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**MANAGERIAL CAPACITY, STAFF TRAINING AND PUBLIC SECONDARY
SCHOOL TEACHERS' EFFECTIVENESS IN EDUCATION ZONE OF OYO
STATE**

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Abstract

The study investigated the influence of managerial capacity and staff training on public secondary school teachers' effectiveness in Education Zone II of Oyo State. The study adopted descriptive survey design. Multistage sampling procedure was used to gather data for the study. Proportional to size sampling technique was used to select 15% of the respondents which was 440 teachers from 31 schools out of the 2931 teachers from 154 public secondary schools and 31 principals that are in the five local government areas in Ibadan zone II. A self-developed instrument titled "Managerial Capacity, Staff Training and Teachers Effectiveness Questionnaire-0.81 (MCSTTEQ) for teachers and "Teachers Effectiveness Questionnaire -0.84 (TEQ) for school principals in Oyo State Zone II. Four hypotheses were tested using inferential statistics of multiple regression analysis, Person Product Moment Correlation (PPMC) and Multiple regression at 0.05 level of significance. The findings of the study revealed positive and significant relationship between managerial capacity and teachers effectiveness in Education Zone II, Oyo State ($r = 0.269, p < 0.005$), motivation was significantly correlated with teachers effectiveness ($r = 0.482, p < 0.05$), leadership style and teachers' effectiveness ($r = 0.499, p < 0.05$), communication skills and teachers' effectiveness ($r = 0.505, p < 0.05$). The study also showed that managerial capacity and staff training have linear and significant influence on public secondary school teachers' effectiveness in Education Zone II, Oyo State ($F_{(9,428)} = 39.091, P = 0.000 < 0.05$). Based on the findings, it was recommended that teachers should be encouraged to attend seminars, workshops and conferences, while school principals should improve in their managerial capacity in order to increase teachers' effectiveness in schools.

Keywords: Teachers' effectiveness, In-service training, Instructional supervision techniques, Effective communication, Leadership styles.

Introduction

Teachers, as important agents in the teaching-learning process, play a vital role in developing the manpower needed for the development of the society. They have been known to have influence on students' academic achievement and also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students. In realisation of the vital roles of school teachers, the Federal Republic of Nigeria (NPE, 2014: 43) stated that no education system can rise above the quality of its education and no educational system could outgrow the quality and status of its teachers. This is because they are the agents through which educational goals could be realized. Opinmi (2014) described teachers as important change agents whom through their action of teaching and management of classroom activities transform the plan and objectives of education into reality. Teachers, therefore, ensure that school curricular and extra-curricular activities are properly planned and executed to bring about students' development.

The issue of declining academic performance of students in Nigeria secondary schools has generated much interest among stakeholders in the education sector in Oyo State. The reason being that the laudable goals of secondary education as contained in the Federal Republic of Nigeria (NPE: 2014) has become an illusion. The goals are; preparing the students for useful living and facilitating transition to higher institution. By implication, the attainment of the nation's development goal through education can be largely determined by how effectively teachers perform their tasks at primary, secondary and tertiary levels of education. Since no educational system can rise above the quality of its teachers, the level of a nation's development therefore, could be traced to how effectively teachers perform their tasks. In order to achieve these goals, school management (principal) often employs the services of competent teachers who carry out various tasks to achieve the educational goal. It is essential to note that the performances of teachers determine largely the success or failure of the school system. Omolayo and Oluwafemi (2012) asserted that the effectiveness of employees (secondary school teachers inclusive) determines the level of an organisation's success. In order to achieve the optimum teachers' performance, effective

approach should hence be adopted by secondary school management. Adejumbi and Ojikutu (2013) opined that parameters such as lesson preparation, level of job commitment, supervision, evaluation among others can inform teachers' effectiveness and the indices of teachers' effectiveness to be considered in this study include; lesson preparation, subject mastery, commitment to job, teaching pedagogy and classroom organisation.

The quality of teaching pedagogy, subject mastery and lesson preparation are known to be key factors of teachers' effectiveness. Teachers' ability to teach is not achieved from their academic background only, but by the outstanding teaching pedagogy, lesson preparation, and subject mastery. It appears some teachers do not have good teaching pedagogy; some of them seem to have shallow subject mastery and poor lesson preparation. In recent times, secondary school teachers are faced with several challenges which affect their performance negatively. Challenges such as lack of motivation, non-payment of salary among others could lead to poor classroom organization and management, shallow mastery of subject matter, lack of commitment to work, poor lesson preparation and ineffective teaching pedagogy, if they are not tackled appropriately. Shehnaz and Hadi (2015) affirmed that many teachers are not effective in the area of subject mastery, classroom management, teaching methods, commitment to work, and lesson preparation. If these problems then persist and are not properly taken care of among secondary school teachers their effectiveness may be likely endangered.

The quality of education and performance of students depends on the teachers as reflected in the discharge of their duties. Over time students' academic performance in both internal and external examinations had been used to determine the effectiveness of teachers and teaching (Ajao, 2011). The continuous poor performance of students in external examinations like Senior Secondary School Certificate Examination (SSCE) conducted by West African Examination Council (WAEC) and National Examination Council (NECO) is worrisome. The Chief Examiner's Report of WAEC (2020) reported the low level of performance especially in the two key subjects, Mathematics and English Language. Out of 1,538,445 candidates that sat for SSCE May/June 2020, only 1,003,668 (65.24) had five credits and above

including English and Mathematics. This implies that only 65% of the students have chances of transiting to tertiary institution.

Although, different stakeholders such as parents, teachers, principals, private organizations, education policy makers and government in the education system in the past have taken several measures such as staff timely promotion and motivation to tackle some of the challenges associated with teacher's low task performance. Despite all these measures put in place, most secondary school teachers seem to be found wanting in the area of dedication to work, initiative, punctuality, resourcefulness, intellectual curiosity and hard work among others. Akande (2014) noted that teachers have severally been accused by the government of being negligent, lazy, not dedicated and zealous to work. He further argued that teachers' level of effectiveness did not justify their constant request for salary increase, incentives and better working conditions. Therefore, the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria.

However, it appears that the ineffectiveness of teachers in Oyo State Secondary Schools is presumably questionable. There have been cries of need of teacher's effectiveness in Secondary Schools. The problem of ineffectiveness of teachers is not limited to Oyo State, the literature revealed that other factors that may contribute to teachers effectiveness include; relationship between the students and the teacher; provision of serene environment, teachers' teaching experience and qualifications. Omotoyinbo and Olaniyi (2019) reported that teachers' ineffectiveness was as a result of lack of essential professional supports. These includes: job dissatisfaction; poor working condition and low salary, inadequate support from parents, administration, colleagues and the public; poor motivation of students; and lack of space for teachers to participate in key decisions affecting the school. The prevailing conditions would definitely show a negative or positive influence on the instructional quality in public schools, which may translate to either good or poor academic performance, attitude and values of secondary school students.

In addition, the influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies. These studies

suggest that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic performance. Sule (2013) revealed that, the exhibition of poor attitude to work by secondary school teachers was one of the major factors leading to the decline in the attainment of the nation's educational development. This is because secondary school teachers seem to exhibit some actions such as lack of commitment to work, poor subject mastery, poor classroom organisation, lack of good teaching pedagogy and poor lesson preparation among others which, many at times are detrimental to their performance.

In Oyo State the level of teachers effectiveness have been replaced with low-morale to work, poor subject mastery, laziness, uncommitted, uninspired, unmotivated and poor communication between teacher's and student which affect the academic performance of student's. The objectives of effective teaching as stated by (Adegbile, 2018) would include assisting learners to: conceptualize ideas, process thoughts and develop their potentials; contribute to thinking and creativity in the subject; nurture and sustain students' interest; suit the circumstance of teaching and learning; and suit the individual teacher ability and interest.

Furthermore, teacher effectiveness may include high level of creativity in analyzing, synthesizing and presenting knowledge in new and effective ways. It should instil in the learners the ability to be analytical, intellectually curious, culturally aware, employable and capable of leadership. According to (Omoifo and Urevbu, 2017), teacher effectiveness implies the use of clearly formulated objectives by the teacher, illustrated instruction that will enable students to acquire desired knowledge content, apply the knowledge to classroom and other related problem, think and take independent decision and the use of effective evaluation technique by the teacher. In this study, teacher effectiveness is the positive outcome of teaching and learning in Secondary Schools. The reflection of such outcome include subject mastery, effective communication, lesson preparation and presentation.

It seems the nature of managerial-capacity exhibited by the principal would go long way to enhance teacher's effectiveness. Managerial capacity generally involves modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and

encouraging the heart, which was empirically looked into through teamwork and actively involve others, support empowerment, appreciation, leading and supervising, planning, innovation, following instruction and procedures, and conflict management. In this research, managerial-capacity will focus on those activities which involve Instructional supervision technique, motivation, leadership style, and communication skill.

However, managerial- capacity helps in bringing out the best in workers, so they can know, decide better and act better. Leadership constitutes an important focus of the various activities in secondary schools, and in light of the large size, complexity of its work, the diversity and complexity of internal relations influenced by the external environment of political, economic and social effects so, leaders are asked to continue to seek, continue to change, and develop, where this task can be achieved under the leadership of the management. Correspondingly, Osakwe (2015) affirmed that in order to carry out management functions and to achieve the national policy of educational goals and objectives, school principal should employ administrative strategies. Similarly, Atanda (2019) found that the principal's personality had significant influence on their managerial task performance, which has implications on teachers' effectiveness in secondary schools.

Instruction supervision technique is regarded as the process of enhancing the professional growth of the teachers, the curriculum and improving the techniques of teaching in the classroom through democratic interactions between the teacher and the supervisor. There are several instructional supervisory techniques. Iloh, Nwaham, Igbinedion, and Ogor (2016) identified the varieties of supervision techniques to include: classroom visitation/ observation, inter/intra school team, teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. This is also in line with (Ani, 2007) who outlined supervision techniques as follow: classroom visitation, micro-teaching, research-approach, workshop, demonstration technique and tape recording. The supervisory techniques in this study focuses on: classroom visitation/observation, workshop and demonstration.

Classroom visitation or observation is a supervisory technique in which the principals visit the classroom and observe teacher delivery

of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organisation among others. Similar to this, Iloh, (2016) pointed out that classroom observation involves practicality in real classroom observation situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilising various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed.

Workshop as an instructional supervisory technique is a platform where the supervisor, teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession. To buttress this, Ekpoh and Eze (2015) pointed that workshop is a technique in which teachers are brought together in an organized way to enable principals communicate with them on the matters of school and classroom management and most especially on instructional improvement. Principals' demonstration technique involves teaching and learning activities in which principal who is skilled and experienced illustrate educational materials, procedures or strategies in order to improve instruction (Eze, 2013).

Motivation is one of the viable indicators of managerial capacity in this study that contributes to teacher effectiveness. Motivation of teachers can therefore, be described as the process of enhancing or stimulating teachers' morale and action towards giving their best to the achievement of the school goal(s) and that of the nation at large. This is because the rate at which teachers are motivated may determine the level of their performance and in turn may determine the attainment of the school set goals and objectives. Thus, this implies that employees may only give their best performance at work if their needs are met. Various motivational strategies such as: salary increment, leave bonus, allowances and commendation among others are adopted by various institutions (secondary school inclusive) to encourage workers to be more productive and optimize their performance towards the achievement of the organization or school goal(s). Despite various efforts made by Oyo State government for

instance to motivate its teachers, their level of task performance appears to be on decline. According to Steward, Bachman and Johnson (2010), motivation act as a driving force that encourages a person to engage in a task. The teacher is one that translates educational philosophy and objective into knowledge and skill acquisition and transfers them to students during teaching learning structure in the classroom or school. Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected.

However, teacher have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake task for its own sake, for the satisfaction, it provides or for the feeling of accomplishment and self-actualisation. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some rewards such as salary. Extrinsic motivation plays an important part in people's life. It is equally important in influencing a person's behaviour. Therefore, the aim of the organisation should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to provide some extrinsic motivation along the way for school improvement.

Leadership style is another important variable in this study of managerial capacity which may possibly influence teachers' effectiveness in the classroom. Leadership is the art of influencing others to work enthusiastically towards the achievement of organisational goals. Also, leadership style is a leader's style of providing direction, implementing plans, and motivating people. There are various types of leadership styles used in organization. According to (Adeyemi and Bolarinwa, 2013), three types of leadership styles are commonly used in Nigerian schools which are autocratic, democratic, and laissez faire leadership styles.

Autocratic leadership style is a type of leadership style that leader alone take decision without consultation of members. As well give orders which must be obeyed and all powers are concentrated in his hand. In this type of leadership style the management (principal) makes decision without consulting the subordinates (teachers) and expect strict adhere to such decision. It is the most rampant leadership found among management (principal) in secondary schools.

Democratic leadership is a type of leadership style that is characterized by the sharing of opinion in a typically parliamentary style. This type of leadership offers opportunity for both the leaders and followers to fully participate in the administration of the organization. This is the type of leadership style that could bring about the improvement in teacher effectiveness.

Laissez-faire leadership is a French expression which literally means "let people do what they wish". It is a kind of leadership that makes provision for the individuals to have dominant roles in decision-making and in the exercise of power. This type of leadership allows complete freedom to group decision without the leaders participation, thus subordinates are free to do what they like.

Communication is a practice of managerial capacity that could enhance teachers' effectiveness. Communication has been found to be a central factor for effective job performance. Investigations reveal that principals' ability to communicate, increased teachers' morale, reduced misunderstanding and interpersonal conflict among staff and consequently enhanced teacher effectiveness. Asamu (2015), showed that effective communication creates mutual understanding between principals and teachers which helps in building relationship among both parties in the school. Secondary school functions depend on the effectiveness among those concerned. The basic function of school management relies almost completely on communicating teachers and students among various school structures and level.

Furthermore, staff training is a fundamental aspect for the enhancement of teachers' effectiveness related to be teachers vision to improve the quality of their work. It has been argued that only through the growth of in-service education that the gulf between advancing knowledge and practice can be bridged. it was on the basis of this the National Policy on Education (2007) emphasized that in-service training shall be developed as an integral part of continuing teacher education and shall take care of all inadequacies.

However, the need for in-service education of teachers cannot be underestimated. In-service education ensures that teachers are kept up to date and adequately empowered to offer quality delivery. The pre-service training, might not perfectly prepare them for effective job performance. Udofia and Ikpe (2012) also note that teachers' in-service training is also an important tool for enhancing teachers' knowledge,

skills, attitudes, and competencies in attaining functional secondary education. An effective teacher can only be developed by quality professional preparation resulting from quality career or professional development. The principal is in a better position to counsel his staff, stimulate and encourage them to keep abreast of current in-service programmes. That the principal should motivate, help and encourage his staff to understand, apply, accept and be committed to training programmes to his staff. This in - service trainings include various workshops, seminars, lesson study, conferences that are necessary skills, knowledge, attitudes and values that help to improve teacher's effectiveness. In this research, in-service training will focus on those activities which involve study leave, seminars, workshops and conferences.

Study leave is an important indicator for staff training, is a situation whereby teacher maybe permitted to take or more to pursue professional improvement courses at least once in every five years, seminar is an academic forum whose major purpose centres on a reflection or discussion of problems. it is piloted by a coordinator who has written responsibility of putting down precise or brief summary of the views expressed by each member of the discussion panel. At the end of the session, the coordinator presents the highlights of the views expressed the invites questions, comments, observations or contributions from the audience to encourage total participation. Workshop is a training designed to benefit a specific group of teachers at a particular school, it is usually a moderate size group, where each person has a problem to solve that is closely related to his field while workshop and conferences can be regarded as academic gatherings but this can aim primarily at providing within the intellectual horizons of participants, selected functional experiences that will enhances their performance on the job. Workshops are characterized by individual or group role assignments. Resources persons are usually invited who come prepared and provide working procedures to participants.

Teacher effectiveness to jobs in terms of lesson preparation, subject mastery, commitment to job, teaching pedagogy and classroom organisation could be achieved through managerial capacity and in-service training in Secondary School in order to meet the goals of secondary school education as contained in the National Policy of Education (2007) which are: preparing the students for useful living and

facilitating transition to higher institution. It is on this premise that this research investigated the influence of managerial capacity (Instructional supervision technique, motivation, leadership style, and communication skill), staff training (in-service, study leave, seminars, workshops and conferences) on teacher effectiveness in Education Zone II, Oyo State.

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

H0₁: There is no significant relationship between managerial capacity (Instructional supervision technique, motivation, leadership style, and communication skill) and teachers' effectiveness in Education Zone II, Oyo State.

H0₂: There is no significant relationship between staff training (in-service, study leave, seminars, workshops and conferences) and teachers effectiveness in Education Zone II, Oyo State.

H0₃: Managerial capacity and staff training will not significantly have joint contributions to teachers' effectiveness in Education Zone II, Oyo State.

H0₄: Managerial capacity and staff training will not significantly have relative contributions to teachers' effectiveness in Education Zone II, Oyo State

Methodology

Descriptive survey research design was adopted for the study, while the population comprised all 154 principals and 2,931 teachers in public secondary schools in Oyo State Education, Zone II. The sample was made through multi-stage sampling procedure. The sample size of this study was four hundred and forty (440) teachers and thirty one (31) principals in the public secondary schools in Education Zone II, Oyo State. Two (2) research instruments were used for data collection. The instruments were structured questionnaires and titled "*Managerial Capacity, Staff Training and Teachers Effectiveness Questionnaire* (MCSTTEQ) for teachers and *Teachers Effectiveness Questionnaire* (TEQ) for school principals. The reliability coefficients obtained were 0.81 and 0.84 respectively. Data collected were analysed using

descriptive statistics and Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis at 0.05 level of significance.

Results and Discussion

Hypothesis 1: There is no significant relationship between managerial capacity (Instructional supervision technique, motivation, leadership style, and communication skill) and teachers' effectiveness in Education Zone II, Oyo State

Table 1: Relationship between managerial capacity (Instructional supervision technique, motivation, leadership style, and communication skill) on teachers effectiveness in Education Zone II, Oyo State.

		Instructi onal supervis ion	Motivation	Leadership Style	Communi cation Skills
Instructional Supervision	Pearson Correlation Sig. (2-tailed) N	1 438	.328** .000 438	.312** .000 438	.358** .000 438
Motivation	Pearson Correlation Sig. (2-tailed) N	.328** .000 438	1 438	.484** .000 438	.551** .000 438
Leadership Style	Pearson Correlation Sig. (2-tailed) N	.312** .000 438	.484** .000 438	1 438	.371** .000 438
Communication Skills	Pearson Correlation Sig. (2-tailed) N	.358** .000 438	.551** .000 438	.371** .000 438	1 438
Teachers Effectiveness	Pearson Correlation N	.269** 438	.482** 438	.499** 438	.505** 438

Table 1 shows the relationship between managerial capacity (Instructional supervision technique, motivation, leadership style, and

communication skill) on teachers effectiveness in Education Zone II, Oyo State. Instructional supervision is significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = .269$, $P < 0.05$), motivation is significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = 0.482$, $P < 0.05$), leadership style is significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = 0.499$, $P < 0.05$) and communication skill is significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = 0.505$, $P < 0.05$). Therefore, it can be concluded from the results that communication skill is the strongest in terms of the relationship. The relationship between leadership style and teachers' effectiveness was ranked second, motivation and teachers' effectiveness came third. The relationship between instructional supervision and teachers' effectiveness was also positive but ranked least. This depicts that there is a significant relationship between managerial capacity (Instructional supervision technique, motivation, leadership style, and communication skill) on teachers' effectiveness in Education Zone II, Oyo State. Therefore, the null hypothesis that states that there is no significant relationship between managerial capacity (Instructional supervision technique, motivation, leadership style, and communication skill) on teachers' effectiveness in Education Zone II, Oyo State is hereby rejected at 0.05 level of significance.

Hypothesis 2: There is no significant relationship between staff training (in-service, study leave, seminars, workshops and conferences) and teachers' effectiveness in Education Zone II, Oyo State

Table 2: correlation matrix showing relationship between staff training (in-service, study leave, seminars, workshops and conferences) on teachers' effectiveness in Education Zone II, Oyo State

Correlations		In service training	study leave	workshop	Seminars	conferences	Teacher Effectiveness
In-service training	Pearson Correlation	1	.648**	.344**	.091	-.126**	.360**
	Sig. (2-tailed)		.000	.000	.056	.008	.000
	N	438	438	438	438	438	438

study leave	Pearson Correlation	.648**	1	.606**	.339**	.044	.318**
	Sig. (2-tailed)	.000		.000	.000	.363	.000
	N	438	438	438	438	438	438
Workshop	Pearson Correlation	.344**	.606**	1	.644**	.351**	.354**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	438	438	438	438	438	438
Seminars	Pearson Correlation	.091	.339**	.644**	1	.648**	.328**
	Sig. (2-tailed)	.056	.000	.000		.000	.000
	N	438	438	438	438	438	438
Conferences	Pearson Correlation	-.126**	.044	.351**	.648**	1	.355**
	Sig. (2-tailed)	.008	.363	.000	.000		.000
	N	438	438	438	438	438	438
Teachers' effectiveness	Pearson Correlation	.360**	.318**	.354**	.328**	.355**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	438	438	438	438	438	438

** Correlation is significant at the 0.001 level (2-tailed).

Table 2 shows the relationship between staff training (in-service, study leave, seminars, workshops and conferences) on teachers' effectiveness in Education Zone II, Oyo State. In service is significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = .360$, $P < 0.05$), study leave is significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = 0.318$, $P < 0.05$), seminars is significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = 0.328$, $P < 0.05$), workshops is significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = 0.314$, $P < 0.05$) and conferences is as well significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = 0.355$, $P < 0.05$). This depicts that there is a significant relationship between staff training (in-service, study leave, seminars, workshops and conferences) on teachers' effectiveness in Education Zone II, Oyo State. Therefore, the

null hypothesis that states that there is no significant relationship between staff training (in-service, study leave, seminars, workshops and conferences) on teachers' effectiveness in Education Zone II, Oyo State on teachers' effectiveness in Education Zone II, Oyo State is hereby rejected at 0.05 level of significance.

Hypothesis 3: Managerial capacity and staff training (Instructional supervision technique, motivation, leadership style, and communication skill, in-service, study leave, seminars, workshops and conferences) will not significantly have joint contributions to teacher effectiveness in Education Zone II, Oyo State.

Table 3: Joint contribution of Managerial capacity and staff training to teachers' effectiveness in Education Zone II, Oyo State

Model Summary						
R	.672 ^a					
R Square	0.451					
Adjusted R Square	0.440					
Standard Error of the Estimate	0.24761					
11. Predictors (constant), School leader support						
ANOVA ^a						
Model	Sum of Square	Df	Mean Square	F	p-value	Remark
Regression	21.570	9	2.397	39.091	0.000 ^b	Significant p<0.05
Residual	26.240	428	0.061			
Total	47.810	437				
a. Dependent variable: teachers effectiveness b. Predictors (constant), managerial and staff capacity						

Table 3: presents the analysis of hypothesis 2 testing for the joint Managerial capacity and staff training on teacher effectiveness in Education Zone II, Oyo State

The model summary shows an R Square of 0.44. This means that 44% of the total variance in teacher effectiveness in Education Zone II, Oyo State is attributed to the joint influence of all managerial and staff training factors. The Analysis of Variance (ANOVA) shows that the F-test is significant ($F_{(9,428)} = 39.091$, $p = 0.000 < 0.05$). This indicates that the independent variable (managerial and staff training) and the dependent variable (teachers' effectiveness) had linear and significant relationship. Based on this result, hypothesis 2 was rejected.

Hypothesis 4: Managerial capacity and staff training (Instructional supervision technique, motivation, leadership style, and communication skill, in-service, study leave, seminars, workshops and conferences) will not significantly have relative contributions to teachers' effectiveness in Education Zone II, Oyo State

Table 4. Relative contribution of Managerial capacity and staff training on teachers' effectiveness in Education Zone II, Oyo State

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.864	.087		9.881	.000
	Instructional supervision	.000	.035	.000	-.009	.992
	Motivation	.070	.027	.124	2.643	.009
	Leadership style	.152	.028	.234	5.409	.000
	Communication skills	.140	.029	.225	4.864	.000
	In service training	.094	.023	.206	4.036	.000
	Study Leave	-.002	.026	-.003	-.059	.953
	Workshop	.001	.026	.003	.046	.964
	Seminars	.004	.025	.010	.172	.863
	Conferences	.097	.021	.237	4.682	.000

a. Dependent Variable: Teachers Effectiveness

Table 4 shows the relative contribution of the measures of managerial capacity and staff training on teachers effectiveness with their unstandardized regression weights and corresponding standard errors, Beta (β) coefficients and t-values. The results in the table indicate that instructional supervision factor ($\beta = -.009$, $t = .992$, $p = .992 > 0.05$); motivation factor ($\beta = .124$, $t = 2.643$, $p = 0.009 < 0.05$); leadership style ($\beta = .234$, $t = 5.409$, $p = 0.000 < 0.05$); communication skill ($\beta = .225$, $t = 4.864$, $p = 0.00 < 0.05$), in service ($\beta = .206$, $t = 4.036$, $p = 0.000 < 0.05$), study leave ($\beta = -.003$, $t = -.059$, $p = .953 > 0.05$) seminars ($\beta = .010$, $t = .172$, $p = .863 > 0.05$), workshops ($\beta = .003$, $t = 0.046$, $p = 0.964 > 0.05$), conferences ($\beta = 0.234$, $t = 4.682$, $p = 0.000 < 0.05$).

Motivation, leadership style, communication skill, in service, and conferences are all seen to have significant correlation on teachers effectiveness.

Discussion of findings

The result on table 1 shows the relationship between managerial capacity (Instructional supervision technique, motivation, leadership style, and communication skill) on teachers' effectiveness in Education Zone II, Oyo State. Instructional supervision is significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = .269$, $P < 0.05$), motivation is significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = 0.482$, $P < 0.05$), leadership style is significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = 0.499$, $P < 0.05$) and communication skill is significantly correlated with teachers effectiveness in Education Zone II, Oyo State ($r = 0.505$, $P < 0.05$). These findings corroborated Kwapong, Opoku and Donyina (2015), whose study empirically established that motivational strategies are a major driver of employees' effectiveness. The findings of this study on the significant relationship between staff training (in-service, study leave, seminars, workshops and conferences) and teachers' effectiveness in Education Zone II, Oyo State aligned this with Fanira (2013), that schools should design proper and functioning in-service training and staff development programmes for their workers to boost their morale, enhance their performance and in addition ensure that workers training are conducted frequently to ensure they cope with changing technological environment and organizational climate in schools.

Moreover, the findings on relative contributions of the measures of managerial capacity and staff training on teachers' effectiveness supports previous earlier studies. The findings from the results corroborated the finding of Osabiya and Ikenga (2015) that, there was a significant relationship between leadership style and employees' performance in the attainment of organization goals and objectives. This was as well supported by Kwapong, Opoku and Donyina (2015) empirically established that motivational strategies are a major driver of employees' effectiveness. This assertion was supported by Muogbo, (2013); Asim (2013), who all revealed that motivation through regular/timely salary payment, salary increment, regular promotion,

compensation, leave bonuses, payment of allowance among other would help employees to improve their job performance.

Finally, the revelation of significant joint impact of the independent variables (managerial and staff training) and the dependent variable (teachers' effectiveness) corroborates Ndid, Ezeugb, Obiageli and Enueme (2013) concluded that both teachers and principals should be encouraged or sponsored to undertake continuous self-professional development. These would contribute to enhancing their managerial skills

Conclusion

Based on the findings of this study, it was established that revealed managerial and staff trainings will make a significant positive contribution on the level of teachers' effectiveness. Instructional supervision technique, motivation, leadership style, communication skill, in-service, study leave, seminars, workshops and conferences have been established potent contributors to teachers' effectiveness in public secondary schools.

Recommendations

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

1. Organisation of regular seminars, workshops and conferences to help the teachers increase their effectiveness in the schools. Teachers should also be encouraged to attend these seminars and workshops.
2. School Principals, should improve in their managerial capacity in order to increase teachers' effectiveness in schools. They should increase their supervision techniques, communication skills, motivation and leader style in the school in other to increase teacher effectiveness and also apply the appropriate leadership style that would bring about the needed change for achieving the goal and objective of education.
3. Principals should keep close watch on teachers in the areas of checking their lesson notes, attendance to school, and punctuality to school they will sit up and contribute highly in teaching effectively.

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