Principals' technical skills do not significantly predict teachers' self-efficacy in public secondary schools in Anambra State.

2. Methods

The study adopted a correlational research design. Correlational research design was considered appropriate for this study because it enabled the researcher to collect data from teachers to ascertain principals' managerial skills as predictors of teachers' self-efficacy in public secondary schools in Anambra State, Nigeria. The study was conducted in Anambra State, South-East, Nigeria. The choice of Anambra State is informed by the seemingly unsatisfactory level of teachers' self-efficacy, which perhaps is associated with the incompetence of some principals in public secondary schools in the area. The population of the study comprised 8,187 teachers in the 269 public secondary schools in Anambra State. The sample for this study consisted of 796 teachers drawn using a multistage sampling procedure.

Two sets of instruments titled "Principals' Managerial Skills Scale (PMSS)" and "Teachers' Self-Efficacy Scale (TSES)" were used for data collection. The researchers developed PMSS to elicit information on principals' managerial skills. The instrument had 35 items spread in three clusters: I, II and III. Cluster I, which focused on human skill, had 14 items, Cluster II contained 10 items on conceptual skill, and Cluster III had 11 items on technical skill. Those items are placed on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4, 3, 2 and 1, respectively. TSES was adapted from Ene et al (2021) to measure teachers' self-efficacy. The instrument contains 24 items structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), weighted 4, 3, 2 and 1, respectively. A copy of the instruments is attached as Appendix D on page 179. The instruments were subjected to face validation by three experts, two from the Department of Educational Management and Policy and one from the Measurement and Evaluation unit of the Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka. The instruments were trial-test on 40 teachers in Enugu State to ascertain the internal consistency of the items in each cluster. The scores obtained from the 40 teachers were analysed using the Cronbach Alpha method, which yielded coefficient values of 0.84, 0.79 and 0.81 for the three clusters of PMSS, with the overall reliability index being 0.81, whereas a coefficient of 0.84 was obtained for TSES.

A direct delivery method was used by the researcher and five research assistants for data collection. The research assistants who are teachers in public secondary schools in the area of the study were briefed by the researcher on the mode of distributing and retrieving the instruments. The exercise of administering the instruments lasted for three weeks to facilitate a high return rate.

A total of 796 copies of the instruments were distributed to teachers, and 784, representing 98%, were copies duly completed, retrieved and used for data analysis. Simple regression was used to answer the research questions and test the hypotheses. For decision on the research questions, the researcher used the interpretation scale for the predictive value designated by Putri, Rezani and Hermina (2025), as follows: -

Predictive Value	Interpretation
.00- .19	Very Weak Prediction
.20- .39	Weak Prediction
.40- .59	Moderate Prediction
.60- .79	Strong Prediction
.80- .99	Very Strong Prediction
1	Perfect

In taking decisions on the null hypotheses, if the p-value is equal to or less than the significance level of 0.05, the null hypothesis is rejected, but if the p-value is greater than the significance level of 0.05, the null hypothesis is not rejected.

Results

Research Question 1: What is the predictive value of principals' human skills on teachers' self-efficacy in public secondary schools in Anambra State?

Table 1: The Summary of Simple Regression Analysis on Principals' Human Skills as Predictor of Teachers' Self-Efficacy

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Human Skills	784	0.792	0.726	0.725	0.36477	Strong

Table 1 revealed that the predictive value of principals' human skills on teachers' self-efficacy is 0.792 with a coefficient of determination of 0.726. This shows that principals' human skills could lead to 72.6% changes in teachers' self-efficacy. The regression coefficient r of 0.792 indicated that principals' human skills is a strong predictor of teachers' self-efficacy in public secondary schools in Anambra State.

Hypothesis One: Principals' human skills do not significantly predict teachers' self-efficacy in public secondary schools in Anambra State.

Table 2: Simple Regression on Principals' Human Skills as Significant Predictor of Teachers' Self-Efficacy

Predictor	N	R	R ²	F	P-value	Remark
Human Skills	784	0.792	0.726	2069.330	0.000	*S

*Significant

As shown in Table 2, the simple regression coefficient (R) is 0.792, while the R² is 0.726 showing that 79.2% changes in teachers' self-efficacy could be attributed to principals' human

skills. The $F(1/784) = 2069.330$ and the p -value of 0.000 is less than 0.05. Since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' human skills is a significant predictor of teachers' self-efficacy in public secondary schools in Anambra State

Research Question 2: What is the predictive value of principals' conceptual skills on teachers' self-efficacy in public secondary schools in Anambra State?

Table 3: The Summary of Simple Regression Analysis on Principals' Conceptual Skills as Predictor of Teachers' Self-Efficacy

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Conceptual Skills	784	0.542	0.412	0.412	0.53388	Moderate

Table 3 revealed that the predictive value of principals' conceptual skills on teachers' self-efficacy is 0.542 with a coefficient of determination of 0.412. This shows that principals' conceptual skills could explain 41.2% changes in teachers' self-efficacy. The regression coefficient r of 0.542 indicated that principals' conceptual skills is a moderate predictor of teachers' self-efficacy in public secondary schools in Anambra State.

Hypothesis Two: Principals' conceptual skills do not significantly predict teachers' self-efficacy in public secondary schools in Anambra State.

Table 4: Simple Regression on Principals' Conceptual Skills as Significant Predictor of Teachers' Self-Efficacy

Predictor	N	R	R ²	F	P-value	Remark
Conceptual Skills	784	0.542	0.412	549.024	0.000	*S

*Significant

As shown in Table 4, the simple regression coefficient (R) is 0.542, while the R^2 is 0.412, showing that principals' conceptual skills can be responsible for 41.2% alternations in teachers' self-efficacy. The $F(1/784) = 549.024$ and the p -value of 0.000 is less than 0.05. Since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' conceptual skills is a significant predictor of teachers' self-efficacy in public secondary schools in Anambra State.

Research Question 3: What is the predictive value of principals' technical skills on teachers' self-efficacy in public secondary schools in Anambra State?

Table 5: The Summary of Simple Regression Analysis on Principals' Technical Skills as Predictor of Teachers' Self-Efficacy

Model	N	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Technical Skills	784	0.738	0.690	0.689	0.29484	Strong

Table 5 revealed that the predictive value of principals' technical skills on teachers' self-efficacy is 0.738, with a coefficient of determination of 0.690. This shows that principals' technical skills can bring about 69.0 % changes in teachers' self-efficacy. The regression coefficient r of 0.738 indicated that principals' technical skills is a strong predictor of teachers' self-efficacy in public secondary schools in Anambra State.

Hypothesis Three: Principals' technical skills do not significantly predict teachers' self-efficacy in public secondary schools in Anambra State.

Table 6: Simple Regression on Principals' Technical Skills as Significant Predictor of Teachers' Self-Efficacy

Predictor	N	R	R ²	F	P-value	Remark
Technical Skills	784	0.738	0.690	1318.654	0.000	*S

*Significant

Table 6 indicated that the simple regression coefficient (R) is 0.738, while the R² is 0.690, showing that principals' technical skills can lead to 69.0% modification in teachers' self-efficacy. The $F(1/784) = 1318.654$ and the p -value of 0.000 is less than 0.05. Since the p -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, principals' technical skills is a significant predictor of teachers' self-efficacy in public secondary schools in Anambra State.

4. Discussion of Findings

The result of the study revealed principals' human skills are a strong predictor of teachers' self-efficacy in public secondary schools in Anambra State. The possible explanation for this finding is that principals' human skills enable them to effectively communicate, interact well and provide support to teachers, which leads to a strong prediction of teachers' self-efficacy in public secondary schools in Anambra State. The result is in line with the finding of Halis, Abdurrahman and Hakan (2019) which showed that principals' human skills had a strong relationship with teachers' self-efficacy in public secondary schools. This finding also aligned with the report of Riswandi, Azizah, Siagian, Sumarsih and Utami (2024), which showed that human skills were a

strong predictor of teachers' self-efficacy in public elementary schools. It is through human skills that principals give rewards to teachers who excel, which motivates them and thereby contributes to the strong prediction of their self-efficacy in public secondary schools in Anambra State.

Further result indicated that principals' human skills is a significant predictor of teachers' self-efficacy in public secondary schools in Anambra State. This result, allied with the finding of Riswandi, Azizah, Siagian, Sumarsih and Utami (2024), which showed that human skills were a significant predictor of teachers' self-efficacy in public elementary schools. The result is consonant with the findings of Halis, Abdurrahman and Hakan (2019), which showed that principals' human skills had a significant relationship with teachers' self-efficacy in public secondary schools. Principals' human skills can be applied to mentor, supervise and support teachers, which possibly accounts for the significant predictor of teachers' self-efficacy in public secondary schools in Anambra State.

The finding of the study revealed principals' conceptual skills is a moderate predictor of teachers' self-efficacy in public secondary schools in Anambra State. The finding is perhaps explained by the fact that principals' conceptual skills help in establishing strategies that enable teachers to effectively carry out their duties, which improve their confidence in completing tasks and contribute to moderate prediction of their self-efficacy in public secondary schools in Anambra State. The result agreed with the finding of Halis, Abdurrahman and Hakan (2019), which showed that principals' conceptual skills had a moderate relationship with teachers' self-efficacy in public secondary schools. The studies were conducted in secondary schools using teachers as the participants, which may be responsible for the agreement between the findings. It is through conceptual skills that principals could identify areas where teachers need professional development and organize re-training programmes that develop their skills, confidence and knowledge that can lead to a moderate predictor of teachers' self-efficacy in public secondary schools in Anambra State.

It was also discovered that principals' conceptual skills are a significant predictor of teachers' self-efficacy in public secondary schools in Anambra State. The result is in line with the finding of Halis, Abdurrahman and Hakan (2019) which showed that principals' conceptual skills had a significant relationship with teachers' self-efficacy in public secondary schools. The possible reason for this finding is that through conceptual skills, principals can identify challenges faced by teachers and provide innovative solutions that could contribute to the moderate predictor of teachers' self-efficacy in public secondary schools in Anambra State.

The finding of the study revealed that principals' technical skills is a strong predictor of teachers' self-efficacy in public secondary schools in Anambra State. The finding could be explained by the fact that technical skills enable principals to fairly plan work schedules and guide teachers in the use of some tools to strongly improve their self-efficacy in public secondary schools in Anambra State. This result aligned with the result of Riswandi, Azizah, Siagian, Sumarsih and Utami (2024), which showed that technical skills were a strong predictor of teachers' self-efficacy in public elementary schools. The similarity in participants and the time span of just a year difference might be connected to the agreement between the findings. Principals who possess good

technical skills can easily introduce new equipment and properly direct members of the teaching staff on its usage in discharging their duties, and this can possibly lead to a strong predictor of teachers' self-efficacy in public secondary schools in Anambra State.

It was also indicated that principals' technical skills are a significant predictor of teachers' self-efficacy in public secondary schools in Anambra State. This result concurred with the report of Riswandi, Azizah, Siagian, Sumarsih and Utami (2024), which showed that technical skills were a significant predictor of teachers' self-efficacy in public elementary schools. It is through technical skills that principals can direct and guide teachers in performing instructional-related tasks, which boosts their confidence and significantly strengthens their self-efficacy in public secondary schools in Anambra State.

5. Conclusion

Based on the findings, it was concluded that principals' managerial skills are positive and significant predictors of teachers' self-efficacy in public secondary schools in Anambra State. Principals who apply managerial skills can effectively guide, direct, interact and motivate staff, which leads to increased confidence and strong self-efficacy of teachers in public secondary schools in Anambra State.

6. Recommendations

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

1. Principals should continue to apply human skills through maintaining good interpersonal relationships with staff, treating them with respect and showing genuine care that leads to improvement in the self-efficacy of teachers.
2. Principals should prioritize continuous learning from experts to keep them informed about the progressive trends in the use of technical skills to foster teachers' self-efficacy.
3. Principals should enrol in an open distance programme that offers leadership courses on conceptual skills to upgrade their knowledge of coordinating the affairs of schools in such a way as to improve teachers' self-efficacy.

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