

Chapter One

Introduction

1.1 Background to the Study

Teachers are those who fulfill their duties by what they do in the teaching and learning process. Their attitude towards teaching can have a tremendous impact in determining the outcome of learners and overall fulfillment of the objectives of education. Teachers' attitude refers to an enduring system of positive or negative evaluations, emotional feelings and pro or con action tendencies with respect to teaching ^{1&2}. It could be affective, cognitive or behavioral. Teachers' affective attitude is their emotional reaction or feeling towards teaching such as like or dislike, hate or love for teaching in school ³. Their cognitive attitude refers to the thought; perception or ideas they have toward teaching while their behavioral attitude has to do with the manner with which they act or behave towards the teaching process ⁴.

Despite the importance of teachers' attitude towards teaching in schools, observation shows poor affective, cognitive and behavioral attitude of teachers towards the teaching and learning activities in Oyo State. It seems many of the teachers are not willing to put all their effort towards ensuring that their students are well taught. Some of them show lackadaisical behaviors towards their lesson periods and general classroom management. They seem to teach just for the pay not necessarily out of love for the students, school and teaching profession. Many have even been observed to have a great dislike for teaching and would be willing to leave if there are alternatives. It is so disheartening and quite saddening to observe these non-challant behaviors, beliefs and feelings among teachers in the teaching process and general assessment of their students. Some of them do not even care whether students learn or not despite the fact that these students are the future of the nation. The implication of this is that these students would not be well taught and assessed which would likely hinder them from achieving good

academic performance in both internal and external examinations. In fact, if this is allowed to continue, there would be less manpower for the nation's economic and industrial sectors which could greatly lead to an economic menace in the country. As the saying goes that 'no nation can rise above its teachers', there is therefore an urgent need to look into the attitude of teachers towards teaching especially in Oyo State as it is gradually becoming an issue of serious concern. Apart from this researcher, other scholars have also observed and reported poor attitude amongst teachers in Oyo State ^{5,6,7,8&9}.

There is therefore a need for researchers and stakeholders in education to turn their gaze in this line of research inquiry. This is because if negative attitude of teachers towards teaching is allowed to continue and not addressed, it could become disastrous to teachers, the school, education in general and the society at large. It would also pose serious threat to the state and nation's economy. Furthermore, it would result in the production of secondary school graduates who are not globally competitive and self-reliant. However, when teachers have positive attitude towards teaching, they would disseminate and impact the right knowledge, abilities, attitudes, values, norms morals that would prepare the students for a great future ^{10&11}. They would also improve the quality of lives of the students and the effectiveness of the school they belong which definitely will contribute greatly to the society at large. Very few factors have been reported to influence teachers' attitude in Oyo State. They include: teachers' demographic factors and teachers' personality ^{2&8}. The above factors however focused on inclusive or special education but there seems to be scarcity of studies on teachers' attitude towards teaching in Oyo State. This study seeks to examine two important and possible predictors of teachers' attitude towards teaching, which are: - principals' personality traits and managerial competence.

Principals' personality traits which are characteristics that account for their consistent pattern of behavior, feeling and thoughts could greatly contribute to the effectiveness in

principal ship and good quality of education^{13&14}. Five dimensions of personality traits exist. They are: agreeableness, conscientiousness, extraversion, neuroticism and openness to experience¹³. Principals with agreeableness trait tend to be well-liked, respected, and sensitive to other's needs¹⁵. They have effort to build and keep harmony and prefer to use compromising strategies in dealing with conflict¹⁶. They are also likely to be successful in school, excel in leadership positions, dogged and determined in their pursuit of goals whereas those low in conscientiousness are more likely to procrastinate, be flighty, impetuous, and impulsive¹⁵. Conscientious principals excel in their ability to delay gratification, work within the rules, and plan and organize effectively which could invariably affect the behavior and performance of their teachers¹⁷.

Principals who are extroverts tend to seek out opportunities for social interaction with their teachers. They are comfortable with others, are gregarious, and are prone to action rather than contemplation while those low in extroversion are more likely to be people of few words, quiet, introspective, reserved, and thoughtful¹⁵. A study revealed that conscientiousness and extraversion were the most prevailing personality trait among secondary school principals in the South West region of Nigeria. Principals who were extraverted and conscientious are usually effective in their duties which could invariably influence the performance of their subordinates including their teachers¹⁸. Principals high in neuroticism are generally prone to anxiety, sadness, worry, and low self-esteem. They may be temperamental or easily angered, and tend to be self-conscious and unsure of themselves. In addition, those who score on the low end of neuroticism are more likely to feel confident, brave, sure of themselves, adventurous and unencumbered by worry or self-doubt¹⁵. It was revealed that a negative relationship exists between neuroticism and teachers' self-efficacy and behavior towards teaching in schools¹⁹.

Principals' openness to experience deals with their willingness to try to new things, their ability to be vulnerable, and their capability to think outside the box ²⁰. These types of principals could make teachers love their work and be willing to behave better towards teaching and learning activity in schools ¹⁷. A researcher reported that there is a significant relationship between personality traits (extraversion, agreeableness, conscientiousness, neuroticism, openness) and administrative effectiveness of secondary school principals. This implies that personality trait is a major determinant of leaders' work performance. The study established that principals with extraversion and conscientiousness traits are considered to be more effective than principals with other type of traits ¹⁸. Another study showed that personality values of principals have a significant influence on the teachers' work attitude in school ²¹. A study observed a relationship between principals' personality and teachers' performance. The data illustrated that there is connection among principals' personality and teaching usefulness, but that personality merely has a small consequence on instruction usefulness ²². Apart from the above similar studies, there seem to be scarcity of studies on influence of principals' personality trait alongside its dimensions on teachers' attitude towards teaching which created a major gap that needed to be addressed.

Principals' managerial competence which refers to the skills, knowledge and abilities which they use in managing all school resources (human, financial and material) could improve the willingness and ability of the teacher to prepare the planning of the learning process ^{23,24 &25}. The findings of an investigation showed that principal managerial competency has positive and significant effect on teachers' productivity ²⁵. A study emphasized that negative attitudes of the teachers and poor academic performance of the students in secondary schools is connected to poor managerial skills of the school principals ²⁶. Another study reported that principals' administrative competence influence teachers' work performance in secondary schools ²⁷. A

study also revealed a high positive significant relationship between principal managerial skills and teachers' job performance in public secondary schools in Rivers State, Nigeria ²⁸. A similar research noted principals' managerial techniques correlate with teachers' service delivery in public secondary schools in Rivers State ²⁹. An international study stated that there is a significant contribution of principals' managerial skills towards the productive professionalism of teachers which is interpreted that if the principals' managerial skills are good, the teachers' professionalism of productive subject would be improved ³⁰. Another study also showed a positive contribution of principals' managerial abilities to the performance of teachers ³¹. A research showed that principals' application of managerial skills correlated with teachers' job performance in secondary schools in Anambra State, Nigeria ³². Contrary to the above findings, a study reported no significant relationship between principals' professional development practices and teachers' job performance ³³. However, there seems to be scarcity of studies on principals' managerial competence on teachers' attitude towards teaching. Majority of studies focused on teachers' job performance. This also identified another gap that needed to be duly addressed.

Managerial competences include but not limited to: conceptual, interpersonal and technical competences^{23&24}. Conceptual competence which refers to principal's mental capabilities to initiate, organize, interpret and harmonize ideas and constructs related to the workings, visions and goals of the school was reported to have a high positive relationship with teachers' job performance^{28&34}. A similar study established that majority of principals were found incompetent to exhibit conceptual skills at the job which exacerbated de-motivation of teachers ³⁵. Technical competence which is the principal's abilities, knowledge and expertise acquired through training, education and experiences that can be applied to solve management

problems in the school was reported to have a high positive relationship with teachers' job performance ^{28&34}. A similar study shows that majority of principals were found incompetent to exhibit technical skills at the job which resulted to de-motivation of teachers ³⁵. Another study revealed a significant relationship between principals' technical competence and teachers' instructional delivery ³⁶.

Principals' interpersonal competence which is their ability to establish and maintain good contacts with subordinates and superiors especially within and outside the school was also reported to have a high positive significant relationship with teachers' job performance ^{28&37}. A similar study found that majority of the principals possesses the human relation skills to influence teachers' motivation positively at the job ³⁵. Another study also noted that effective interpersonal communication skills of a principal can affect teachers' performance whether it is the quality of their work, attitudes, and behavior ²⁵. A research revealed a significant relationship between principals' application of interpersonal relationship skills and teachers' job performance in secondary schools in Anambra State ³². Most of the above findings also showed scarcity of studies on the influence of indices of principals' managerial competence on teachers' attitude towards teaching which also identified a gap to be filled.

Teachers are one of the most important human resources in a school that skillfully identify, develop and nurture the potentials of students making them productive citizenry of the society. Their quality is critical to the success of education in a nation which therefore implies that the effectiveness of all educational growth and development lies on the number, quality, devotion and most especially the attitude of teachers ³⁸. Since teachers play important roles in providing instruction and education to learners, their attitude and dispositions towards teaching would therefore have a major impact in determining the quality of the process ³⁹. However, when teachers show negative attitude towards teaching, they would not teach well and when they

don't teach well, the students' performance would be poor and their potentials may not be properly harnessed. Poor attitude of teachers towards teaching would make them treat teaching as secondary or last alternative and be willing to leave the profession when they find another option. Furthermore, teacher attrition as a result of negative attitude may cause a huge decline and decadence in the nation's educational system. Nowadays, many youths no longer see the need and essence of education. In fact, many developed and even developing countries in the world do not place much value in Nigeria's education, certificates and products from the nations' educational system. Since 'no nation can rise above her education', it therefore became necessary to investigate factors that may be influencing teachers' attitude towards teaching in a bid to finding out what could improve the educational system of the nation with a specific focus on Oyo State. The factors were: - principals' personality traits and managerial competence. The study also sought to investigate the moderating role of gender in determining the outcome of the results.

1.2 Statement of the Problem

Despite the importance of teachers' attitude towards teaching, observation shows poor affective, cognitive and behavioral attitude of teachers towards the teaching and learning activities in Oyo State. It seems many of the teachers are not willing to put all their effort towards ensuring that their students are well taught. Some of them show lackadaisical behaviors towards their lesson periods and classroom management. They teach just for the pay not necessarily out of love for the teaching profession. Many have been observed to have a great dislike for teaching and would be willing to leave once there are alternatives. It is disheartening and quite saddening to observe these non-challant behaviors, beliefs and feelings among teachers in the teaching and assessment of their students. Some of them do not even care whether the students learn or not despite the fact that these students are the future of the nation. The implication of the poor

attitude of teachers towards teaching observed in Oyo State is that these students would not be well taught and assessed which would definitely hinder them from good academic performance in both internal and external examinations. If this is allowed to continue, there will be fewer manpower for the nation's economic and industrial sectors which could also lead to an economic menace in the country. As the saying goes that 'no nation can rise above its teachers', there was therefore an urgent need to look into the attitude of teachers towards teaching in Oyo State as it was becoming a cause of serious concern. Apart from this researcher, other scholars also observed and reported poor attitude amongst teachers in Oyo State^{5,6,7,8&9}. Only very few factors were reported to influence teachers' attitude in Oyo State. They included: teachers' demographic factors and teachers' personality^{8&12}. The above factors focused mainly on inclusive or special education. However, there seemed to be scarcity of studies on teachers' attitude towards teaching in Oyo State. In addition, important factors like the role of principals' personality traits and managerial competence seemed scarce in literature which therefore identified a gap that needed to be addressed. In a bid to addressing this gap in knowledge, this study therefore sought to investigate the extent to which principals' personality traits and managerial competence influence teachers' attitude towards teaching in Oyo State. The role of gender as a moderating variable was also considered.

1.3 Aim and Objectives of the Study

Generally, the aim of this study was to investigate personality trait and managerial competence of principals as predictors of teachers' attitude towards teaching in Oyo State public secondary schools. The study also examined the role of gender as a moderating variable.

Specifically, the objectives included to:

- i identify the most adopted personality traits of principals in Oyo State public secondary schools;
- ii identify the level of managerial competence of principals in Oyo State public secondary schools;
- iii identify the attitude of teachers towards teaching in Oyo State public secondary schools;
- iv investigate the combined influence of principals' personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) and managerial competence (conceptual, interpersonal and technical) on teachers' attitude (affective, cognitive and behavioral) towards teaching in Oyo State public secondary schools;
- v investigate the relative contribution of principals' personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) and managerial competence (conceptual, interpersonal and technical) on teachers' attitude (affective, cognitive and behavioral) towards teaching in Oyo State public secondary schools;
- vi examine the gender difference in teachers' attitude towards teaching in Oyo State public secondary schools and
- vii examine the mean difference in responses of principals and teachers to personality traits of principals in Oyo State public secondary schools.

1.4 Research Questions

This study attempted to answer the following research questions:

- i What is the most exhibited personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) among principals in Oyo State public secondary schools?

ii What is the level of managerial competence (conceptual, interpersonal and technical) among principals in Oyo State public secondary schools?

iii What is the most exhibited attitude (affective, cognitive and behavioral) among teachers toward teaching in Oyo State public secondary schools?

1.5 Hypotheses

The formulated null hypotheses below were tested at 0.05 level of significance:

H₀₁: There will be no significant combined influence of principals' personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) and managerial competence (conceptual, interpersonal and technical) on teachers' attitude (affective, cognitive and behavioral) towards teaching in Oyo State public secondary schools.

H₀₂: There will be no significant relative contribution of principals' personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) and managerial competence (conceptual, interpersonal and technical) on teachers' attitude (affective, cognitive and behavioral) towards teaching in Oyo State public secondary schools.

H₀₃: There will be no significant gender difference in teachers' attitude towards teaching in Oyo State public secondary schools.

H₀₄: There will be no significant mean difference in responses of principals and teachers to principal personality in Oyo State public secondary schools.

1.6 Significance of the Study

This study if consulted should give the true position of the influence of personality traits and managerial competence of principals on teachers' attitude towards teaching in Oyo State public secondary schools. The research should thus create serious awareness and knowledge on

the subject. The findings of the study would also be beneficial to teachers, principals and the government.

The findings of the study should be beneficial to teachers as it would reveal the state of teachers' attitude towards teaching and learning activities in the state. It should also help them to realize how personality traits and managerial competence is affecting their attitude towards teaching activities.

The findings of the study should be beneficial to principals as it would make them to become aware of the dominant trait possessed by principals and how these traits may be affecting their behavior and performance and that of their teachers. The findings would also create awareness on the dominant managerial competence displayed by most principals in the state. It would also help them to realize how managerial competence is influencing teachers' attitude towards teaching activities.

The study should be beneficial to Oyo State government in that it would provide information on the influence of principals' personality traits and managerial competence on teachers' attitude towards teaching in secondary schools. It would make them realize the role played by principals' personality and managerial competence on teachers' attitude towards teaching. This could make the government swing into action into ensuring that principals are well trained and equipped for proper managerial functions so as to positively influence teachers' attitude towards teaching and learning activities.

The study would thus be a reference point to educational researchers and others who wish to carry out studies related to the subject matter.

1.7 Scope of the Study

The scope of this study covered the influence of the two independent variables (personality traits and managerial competence of principals) on the dependent variable (teachers' attitude towards teaching) in Oyo state public secondary schools. The geographical spread of the study included all the thirty-three (33) local government areas in Oyo State. The respondents of the study comprised of all the secondary school principals and teachers in the public secondary schools in 33 local government areas in Oyo State. Personality traits of the principals covered five dimensions which include: agreeableness, conscientiousness, extraversion, neuroticism and openness to experience. Managerial competence of principals covered conceptual competence, interpersonal competence and technical competence. Teachers' attitude covered affective, cognitive and behavioral attitudes. Lastly, the scope also considered the moderating influence of gender.

1.8 Limitations to the Study

COVID-19 pandemic posed a little limitation in the response by teachers and principals to the research instruments. The major limitation to the study was lack of initial cooperation from some of the respondents. The researcher had to put extra effort for the instruments to be administered.

1.9 Operational Definitions of Terms

Teachers' Attitude Toward Teaching: This refers to the enduring system of positive or negative evaluations, emotional feelings and pro or con action tendencies teachers have with respect to teaching. It includes affective, cognitive and behavioral attitudes.

Affective Attitude: This refers to the emotional reaction or feeling of teachers towards teaching such as like or dislike, hate or love for teaching in school.

Cognitive Attitude: This refers to the thoughts, perception or ideas of teachers toward teaching.

Behavioral Attitude: This refers to teachers' predisposition or intention to take action towards teaching and also guide the teaching action in a certain way.

Personality Traits: This refers to characteristics of a principal that account for his/her consistent pattern of behaving, feeling and thoughts. Five dimensions of personality traits include: - agreeableness, conscientiousness, extraversion, neuroticism and openness.

Agreeableness: This trait is described as being helpful, good-natured, cooperative, sympathetic, trusting, and forgiving (vs. rude, selfish, hostile, uncooperative, and unkind). Agreeableness dimension of principals includes attributes such as trust, altruism, kindness, affection and social behaviors that could positively influence their work performance and that of teachers.

Conscientiousness: Conscientiousness is described as organized, responsible, dependable, neat, efficient, and achievement-oriented (vs. disorganized, lazy, irresponsible, careless, and sloppy). Principals who are conscientious are likely to be successful in school, excel in leadership positions, and doggedly pursue their goals.

Extraversion: Extraversion represents individual differences in social engagement, assertiveness, and energy level. Principals who are extroverts tend to seek out opportunities for social interaction with their teachers and other members of staff.

Neuroticism: Neuroticism refers to negative affectivity where individual feels so moody and experience negative emotions and critical of him/herself which leads to anger, dissatisfaction and complain. These principals are generally prone to anxiety, sadness, worry, and low self-esteem. They tend to be self-conscious and unsure of themselves which could negatively impact the attitude of their teachers.

Openness: Principals who are open are creative, curious, artistically sensitive, willing to consider new ideas. These types of principals could make teachers love their work and be willing to behave better towards teaching and learning activity in schools.

Managerial Competence: This refers to the skills, abilities and knowledge with which principals manage the school organization. They include: conceptual competence, interpersonal competence and technical competence.

Conceptual Competence: This refers to the mental capabilities of principals to initiate, organize, interpret and harmonize ideas and constructs related to the workings of the school organization and in keeping with the visions and goals of the entity.

Interpersonal Competence: This refers to the ability of school principals to establish and maintain good contacts, communication and relationship with subordinates (teachers) in the school organization.

Technical Competence: This refers to the principal's abilities, knowledge and expertise acquired through training, education and experiences that can be applied to solve management problems in the school.

Public Secondary Schools: This refers government owned and managed schools that is intermediate between elementary or primary school and tertiary school. In this study, secondary school includes senior secondary school one (SSS1) to senior secondary school three (SSS3).

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Chapter Two

Literature Review

This chapter discussed previous research works that is related to the present study. It was reviewed with respect to the research topic and objectives. The review was carried out under the following subheadings:

2.1 Conceptual Review

2.1.1 Concept of Attitude

2.1.2 Concept of Teachers' Attitude towards Teaching

2.1.3 Concept of Personality Traits

2.1.4 Concept of Principals' Personality Traits

2.1.5 Concept of Managerial Competence

2.1.6 Concept of Principals' Managerial Competence

2.2 Theoretical Framework

2.2.1 Five Factor Model of Personality Traits and

2.2.2 Katz Skill Theory

2.3 Review of Empirical Studies

2.3.1 Personality Traits of Principals and Teachers Attitude in Secondary Schools

2.3.2 Managerial Competence of Principals and Teachers' Attitude in Secondary Schools

2.4 Conceptual Model

2.5 Summary of Review of Related Literature

2.1 Conceptual Review

2.1.1 Concept of Attitude

Attitude refers to a learned tendency of a person to respond positively or negatively towards an object, situation, a concept, or a person. It is also regarded as a belief held by individuals that

reflects their opinions and feelings and can be sometimes manifested in behavior ^{1&2}. An attitude is somewhere between a belief, a stance, a mood, and a pose. It is the way of thinking and feeling about someone or something, a feeling or way of thinking that affects a person's behavior, and a way of thinking and behaving that people regard as unfriendly, rude, etcetera ³. Attitude is a latent disposition or tendency to respond with some degree of favorableness or unfavourableness to a psychological object which refers to the positive or negative evaluation of the outcome associated with performing a given behavior ⁴.

Attitudes, behavior, and feelings are interrelated in such a way that people's attitudes determine their behavior towards objects, situations, and people. They also influence the relationships that exist among these variables with themselves. Furthermore, it is the way people reason or act and most that can either make or mar their performance while carrying out tasks and responsibilities ⁵. Attitude is viewed as the positive or negative degree of effect associated with a certain subject. In addition, it refers to persistent tendency of individuals towards the use of materials performing their job ⁶. Attitude is a term which has been used to describe in general way the reaction of a subject upon any impression received from his environment. It denotes inner feelings or beliefs of a person towards a particular phenomenon ⁷.

Attitudes were defined as the mental dispositions people have towards others and the current circumstances before making decisions that result in behavior. Furthermore, it was noted that people primarily from their attitudes from underlying values and beliefs. A belief is an idea that a person holds as being true ⁸. It is usually based upon certainties (for example, mathematical principles), probabilities or matters of faith ^{8&9}. A belief can come from different sources, including: a person's own experiences or experiments; the acceptance of cultural and societal norms (for example, religion); what other people say (for example, education or mentoring) etcetera ⁸. Values are stable long-lasting beliefs about what is important to a person. They

become standards by which people order their lives and make their choices. A belief will develop into a value when the person's commitment to it grows and they see it as being important¹⁰. However, factors which may not have been internalized as beliefs and values can still influence a person's attitudes at the point of decision-making. Typical influences include the desire to please, political correctness, convenience, peer pressure, and psychological stressors^{8,9&10}.

Attitudes is "the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic". Furthermore, it was also emphasized that attitudes are the way one thinks or behaves, a complex mental state involving feelings, values, and dispositions to act in certain ways¹¹. Attitude is a learned and stable predisposition to react to a given situation; person or other set of cues in a consistent way that guide and influence people's behaviors in their daily lives¹². A scholar viewed attitude as "the emotional tendency of an individual to ideas, objects, people and places". Furthermore, the scholar stated that attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor¹³.

Some authors stated that attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related. Furthermore, they posited that attitudes mean the individuals' prevailing tendency to respond favorably or unfavorably to an object, person or group of people, institutions or events¹⁴. It was also pointed out that attitudes are formed after receiving various information about facts, events or people. Thus, the nature of the attitudes that an individual form is determined by how information is received and combined, in the sense that to certain details of the information may be granted more attention than to others.

Therefore, the importance given to different pieces of information, the order in which they were perceived and the values assigned, will contribute to shaping attitudes ¹³.

An author opined that attitude is that personal disposition common to individuals but possessed to different degree which impels them to react to objects situations or propositions in a way that can be called favorable and unfavorable. It is a dispositional readiness to respond to certain situation, person or objects in a consistent manner which has been learned and has become typical mode of response ¹⁵. In a research, it was noted that attitude cannot be directly observed, but inferred from overt behavior, both verbal and nonverbal, in objective terms concept of attitude may be said to connote response consistency with regard to certain categories of stimuli ¹⁶. The term attitude has been studied in many different ways through time. It has always been considered as a way of taking up a stand on something, like a tendency, a mental or physical predisposition, or a relatively stable assessment answer. In other words, attitude is seen as a position to express a state of mind, an intention, or a way of seeing the world. It is like a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon an individual's response to all objects and situations to which it is related ¹⁷.

Attitude is also viewed in terms of mood, thinking process, behavioural tendencies, or evaluation. It is defined as the mental state of an individual that affects the way he/she responds to situations or others. In a more refined definition, it is an idea influenced by emotions that causes a person to act in social situations ¹⁶. As defined in a literature, attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related. Furthermore, attitudes mean the individuals' prevailing tendency to respond favorably or unfavorably to an object, person or group of people, institutions or events ¹⁸. Attitudes

predispose and lead us with respect to the facts of reality; they represent a personal synthesis that filters our perceptions and guides our thinking, facilitating the adaptation of the individual to the context, hence, the importance of the link between the process, the attitudes, and environmental education ¹⁷.

According to a research, no one is born with any attitudes. Attitudes like interests are learned through life experiences which makes an individual behave towards persons, profession, objects, issues and situations to which they are related ¹⁸. Attitudes considerably influence one's behavior, accordingly. The individual's attitudes may be positive (favourable) or negative (unfavourable) ¹⁹. Attitude may also be defined as the sum total of a person's inclinations and feelings, likes and dislikes, preconceived notions, fears, threat, convictions and general predisposition towards any specific topic or issue ²⁰. An author described attitude as a manner of acting, feeling or thinking that show a person's disposition or opinion towards a topic. They are relatively stable, comprise a larger cognitive component and less emotional intensity than emotions, develop as repeated positive or negative emotional responses and are automatized over time ²¹.

Attitude is, in particular, the conduct of a person towards other individuals, things, incidents or activities. It is thought and feelings that people can experience something because of admiration and imagination in a changing environment. Furthermore, attitude is "representative of the developed behavior". It is the state of mind of a person towards an object²². Attitudes are ideas or feelings that one may have about something as a result of imaginative likes and dislikes in the changing circumstances. In a school situation, favourable classroom attitude not only promote learning but also create the kind of climate which stimulates better and successful learning. Attitudes thus provide the incentives for behaviour and affect all higher mental processes, such as thinking, reasoning, judgments and creativity ²³.

An attitude is a personal disposition common to individuals but is possessed by different individuals in different degrees. It implies them to react to objects, situations or propositions in the way that can be called favorable or unfavorable. In addition, it is basic motivation responsible for molding the nature of attitude in each individual. Continuous motivation manifests it in terms of appetites and aversions and through experience, an individual develops favorable and unfavorable indications towards various classes of objects ²⁴.

Attitude refers, in a general way, to inclinations, presumed to be enduring, to react in a certain way in response to certain kinds of situations, to see and interpret events according to some predisposition and to organize opinions into coherent interrelated clusters. It is a means or a way of thinking, a way in which body is held and in informal sense "self-confident or aggressive behavior" ²⁵. In simple words, attitude is one's inclination towards something. It is thought to be something inside the person and may be positive or negative towards a particular thing or object ²⁶. Attitude is one of the important attributes of the behaviour. One's behaviour to a great extent depends upon one's attitude towards things, ideas, persons and objects in his/her environment ²⁷. The personality and development of an individual is influenced by the nature of his/her attitude. Therefore, it is well said that the success of any professional education is intimately related with the positive attitude or favourable attitude of its professionals towards the profession ^(27&28). So, attitude plays an important role in the professional development of the teachers ²⁷. On the other hand, attitude offers a great possibility for successful achievement as well as failure in life. In developing one's career in life towards profession or vocation or occupation, the development of positive attitude is so essential ^{27&29}. If individual has negative attitude towards his profession, he will not be able to lead his life

successful. Attitude plays a significant role in development of one's life. It directs one's behavior in many circumstances ^{27&30}.

Accordingly, authors put forth that attitudes act as a bridge between beliefs and emotions, and include both beliefs (about oneself and about mathematics) and emotions ³¹. Furthermore, an attitude is a readiness to respond in such a way that behavior is given a certain direction. It is often defined as a tendency to react favorably or unfavorably toward a designated class of stimuli, such as a national or racial group, a custom or an institution. Thus, attitudes cannot be directly observed but must be inferred from overt behavior, both verbal and non-verbal ³⁰. In a profession, attitude is the mental and inner feeling, ideas, thinking and opinion of a person towards chosen of a profession, which are developed by his/her own experience. It is a readiness to respond in such a way that behavior is given in a certain direction. In other words, professional attitude is the degree of positive and favorable or negative and unfavorable effect associated with choosing or selecting a profession ²⁷.

Certain characteristic of attitude has been identified as follows: -

- Attitudes depend on the relation between subject and object;
- Attitudes are learned;
- Attitudes give an idea about one's state of mind;
- Attitudes are motivational and
- Attitudes may be positive or negative ³⁰.

Thus, an attitude is a point of view, substantiated or not, true or false, which one holds towards a person, object, task or idea. The point of view can either be positive, negative, hostile or indifferent. One's attitude can account for his behavior and/or performance. Hence, attitude refers to reports of what people think or feel or of the ways in which they intend to act ^{27&30}.

2.1.1.1 Components of Attitude

A basic aspect of attitude is its structure. Normally, there are three types of attitude: On the one hand, there is the classic or cognitive approach, in which attitudes are composed by structured groups of relatively stable beliefs, values, knowledge, or expectations. These attitudes predispose to act in a preferential way in certain situations or before specific objects. The attitudes are opinions, beliefs, categories, attributes, and concepts. On the other hand, there is the affective component which is composed of feelings about the object of the attitude; the assessment sets the behavior and it is triggered by the presence of the object or by the situation and the feelings produced. Finally, the cognitive (or behavioural) attitude refers to the predisposition or intention to take action and guides the action in a certain way before an object or subject ¹⁷.

2.1.1.1.1 Affective Attitudes

The affective dimension refers to the feelings and emotions that make an individual react and make him/her to decide what attitude to take towards the current situation ³². The affective or emotional component, which collects all those emotions and feelings that stimulate statistics, for example; those subjective reactions of trust and distrust, like and dislike, among others ³. Affective component of attitude is associated with individual feelings about another person, which may be positive, neutral or negative ³³. The affective component describes emotional experiences and emotional responses to various facts and events. It is believed that affective responses involve evaluations of, and feelings towards, the attitude object ³⁴. Verbal affective responses can be expressions of admiration or disgust, appreciation or disdain. On the other hand, facial expressions and other bodily reactions are assumed to show nonverbal affective responses. Furthermore, it was suggested that the affective component concerns feelings

towards the target language, which may be love or hate of the language, a passion for the poetry of the target language, or an anxiety about learning it ³⁵.

A researcher posited that the affective component is the source of driving the engagement of students towards mathematics. It was further reinforced that the affective aspect is also influenced by the belief formed from the cognitive component of attitude, which creates a mindset that becomes constant over time and influences the feelings of the teachers and students towards teaching and learning activities ³⁶.

2.1.1.1.2 Cognitive Attitudes

Cognitive dimension is based on the beliefs and values that a person possesses, which makes reference to what he/she has learned in life experience ^{37&38}. The cognitive component also refers to the mental process of perception, conceptions and beliefs about the attitudinal object ³. It is associated with the value statement. It consists of values, belief, ideas and other information that a person may have faith in ³³. The cognitive component of attitudes includes perceptions, beliefs and assumptions of the individual facts and events ³⁴. It was suggested that cognitions include perceptions, concepts, and beliefs about the attitude object and these are usually expressed by verbal questions. Furthermore, cognitive components were categorized into verbal and non-verbal responses. Cognitive responses of a verbal nature are expressions of beliefs about an attitude object while cognitive responses of a nonverbal kind are more difficult to assess, and the information they provide about attitudes is usually more indirect ³⁵.

2.1.1.1.3 Behavioural Attitudes

The behavioral component is related to expressions of behavioral intention or action, behaviour that represents the tendency to act or resolve in a specific way ³. This component is focused on the behavior and intention that an individual has who is faced with a certain situation and must

act ³⁹. Furthermore, it is a predisposition that may influence how and whether to act ⁴⁰. Behavioral component of attitude is associated with the impact of various condition or situations that result in a person's behavior on the basis of the cognitive and affective attitudinal components ³³. Regarding the behavioral component, it shows intentions and predictions of the way a person can act in relation to a fact or event based on his assumptions and beliefs ³⁴. After one knows the subject, object, and institution, or event, behavioral reaction toward them and then what he/she is going to do or not to do occur. These may include plans, intentions and commitments to a planned behavior ⁴¹. Only this component of attitude is visible as the other two can only be inferred ³⁵. Behavioral attitudes provide motivation and influence all higher-level psychological processes such as reasoning, way of thinking, logic, judgment and creativity ²².

2.1.2 Concept of Teachers' Attitude towards Teaching

Teachers' attitude is way of acting, feeling, or thinking that show teachers' disposition or opinion towards teaching in school. Attitude is an effective response including negative or positive feelings of moderate stability and strength. It could also be viewed as a teacher's disposition to respond favorably or unfavorably to teaching. In addition, it is also the summation of emotions and feelings experienced over time in the context of teaching and learning process ^{42&43}. Teachers' attitudes can be viewed as pedagogically relevant subjective concepts that primarily affect teachers' perceptions of the environment and professional interactions with students ^{44&45}. Attitude towards the teaching profession is considered to be an essential issue in understanding teacher behavior, and feelings about teaching, their students and the school environment. Basically, teachers' attitudes towards their profession have an effect on their performance, as well as on their commitment to their roles and responsibilities ⁴⁵.

According to a researcher, there are three components of attitude. They include: cognitive attitude, affective attitude and behavioral attitude ³⁴.

Teachers' cognitive attitude refers to the thought, perception or ideas of teachers toward teaching ^{46&47}. In relation to cognitive dimension, it involves teacher's investment in teaching, disciplining one's self to understand the tasks, willingness to extend efforts to understand and master difficult teaching tasks, using different strategies to understand the subject matter, finding ways to master the tasks including asking questions, studying, etcetera ⁴¹. This component of attitude is composed by structured groups of relatively stable beliefs, values, knowledge, or expectations. It predisposes a teacher to act in a preferential way in certain situations or before specific objects ⁴⁸. This type of attitude describes the teacher's perception of his or her competence, knowledge, and intellectual skills to teach and apply what he/she teaches and to help students to pose effective tasks to seek relevant resources etcetera.

If teachers have a positive perception of their own abilities with teaching a subject, they would be more willing to teach it ^{42&43}. It has been noted that the cognitive beliefs component consists of three subcategories: perceived relevance, perceived difficulty, and gender beliefs. Perceived relevance refers to the importance that a teacher assigns to teaching a topic, stating for example, "It is important that students learn to carry out research and design projects". Perceived difficulty refers to one's belief regarding the general difficulty of a topic (in our case, supervising research or design activities), and is a predictor to most behavioral intentions and behavior. Gender belief refers to the beliefs that teachers have about the role of gender in teaching or learning a certain topic ⁴⁹. Teachers' affective attitude is the emotional reaction or feeling of teachers towards teaching such as like or dislike, hate or love for teaching in school. It describes the teachers' personal feelings about teaching (for example, interest or disinterest in

the teaching of a topic, anxiety, fear or pleasure associated to the teaching and study of any topic or subject ⁴² &⁴³. Evaluative responses of the affective type consist of feelings, moods, emotions, and sympathetic nervous system activity that teachers experience in relation to teaching. These emotions or feelings may be positive or negative ^{46&47}. Emotional dimension or affective dimension refers to motivational engagement, psychological engagement and affective engagement which include teacher's positive and negative emotional reactions toward their students, principals, teaching, academic work and the school as a whole ⁴¹. The affective states component consists of the subcategory's enjoyment and anxiety. Enjoyment refers to positive emotions, for example, enthusiasm, when teaching a topic. Anxiety refers to negative emotions, for example, feeling nervous, when teaching, supervising students or research project ⁴⁹.

Teachers' behavioral component of attitude therefore refers to teachers' predisposition or intention to take action and guide the action in a certain way before an object or subject ⁴⁸. It is related to behavioral reaction of teacher toward teaching. These may include plans, intentions and commitments to a planned behavior ^{42&43}. The behavioral dimension of teachers' attitude includes positive conduct such as obeying the rules and norms of the classroom or the school, and avoiding destructive behaviors. Furthermore, it involves teachers' participation in teaching and academic related tasks and participation in class discussions. In addition, this dimension also includes involvement in related school activities such as school organizations, curricular and extra-curricular activities such as sports ⁴¹. An author sees this component as the tendency of teachers to act in a particular way, for example, tendency to make decisions in random situations or to help students to learn and use what they have learnt. It is the tendency to didactic action: whether the teacher has or has not taught (or whether he/she is willing or not willing to teach), whether he/she gives priority to a topic over other topics, and whether he/she thinks a topic should be postponed or given emphasis ^{42&43}.

The behavioral attitude or engagement includes first the positive conduct which includes obeying the norms of the classroom or the school, and avoiding destructive behaviors. Second is participation in teaching and academic related tasks and participation in class discussions. The third is involvement in related school activities such as school organizations, and sports ⁴¹. Teachers' affective, cognitive and behavioral attitudes play huge role in the way and manner they teach. For instance, teachers' affective component towards teaching probability (mathematics) describes their personal feelings about probability (for example, interest or disinterest in the topic, anxiety, fear or pleasure associated to the study of probability. Teachers' cognitive attitude describes the teachers' perception of their competence, knowledge and intellectual skills to teach or apply probability. If the teachers have a positive perception of their own abilities with probability, they would be more willing to teach the topic, help students, pose effective tasks to seek relevant resources etc. while behavioral component is the tendency to didactic action: whether the teacher has or has not taught (or whether he/she is willing or not willing to teach) probability, whether he/she gives priority to probability over other topics, and whether he/she thinks the topic should be postponed or given emphasis ^{42&43}.

Professionally, attitude can be defined as a state of mental and emotional readiness to react to any educationally significant situation in the manner that give first place to the interest of society and teaching profession, that demonstrates appreciation of situation, educational implications and that indicates the ability and desire to co-operate with other towards the solution of the problem involved ²³. Teaching provides an indispensable service to every society and civilization. The service provided by teaching seems to be more indispensable to any society than services provided by any other profession. In many respects the teaching profession is a nation builder and sometimes it is referred as the mother of all professions. It is given such accolade through its ability to produce well rounded individuals who will in turn

promote best ^{49 &50}. Teachers have been identified as the heart of the educational process and the main determinant of quality and effectiveness of its result. The main bottleneck to improvement of student academic performances is recruitment of good and quality teachers. It was also emphasized that teacher's behavior is not only influenced by their beliefs but also by their attitudes towards teaching. Attitude is therefore defined as internal beliefs that influence personal action and is learned indirectly through one's experience and exposures ⁵¹.

An attitude is a mindset that affects how a person thinks and acts. Attitude can influence a person's performance positively or negatively. For instance, negative attitude towards one's job will result in negative performance. Similarly, attitude could also affect how well a teacher plans and prepares for his/her lessons ⁵². The attitude of a teacher, consciously or unconsciously, greatly affects students' academic performance ⁵³. If teachers' knowledge and information regarding the subjects that they are teaching, usage of technology, modern and innovative methods in the teaching and learning processes, managing discipline and directing all of the classroom as well as school activities play a key role in enhancing students' learning, equally as important then are teachers' attitudes toward their profession ^{52 &.54}. Playing the key role in regulating behaviors of individuals in society, teachers are regarded as the fundamental components of an educational system that influence and inspire students by their knowledge, personality, behaviors and excitement. In order to do so, they are expected to be equipped with world, field knowledge and professional knowledge ⁵².

Attitude towards teaching is a broad concept, incorporating several dimensions in its interpretation, such as process in the classroom, the link to the student in the classroom, and the work load of teachers. In terms of attitude towards teaching, it has been suggested that a teacher with a good disposition full of hope, faith and enthusiasm, reflects a positive attitude towards teaching ⁵⁵. It was argued by some research scholars that to some extent that there is a

relationship between teachers' attitudes towards the teaching profession and effectiveness. Effective teachers display positive attitudes about teaching through promoting and participating in a collegial, collaborative work environment, holding their students responsible while accepting responsibilities themselves. The scholars believe positive attitudes towards teaching depended most of the time on the personal beliefs of each teacher and their personal experience of pre and post education and training ⁵². Teachers' attitudes toward teaching include: work value, teacher self-esteem, teachers' self-efficacy, teachers' expectation, teachers' commitment etc. Attitudes teachers hold regarding students could be attitudes toward individual learners, groups or classes of learners. This could include liking (affection towards learners) enthusiasm to teach these specific learners (s) ⁵¹.

Teachers are more likely to exhibit more enthusiasm in preparation and presentation of lessons when they are affectionate towards learners than when they are apathetic or indifferent towards this student ^{51&56}. These attitudes towards students could be formed due to characteristics exhibited by the students (such as low socio-economic status, poor discipline, physical appearance or special educational needs for example, speech difficulties that teachers personally find acceptable or unacceptable or attractive or repulsive. Teachers' attitude may be defined as a predisposition to respond in a favourable or unfavourable manner with respect to a given attitude object ⁵¹. For instance, teachers' attitude to teaching statistics is paramount for a proficient lesson delivery in the area. Attitudes of teachers towards statistics play a significant role in assuring success in implementing any new statistical curriculum ²¹. Attitude may be positive or negative. Negative attitudes displayed in the school by teachers may result in negative performance while positive attitudes put forth by teachers in the school may result into a positive performance. The attitude of a teacher, consciously or unconsciously, directly or indirectly affects students' academic performance ⁵⁷. It had been established by scholars that

teachers' attitudes highly influence students' interest in learning. Teachers' professional attitude in the areas of communication, classroom management and pedagogy may be a strong factor that could influence students' academic performance in schools. Positive professional attitudes of teachers with respects to their teaching job will go a long way in bringing about positive performance of the students while negative attitudes demonstrated by teachers in the discharge of their responsibilities may mar students' academic performance ⁵³.

Attitude plays an important role in the professional growth of the teachers and improvement of their professional education and training. The efficiency and effectiveness of the teachers are based on his attitude towards the profession ²⁷. Thus, attitude towards the profession is a significant predictor of teaching efficiency "A healthy and favourable attitude of teachers towards their profession is a pre-requisite for healthy school system and overall development of the students" ⁵⁸. Again, a positive attitude towards teaching profession can bring the desirable quality in the education sector by developing sense of duty, professional competence and by giving an insight of the student's needs and problem ²⁷. The development of positive attitude towards teaching profession helps in developing creative ideas and it also helps in motivating the students and making classroom teaching learning process effectively "The effective and productive learning on the part of the students can achieved only by the teachers with desirable attitude towards the profession ^{27&59}. A study concluded that teachers' negative attitude to teaching of reading comprehension to a large class would not permit them to consider employing best practices that turn the "curse" of teaching a large class into a "bundle of blessings" ⁶⁰.

A study reported that professional attitude of the teachers plays a significant role in qualitative improvement of the overall education system. The success of an education system is solely dependent upon the quality of its teachers - his professional, knowledge, skills, attitude

and professional competency. But attitude plays a very significant role in the professional development of a teacher. A teacher with positive attitude can bring the teaching-learning process more meaningful, interesting and effective. The efficiency and effectiveness of a profession are based on his attitude towards the profession. Thus, a teacher with positive attitude towards the profession is a significant predictor of becoming effective and efficient in teaching-learning process ²⁷. A positive and favorable attitude towards teaching profession is pre-requisite for bringing a sound system of education of a nation in general as well as development of overall activities of school education by developing desirable professional knowledge, skills and values. A positive and favorable attitude can help to develop the teacher sense of duty, professional competence, professional commitment, professional ethics, and others professional qualities by being aware of the profession. The development of positive attitude towards teaching profession can help the teachers in developing creative thinking and innovative ideas about the profession ⁶¹.

The development of positive attitude also helps the teachers in motivating the students creating and making classroom meaningful by developing desirable professional qualities. The desirable and favourable attitude of the teachers towards teaching profession helps the teachers to establish better rapport and develop conducive and learners' friendly environment in the classroom by developing various knowledge and skills of the profession. The continuous in-service growth and development of the teachers is dependent upon their attitude towards the profession to a great extent ²⁷. A teacher with positive attitude towards the teaching profession has always aware of developing his professional skills then a teacher with negative attitude towards teaching profession. The effective and productive learning on the parts of students can be achieved only by teacher with desirable attitude towards teaching profession ⁶¹. Teachers with desirable attitude make the teaching not only easier but also more satisfying and

professionally rewarding. On other hand a negative attitude towards teaching profession make the teaching harder, tedious and unpleasant. Development of personality of the teachers is also influenced by their attitude towards the profession to a great extent. A teacher is thinking, feeling and action are guided by his attitude towards the profession. So, there is need for developing positive and favorable attitude of every teacher towards teaching profession for bringing effective and meaningful teaching-learning process ^{27&61}.

Teaching is the process of attending to people's needs, experience and feelings and making specific interventions to help them learn particular things. In the process of education, the role of teachers is very significant. Education becomes impotent without the act of the teacher. The teacher holds an important position in the society ⁶². The best teacher is the role model to the students, because most of the students get inspired by the teachers ⁵⁰. An effective teacher makes the class interesting even though the system of education is uninteresting and dry. When it comes to attitude, positive attitude towards teaching can make education more productive and functional ^(62&63). Positive attitude can create an impact on every aspect of the life. An optimistic teacher can create a good progress in the students' education. When a teacher demonstrates a positive attitude, the teacher is optimistic. So, such an optimistic teacher is being inspired by the students of the class and they try to develop the attitude within themselves ⁶². Furthermore, optimistic people can envision success and therefore able to achieve their goals ^{62&63}.

It was explained that teachers are artists at recognizing, encouraging, and developing the normal desires of children to understand and make intelligent use of things that appear to concern them. Teachers' attitude which is influenced by their culture and belief system directly affects students' attitudes. Teachers' attitudes towards their students in school must be favourable enough to carry students along. People's attitudes towards their profession have an

effect on their performance. This case is also valid for the profession of teaching⁶⁴. Teaching is a profession that plays an important role in the country's development. Teaching involves transmission of knowledge from one generation to another generation^{65&66}. Studies have pointed out that teachers' negative personal and professional behaviour and poor social image of the teacher and teaching profession are serious factors responsible for teacher's low status^{64&67}. The teacher's place in the society is of vital importance. Teachers are therefore regarded as the custodian of the present as well as future. They prepare the citizens to shape destiny of the country. They are therefore called the architects of the society and the makers of mankind^{50&64}. They are actually the backbone of educational system⁶⁴. It is a basic that teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. Such a criterion needs not only the knowledge, understanding and skills of the teacher, but also his attitude towards teaching^{64&67}.

The effect of teaching must influence the pupil's behaviour, his personality, his values and attitudes. A positive attitude is the key to maintaining a positive classroom environment. If the teacher has a positive attitude, all the students will be successful in the class. If the teachers have a positive attitude, there are no losers in his/her classroom despite what he/she might have heard^{27&64}. Students will live up to the expectations of such teacher⁶⁴. The teacher's positive attitude does cause a chain reaction of positive thoughts, events and outcomes^{64&68}. A teacher's positive attitude is a catalyst and it sparks extraordinary results. A positive attitude is a great asset in life. The primary function of teachers is to motivate the learners who are not motivated and to nurture those who are already well motivated to the task of learning^{64&69}. Positive teachers' attitude is fundamental to effective teaching in the profession. Thus, teachers' attitude towards teaching and the profession is an essential component that has great and tremendous effect on the teaching/learning process^{64&70}.

Attitude towards the teaching profession is defined as being ready, mentally and emotionally to react to learning situation in a way that takes into account the interests of the community and other stakeholders in the profession. It also implies a display of desire to solve problems. Different teachers may have different attitude toward teaching profession. These attitudes are usually affected by factors like school location, the colleagues, the children, the value system, and the cultural norms ^{22&23}. Teachers' favorable or unfavorable attitude is closely linked with their attitude towards the students, the profession, classroom activities and the administration ^{24&25}. An individual's success in a particular field is determined by his attitude toward it. This is the reason that researchers give importance to the study of pre-service and in-service teachers' attitude. It has been found through research that factors like gender, grade level, and educational background impact attitudes of teachers regarding their occupation²².

Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, and the immediate social group with which the individual learner relates and the entire school system. It is also the concept which arises from the attempt to account for the observer regularities in the behaviour of individual person ⁷¹. Attitudes are formed as a result of some kind of experiences. This is mimicry or imitation which also has a part to play in the teaching and learning situation ⁷². In this respect, the learner draws from his teacher disposition to form his own attitude which may likely affect his learning outcomes. Teachers are invariably role models whose behaviors are easily copied by students. What teachers like or dislike, appreciate and how they feel about their learning or studies could have a significant effect on their students.

Unfortunately, many teachers seldom realize that how they teach, how they behave and how they interact with students can be more paramount than what they teach ^{71&72}. Teachers'

attitude towards teaching is one of the major contributors towards explaining the variance in the students' cognitive achievement. Teachers' attitude towards the teaching plays a significant role in shaping the student attitude towards the learning ⁷¹.

Attitude is thought and feelings that people can experience something because of admiration and imagination in a changing environment ²². A good classroom strategy requires full interest and support from teachers and learners. If a teacher appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment. In addition, teachers with negative attitudes may not be as approachable to students as teachers with positive attitudes. So, students find it difficult asking such teachers questions on the grey areas of the subject he/she teaches. This implies that teachers' attitude towards their students and teaching in general is very important for students' success. In the same vein, teachers need to be highly interested in the subjects and topics they teach. They are to demonstrate the right attitude during the teaching and learning process. For instance, a Christian teacher who teaches Islamic studies can never be interested in the subject because the subject is only being taught to earn a livelihood. This will in turn take a toll on the students that are being taught ⁵³.

A researcher explained that teachers' positive attitudes, emotions, and feelings towards themselves, the class, the language, learners and culture of the language promote the quality of teaching and learning. In order to promote learners' positive attitudes and good feelings, teachers' positive attitude is necessary as it helps them respond to the various interests and needs of the students. Further, it helps them to develop positive self-concepts and cooperative attitudes in the learners. Additionally, teachers' positive attitude helps learners comprehend what they are going to do in classes, encourage them to develop intrinsic motivation and discover their capabilities and take responsibilities to develop skills for learning. It is clear that

only teachers employing positive attitudes and actions can make positive changes on the lives of their students ⁷³.

It has been emphasized that the excellence of teaching depends greatly on the attitude of teachers towards their profession. It is also being observed that behaviours are usually influenced by attitudes understanding attitude is important for understanding human behaviour. In an educational setting, comprehending teachers' attitudes that influence their behaviour in classroom is crucial. It is teachers that determine the output of the educational system of a nation ²². The role of a teacher is extremely vital for improvement to a society because only teachers they transacting latest information, in order to the students in a formal classroom setting. Thus, the output of a country's instructional system will be determined by his personality, character and commitment to the profession of teacher ^{22&65}.

Teaching is a painful, continuous and difficult work to be done. It requires kindness, observation, perfecting, praise and above all by right attitudes. Teachers who are generally unenthusiastic about the teaching profession (that is, having a negative job orientation) are usually more distressed about their teaching situation than teachers who are enthusiastic and have the right attitudes. Thus, for the professional growth of the teachers and improvements in education, the attitudes held by them are very important. Furthermore, how a teacher performs his/her duty as a teacher is dependent, to a great extent, on his/her attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative and unfavourable attitude makes the teaching task harder, tedious and unpleasant ²⁹.

The roles teachers play and the styles they develop will merge to give them tools for creating a classroom climate that is positive, stimulating, and energizing. Teachers who are highly motivated and have positive attitudes towards their profession can establish good

relationships in classes, create positive energy, facilitate the process of learning, provide advice and counsel when students seek it, which all enhance the quality of teaching. It should be considered that teachers should be ready and enthusiastic to take such great responsibilities and there is need to train, encourage and help them develop their teaching skills permanently ⁷³. In addition, a teacher's attitude also influences the behaviour of her/his students. Thus, effective and productive learning on the part of students can be achieved by teachers with desirable attitudes ^{29&70}. Therefore, it is supposed that a teacher with a good attitude towards his/her profession would produce right type of youth, while a teacher's negative attitude towards teaching profession, no matter the levels of subject knowledge and professional training she/he has, may affect students' performance negatively ²⁶.

It is argued that if prospective teachers have positive attitudes towards teaching profession in teacher-training programs, they will enjoy the profession and dedicate themselves to it. Consequently, this will affect the way their students learn and influence their motivation and achievement. Prospective teachers' attitudes and perceptions towards teaching help them construct their own philosophies of teaching. Attitudes toward teaching and teacher's professional performance are two important issues tackled theoretically. Teachers' attitudes towards their profession have an effect on their performance ¹³. An author stated that teachers' attitudes towards their profession have a great importance in fulfilling the requirements of the profession. Attitude developed toward the profession is one of the most important determinants of significant achievement of the individual in that profession. If teachers have positive attitudes toward teaching profession, it will positively influence their professional lives. On the contrary, if teachers have negative attitudes toward teaching profession, this will negatively influence their professional achievement ^{15&26}. Research scholars opined that teachers' attitude may make students to either run away from class in a particular subject and it could also make a

student love the subject too. Moreover, adopting a bad methodology, cursing and calling the students derogatory and distracting names may lead to acts of truancy and cause distractions in class. Furthermore, the significance of research involving the attitudes of teachers is due to the potential influence of these people upon students. The experiences of teachers influence the formation of attitudes and these, in turn, influence their classroom practices. These attitudes and practices may sometimes be at variance with the main direction of their tertiary teaching methods courses. Thus, it is crucial to make teachers know that these attitudes are made explicit and examined in order to adapt tertiary courses to the needs of these students²⁰.

Teachers' attitude towards their profession and subject area have significant and direct effect on their students' achievement in the subject mentioned. Teachers' attitude can play a vital role for their students' achievement and interest towards a particular discipline²⁶. According to an author, another factor that could influence students' achievement in Literature-in-English is the attitude of teachers. Attitude predisposes an individual to action that has some degree of consistency and can be evaluated as either negative or positive. A positive teacher attitudes contribute to the formation of positive pupil attitudes and classroom strategies used to teach a subject are influenced by teachers' attitudes which, in turn, influence pupil/students' attitudes²⁰. A literature explained that primary teachers holding a negative attitude toward science spend less time discussing and teaching science topics and are less able to stimulate a positive attitude towards science in their students⁷⁴.

A study concluded that it is not enough if the prospective teachers are empowered with knowledge and skills but they should have a favorable attitude towards teaching which in turn influences their teaching competency²⁹. A major finding of a study revealed that the attitude of college teachers in Cooch Behar district of West Bengal is neither more favorable nor

unfavorable towards teaching profession that is, satisfactory or average in attitude towards teaching profession ⁷⁵. In a study on perception of teaching as a profession and Universal Basic teacher trainees' attitude towards training programme and teaching, the analysis of data on attitude towards teaching implied that the level to which teacher trainees perceive teaching as a profession has a significant influence on their attitude towards teaching. Furthermore, it was put forth that the higher the level of perception of teaching as a profession, the higher the favorable attitude to teaching ⁷⁶.

A scholar posited that teachers' cognitive attitude towards teaching mathematics has to do with teachers' beliefs about mathematics learning with or without using technology are considered to be important because it could influence teaching and learning, as well as curriculum reform. Furthermore, it was argued that mathematics teacher's beliefs can be thought of as individual perspectives on how one engages in mathematical tasks and pedagogical practices. Just as teachers hold beliefs about mathematics that may influence how they teach or structure the learning environment; teachers also hold beliefs about the use of technology ⁷⁷. Cognitive based attitude to teaching mathematics involves knowing basic mathematical concepts, axioms, principles and generalizations, associating mathematical concepts with the others, relating mathematical concepts with real world, giving examples that can make the object to be understood better, presenting different approaches in mathematical problem solving while affective based attitude involves to present patient behaviour towards students' mistakes to love mathematics to feel happiness from the students' learning mathematics to be excited and willing during the lesson ⁷⁸.

Cognitive beliefs refer to teachers' beliefs and opinions about (a) the relevance of science and science education, (b) beliefs about the relative difficulty of (teaching) science, and (c) gender stereotypical beliefs regarding science and science teaching. The second dimension of

affect contains the independent subcomponents of (a) enjoying (teaching) science and (b) anxiety related to (teaching) science ^{74&79}. It was pointed out that teachers are feeling confident in teaching a subject is linked with being successful in the subject, which is regarded as a positive behavior. If teachers are not confident in teaching a subject, they may not experience success, and unsuccessful behavior is regarded as negative feelings. Hence the behavioral component of attitude impacts on the cognitive component of attitude as well. When teachers see the importance of a subject in real lives, they feel engaged, confident and connected to their teaching. As such, the three components of attitude are interrelated ⁵⁸.

Writers wrote that if teachers have more positive affective, cognitive and behavioral (ACB) attitudes about technology such as virtual learning platforms (LMS), then they would have a greater intention to integrate this technology in the teaching and learning process with students ³². Therefore, the incorporation of technologies in teaching is conditioned by the attitudes of the teachers' affective, cognitive and behavioral model and the expectations they have regarding the use of emerging technologies ⁸⁰. Some research scholars in a literature analyzed the attitudes of 39 secondary school teachers in a rural area of Malaysia. While the results showed that the teaching staff had positive attitudes toward ICT, they had more positive attitudes in the cognitive factor regarding the behavioral factor, while the affective dimension had the lowest score ³⁹.

It was concluded in a study that the poor performance of students in chemistry in Kwale County, Kenya can be attributed to the teacher's negative perception of their learners' abilities. The study also recommended that the school management/administration should expand existing facilities like classrooms to lower the class population and hence enhance subject teacher class control, provide more teaching and learning facilities to adequately cater for the large student population, provide for innovative ways to help motivate chemistry teachers like

taking them for more capacity building courses and providing them with other incentives, hire more teachers with the help of the government to help reduce teachers work load and enable the teachers have increased contact hours with their learners' hence meaningful teacher-student interaction, organize more motivational talks by chemistry professionals to help manage the perceived negative attitude of students towards the subject and work closely with the teachers and parents in counseling the students to help counter the existing negative peer influence. Chemistry teachers on their part should organize excursions to chemistry-based industries and chemistry symposia as a way of motivating the students to have positive attitude towards the subject, adopt a more practical approach to the teaching and learning of the subject particularly improve in the use of charts and other instructional resources in the teaching of the subject and expose their students to more practical particularly group/individual student based practical as a way of motivating the learners ⁸¹.

In a study, it was realized that teachers have positive attitude towards the teaching of science. This means that with a little motivation and encouragement they could overcome their difficulty in the teaching of the topics they perceive to be difficult. Secondly, from the findings of the study it can be concluded that teachers had difficulties in teaching topics such as basic circuits, waves and building simple circuits. This is an indication that teachers are not well grounded in these areas. This is as a result of the way they might have been taught or the rampant changing nature of our syllabus. Finally, it was realized in the study that there is no difference in attitude with regards to gender. This suggests that both males and females can teach science well ⁸².

A study revealed that majority of student-teachers displayed lack of positive or favourable attitude towards their teaching profession. Teachers subdivided on the basis of gender showed difference in their level of professional attitude. Males had less positive

professional attitude than females. This connotes that professional attitude of male teachers is highly negative than of female teachers. Healthy attitude of teachers towards their profession is a pre-requisite for a healthy school system. If teachers will lose faith in their profession and its contribution in making of the mankind and causing progress in the society; if the honor of the 'noblest of all' profession is not acknowledged and respected by the teachers, then their job satisfaction level will go down and the high position of teaching community will also be lowered. The implication of current state of teachers holding less favourable or positive attitude towards their profession is very dangerous as it not only kills the 'professional self' of a teacher but also dampens the spirit of the school life. Teachers performing their duty only for the sake of salary and not liking or respecting the job in which they are engaged bring forth a catastrophic situation taking the school system nowhere ²⁹.

The results obtained in a work show that, despite having a great responsibility to train students in digital technologies based on their continual growth, university teaching staff have an average attitude towards the use of ICT. This attitude condition, to a large extent, the use that they make of ICT in the teaching-learning process since the more positive the attitude towards the use of ICT, the more efficient will be the use of such technology in their teaching ³². This, therefore, corroborates the statement made by some authors that it is necessary for university teaching staff to have greater training in digital competence ^{83&84}. After conducting a more detailed analysis of attitudes, focusing interest on the three dimensions established by some authors, the teachers participating in the study were found to have a higher level of self-perception in relation to cognitive attitudes. However, it should be noted that the total score of this dimension was average ⁸⁵. These results are in accordance with those obtained some scholars since, according to their study; university teachers had a positive attitude in the cognitive dimension more so than in any other dimensions analyzed⁸⁶.

Teachers' attitude towards their profession is considered as an important factor of successful teaching. The attitude, with which the teachers come into the profession leave a lasting effect upon their capabilities as a teacher. Teachers training do not imbibe any meaning if the trainees are not fully inclined to take up this particular profession. Teachers' proficiency depends on the attitude he possesses for the profession. The positive attitude helps teacher to develop a learner friendly environment in the classroom ¹⁵. According to a researcher, in a typical classroom setting, a professional teacher must demonstrate excellence attitudes in his teaching. It shows that teachers must put forth an attitude that will help to transform the learners' positively in the three domains of learning that is, cognitive, affective and psychomotor areas. A professional teacher must demonstrate sound attitudes such as intelligence, neatness and desirable traits ⁵¹.

A positive attitude towards teaching can bring the desired quality in the education sector by developing sense of duty, professional competence and by giving teachers an insight of the students' needs and problems. If, on the other hand, teachers' attitude towards teaching is negative and unfavorable, they are not likely to be good teachers even if they have aptitude for teaching.

Furthermore, teaching is not only 'cognitive' but 'affective' as well ⁶². It has been observed by researchers that teaching profession is not attractive to many Nigerians ^{18&87}. So many factors according to many empirical studies contributed to the unattractiveness of teaching profession in Nigerian. These factors among others include- poor remuneration, teachers' poor conditions of service, irregular payment of salaries, lack of uniform salary scale, poor conditions of school's facilities, unfriendly school environment, low perception of others about the teacher, lack of incentives poor motivation, non-payment of allowances ⁸⁷. Others include frequent teacher transfer, transportation problems, and over-crowded classrooms, lack

of seriousness on the part of students. All these are among the factors that de-motivate teachers and lower their morale for teaching. Some teachers for lack of job satisfaction tend to be disillusioned about teaching profession and consequently exhibit some unethical behavior^{18&87}.

Teaching seems to no longer attract favourable attention from the public and society. The high rate of indiscipline and arrogance exhibited by students and pupils make prospective teachers to develop a wrong perception of teaching profession. It was further expressed that teachers are denied kind words and encouragement; their salaries are not regularly paid and allowances are reduced. Education administrators threaten them; students treat them with disrespect while members of the public refuse them sympathy. Consequently, they lack job satisfaction and become frustrated and exhibit attitudes and behaviours that discourage students from developing interest in teaching profession. Teacher's attitude towards the teaching profession can therefore affect the students' attitudes towards teaching. However, if teachers have job satisfaction, they will exhibit positive attitudes and students will be motivated to aspire to engage in teaching profession⁸⁷.

It was discovered that more qualified teachers seemed to be having more positive attitudes than the less qualified teachers. Similarly, younger teachers appear to possess more positive attitudes towards teaching than older teachers. Negative attitude of some non-education undergraduate students towards teacher education makes the students of faculty of education feel that they made wrong choice by opting to study education. Non education undergraduate students tend to look down on education undergraduates and they assume that education students are less intelligent. They ridicule them by calling them teachers¹⁸. Teaching has been regarded by many as a job which anybody can enter and leave freely without much difficulty or any harm to the educative process. Such teachers who have perceived and accepted teaching as a partial career exhibit negative attitudes towards teaching. Such negative attitude makes such

teachers to become disillusioned in teaching subjects assigned to them. This equally can lead to poor performance of students in the various subjects such teacher teaches ¹⁹.

It was revealed that the attitude of secondary school teachers was satisfactory or average towards the teaching profession. It was also found that there is no significant difference between the attitude of male and female secondary school teachers towards teaching profession. Male and female secondary school teachers were differed significantly in the areas of teaching profession, classroom teaching, child-centered practices, educational process, pupils and teachers in their attitude towards the teaching profession. The study also indicates that the attitude of female secondary school teachers is comparatively more favourable than that of male secondary school teachers towards teaching profession. It may be due to the fact that; female college teacher has realized more the importance of teaching profession for their better future. It may also seem to be that the female secondary schools' teachers have more prefer teaching profession ⁷. Researchers explained that teacher education, as policies and procedures designed to equip prospective teachers with the knowledge, attitude, behavior and skills that will enable them perform their functions effectively in the classroom, schools, church/mosque and the local and wider society ⁸⁸. The results of a study revealed overall positive attitude towards teaching profession among respondents ²². The result was similar to the finding of some researchers in 2015 ⁸⁹. It was discovered that most secondary schools' teachers display a moderately positive attitude toward the teaching profession. The goal of the study was to explore the attitude of SSTs regarding their profession. Teachers may have different attitudes toward teaching which interlinks with their attitudes toward their pupils, their line of work, classroom proceedings and the management. However, gender-wise comparison showed that male teachers had a less favourable attitude than the females ²².

A study investigated teachers' attitude towards teaching and the relationship between teachers' attitude and students' performance in English grammar. The study revealed that majority of the teachers who participated in the study had negative attitude towards teaching. This is due to teachers' personal beliefs about the nature of the profession, poor perception of teaching profession in the society and government's delay in paying teachers' salaries and other entitlements. It was also revealed teachers' attitude towards teaching had positive significant relationship with students' performance in English grammar. That is, teachers' attitude towards their profession can make or mar students' performance in English grammar. It could be concluded from this study that teachers' attitude towards teaching is crucial to evolving practical solutions to the persistent problem of poor achievement in English Language among senior secondary school students in Osogbo metropolis, Osun State, Nigeria. Based on the findings of the study, it was recommended that government at all levels should ensure prompt payment of teachers' salary and other allowances for improved interest in and commitment to their work, only those who are passionate about teaching should be employed as teachers, and that the people should see teachers as indispensable elements in the development and sustenance of the society, hence, accord them necessary respect ⁵².

The finding of a study on attitude towards teaching profession to job satisfaction among secondary school teachers reported that the attitude of female secondary school teachers is more favourable than that of male secondary school teachers towards teaching profession ²³. A study was conducted with the objective to assess the types of attitude towards teaching profession of B.Ed. student-teachers continuing their professional study in all three IASE in Odisha. In this regard, 120 student-teachers were taken as sample and their attitude towards teaching profession was administered through the standardized tool developed by the investigator. It was found that female student-teachers had more favourable attitude towards teaching profession

than the male student-teachers. The study also revealed that in all three IASE in Odisha, there was not a single student-teacher who is having unfavorable attitude towards teaching, which is good ¹⁵. A researcher conducted a study that addressed the attitudes of fourth year student teachers towards teaching profession. The participants were of Mathematics and Special Education Specializations at Jubail College of Education. The study aimed to find out whether there is a relationship between students' attitudes and their achievement (degree) in the specialized mathematical courses of educational preparation.

The sample was randomly selected and consisted of (28) female students of the Mathematics Department and (45) female students specialized in Special Education. "32-item" Attitude towards Teaching Scale" was used. The study concluded that there is a weak attitudinal correlative relationship, towards teaching with the degrees of students from the Mathematics and Special Education Departments. The weakness of such correlation is ascribed to the weakness of some respondents' attitudes as shown from their responses to the questionnaire ⁹⁰.

In a study on teachers' attitudes: a great influence on teaching and learning of social studies, it was evident that social studies teachers are not always ready to teach their students. It was revealed that the teachers were reluctant to teach their subject as expected of them. It was realized that majority of the social studies teachers were not punctual and regular in their classes. This means social studies teachers only go to classes when they like. Their lack of interest and enthusiasm in the subject has greatly resulted into bad attitude towards teaching and thus affected students' performance. This is because teaching-learning environment played a key role in shaping students' attitudes about social studies or any other subject. Further, teachers who are always ready and willing to assist students in learning showed enthusiasm in the classroom and paid close attention to students' needs had a strong effect on how students

felt about social studies. The results also showed that majority of the social studies teacher abuse students unnecessarily on slight issues. This act of social studies teachers is nothing but transfer of aggression as a result of disposition of the people around them towards them and their subject. It could also be the result of frustration they encounter from students' obstinacy in the class which has led to exhaust their patience. On showing interest on the part of the teachers, it was found that social studies teachers did not show deep interest in teaching social studies. This could be because they themselves do not enjoy being a teacher of their subject and they do not enjoy associating themselves with it. Therefore, they teach students out of necessity and not out of passion and all that they do are reluctantly carried out. The teachers turn to be ego-defensive in their attitude to defend their dignity. This is because they feel being looked down upon and consequently get dissatisfied with their job.

These types of teachers are likely to address negative attitude towards teaching and learning of their students. According to the result of this study, teachers of social studies did not impart in the students' problem solving and decision-making skills. This might have resulted from the fact that they themselves do not required qualities and attitude. It was also revealed from the study that social studies teachers only teach their students topics they like and avoid controversial and profound issues in the subject. They do not go the extra mile in making sure students understand better nor make learning easier for them which is as a result of negative attitude of the teachers ⁵³.

The findings of a study showed that mostly teachers were very positive toward technology integration in school. Every single interviewed teacher could see the reasons and necessity to implement ICT in their practice. Furthermore, the more positive teachers' attitudes toward technology were the more motivated students toward their subject were ⁹¹. A research explored attitude towards laptops and the use of laptops among primary school mathematics teachers.

The State Government granted them personal laptops. The research implemented quantitative study using questionnaires, which were collected from 304 teachers. The findings indicated that the use of laptops for work related and personal use is low. The most favourable work related activity using the laptops was more on searching and preparing for teaching aids while the personal use of laptop was towards updating themselves in current affairs. However, the study found out that teachers' attitude towards laptop is positive. Correlation analysis showed that there is a significant relationship between attitude towards laptops and work related and personal use. In terms of gender, there was no significance difference between male and female teacher attitudes toward using laptop ⁹².

A study showed teachers' attitude toward supervision. The mean value of most of the items shows moderate level of attitude of teachers toward supervision in the areas of “supervision as inspection than a collaborative process,” “teachers’ preference to be observed,” “consultation with their supervisor to get feedback to improve their teaching,” “fearing while being observed,” “preference level to be observed,” “spending quality time with supervisor to improve,” “feeling different being supervised and not supervised,” and so on. It indicates that teachers’ attitude is not highly positive toward supervision. But teachers are positive toward supervision and the study also showed that teachers do not think regular supervision reduces their anxiety of being supervised. However, overall result showed that supervision helps teachers in good classroom management and having effective teaching. Even though teachers opionate that they can learn teaching strategies from their supervisor, they still prefer to use their own ⁹³.

Some studies also reported both positive and negative attitudes of teachers toward supervision ^{94&95}. Although collaborative and nondirective supervisory practices were not associated with teachers’ attitude, directive approach was influential ⁹³. This finding is similar

to that of some authors who claimed that even though American teachers have positive perceptions toward all three supervisory approaches (directive, collaborative, and nondirective), they were less positive with nondirective. This indicated that directive approach is still being the choice of teachers in schools ⁹⁴. Another study stated that attitude is a tendency to react in a certain way towards a designed class of stimuli and it has an effect on teachers' performance. Since the quality of education is directly related to the quality of teachers, it is necessary to consider the necessity of positive attitudes and try to develop teachers' positive attitudes towards to the teaching profession by taking some measures and developing some programs. In the study, the trainee teachers' attitudes towards teaching profession, and their attitudes in terms of class, gender, school graduation, the reasons of the trainees preferring the teaching profession were all investigated, and it was found out that teachers who are highly motivated and have positive attitudes towards their profession can establish good relationship. The effective attitudes and actions employed by teachers ultimately can also make a positive difference in the lives of their students. For this reason, it is important that apart from content knowledge, trainee teachers should acquire some attitudes and actions during their training.

The authorities, those who decide on teacher education programs should design programs and courses which will help trainees learn to be kind and caring, be willing to share the responsibility involved in a classroom, be sensitive to students' diversity and be enthusiastic to stimulate students' creativity. Furthermore, in the research, the majority of the trainee teachers were found to have positive attitudes towards teaching profession while few had negative attitudes towards their profession. Furthermore, the study suggested that in order to develop students' positive attitudes, in-service teachers, too, should be good models for their students and present them some good teacher characteristics at schools before they start their university education. Tutors, on the other hand should learn to value their students' feelings, past

experience, give them opportunities to develop good attitudes, teach or encourage them to be open to differences and diversity, be critical to issues but also sensitive to each other, provide meaningful learning opportunities, utilize many approaches to learning, and encourage creativity⁷³.

A study on teachers' content knowledge and attitude to teaching as predictors of students' achievement in Literature-in-English in Ibadan Metropolis indicated that teachers' attitude to teaching Literature-in-English does not contribute to students' academic achievement in the subject²⁰. This supports the findings which affirm that no significant relationship exists between teachers' attitude and students' academic achievement in English Language^{96&97}. Though attitude might not be the most significant predictor of students' achievement from the findings of the study, a positive attitude still needs to be cultivated by teachers. This is because attitude such as friendliness to students and co-workers, preparation and readiness for a class, and interesting method of teaching all have great influence on students' perception and achievement in a subject²⁰. A study assessed student teachers' attitude towards teaching practice exercise in the faculty of Education, University of Uyo, Akwa Ibom of Nigeria. The result indicated that on the overall, student teachers had negative attitude towards teaching practice. This can be attributed to the attitude of student teachers in terms of preparation for the exercise. This is why it is stated that student teachers should be properly groomed in all technique of teaching and pedagogy, whether he/she has been on practice before or not, since it is not fire-brigade programme for quack nurse, doctors or lawyers to make a professional out of them. Lack of model teaching practice laboratory in training institution would definitely result in student-teachers' training having negative effect on their attitude thereby affecting their efficiency in transiting from theory to practical.

The result of the study also showed that student teachers with positive attitude performed significantly better than those with negative attitude. This could be attributed to the positive attitude such as positive thinking, beliefs in services, self-regulation, dedication and autonomy that must have contributed to the self-confident of student teachers with positive attitude. The findings of the study also indicated that male student teachers performed better than their female counterparts, though not significant. The result indicates the contrary of what is believed of female teachers having passion for teaching than males therefore performing better than males. This could be attributed to males being serious with the teaching profession because it is the profession that a greater percentage of persons are employed looking at their performance. Among others, it was recommended that the University of Uyo should ensure that all student teachers are properly groomed in all teaching and pedagogy courses before proceeding on teaching practice ⁹⁸. A study aimed to explore the teachers' attitude toward teaching profession at secondary school level. The sample comprised of 736 (428 males and 308 female) secondary school teachers selected from administrative division of Sahiwal, Pakistan. Attitude Scale towards Teaching Profession (ASTTP) developed by Dr. Malswami (2015) was adapted from the kind permission of author. ASTTP was comprised of 36 closed-ended statements. Means and standard deviations were computed to explore the attitude toward teaching profession. T-test and one-way ANOVA were applied to calculate the difference in attitude of teachers on the basis of gender, groups (science and arts), and their teaching experience. Results showed that the attitude of secondary school teachers was positive toward teaching profession while, male teachers show a better attitude than that of their female counterparts. It was found that in terms of group, arts teachers showed higher positive attitude toward the teaching profession in comparison to science teachers. Furthermore, it was concluded that teachers having teaching experience of 0-5 years and 16 years have more

favorable positive attitude toward teaching profession than other groups ²² The major findings of a research revealed that the attitude of College teachers in Cooch Behar district of West Bengal is neither more favorable nor unfavorable towards teaching profession that is, satisfactory or average in attitude towards teaching profession. It is found that there is significant difference between the attitude of Male and Female college teachers towards teaching profession in Cooch Behar district. It is also found that, the attitude of Female college teachers is comparatively more favourable than that of Male college teachers towards teaching profession in Cooch Behar district. It may be due to the fact that; female college teacher has realized more the importance of teaching profession for their better future. It may also seem to be that the female college teachers have more prefer teaching profession because they feel that it acquaints them with the wealth of knowledge in different areas of life ⁷⁵. The results of another research revealed that out of the eight identified attitudes of primary and secondary school teachers, seven were rated by the respondents as accepted while the remaining one was rejected, with grand mean of 3.3565 which is greater than 3 with standard deviation of 1.361743. This is an indication that attitude of some primary and secondary school teachers contributes to a large extent to poor perception of teacher education by non-education undergraduate of private universities in Enugu metropolis. The data equally revealed that most of the respondents agreed that most teachers see teaching profession as not being as prestigious as other professions and that most teachers discourage their children from taking up teaching as a profession ¹⁹. This indicates that teachers have poor attitude towards teaching profession in Nigeria. This finding agreed with the finding of a scholar that teachers who are the practitioners do not seem to want their children and or wards to choose teaching as a profession. According to the scholar, this might be due to unattractive reward system, low self-esteem among other factors ⁹⁹. However, the finding is in contrary to the finding of study carried out in India by an

investigator that generally, college teachers have a favorable attitude towards teaching and that teachers below 35 years of age have a more favorable attitude towards teaching than the middle age group and the high age group. The attitude of College teachers in Cooch Behar district of West Bengal India is neither more favorable nor unfavorable towards teaching profession but rather, it depends on the gender and age of teacher's ¹⁰⁰. The purpose of a study was to examine the attitude of primary school teachers towards the teaching of science in Ghana. A sample of 114 teachers from 20 primary schools in the Abura - Asebu- Kwamankese District was selected for the study. Data for the study was collected by the use of a questionnaire. The responses of the teachers on the questionnaire were collated for the purpose of analysis. The results of the study showed that primary school teachers had a positive attitude towards the teaching of science. There was also no significant difference in the attitude of male and female primary school teachers towards the teaching of science ⁸². Regarding the second research question in a study, the data on revealed that some primary and secondary school teachers' behaviour contribute to a great extent to poor perception of non-education undergraduates' students of private universities in Enugu metropolis to teacher education ¹⁹. The finding tallies with the findings of a scholar in a literature that among the problems facing teaching profession in Nigeria are the nature of teachers and the physical appearance of some teachers in schools ⁹⁹. However, the result equally shows that some teachers lack professional zeal, qualification and competence. Therefore, with this attribute one can rightly say that some are teachers and some are rather cheats. Some teachers became teachers because they could not get employment elsewhere, and leave teaching as soon as they get a greener pasture. The study equally revealed that befriending female students by some male teachers and befriending male students by some female teachers are also contributing factors to poor perception of students of teacher education

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A study on attitude towards teaching profession in relation to adjustment among senior secondary school teachers concluded that there is a positive and significant relationship between attitude and adjustment of senior secondary school teachers. This indicates that the positive attitude towards teaching certainly helps the teachers to adjust themselves in the teaching profession²⁸. A study focused on the attitude of teachers and students towards the use of Information and Communication Technology (ICT) in the teaching and learning of mathematics in public secondary schools in Ibadan. The study adopted the descriptive survey research design, while mixed-model approach was used in this study. The sample size for the research work included both public and private high schools sampled within Ibadan North and Ibadan North East Local Government Areas of Oyo State. The purposive sampling technique was used to select two (2) local governments out of 11 LGAs in the Ibadan Metropolis of the state. Two parallel surveys consisting of 20 items each were applied to 200 students and 20 teachers from ten public and private schools which were randomly selected from the two local governments. Students and teachers from 10 different schools participated in the study. The results revealed that the students develop a positive attitude towards the use of ICT in the teaching and learning of mathematics while teachers posed a negative attitude towards the use of ICT in the teaching and learning of mathematics. The study recommends concerted efforts towards stimulating students and teachers' interest in the use of ICT for teaching and learning process in Secondary schools⁷⁷.

According to a study, attitude as a major determinant of a person's behaviour influences the way a teacher relates with the students and thus affects students' academic performance. The study examined teacher's attitude as a correlate of students' academic performance in geography. The findings showed that attitude of teachers correlated positively and significantly with students' academic performance. The paper strongly recommended among others that

salaries and remuneration of teachers should be paid as at when due; teachers should go beyond instruction and focus on the interpersonal aspects of teaching; constant in-service training should be provided for teachers and also provision should be made for teachers to attend educational conferences both locally and internationally as this would help them grow on the job ¹⁰¹.

A study investigated teacher and students' attitude as correlates of achievement in Yorùbá orthography among junior secondary school students in Akínyelé Local Government. Findings showed that teachers' attitude had no significant relationship with students' achievement in Yorùbá Orthography. Based on these findings, it was recommended that efforts should be made by government and school owners to encourage teachers towards the teaching of Yoruba orthography, so that students' and teachers' attitude towards the concept would be enhanced ¹⁰². A study ascertained the knowledge content, perception and attitude of primary school teachers towards the statistics component of the Nigerian primary school mathematics curriculum. Findings showed that mathematics teachers possess the adequate content knowledge of statistics needed for teaching the statistics related topics in the primary school mathematics curriculum; that they possess a positive attitude in the teaching of statistics and the right perception of statistics. More so, there is a negative relationship among teachers' knowledge of statistics, their attitude to teaching statistics and perception of statistics; there is a moderate positive correlation between teachers' attitude to teaching statistics and their perception of statistics. It was therefore recommended that teachers at the primary level of education be continually updated with the current statistical knowledge, perception and attitude; so as to foster better teaching and learning of statistics cum mathematics at the level ²¹.

In a study on the attitude of teacher-educators towards the use of ICT along with knowledge and levels of ICT tools and devices usage and to ascertain lack of technical support

also anxiety during teaching learning in teacher training colleges, it was found that teachereducators have positive attitude to some extent towards the ICT and its tools and devices usage in teacher education process but due to many complications faced by them, they were not embedding ICT in teacher education process. The finding revealed that teacher-educators have lack of training and technical support from the government as well as management of the teacher training colleges. The study also revealed that teacher-educators have some anxiety towards using ICT tools and devices during teaching learning process. As well as teacher-educators also lack of motivation and enthusiasm towards the use of ICT tools and devices in teacher-education process. It is greatly hoped that the present study would be utilized to understand the teacher educators' attitude towards ICT in teacher education as well as knowledge and levels of ICT tools and devices used by teacher-educators during education process ¹⁰³.

A paper reports on research into the attitudes and perceptions of beginning history teachers in relation to teaching controversial issues. In 2007, the UK Department for Education and Skills, alongside the Historical Association, published a report into the teaching of emotive and controversial issues in history which suggested avoidance of some topics by some teachers. Initial research was carried out with 32 beginning history teachers to explore their attitudes to teaching controversial issues in the history classroom. Ten years later, the research was repeated with a further cohort of 37 beginning history teachers to explore whether attitudes had changed. Findings showed an enthusiastic, almost moralistic group of beginning teachers, committed to sharing a wide range of views with their young audience. The beginning teachers were remarkably confident about teaching controversial issues. The area where teachers lacked confidence was in dealing with parents who disagreed with their approach to teaching a certain topic. Almost all the beginning teachers thought it was appropriate for history teachers to teach

topics in a way that might conflict with family or cultural values. New concerns have emerged for some beginning teachers over how to teach the history of migration in a sensitive and appropriate way ¹⁰⁴.

A study noted that teachers with positive attitudes and professional values are more successful in their profession. Enabling prospective teachers to have positive attitudes towards the profession and professional values can be counted among the missions of faculties of education. To fulfill this mission, faculties of education need to be strengthened with regard to human resources, and social and physical infrastructures. In order to reduce teachers' concerns during their teaching careers, teacher education institutions with the cooperation of the Ministry of Education can also take greater responsibilities for in-service teacher education ¹⁰⁵. According to a scholar, if class-teachers have negative attitudes towards teaching, this will negatively affect their performance in teaching, success and their students as well. Many educationists always argue that school students' failure in language learning can be due to their teachers' negative attitudes towards the profession of teaching. So, studying the attitudes of in-service class-teachers is one of the areas of focus in research. In teacher-training, investigation of the attitudes of pre-service student-teachers towards the teaching profession is as important as studying the attitudes of those in-service class teachers. Prospective teachers' attitude toward the profession is important not only for themselves, but also for their attitudes' influence on students in future. If they don't appreciate and value the teaching profession and have negative attitudes towards it, this may affect negatively on their professional achievements and satisfaction. It is not a desirable situation both for themselves and their students. Teachers with negative attitudes towards teaching can expose their students to specific damaging attitudes towards learning, in general. It is therefore important to know student-teachers' attitude directions before they become in-service class teachers and embark on teaching students in

schools so they can be helped to develop positive attitudes rather than negative. Accordingly, this will be reflected positively on their affective qualifications and on the educational environments where they will teach ¹³.

2.1.3 Concept of Personality Traits

Personality describes individuals' relatively enduring patterns of cognition, emotion, and behaviour that distinguish one person from another ¹⁰⁶. Personality is defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations. It is related to individual differences and it shapes how a person will act, think and feel. As being relatively stable and lasting organization of an individual's character, temperament, body and intellect personality is the main determinant of one's adjustment to environment ¹⁰⁷. Personality trait is defined in a literature as a characteristic pattern of thinking; feeling or behaving that tends to be consistent over time and across relevant situations. It is a characteristic set of behaviours, cognitions, and emotional patterns that evolve from biological and environmental factors ¹⁰⁸. A trait may be described as an enduring characteristic, factor, attribute or quality that distinguishes people from one-another in terms of their basic tendencies to think, feel and take action in certain ways ¹⁰⁹. Personality trait is defined as descriptions of people in terms of relatively stable patterns of behaviour, thoughts, and emotions ¹¹⁰. They are stable and broad dispositions that reflect individuals' consistent, patterned ways of thinking, feeling, and behaving ¹¹¹. Personality traits are an enduring and unique characteristic which may change in different situations. They contain the psychological systems that form different thoughts, behaviour, and emotion ¹¹². In general, personality traits refer to the characteristics which predict the persons' behavior ¹¹³. Basically, people are blessed with a number of traits that subsequently make their personality

through which they respond to the stimuli in the environment. Furthermore, it was explained that appropriate personality acts as a way which determines the performance of an individual in his job ¹¹⁴. Personality traits are probabilistic descriptions of relatively stable patterns of emotion, motivation, cognition, and behaviour, in response to classes of stimuli ¹¹⁵.

Personality trait is also viewed as a set of combination of various features of a person that makes a unique trait for an individual. Like some individuals are easy going but others are not, they are tough minded ¹¹⁴. When an organization recruit and select the employees for the organization, human resources management may evaluate the personality traits ¹¹⁶. Obviously, although personality traits are investigated either for organizational development or in making decision processes, it also can be applied in various levels of analysis ¹¹⁴. Although personality traits are laid down at birth and influenced by genetics, they can also be formed by individual experiences during lifetime. These traits are adaptive entities. Some personality traits develop over time, they can be adapted and changed at the later periods of individuals' lives as they go through life experiences, learn new ways of adapting to the world. The pattern of traits for each individual is unique although they are common traits that can be used to categorize people using generalized characteristics ¹¹⁷. Personality recognizes the way of interaction with physical and social surroundings. It is also can be labeled as specific patterns of thoughts, feelings and behaviors ¹⁰⁷.

2.1.3.1 Dimensions of Personality Traits

There are five dimensions of personality traits. They are neuroticism, extraversion, openness, agreeableness and conscientiousness ¹¹⁸.

2.1.3.1.1 Agreeableness

Agreeableness is described as helpful, good-natured, cooperative, sympathetic, trusting, and forgiving (vs. rude, selfish, hostile, uncooperative, and unkind) ¹¹⁰. Agreeableness is related to

such characteristics as kindness, generosity, empathy, and altruism. It is the extent to which individuals value cooperation and social harmony, honesty, decency, and trustworthiness ¹¹⁸. Agreeableness makes a distinction between being good-natured and being cynical. Furthermore, agreeable individuals also tend to have an optimistic view of human nature ¹¹⁹. The dimension of agreeableness is the degree in which an individual is tolerant, sensitive, trusting, kind, and warm. Individuals with these kinds of personalities to some degree are open to new ideas, responsible, achievement orientation, warmth and kind ¹²⁰. Agreeableness contrasts a pro-social and communal orientation toward others with antagonism and includes traits such as altruism, tender mindedness, trust, and modesty ¹²¹. These individuals are not antagonist in thoughts, feelings and actions. They are compassionate, forgiving, kind, trusting and not selfish. In addition, agreeableness is associated with being cooperative and behaving in a giving way. They have a tendency to agree and get along with others rather than to assert their own opinions and choices ¹⁰⁷.

Agreeableness employees tend to be compassionate to their peers ^(112&113). Agreeable individuals pay attention to the quality of their relationship with others through prioritizing trust and cooperation. These kinds of employees possess a strong tendency to be more cooperative, compliant and altruistic ¹²². Agreeable employees tend to be loyal and perform to the desired goals once they gain trust in their companies. Moreover, these individual characteristics significantly correlate to high job satisfaction, good team performance, as well as high job performance ¹²³. There is an association between agreeableness and organizational commitment¹¹². A study has stated that there is a positive relationship between agreeableness and affective commitment ¹²⁴. Among the facets of a high score of these characteristics are courteous, naturally forgiving, and flexible when dealing with people. These people are good at maintaining their existing job, yet cannot be in charge or initiate the change programs ¹²⁵. These

types of employees expect the companies to equally treat them as what they have given to their companies, at which it leads to the consistent support and benefits from their companies whereby it is somewhat difficult when there is a change in the company's ¹¹².

2.1.3.1.2 Conscientiousness

Conscientious people tend to be trustworthy and self-disciplined, and show aim for achievement¹¹⁸. It is the extent to which individuals value planning, possess the quality of persistence, and are achievement-oriented ¹¹⁹. Conscientiousness refers to the degree to which a person is responsible and dependable ¹²⁰. It also describes socially prescribed impulse control that facilitates task- and goal-orientated behavior ¹²¹. Conscientiousness dimension makes a distinction between being conscientious and being careless. These individuals have high level of organization, persistence, and motivation in goal-directed behaviour and may delay gratification.

They are punctual, hardworking, reliable, responsible, efficient and not lackadaisical. Conscientiousness is associated with self-discipline, productivity, ethical behaviour, high aspiration level and achievement striving ¹⁰⁷. They also have the tendency to be careful, to be on time for appointments, to follow rules and to be hardworking ¹¹¹. Individuals with conscientiousness personality traits tend to strive for achievement and competence as well as display self-discipline to themselves ¹¹³. It was revealed in study that employees who have high conscientiousness tend to commit to their organizations because they are concerned to develop a long-term relationship with their companies ¹²⁶. Conscientious employees are dependable and more persistent due to their extra efforts to work, and they push themselves to give a better performance to their companies ¹²⁷. A study has found that conscientiousness significantly related to a generalized job involvement tendency ¹²⁸. Typically, conscientiousness employees

tend to involve in and engage with their companies whereby they are likely to be committed to the organizations effectively ¹²³. Likewise, previous scholars also found that there is a positive association between conscientiousness and affective commitment ¹²⁴. Various characteristics of conscientiousness people include: hardworking, perseverance, and achievement-oriented ¹²⁹. Therefore, most of the conscientiousness employees tend to be more loyal and follow the change initiatives in their companies ¹¹³.

2.1.3.1.3 Extraversion

This is the extent to which individuals engage with the external world and experience enthusiasm and other positive emotions ¹¹⁹. Extraverts are more likely to be positive, assertive, and gregarious ¹¹⁸. Extraversion implies an energetic approach toward the social and material world and includes traits such as sociability, activity, assertiveness, and positive emotionality¹²¹. This dimension of personality makes a distinction between being extraverted and being introverted. Individuals who are high in extraversion have more interpersonal interactions and tend to experience more positive emotions. They are sociable, outgoing, energetic, assertive, talkative, and active and not sober¹⁰⁷. Extraversion is associated with being self-assured, assertive behaviours and excitement seeking. It is the tendency to be talkative, sociable, and enjoy others; the tendency to have a dominant style ¹¹¹. The high extraversion employees are assertive, talkative, sociable and energetic ¹³⁰. These individual characteristics grasp the experience they have received to help them evaluate the jobs by establishing cognitive bias. Extravert employees could develop more social network rather than the introvert ones because they are socially more active ¹³¹.

It was expected that high extraversion individuals could construct a more social network to other companies. These personality traits are able to gain more alternatives in terms of job employment vacancies rather than the introvert people at which it causes them to find another

jobs or companies once they feel it would be the better options for them ¹³². An empirical study found that extravert individuals are more ambitious to pursue a higher level of networking activities. Employees with high extraversion traits constantly look for a better opportunity for their career as well as to get the recognition. If they can grow themselves in their current company, they will be devoted and committed to their company. Instead, if they feel the opportunity from other companies would make their career to have a better future, they will agree to find another company ¹¹³.

2.1.3.1.4 Neuroticism

Neuroticism refers to one's tendency to experience such feelings as anxiety, hostility, impulsivity, depression, and low self-esteem ¹¹⁸. It is the extent to which individuals experience negative feelings and their tendency to emotionally overreact ¹¹⁹. Neuroticism contrasts emotional stability and even-temperedness with negative emotionality, such as feeling anxious, nervous, sad, and tense ¹²¹. Neuroticism dimension makes a distinction between being emotionally stable and being emotionally unstable. Individuals who are high in neuroticism are likely to have more psychological distress and experience more negative emotionality. They are anxious, hostile, tense, touchy and not calm. Neuroticism is associated with unrealistic ideas, self-defeating, maladaptive coping responses, and vulnerability to psychological problems ^{119&121}. Neuroticism is the tendency to experience negative emotions such as anger, worry, and sadness as well as being interpersonally sensitive ¹¹¹. These traits also tend to experience negative emotions such as low-confidence, anxiousness, pessimism and depression ¹¹³. Due to their negative behaviors and attitudes in the work field, it was identified as a core source of negative affections in a study ¹³³.

It was revealed that people high in neuroticism are easily agitated, anxious and naturally discouraged. These persons frequently fill in as poor group entertainers, tend to be subversive

and view the requirement for change adversely ¹²⁹. Regarding working results, neuroticism has been adversely identified with a career path, job performance and inspiration ¹³⁴. Individuals with this personality trait might feel anxious to face the new environment that leads them to get tough work experiences when negative moments occur in their current jobs ¹³⁵. In addition, individuals with these traits likely change their environment to find security ¹¹³. Some researchers proved that neurotic people tend to dislike tough situation that requires long-term commitment, trust, initiative skill, social skill. It can be said that high neurotic employees are likely regarded as low committed employees and would mind participating in change programs ¹³⁶.

2.1.3.1.5 Openness

Openness is related to such characteristics as curiosity, loving art, and wisdom ¹¹⁸. It is the extent to which individuals exhibit intellectual curiosity, self-awareness, and individualism/nonconformance ¹¹⁹. Openness is the degree to which a person has a broad range of interests and was imaginative, creative and willing to consider new ideas ¹²⁰. Openness to experience describes the breadth, depth, originality, and complexity of an individual's mental and experimental life ¹²¹. Openness to experience makes a distinction between being open to new experiences and being conventional. Individuals who are open to new experiences are willing to be open-minded to new ideas and approaches. They are curious, creative, insightful, original, imaginative, and not uncreative. Openness to experience is associated with intellectual curiosity, experiencing new ideas, aesthetic sensitivity, and wide interests and having unusual thought processes ¹⁰⁷. Openness is the tendency to appreciate new art ideas, values, and behaviours ¹¹¹. Some research scholars assumed that the employees who display openness traits influence their various team of performance. These kinds of people possess for autonomy and tend to be adaptive, innovative and support to change as they are likely excited to new

experiences ¹³⁷. Individuals with openness trait tend to develop a good relationship interpersonally with their peers and actively participating in the decision-making process. Nevertheless, the openness employees unlikely committed to their current company due to their enthusiasm for the new experiences ¹³⁸. It was discovered that openness employees only focused on the rewards from their new organizations without rethinking the consequences when they leave their existed company ¹¹³. Previous literature has proved that openness to experience significantly associated with turnover, work drive and career discovery. Furthermore, the individuals preferred challenges in their workplace that could trigger them. Openness personalities need participative leadership and correlated conflict management. Although they are good in job performance and excited about the new environment and autonomy, yet they less likely commit to the change initiatives on their current job ^{113&139}.

2.1.4 Concept of Principals' Personality Traits

Principals' personality trait refers to consistent pattern of behaviors, thoughts and feelings that are unique to each principal and persists through time and in different situations. It can also be viewed in another manner as consistent pattern of behaviours that is stable and enduring, relatively permanent and unique to a principal's behavior ¹¹⁷. Principals' personality traits are consistent patterns of behavior of principals, especially expressive or stylistic behavior ¹⁴⁰. These traits are characteristics of a principal that account for his/her consistent pattern of behaving, feeling and thoughts ¹⁴¹. The personality of a principal contributes greatly to the efficiency and effectiveness in principal ship and also the quality of education ¹⁰⁹. Principals have different interests, abilities and special personality characteristics and which can affect their performance directly and invariably affect that of their subordinates ¹⁴².

Appropriate personality trait of a school manager helps him to accomplish the organizational goal, not only in the form of profit but also achieving the high level of

performance. Furthermore, personality of a principal helps him to react, perceive, think about the stimuli and make their attitude or behaviour towards the environment. It is the way through which they achieve a high level of performance in their job. These traits can be explained in terms of a set of traits possessed by principals that determine their attitude, motivation and cognition in a particular circumstance ^{114,141&142}. Authors defined personality traits as tools, which are used to evaluate a principal's qualities, moral values and abilities, which he uses to enhance his performance and efforts towards the achievement of organizational goal ¹⁴³.

Personality trait of a principal helps him to achieve higher performance, leading to achievement of the goal of the school organization. Performance of the organization can be considered as when an organization achieves its goals within a stipulated time period ^(114 &141). Personality is the unique and relatively stable pattern of behavior, emotions and thoughts shown by a school principal. It makes one individual differ from other. It relates to their characteristic tendencies to behave, think and feel in certain way ¹⁴⁴. Trait is a characteristic way in which an individual perceive, feels, believes or acts. This trait can be identified from the behavior of people, as behavior is shaped by personality. Therefore, if the personality of people is known, then their behavior can be predicted. It is the traits of principals that matter guide their behavior which indicates that there is a relationship between the personality and the behavior of any school head ¹⁴⁵. Accomplishment of all activities successfully, greatly depends upon the personality traits of the school managers in the organization ^{141&143}. A manager with good personality traits makes all these things happen successfully within time ¹¹⁴.

There are different dimensions of principal traits. They are openness to experience, conscientiousness, extraversion, agreeableness and neuroticism ¹⁰⁹. Principals with the openness personality trait are individuals who are willing to try new things, open to different experiences, versatile, creative, susceptible to changes in the environment, imaginative and risk-taking

individuals. However, those with low openness personality traits are more conventional and individuals who prefer to practice the known instead of trying the new ¹⁴⁵. In addition, principals with openness to experience have the ability to be vulnerable, and capability to think outside the box ¹⁴⁶. Openness to experience dimension of principal's attitude addresses ranges of interests and fascination with novelty. Principals who are extremely open are creative, curious, artistically sensitive, willing to consider new ideas. These types of principals could make teachers love their work and be willing to behave better towards teaching and learning activity in schools ¹⁵⁵.

It was stated that principals with high conscientiousness personality traits are characterized by attentive behaviour, high self-discipline and consistent in displaying similar behaviour and individuals with low conscientiousness personality traits are characterized by inattentive, unorganized, indecisive and unreliable behavior ¹⁴⁵. Conscientiousness in principals involves their capacity to complete a task meticulously with efficiency and of the highest quality. These principals can produce high quality work consistently. Conscientiousness principals are extremely organized and efficient ^{145&148}. Principals high in conscientiousness are likely to be successful in school and in their careers, excel in leadership positions, and doggedly pursue their goals with a great deal of determination but those who are low in conscientiousness are much more likely to procrastinate, be flighty, impetuous, and impulsive ^{141&148}. Conscientious principals excel in their ability to delay gratification, work within the rules, and plan and organize effectively and this could influence the behaviour and performance of their teachers who look up to them ^{142&148}.

It was also stated that the principals with high extraversion personality traits are social, energetic, optimistic, warm-blooded, amiable and sociable individuals and those with low extraversion personality traits are lonely, independent individuals who act/demonstrate slow

behavior¹⁴⁵. Principals high in extroversion tend to seek out opportunities for social interaction, and they are often termed the “life of the party.” They are comfortable with others, are gregarious, and are prone to action rather than contemplation while those low in extroversion are more likely to be people “of few words who are quiet, introspective, reserved, and thoughtful^{142,143&148}. A study revealed that conscientiousness and extraversion were the most prevailing personality trait among secondary school principals in the South West region of Nigeria. Principals who were extraverted and conscientious are usually effective in their duties¹⁴⁹.

It was emphasized that principals with high agreeableness personality traits are easygoing, friendly, charitable, compassionate, gentle, cooperative and trustworthy, and individuals with low agreeableness personality traits exhibit skeptic, quarrelsome, contemptuous and competitive behavior¹⁵³. Principals high in agreeableness tend to be well-liked, respected, and sensitive to the needs of others. They likely have few enemies and are affectionate to their friends and loved ones, as well as sympathetic to the plights of strangers while those on the low end of the agreeableness spectrum are less likely to be trusted and liked by others. They tend to be callous, blunt, rude, ill-tempered, antagonistic, and sarcastic^{142,145&148}. Agreeable principals have effort to build and keep harmony and prefer to use compromising strategies in dealing with conflict^{142 &150}. An author expressed that agreeableness dimension of principals which includes attributes such as trust, altruism, kindness, affection and social behaviors can influence their work performance and that of their teachers. The author also wrote that agreeableness is generally associated with being soft, trusting, acquiescent and lenient¹⁵¹.

Principals with high neuroticism personality traits are extremely scrupulous and anxious, pessimistic and experience negative emotions such as sadness, anger and guilt more intensely, while principals with low neurotic personality traits are those who are calm, agreeable, and not

prone to excessive and disagreeable reactions ^{145&152}. Principals high in neuroticism are generally prone to anxiety, worry, and low self-esteem. They may be temperamental or easily angered, and they tend to be self-conscious and unsure of themselves. However, principal who score on the low end of neuroticism would likely be more confident, sure of themselves, and adventurous. They may also be brave and unencumbered by worry or self-doubt ^{142,145&148}. Neurotic principals are also more susceptible to psychological stress, as they “are likely to interpret ordinary situations as threatening, experience minor frustrations as hopelessly overwhelming ¹⁵³.

Personality of a school manager determines the way he/she solves the complicated problems of the school organisation. A principal would perform his/her job well at work environment, if he/she possesses an appropriate personality trait. It was further suggested that certain personal traits such as openness, extroversion, motivation to manage, relationship qualities such as effective communication and being approachable can contribute to good leadership ¹¹⁴. Some researchers did a very comprehensive meta-analysis between five-factor model of personality and leadership using two hundred and twenty-two (222) correlations from seventy-three (73) samples. They found that extraversion, conscientiousness and openness personality traits were significant predictors of leadership. Extraversion was the strongest and most consistent correlate of leadership across leader emergence and effectiveness, followed by conscientiousness and openness. Extraversion was consistently correlated to leadership covering different study settings and leadership criteria such as leader emergence and leadership effectiveness. In the study, a different personality inventory was used to measure personality traits and it was hypothesized that personality dimensions would be able to predict leadership qualities among student leaders ¹⁵⁴. The thrust of a paper was to investigate the personality traits and administrative effectiveness of secondary school principals in

Southwestern Nigeria. The results showed that the mostly exhibited personality trait as reported by principals was conscientiousness. Also, the result showed that there existed a significant relationship between personality traits and administrative effectiveness of secondary school principals. The study concluded that conscientiousness was the necessary personality trait which predisposed secondary school principals to be effective in discharging their administrative duties ¹⁵⁵.

2.1.5 Concept of Managerial Competence

Competency is defined as an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. It is the ability to turn/transform knowledge into action effectively ¹⁵⁶.” It is also defined as a set of behaviours that empower employees to exhibit effectiveness over a given performance task in their line of work ¹⁵⁷. Competency is a set of resources held by an organization that are related to the performance of activities that lead to achieving goals by developing adequate capabilities to perform tasks ¹⁵⁸. They are also constitutive of knowledge that is, extent to which information is developed or learned through experience, study or investigation, skills which are a result of repeatedly applying knowledge or an ability and abilities that is, innate potential to perform mental and physical tasks which are considered to contribute directly to individual and organizational performance ¹⁵⁹.

Competency is defined as an underlying characteristic of a person in that it may be a motive, trait, skill, aspect of one’s self-image or social role, or body of knowledge which he or she uses ^{160&161}. Competencies are sets of behaviours that are instrumental in the delivery of superior job performance. In other words, they describe a specific set of behaviours that lead to superior job performance. The behaviour is based upon an individual's knowledge, skills, attitude, talent, values and motives. It is possible to observe competencies because it is

something that someone actually does. Skill and knowledge make the smaller segment and are relatively easier to observe, whereas the deep underneath elements of attitude, talent and values are difficult to observe ¹⁶¹.

Competency has been defined as a combination of knowledge and skills required to successfully perform an assignment. The attainment is evidence by the ability of an individual to gather data, process it into useful information, access it and arrive at an appropriate and useful decision in order to initiate the actions necessary to accomplish the assignment in an acceptable manner. It is therefore a combination of tacit and explicit knowledge, behaviour and skills that gives someone the potential for effectiveness in task performance ¹⁶⁰. Competencies capture the range of procedures, skills and abilities, attitudes, beliefs and values, dispositions and personal characteristics, self-perceptions and motivations that enable a range of work demands to be met effectively. In addition, competencies should take into consideration not only job descriptions but also best practices and recent trends in the industry as well as the organization's own strategy¹⁶².

Managerial competencies are observable or potential behaviours whereby managers, as individuals, could demonstrate not only their knowledge, skills, attitudes or the synergy among them, but also their personal attributes, adding value and better results to themselves, other individuals and teams, departments, organizations or networks, in harmony with the context, available resources and adopted strategy ^{163&164}. Managerial competencies refer to habitual observable behaviors of which each term is clarified below. First, behaviour is neither a personality trait nor temperament character or knowledge. This first term directs the study of managerial competencies towards action. Secondly, observable means that it is possible to measure not only their development level at a certain moment, but also their progress and

learning process. Thirdly, habitual means related to the acquisition of new behavioural habits, which implies the possibility of learning ¹⁶⁵.

Managerial competencies are also seen as cluster of correlated skills, attitudes and knowledge that influence one's job which links to performance on the job. In addition, it is a set of individual behaviors that must be adopted to competently master the task for a specific position ¹⁵⁷. Managerial competence is the ability to successfully plan, organize, co-ordinate, control, make decisions, initiate and implement actions to aid the effective management of an organization ¹⁶⁶. They are also described as a set of skills, related knowledge and attributes that allow an individual such as a manager/owner of a small-scale business to perform a task or an activity within a specific function or a job. Furthermore, they are considered a critical factor that contributes to the performance and the survival of small-scale businesses ¹⁵⁹. Managerial competencies therefore include skills (acquired competencies), knowledge (acquired mental processing skills) and experience (skills acquired from repetition). Skills are capabilities acquired through practice. They are individual's abilities or capacities acquired through systematic sustained effort. Knowledge understands through learning. It is the content people have to know in order to perform a task effectively and efficiently such as rule, policies or recruitment process. Furthermore, knowledge is skills, facts or information derived through education or experience while experience is manager's skill, practices and knowledge gained from direct observation, involvement, acquaintance or exposure and familiarity with a particular activity ¹⁵⁷. Managerial competence is essential for the proper performance of a certain job, such as knowledge and skills, and in the case of a manager professional knowledge, problem solving, communicating, forming relationships and using consultant ¹⁶⁷. They refer to knowledge, abilities, skills and behaviours required for effective job performance in managerial occupations. In addition to executing each function effectively, each level of manager should

demonstrate managerial skills with regard to performing job-related tasks and responsibilities because management skills developed order and consistency through management functions ¹⁶⁰. It was posited that managerial competencies are the needed skills, knowledge and attributes to perform managerial tasks effectively and efficiently with readiness and dexterity for all professions.

Managerial competencies, that is, behaviour necessary to reach the required level of a manager's performance, in combination with efficient organization management thus become a key factor of success and competitive advantage ¹⁶⁸. Someone who is competent in management could be observed to provide the team with a clear sense of direction, take charge, organize resources and steer others towards successful goal achievement. These competent behaviours can be clubbed into a cluster and the whole cluster can be termed as providing direction which is a subset of leadership competency ¹⁶¹.

Competent managers assure success in an enterprise by creating and consolidating customer values, refunding invested capitals, and expanding long-term value for shareholders. Proper managerial competencies are a condition for good management: taking proper decisions and committed leadership to assure that those decisions translate into concrete activities, while maintaining strategic perspective and reconciling the imperative of efficiency with ethical conduct and social responsibility ¹⁶⁷. Managerial incompetence, on the other hand, result from a lack of knowledge and experience in enterprise management, leading to ineffectiveness that ultimately results in a failure to make the right decisions in a timely manner and missed investment opportunities. Incompetence also causes managers to fear losing their post and implementing some measures, for example, avoiding difficulties or experiments with novel approaches, and adopting new ideas in order to minimize the negative (or difficult to forecast) results of decisions taken ^{163,164&167}.

Managerial competences are important because they describe the skills and attitudes the school heads need to meet future challenges, help clarify expectations and provide a sound basis for consistent and objective performance standards by creating a shared language about what is needed and expected in an organization ¹⁶⁰. Managerial competency is viewed as a capacity that exists in a person that leads to behavior that meets the job demands within parameters of organizational environment, and that, in turn brings about desired results¹⁶¹. An author describes managerial competencies as underlying characteristics of a person that he or she uses to solve problems that arise at a work place. According to the author, managerial competencies involve internally and externally managing the host people and other expatriates in an organization. This internal management skill serves to resolve conflicts between local employees and expatriates and maintain a close relationship between them ¹⁶⁰.

2.1.5.1 Types of Managerial Competence

There are three major types of managerial competence. They include: conceptual competence, Interpersonal (human relation) competence and technical competence ¹⁵⁶.

2.1.5.1.1 Conceptual Competence

Conceptual competence could be referred to as conceptual skills include the ability to analyze a situation and distinguish between cause and effect. Senior level managers require high conceptual skills because their primary responsibilities are planning and organizing the long-term vision of the organization ¹⁶⁸. Conceptual skill involves the ability to see the enterprise as a whole; it includes recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the others; and it extends to visualizing the relationship of the individual business to the industry, the community, and the political, social, and economic forces of the nation as a whole. Recognizing these relationships and perceiving the significant elements in any situation, the administrator should then be able to act in a way

which advances the overall welfare of the total organization ¹⁵⁶. A research scholar emphasized that conceptual competence enables the school manager to coordinate all activities of the different parts of the school organization. It is the ability to visualize or see the organization as a whole. It includes; analytical, creative and initiative skills. Furthermore, conceptual skills are mostly required by the top-level management. This is because they spend more time in planning, organizing and problem solving. It helps them to solve the problems for the benefit of the entire organization and also helps the managers to fix goals for the whole organization and to plan for every situation that may arise from time to time ¹⁶⁹.

2.1.5.1.2 Interpersonal Competence

Interpersonal competence also referred to as human relation competence or skills is viewed as the executive's ability to work effectively as a group member and to build cooperative effort within the team he leads. As technical skill is primarily concerned with working with "things" (processes or physical objects), so human skill is primarily concerned with working with people. This skill is demonstrated in the way the individual perceives (and recognizes the perceptions of) his superiors, equals, and subordinates, and in the way he behaves subsequently ¹⁵⁶. Human skills include the ability to understand, alter, lead, and control the behaviour of people and groups. It is the ability to communicate, to coordinate and motivate people¹⁶⁸. The principal with highly developed human skill is aware of his own attitudes, assumptions, and beliefs about other individuals and groups; he is able to see the usefulness and limitations of these feelings. By accepting the existence of viewpoints, perceptions, and beliefs which are different from his own, he is skilled in understanding what others really mean by their words and behaviour. He is equally skillful in communicating to others, in their own contexts, what he means by his behavior ¹⁵⁶. Interpersonal competence helps school managers to understand, communicate and work with others. It makes the school manager a cohesive team leader who

understands and listens to various members of the school. Since all school managers have to interact and work with people, this skill is therefore very essential ¹⁶⁹. Interpersonal competence includes knowledge about human behavior and group processes, ability to understand the feelings, attitudes and motives of others and the ability to communicate clearly and persuasively ¹⁶². Human skills also involve self-management skills which are the skills that shape the manager's personality, perspective on life and the way the manager handles the things happening in his/her own life¹⁵⁶. Interpersonal skills are the skills that shape the relationship of the manager with colleagues, customers, suppliers, rivals, family, society ^{156&169}. Interpersonal skills such as empathy, social insight, charm, tact and diplomacy, persuasiveness and oral communication ability are essential to develop and maintain cooperative relationships with subordinates, superiors, peers and outsiders ^{162&170}. Interpersonal skills are concerned with a principal's ability to interact and work effectively with teachers. Furthermore, interpersonal skills concern principals communicating supportively, gaining power and influence, managing conflict and motivating teachers and other members of staff. The skills also include the ability to lead, delegate, communicate, negotiate, develop people and manage conflict ¹⁶².

2.1.5.1.3 Technical Competence

Technical skills are the skills that shape the performance of a manager as technical staff. This implies an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques of the position that the manager holds ¹⁵⁶. Technical skill is the expertise in a specific field. This is the knowledge and ability to challenge conventional practices in any firm. An individual is able to choose the appropriate mix of tools/technology and opportunities to determine applicability to improved performance of enterprise ¹⁵⁷. Competencies in the technical/functional skill category are job specific competencies that drive proven high performance through quality results for a given

responsibility. The competencies are often technical or operational in nature ^(156&157). Technical skills are job-specific knowledge and techniques that depend upon the manager's position in the organization ¹⁶⁸. Technical competence, more time is spent in planning, organizing and problem solving. It has to do with proficiency in activities such as managerial processes, procedures and strategization techniques. This skill is needed by managers to design and put into operation policies and plans. Technical skills help the managers to use different machines and tools effectively ¹⁶⁹.

Technical skill was noted to include knowledge about methods, processes and equipment for conducting the specialized activities of the managers' organizational unit. They include factual knowledge about organization (rules, structure, management systems and employee characteristics), and knowledge about the organization's products and services (technical specifications, strengths and limitations). This type of knowledge is acquired by a combination of formal education, training and job experience ¹⁶². Technical competence is knowledge about an individual's mastery of tasks or duties ¹⁷¹. It refers to the knowledge or necessary expertise for technical matters or tasks ¹⁷². Technical skill is a school manager's proficiency in specific methods or techniques related to that manager's functional area. It was added that technical skills are critical for first-tier managers, serving several important functions such as communicating effectively with subordinates, verifying the soundness of the decisions they make and making programme-level decisions based on subordinates' suggestions ¹⁶².

2.1.6 Concept of Principals' Managerial Competence

Principal is the determinant of success and progress in school education. Principals are not only responsible for the provision of school programs and curriculum, but also responsible for developing and enhancing the accountability of student success ⁸⁷. Leading is one of the basic

management functions, which has attracted the attention of many experts worldwide. In a school setting, leadership is a process by which an individual (principal) influences, controls and coordinated the activities of others (teachers) to achieve the desired results ¹⁷³. A school principal is one of the most important and influential personnel in the process of education. His vision and practices have a significant effect on school success, school climate and student achievement.

The accomplishment of a school and even whether or not it achieves its goals can be determined by principal effectiveness as leader ¹⁷⁴. The goals of an educational organization can be achieved if the organization is managed effectively. Only effective principals can deal with the fast paced changes and demanding expectations of today's society. A proper understanding of effective school leaders envisages that certain factors be understood and their specific contribution to principals' leadership effectiveness is determined ¹⁷³. A Principal's Leadership effectiveness is the quality of his leadership performance perceived by school population in general and faculty members in particular ^{173&175}.

The desire to achieve a functional education system is widely spread among stakeholders in the education industry. This cannot be easily achieved without a progressive and effective management of personnel by administrators in the school system. The chief administrator in secondary school is the principal who is entrusted with numerous managerial responsibilities ¹⁷⁶. In support of this, a scholar asserted that at the secondary level of education, the principal is the chief executive officer of the school who is responsible for effective management of school resources for the actualization of stated goals and objectives ¹⁷⁷. An author observed that school principals must possess a wide array of competencies in order to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do ¹⁷⁶. Competency is the successful

performance of a task through the use of knowledge, skills, attitude and judgment. It is the ability and skill required to accomplish given tasks or roles. School administrators must therefore acquire competencies in managing the vital assets in their various schools to achieve desirable outcome ^{176&177}.

In carrying out managerial performance, principals are required to perform three types of competencies. The competencies are: technical, human relation (interpersonal), and conceptual competence. With technical competencies, principals are capable of using procedures, technical, and knowledge of specific fields. With human relation competencies, principals are capable of collaborating, understanding, and motivating, others individually and collectively. With conceptual competencies, principals are capable of coordinating and integrating all organizational interests and activities. The performance of managerial skills varies according to the level of managerial position in the organization ¹⁷⁸.

Effective managerial competency of school administrators is central to turning the school around. Management is the arrangement of available human and material resources for the achievement of desired goals and objectives. Furthermore, it is the effective and judicious utilization of organization resources for goals attainment ¹⁷⁹. Human beings are instrumental in the successful realization of sustainable development in any organization. Effective management of people will not only increase productivity but will equally ensure goals accomplishment ^{176&179}. Human resource is the personnel embodied with knowledge, skills and expertise in education production process. They are the people that work along with other resources in order to achieve desired results in organization. They are vital asset in the hand of the administrator that must be well managed in order to drive organizational growth ¹⁸⁰. School principals and administrator are therefore required to acquire numerous managerial competencies having effective human resource management as the central focus ¹⁷⁶.

Principal managerial leadership plays a vital role for the success of school management. It is only the principal who possesses a strong managerial skill that can bring the school to make improvement to achieve the goals effectively and efficiently¹⁸⁰. A research concluded that the conditions of the success of different schools strongly depend on a very prominent role of the school principal for school improvement and therefore managerial competencies play important role in managerial leadership of principals¹⁸². Principals' competence is the state of been functionally adequate in the performance for effective administration of secondary school¹⁸³.

Principals require broad-spectrum instructional leadership ability to become skilled technology leaders. Principals who are effective instructional leaders are well versed in learning theory, instructional planning, aligning curriculum standards, assessment, and are good resources for teachers needing assistance¹⁸⁴. Principals are the ones who make things happen in the school by doing the planning, organizing, leading, monitoring and communication that are required for the school to function. These enable effective teaching and learning which impacts on students' academic performance. Competencies are thus important at all levels of school management as they help the principals to recognize the feelings of the students and workers under them, judge their possible reactions and outcomes of various courses of actions they want to take^{185,186&187}. It was opined that the principal is a leader who must plan, coordinate and supervise the affairs of the school, so that they run smoothly. The principal is the chief administrator of secondary school who is expected to effectively use various resources through the adoption of management principles and practices for the realization of school goals^{184&188}. If the educational system must achieve its national policies and goals, the school principals at all levels must ensure optimum management of human, material, financial and time resources¹⁸⁸. It was observed that school principals must possess a wide array of competencies in order to

lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do ¹⁸⁹.

2.2 Theoretical Framework

Theoretical framework is the specific theory or theories about aspects of human endeavor that can be useful to the study of events. Theoretical framework consists of theoretical principles, constructs, concepts, and tenants of a theory ¹⁹⁰. Authors concur that the theoretical framework assists researchers in situating and contextualizing formal theories into their studies as a guide. This positions their studies in scholarly and academic fashion. Moreover, the theoretical framework serves as the focus for the research and it is linked to the research problem under study ¹⁹¹. Theoretical framework is viewed as any empirical or quasi-empirical theory of social and/or psychological processes at a variety of levels that can be applied to the understanding of the phenomena ¹⁹². It was stated that theoretical framework is based on published and identifiable theories. It is a conceptual model of how one theorizes or makes logical sense of the relationship between independent and dependent variables ¹⁹¹. The theories that make up the theoretical framework for this study include the following:

- **Five Factor Model (FFM) and**
- **Katz's Skill Theory**

2.2.1 Five Factor Model (FFM)

The 'Big Five' or Five-Factor Model (FFM) is the personality trait model constituted by the five factors or dimensions which are: extraversion, agreeableness, conscientiousness, emotional stability, and intellect or openness to experience. This model emerged from applying the principles of the psycho lexical approach to personality ¹⁹³. That approach theoretically started with the so-called lexical hypothesis, holding that our common stock of words, our lexicon, embodies the distinctions, men have found worth drawing. Observations of individual

differences that people have found of interest, utility, or importance get encoded by words and expressions into the substance of language. This hypothesis has been expressed in different ways by the personality psychologists^{194&195}. The early success of the Big Five Model was caused, among others, by some theorists^{195&196}. This made a theorist to add the two factors: Agreeableness and Conscientiousness to their own model until then it consisted of Neuroticism, Extraversion, and Openness to Experience (NEO): thus, the NEO-PI came into existence to measure the FFM dimensions¹⁹⁷. A host of new lexical studies in various languages, often supportive of the Big Five model, and the productive work of theorists provided the grounds for them to build their Five-Factor Theory, and for claiming that the Big Five factors have causal status. This study prefers to use the Big Five Model because it widely used to measure personality^{197&198}. The Big Five personality dimensions of neuroticism, extroversion, agreeableness, openness to experience and conscientious have been studied extensively and have been associated with a variety of work attitudes and behavior. The personality traits of individuals not only affect their behavior but also the behavior, character and attitude of those around them. These five personality dimensions are broad dimensions that are theorized to subsume most narrowly focused personality traits. The breadth of these dimensions is a benefit in that it distils a large number of personality traits into a parsimonious set of dimensions for use in research. It means that this model is widely used and suitable to use in any research. The five personality traits collectively classify the higher-level dispositions of an individual according to the Five Factor Model by theorists in 1992¹⁵⁴.

Agreeableness

According to the theorists, agreeableness is associated with “the need for intimacy”, the recurrent preference in thought and behavior for experience of warm, close and communicative interactions with others. Managers high in agreeableness are trusting, cooperative, altruistic,

compliant and “moved by others”. High agreeable individuals may in their pursuit of harmonious relations generate more positive attributions to otherwise provocative behavior than low agreeable persons would do. Agreeableness is related to “pro-social motives”, aimed at seeking good outcomes for one as well as for other group members. Agreeable managers have greater motivation to achieve interpersonal intimacy. It was mentioned that agreeableness describes the courteous, sympathetic, tender-hearted and kind characteristics. Those who are low in agreeableness have been described as antagonistic, competitive, cynical, callous, ruthless and cruel, and they tend to experience and express hostility. Agreeableness is about the extent to which people are sensitive and responsive to others, including the extent to which they will defer to them. The two extremes are the tough-minded individual, operating predominantly at a thinking level and lacking sensitivity and responsiveness, and the tender-minded individual, operating predominantly at a feelings level and displaying sensitivity and responsiveness. Agreeable managers are described as good-natured, cheerful and caring. An individual high in agreeableness is fundamentally altruistic^{97&198}.

Conscientiousness

Conscientious is about the number of goals that an individual pursues and the extent which they pursue them in a focused way. The two extremes are spontaneous individual, who pursues many goals but in an unfocused way and the conscientiousness individual, who pursues fewer goals but does so in a more focused, controlled and structured way. Conscientious managers have been characterized as dependable, responsible, orderly, preserving, careful, hardworking, self-disciplined, persistent, planful, cautious, organized and achievement-oriented. These managers value duty, competence, self-discipline and they strive for achievement. People high in conscientiousness have a sense of duty and obligation to their work and have high job performance, career success, motivation and job satisfaction¹⁹⁸.

Extraversion

Extraversion is most often described as the degree to which an individual is sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious. In addition, it is about the extent to which people are comfortable in social relationships, how socially inhibited, and the extrovert who is comfortable in social relationships and socially uninhibited Extraverts tend to seek interaction with others, novel experiences and complex, varied and intense stimuli while introverts on the other hand, prefer their own company and prefer the familiar and unfamiliar. The theorists stated that extroverts are gregarious, assertive, activity and excitement seeking. Extroverts have been found to be socially engaging, gregarious, assertive, expressive, articulates, comfortably in group settings and have a great number of friends. They also tend to be high in positive affectivity, self-efficacy and optimism. Extroverts' need for power and recognition may also cause them to take more risks in the job and they would expect the organization to support their work activities. People high in extroversion tend to be high performers and committed to the organization and their work. They will develop psychological contracts that reflect their hard work, commitment and willingness to work with others ¹⁹⁷.

Neuroticism

Neuroticism is always related to the characteristics of people who have negative affect and low in self-esteem. Negative affect is defined by a propensity to view the world in a negative emotional state. Individuals high in negative affect tend to focus on the negative aspects of other people and themselves. These individuals high in negative affectivity are likely to be more pessimistic, taking a negative view of themselves and the world around them. Persons low in self-esteem and self-efficacy look to others for approval. They also tend to withdraw from challenging situations, are less confident in their abilities, less likely to seek feedback, and see themselves as less appealing to others. It was also mentioned by the theorists that neuroticism

consists of the specific traits of anxiety, angry hostility, depression, self-consciousness, impulsiveness and vulnerability. It is the extent to which a person is emotional, insecure, nervous, fearful and apprehensive. These individuals are also limited in social skills and they are not interested in any long-term relationship that demand commitments, social skills and trust in others 197&198.

Openness

Openness to experience or creativity refers to personal characteristics such as being imaginative, original and curious. It is further related to active imagination, aesthetic sensitivity, attentiveness to inner feelings, preferences for variety, intellectual curiosity, and independence of judgment. They also stated that high openness employees seek challenging and interesting work and would expect the organization to satisfy this need. Managers who are open have a high need for autonomy and tend to be creative, adaptive and accepting of change. They are also at time better able to understand and adapt to new perspectives. Managers who score high on openness should be more likely to report involvement in their work, as their work can serve as the arena to entertain their curiosity, their appetite for exploring new perspectives, and their tendency to develop genuine interests for any activities they are involved in ¹⁹⁸.

Relevance of the Theory

The theory shows the role of one's personality in determining the behaviour, dispositions and attitudes of oneself and others. In a school system, the personality of principals would not only influence his/her attitude, behaviour and dispositions but could also positively or negatively influence that of their subordinates and members of staff such as their teachers. These five-factor models as used in this study include: openness to experience, conscientiousness, extraversion, neuroticism and agreeableness. Leaders who are more open to experience can cope and resolve the conflicts positively and thereby enhances job performance.

Conscientiousness is the trait of competence, dutifulness, achievement orientation and self-discipline. Extraversion is perhaps the most important traits of leadership and is the extent to which individuals are emphatic, invigorated and eager. Extraverted leader tends to be more efficacious because they are more likely to be conversational, sociable and network-oriented. Encouraged and enthused by the desire to mingle with members, extraverted leader is supposed to enjoy a spirited existence and seek eagerness and inspiration. Thus, the subordinates are likely to recognize their leader as jovial and optimistic. Agreeableness is a tendency to be self-sacrificing, supportive, accommodating, gentle and kind. Such leaders concern for their subordinates at workplace and they are likely to be fretful of employee's growth trajectory. Last of all, Neuroticism is a propensity of fear, sorrow, shame, guilt, depression and disgust. Since it is necessarily a negative attribute, leaders with neuroticism display consistently negatively correlation with leadership emergence and effectiveness. So the leader with high neuroticism usually fails to foresee task-based criteria, for example quality and quantity of job performance among the personnel. Leaders exhibiting neuroticism characteristic tend to be less effective than their fervently stable counterparts. Conscientiousness and openness traits were found the most important predictors of teachers' self-efficacy and behaviour in schools which are among the dimensions of teachers' empowerment ¹⁹⁹.

2.2.2 Katz's Skill Theory

According to the skill theory of a theorist in 1955, leadership skills are learned skills needed for effective management of human and material resources in an organization ²⁰⁰. The theory sees leadership in terms of skills. Leaders have specific skills that they use to lead their followers. It implies that the leaders lead through skills to motivate their employees and make them perform. According to Katz's theory, a successful manager has triplet managerial skills (conceptual, human and technical). The deficiency of each skill loses the chance of being

successful manager and generally successful organization. Managerial skills are required to implement quintuplet functions of management (planning, organizing, directing, controlling, evaluating). In modern organizations, successful manager can hardly be imagined without basic skills. Managerial skills are one of reasons in consecutive organizational successes. Management effectiveness and efficiency require managerial skills. Triplet managerial skills clarify to reconsider educational programs and selection of management in future. The focus of the skill theorist is the skills that made leaders effective. The theorist classified the required skills for a manager in three groups. According to his theory, technical skill is more important in lower management levels and conceptual skill is more significant in upper management levels and human skill is regarded equally important in all three management's levels ²⁰¹.

Technical Skill.

As used here, technical skill implies an understanding of, and proficiency in, a specific kind of activity, particularly involving methods, process, procedures or techniques. It is relatively easy to for us to visualize the technical skill of the surgeon, the musician, the accountant or the engineer when each is performing his/her own special function. Technical skill involves special knowledge, analytical ability within that specialty and facility in the use of the tools and techniques of the specific discipline ^{187&202}.

Human Skill

Human skill is the ability to understand, create motivation and work with employees. According to the theorist, human skill is the ability to work effectively as a group member and to build understanding and cooperative effort in the team he leads. Human skill is the ability of manager to work effectively as a group member and to build effective understanding and cooperative effort in the team he leads ^{187&201}.

Conceptual Skill

One of the triple management skills is conceptual skill also known as perceptual skill, analytical skill, the skill based on general understanding, theoretical skill and cognitive skill. The skill based on general understanding is referred to as the power to consider institute as a whole unity that is, manager must recognize how different functions of organization depend on one another and change in each part necessarily influences other parts. This skill can be extended to the understanding of the relationship between the said institution and industry in general and also society and political, social and economic factors of an entire nation. By recognizing such relationships and understanding the important elements in any situation, the manager would be able to act in a way that leads to the improvement of organization ^{187 &202}. The skills theory too has its own weaknesses. However, it does appear to be focused on more practical aspects of leadership. This theory too fails to clarify that how competencies supported effective leadership. Despite its weaknesses, the skills theory has been able to show leadership and leaders' abilities in a new light. Skills theory is also an important theory that has been able to clarify some unique points regarding leadership and how it affects the performance and behavior of subordinates.

Relevance of the Theory

This theory highlights the importance of managerial skills (which can be learnt and developed) at the leadership position of an organization. Any managers that want to be successful and motivate his/her employees or subordinates need proper managerial competences. In a school, the principals are the managers. Their duty includes managing material and human resources effectively in order to achieve set goals for the school organization. Teachers are one of the human resources in the schools. They are managed by the principals. How the principal manages them can determine their motivation, attitude and behaviour towards their tasks and

duties in school. School principals should thus enhance the school effectiveness by ensuring positive attitudes from teachers which invariably boost their motivation at the job through manifesting their managerial leadership skills - technical, human and conceptual skills. Thus, the effectiveness of influencing teachers' attitude at the job depends on the managerial skills of the principals as well as on how they manifest their skills at the job. This skill theory is found fit as this study focuses on examining the managerial skills (technical, human and conceptual skills) of school principals and their influence on teachers' attitude.

2.3 Review of Empirical Studies

2.3.1 Personality Traits of Principals and Teachers Attitude in Secondary Schools

There are five big personality traits that individuals including principals have. They are: extraversion, agreeableness, conscientiousness, neuroticism and openness to experience. Extraversion means being sociable, talkative, outgoing and active. It is better in professions involving social interaction. Extraversion is a predictor of leadership style. It shows energy, positive emotions, and the tendency to seek stimulation in the company of others. Extraversion assesses interpersonal interactions and activity levels of an individual ²⁰³. Examples of adjectives used for principals scoring high on the extraversion scale consist of active, assertive, energetic, enthusiastic, outgoing, and talkative ²⁰⁴. Agreeableness dimension includes attributes such as trust, altruism, kindness, affection and social behaviors. Agreeableness is generally associated with being soft, trusting, and acquiescent and lenient ¹⁵¹. Agreeableness marks tendency for the principal to prefer others, more altruistic, forgiving can generally be trusted, either everyone likes to cooperate with others ²⁰⁵.

Conscientiousness is a tendency to show self-discipline, act dutifully and aim for achievement; planned rather than spontaneous behavior. It refers to dependability and includes

dimensions such as being responsible, organized, orderly and thorough. Principals who are conscientious take responsibility for their work, accomplishing their work tasks more thoroughly and orderly. The conscientiousness dimension is a measure of reliability. Conscientiousness trait encompasses a diligent, hardworking, thorough and organized ^{204 &206}. Emotional stability dimension often labeled by its converse; emotional stability taps a person's ability to withstand stress. Principals with positive emotional stability tend to be calm, self-confident, and secure. School managers with a high emotional bond to their job try to do their best because they feel strong emotional attachment to their organization and work ^{204 &207}. Openness to experience dimension addresses ranges of interests and fascination with novelty. Extremely open principals are creative, curious, and artistically sensitive.

Openness is the degree to which a principal has a broad range of interests and is imaginative, creative, and willing to consider new ideas ^(203&204). Considering the structure and in order to achieve its planned objective, each social organization needs to have a manager with special personality characteristics, performance and duties all of which help principals to have determinant roles in effectiveness of their schools ²⁰³. Attitude on the other hand is defined as a system of positive or negative evaluations, emotional feelings, and tendencies that is expressed in the evaluation of a particular social environment object or impression and determines the evaluative judgment of the usefulness and truthfulness of the information provided, as well as of the involvement in activities and social processes, etcetera²⁰⁸. Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related ²⁰⁹. Teachers' attitude is defined as an element that guides the behavior of teachers in coherence with their feelings and thoughts ²¹⁰. It is considered as the level of positive or negative effect associated with the teaching profession ⁷⁰. Teachers' attitude is also viewed as an enduring system of

positive or negative evaluations, emotional feelings and pro or con action tendencies with respect to teaching. Further, teachers' attitude towards teaching is "teacher-student rapport and attitudes toward school work". It is a learned predisposition to respond in a consistently favorable or unfavorable way with respect to teaching activities, students, school and the profession ^{70&211}.

It was revealed that there is a significant correlation between personality traits of the individuals and career development/career behavior. It was further revealed that "conscientiousness" and "extraversion" were the most reliable indicators of career-based self-efficacy, while it was supported that "neuroticism" is a continuous indicator of unproductivity. While "openness" had a more discontinuous but often positive correlation with career productivity, "agreeableness" had demonstrated almost no correlation with career productivity ¹⁴⁵. It was reported that there was a significant correlation between "extraversion", "agreeableness" and "conscientiousness" and teachers' job satisfaction, while there was a negative correlation between "neuroticism" and teachers' job satisfaction ²¹². Teachers' attitude determines their performance in teaching. Teacher's performance is one of the important areas in the field of academia because the teacher's performance has special role in the field of education ^{213&214}. Teacher's low performance leads to huge loss in shape of student's academic career which generally shows long lasting effect on the education industry. Therefore, teacher's attitude and performance have central importance in education industry which needs to be considered by the scholars as well as practitioners. However, personality trait of leadership has central role in teachers' attitude and performance²¹⁵. Principal's personality in leadership creates a work environment that also plays a significant role in teacher's performance ^{215&216}.

According to a study, effective teaching is influenced by various factors such as diversity of students, classroom environment, system support, discipline of the instruction, course and its

objectives and individual preferences, learning styles and personality traits ¹⁴⁴. Some research scholars examined the impacts of the aforementioned five dimensions of personality traits on frontline employees' emotional intelligence, emotional labor, emotional exhaustion, and counterproductive work behaviour. They found out that three dimensions of personality traits (extraversion, agreeableness, and neuroticism) influence employees' emotional intelligence and two dimensions of personal traits (conscientiousness and openness) influence counterproductive work behavior. This could also be applied in educational settings ²¹⁷. The purpose of a work was to analyze the interconnection among principals' personality and teachers' job satisfaction and to analyze its roles in figuring the student achievement. A qualitative research approach was used for the study. Research instruments such as observation and documentation were used. The results showed that there was an interconnection between the school principals' personality with the teachers' job satisfaction which had a role in affecting the student achievement. It was similarly observed that there are connections among principals' personality and teaching usefulness, but that personality merely has a small consequence on instruction usefulness. In more detail from the principals' personality related also to the instruction of teachers, it was found that principals who are extraverted, stable and tough minded were more receptive to new ideas especially from their subordinates and this influenced the teaching styles of their subordinates. The implications of this finding, which are in the form of data about the effective behavior of principals and job satisfaction, can contribute to the development of knowledge and policies, especially in the fields of management ²¹⁸.

Investigators carried out a study based on Job-Personality theory of Holland in order to examine the personality type of the principals and its relation with job satisfaction of teachers. The hypotheses of the research included:- 1) There is relation between the personality type of principals and teachers; 2) There is relation between the personality type of principals and

satisfaction of the teachers; 3) The conforming types of principals and teachers have a larger degree of satisfaction as compared with non-conforming types of teachers and principals and 4) Job satisfaction parameters (job success, job compatibility and job motivation) in conforming group is different from that of conforming group. The statistical society of research covered all the teachers and principals in girls' high schools of districts 1 and 2 of Eslamshahr which comprised 240 teachers and 20 principals from 20 high schools selected on random sampling method. By the use of research tools, required information on the above hypotheses was gathered and by the use of statistical tests and Pearson's correlation coefficient; the information was analyzed. After testing the hypothesis, the first hypothesis was approved and the 2, 3 and 4 hypotheses were refused. This means that personality type of principals significantly affects teachers teaching and job satisfaction ²¹⁹.

A person's performance and attitudes including that of teachers is affected by different variables, namely; individual variables comprising abilities as well as skills both mental and physical, background of family, level of experience, demographics, organizational variables comprising of resources like rewards, leadership, and various psychological variables involving perceptions, personalities of principals, and motivational learning. Teachers whose performance is good are likely to have principal with good characteristics and vice versa. An effective personality of principals has the ability to motivate teachers which increases their performance and greatly influences their attitudes and behaviours towards work in the school²²⁰. It was noted that five traits are necessary for a principal in order to implement change in a school. These traits influence the principals to motivate and to recruit appropriate resources and to plan and instruct in order to make the teachers and school effective in providing educational services for all students ²²¹.

Personality which is viewed as a dynamic organization within a principal consisting of a psychophysical system can determine the principal's behaviour and mind characteristically alongside those that he/she manage. With a good personality, the principals can react well and display positive emotions to the teachers and students ²²². It was posited that personality is the total number of ways in which principals react with others ²⁰⁴. A literature posited that attitudes of teachers are a determinant of their behaviour, principals' personality and motivational strategies ²²². A meaningful relationship between principal personality characteristics and their general performance in having relationship with teachers, creativity and control, but there is no meaning in supervising, guiding, and personality factors. Furthermore, based on the analysis of the direct and indirect impacts, it was generally concluded that conscientiousness trait has the highest influence on the job performance of subordinates. Conscientiousness and extraversion are the two parts of the five-factor model that are always related with positive job performance, although conscientiousness is more positively correlated while extraversion is negatively related with job performance in that it looks in more absence, but only when joined with low levels of conscientiousness. Agreeableness was negatively related with job performance within a leadership role. Openness to experience, in general, is unrelated. Neuroticism is negatively correlated with job performance ²²³.

The thrust of a paper was to investigate the personality traits and administrative effectiveness of secondary school principals in South West, Nigeria. The sample size comprised of fifty-three (53) principals and eight hundred and twenty-one (821) teachers who were selected from fifty-three (53) public secondary schools from four (4) states in south west, Nigeria using multi-stage and purposive sampling techniques. Principals' Personality Questionnaire (PPTQ) and Principals Administrative Effectiveness Questionnaire (PAEQ) were the instruments use to collect data from the respondents. Descriptive statistics and Chi-square

statistics were employed to analyze the data. The results showed that 65.8% of the teachers indicated that their principals were very effective in their administrative duties. It was also shown that conscientiousness and extraversion were the most prevailing personality traits among the secondary school principals. Leaders who are extraverted and conscientious are usually effective in their duties. It is believed that conscientious people are more likely to emerge as leaders and be effective as leaders. The above provides the credibility to the earlier established fact that most secondary school principals in Southwestern Nigeria were very effective. Arising from this finding, it is important to note that despite the fact that some traits are good in producing effective leaders, the trait such as agreeableness and neuroticism are negatively related to emerging as a successful leader. In view of this, it is good to identify the traits that differentiate leaders from non-leaders and use this for appointment purposes.

The results of the analysis of hypothesis in the study showed that there is a significant relationship between personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness) and administrative effectiveness of secondary school principals. This implies that personality trait is a major determinant of leaders' work performance. Consequent upon this, it is important to note that some traits become relevant in specific situations. It was indicated that personality traits of principals have a relationship on the likelihood of school principals engaging teachers in shared decision making which could ultimately influence their attitude towards their work. Furthermore, it was asserted that principals who are effective as leaders tend to exhibit certain traits. Every school leader has one of these traits dominating his personality. The type of trait that is dominating in one's personality will determine his behaviour and more importantly, his administrative style. It was opined that extraversion is related to leadership effectiveness. Principals that are considered as extraverts are sociable, assertive and energetic individuals. They enjoy interacting with others

in their environment and demonstrate self-confidence. Because they are both dominant and sociable in their environment, they emerge as leaders in a wide variety of situations. It was further posited that out of all personality traits, extraversion has the strongest relationship to both leader emergence and leader effectiveness. In addition, it is believed that conscientiousness and leadership effectiveness are related. Again, it was revealed that conscientious principals are organized, take initiative, and demonstrate persistence in their endeavors. It was equally confirmed that conscientious principals are more likely to be effective as leaders especially in motivating good behaviour of their staff. However, a principal with highly dominant (extraversion) trait appears to be unable to create favourable school climate. Furthermore, it is believed that the principal with open (openness) personality can increase the overall positive climate. However, it is believed that not all traits are equally effective in predicting administrative effectiveness of principals and their subordinates. It was submitted that some traits are negatively related to emerging as a leader and being successful as a school leader. It was also revealed that agreeable principals possess the attributes of being modest, good natured and avoid conflict hence are less likely to be effective in their administrative roles.

It can be inferred from the above that not all traits are same in predicting leadership potential across all circumstances. Some organizational situations allow leader traits to make a greater difference in the life of their subordinates. Hence it seems unclear as there are variations and contradictions regarding which personality traits of principals can promote principals' effectiveness and teacher attitude ¹⁴⁹. The findings of a study indicated that male and female teachers did not differ, in terms of their level of job satisfaction with their school principals' personality, contribution, influence and impact on school premises conditions, provision of logistics and teaching materials and job relationships. Moreover, results revealed significantly positive associations between teachers' job satisfaction concerning school principals'

personality on their personal development and teachers' level of job satisfaction. Although partiality was obvious in the principals' personality, the teachers felt satisfied being at school. "Partiality" and "Favourable behavior" were considered highly negative whereas "Fairness" was rated as the best qualification a school principal should possess in his personality. The usefulness of the philosophy behind the present study and the results of the research could trigger off incentive for governmental action to introduce new practices for the selection of school principals and critical thinking for the principals themselves ²²⁴.

Another similar study aimed to identify the effect of personality value practice of principals toward work attitude, work discipline, work quality and work communication of teachers in senior high schools such as public senior high schools (SMA), vocational senior high schools (SMK), religion senior high schools (MAN) in Makassar city, South Sulawesi province of Indonesia. The sample consisted of 295 teachers. It used random sampling method. The study used a questionnaire to collect data. Data were analyzed by the statistical inference of linear regression to test the hypotheses. Cronbach's alpha of the questionnaire was 0.923. The results showed a strong effect of personality values of principals toward work attitude, work quality and work communication of teachers at schools. While, personality value of principals has moderate influence on teachers' work discipline. Self-personality of principals plays an important role in helping individuals (teachers) to adapt with the requirements of school environment as well as arouse socially acceptable behavior and self-regulation.

Positive self-personality value can promote the development and mastery of various skills and can also affect individual mood, behavior, thinking, understanding, and competence. Therefore, principals' personality plays an important role in improving the attitude of teachers' work and discipline, work quality and communication of teachers in schools ²²⁵.

A study emphasized that for a principal to develop his teacher to master the forms, methods, and means of teaching activities; creative personality traits, as well as additional motives, qualities and personal abilities that can contribute to the successful creative processes should be developed by the principals. The study findings showed that personality traits and values of principals have a significant influence on the teachers' work discipline and attitude in school. It means that the teachers' work attitude shows their response toward their work that is being done, toward their responsibility for work assignments charged, and their confidence when working. Behavior is also reflected in their work attitude as shown in their understanding, initiative, creativity and sincerity in doing their work at schools. The results also showed that overall teachers surveyed responded that the personality values of principals have effect on teachers' work discipline and attitude at school. The effect was in the moderate level. Therefore, it was concluded that the self-personality of principals can affect teachers' work discipline/attitude at school.

The results of the study also revealed that principals' personality values have an influence on the work quality of teachers at school. It may be concluded there is a significant effect of principals' personality values/traits on the quality of teachers' work in a strong level. Based on the results obtained from the statistical analysis, overall teachers surveyed responded that the principals' personality values have an influence on the work communication in school. It means that there is a strong effect of the personality values of principals on teachers' work communication ²²⁶.

A similar study aimed to identify the influence of principals' self-personality values toward teachers' work culture in high schools. The sample consisted of 34 principals from schools in the City of Makassar, South Sulawesi Indonesia. The population was used as sample for the study. The instrument used was a questionnaire. Data were analyzed using Statistical Package

for Social application software Science version 20.0. Two statistics were used descriptive statistics including the mean score and inference of linear to test the hypothesis. The reliability for the instruments was subjected to Cronbach Alpha and a coefficient value of 0.879 was obtained. The findings showed that honesty and compliance are both top components of self-value of principals in implementing principal ship at school. There was also a significant influence on self-personality values of principals toward teachers' work culture at school ²²⁷. The above empirical studies are quite similar to the present study. However, the studies didn't look specifically at the influence of principal's personality traits alongside its indices on teachers' attitude towards teaching hence the gap this study intends to address in literature.

2.3.2 Managerial Competence of Principals and Teachers' Attitude in Secondary Schools

It was put forth in a study that managerial competence involves skill and ability of principals to make decisions, initiate action control and stimulate teachers to achieve predetermined goals. The managerial competences possessed by principals enable them to plan, delegate, stimulate and control the activities of teachers which could invariably determine the teachers' performance. The study investigated principals' application of managerial skills as a correlate of teachers' job performance in secondary schools in Anambra State. Three research questions guided the study and three hypotheses were tested at 0.05 level of significance. Correlational research design was utilized for the study. The population of the study consisted of all the five thousand two hundred and eight six (5,286) teachers in public secondary schools in Anambra State, Nigeria. The sample size of seven hundred and fifty-nine (759) teachers were drawn using proportionate stratified sampling technique. Two sets of researcher-developed instruments titled "Principals Application of Managerial Skills Scale (PAMSC) and Teachers' Job Performance Questionnaire (TJPQ) were utilized for data collection. The instruments were

face validated by three experts and subjected to reliability test estimate using Cronbach alpha which yielded 0.68, 0.71 and 0.68 for parts A, B and C of PAMSC respectively and the reliability index of 0.68 was obtained for TJPQ. Pearson' Product Moment Co-efficient were used to answer the research questions, whereas the hypotheses were tested using t-test. The findings of the study as indicated among others revealed that there is a high relationship between principals' application of communication skill and teachers' job performance in secondary schools in Anambra State. It was also revealed that there is a significant relationship between principals' application of interpersonal relationship skills and teachers' job performance in secondary schools in Anambra State. Based on the findings, it was recommended among others that Post Primary School Service Commission should introduce a school-based annual training programme in all secondary schools for principals to up-date their communication skills to enhance teachers' job performance ¹⁶⁶.

There are many components of managerial competences. Authors identified managerial competences of principals to include: conceptual competence, technical competence and Human relation (interpersonal) competence ^{187&228}. Conceptual competence is the mental capabilities of principals to initiate, organize, interpret and harmonize ideas and constructs related to the workings of the school organization and in keeping with the visions and goals of the entity. Furthermore, this competence allows the school leader to think through ideas, abstractions and theories on hypothetical conditions as well as making insights, strategizing via long- and short-term plans and putting them into action ²²⁹. An author stated that conceptual skill is required by all top-level managers (principals) to enable them to arrive quickly at true nature of situations and make timely decisions ²³⁰. Consequently, the principals are expected to be creative individuals possessing divergent thinking ability, information processing and synthesizing capabilities as well as good memory ²²⁹.

Technical competence is the principal's abilities, knowledge and expertise acquired through training, education and experiences that can be applied to solve management problems in the school. "Special abilities" and "expertise" are the two focal words for understanding the concept of technical skills as they highlight the importance of specialized training for principals to equip them to perform their duties efficiently ^{229&231}. Technical skills enable the school principal to supervise and effectively coordinate instructional aspect of school administration ³². The skill include the ability to conduct structured interview during recruitment, ability to engage in short and long term strategic planning, ability to work on curriculum and extract the required scheme for the terms and sessions, ability to analyze and set-out rules and regulations, procedures and protocols governing the school's operations, ability to 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 the ability to resolve conflict in the school among others.

These abilities aid the principal in handling administrative matters smoothly ^{168,229&232}. Interpersonal competence is concerned with the ability of school managers to interact and work together with the subordinates to achieve school's set goals and objectives¹⁶⁶. Interpersonal relationship skill includes the ability to work with people in order to motivate and inspire them. The interpersonal skills applied by principals enable them to associate well with their subordinates and this provides the opportunity for the smooth running of the school's affairs ²³³. An author expressed that interpersonal skills enables a leader to influence team or groups to work together to accomplish organizational goals and objectives. Interpersonal skills enable principals to become sensitive and empathetic to what motivates teachers, create an atmosphere of trust and put into consideration the needs of teachers when deciding on how to achieve the school objectives ²³⁴. It was stressed that interpersonal skills are important attributes in

maintaining a positive work atmosphere, without these skills relationship in school organization becomes hostile and in-turn resulting to staff dissatisfaction ^{232&235}. The ultimate goal of secondary education is to develop the individual's mental capacity and character for higher education and useful living within the society.

These objectives place enormous task and burden on the principals and teachers whose task is to ensure that the objectives are fulfilled ²³³. School principals have a key role to play in sustaining effective management of people in the school. Their functions include: management of instructional programmes, staff personnel administration, students' personnel administration, finance and physical resource management and community relationship management. The school principal also performs varying leadership roles which include; training and development of personnel, overseeing staff needs, providing students personnel services, and creating a conducive teaching and learning climate among others. Human resource management function of school administrators involves staffing, supervision, motivation, staff appraisal, staff professional development, communication, and discipline as well as student's management ¹⁷⁶.

A research was carried out to determine the relationships between supervision skill and teachers' performance and attitude in secondary schools in Kuala Lumpur, Malaysia. This is a quantitative study where the 5-point Likert-type-scale questionnaire was used to analyze data using descriptive and inferential statistics. Simple random sampling was used to select the respondents. This study entailed respondents from various schools in one of the districts in Kuala Lumpur which comprises 200 teachers and 50 supervisors. Descriptive statistics were used to describe the status of supervision practices, teachers' attitude toward supervision, and teachers' level of performance after supervision. Multiple regression analysis was used to test

the relationships between supervision (supervisory practices—directive, collaborative, and nondirective approach) and teachers' performance and attitude.

The status of supervisory practices, teachers' attitude toward supervision, and teachers' performance after supervision was found at moderate level in secondary schools in Malaysia. As a whole, supervisory practices were not correlated with teachers' performance and attitude. But worthy to mention, directive supervision was positively and significantly related to teachers' performance and attitude. The study result will benefit the policy makers, school supervisors and headmasters to choose the right kind of supervisory practices which can contribute to better teaching performance ⁹³.

Management of teachers in school involves the overall activities and functions embraced to enhance their attitude, performance and productivity. Workers in schools are the academic and non-academic staffs who continuously strive to accomplish the desired goals and objectives of the school system. The effective management of teachers and auxiliary staff will help to ensure better output. These teachers need adequate motivation and good welfare policies at work to increase their performance. Welfare policy does not only include money, but other packages such as employer and employee interpersonal relationship, as it is often times geared towards the enrichment of personnel performance ^{176&177}. Also, training and ensuring professional development of teachers through seminars, workshops, conferences and research engagement will further boost their job performance especially in teaching activities. However, in order to boost teachers' motivation and performance in teaching activities, principals' managerial competence and effective supervision is greatly required ¹⁷⁶.

A study analyzed principals' managerial competencies for effective management of school resources in secondary schools in Anambra State. The study was conducted in Anambra State. The study population comprised two hundred and fifty-seven (257) principals in public

secondary schools in the State. The study adopted a descriptive survey design. A 24 items researcher developed instrument titled “Principals’ Managerial Competencies for Effective Management of School Resources Questionnaire (PMCEMSRQ)” was used for data collection. The Cronbach alpha was used to determine the reliability of the instrument which yielded a high reliability coefficient of 0.85. The findings from the study noted that secondary school principals’ in Anambra State do not have managerial competencies in procurement of physical and instructional materials, provision of e-library facilities and equipping classrooms and offices with needed furniture for effective material resource management. The study also found out that school principals’ have managerial competencies in prioritizing financial allocation according to school needs, keeping accurate financial information of the school, ensuring accountability in all school expenditures, carrying out periodic auditing of school budgets and adopting cost-saving strategies for effective financial resource management among others.

The study recommended that School principals’ should strive to acquire managerial competencies in involving teachers’ in decision making, organizing seminars and workshops for professional advancement of teachers, providing incentives’ for students’ for effective human resource management in schools, procurement of physical and instructional materials, provision of e-library facilities and equipping classrooms and offices with needed furniture and other school materials for effective material resource ¹⁷⁷.

It was highlighted that supervision and managerial competence has great essence in the area of teachers’ professional development and behavior in the performance of their task at school which ultimately helps in the achievement of the desired educational objectives. School administrators should also skillfully engage teachers' participation in decision making and delegating tasks to subordinates in order to make them have the sense of being part of the school as this could boost their attitude to their job ^{176&177}. An author revealed that managerial

competencies of principals contribute positively to teachers' performance and social competence. The better the managerial competencies that the head of the school has, the better the teacher attitude and performance would be ²³⁴. The principal as a manager has a role in the management of school management. The success or failure of achieving school goals is greatly influenced by the ability of the principal to carry out school management functions, namely planning, organizing, and implementing.

The management functions will run effectively when the principal has good managerial competencies to be able to play the role of educators, managers, administrators, supervisors, leaders, innovators and motivators ²³⁶. A study examined principals' personnel characteristic skills and teachers' classroom management skills in Ekiti State secondary schools. The research design was the descriptive survey. The sample was made up of 756 respondents which comprised 36 principals and 720 teachers. Simple random sampling technique was used to select the school principals and teachers across the three senatorial districts of the State. The instruments used in this study were:

Personnel Characteristic Skills Questionnaires (PCSQ) and Teachers' Classroom Management Questionnaire (TCMQ). Data for the study were analyzed using percentage scores for research questions and multiple regressions for hypothesis at 0.05 level of significance. The result of a study showed that supervision skill, communication skill, inter-personal relationship skill, decision making skill, and training and development skill were the personnel characteristic skills adopted by the principals in Ekiti State public secondary schools. The result indicated that principals in Ekiti State secondary schools were more approachable, friendly, and created atmosphere that encouraged creativities and initiatives of teachers. Principals paid regular visit to classroom to observe teachers work, to ensure that appropriate instructional aides and that appropriate evaluation procedures were used. Also, principals encouraged free

flow of information from and to teachers, and discussed the progress and challenges of the schools with teachers. Principals also allowed teachers in decision making and also made efforts in facilitating training of their teachers. Furthermore, the interpersonal relationship skill of the teachers predicted teachers' classroom management. This implies that cordial relationship between principals and teachers positively contributed to effective classroom management of teachers in Ekiti State secondary schools.

This further implies that there was cordial relationship and friendly interaction between the principals and their staff. It was emphasized that basically, the tasks ahead of any school administrators are so enormous such that it requires a lot of approaches in order to "live-up-to-expectations." The approaches apart from their personal qualities include, having good rapport with their members of staff, delegating part of their responsibilities with authorities to their staff members. This delegation enhances trust, cordiality and confidence between the school managers and staffs. It also enhances the development and attitude of their staff. In a school where the principal shows his/her cares about the staff, there is a greater tendency for such staff to feel more concerned with achieving the various tasks which they are called to perform. Their position is to create an environment conducive to the release of human potential ²³⁷. Furthermore, the principal needs to maintain cordial relationship and allow free flow of information through the teacher to him/her. The principal needs to make the teachers feel as part of the school not as visitor by giving full attention to their opinions and show affection to them always. A principal that gives room for interaction with teachers by allowing teachers to approach him/her at necessary time might result to high performance and positive attitude of teachers ^{233&237}.

A researcher expressed that managerial skills enable secondary school principals to develop and build teachers' collegiality, collaboration and right attitude in the instructional

process ²³⁸. The quality of teaching has an important correlation with the level of managerial competence and practices in a school ²³⁹. A study emphasized that school principals' competences are one of the most important components in improving teacher quality and attitude towards the teaching profession ²⁴⁰. A paper revealed that competence and instructional leadership of principals contributes significantly to the teaching attitude and skills of teachers. Since teachers are the main facilitators of teaching and learning in the classroom, the quality of teaching can affect the learning output of students ²⁴¹.

A study put forth that school leaders must possess the skills and knowledge to implement change. When they display competence towards positive changes in a school, the teachers tend to show good attitude, support and readiness to implement the change ²⁴². In another study, it was revealed that the principal always strives using their managerial competence to improve the ability of all teachers by allowing teachers to attend training, seminars and other activities that can improve their competence as a teacher. The development of teachers' competencies is carried out by their respective knowledge. The principal also always communicates with the teacher regarding the problems of classroom learning, students' development, and teachers' professionalism. All these things are done by giving direction, motivation and providing solutions when the teacher gets into trouble ²⁴³.

A study investigated the principals' strategies for the improvement of staff personnel administration of secondary schools in Enugu North Education Zone, Enugu state. The study had two purposes, and was guided by 2 research questions and two hypotheses. It adopted a descriptive research design. The population of the study consisted of 108 secondary school principals and 1,423 secondary school teachers in Enugu North Education Zone, Enugu state. Through multistage and simple random sampling, the sample size of 16 secondary school

principals and 170 secondary school teachers were drawn. The instrument for data collection was a 20-item structured questionnaire. The questionnaire has two sections: section A for secondary school principals while section B was for secondary school teachers. The instrument was validated by three experts: two from Educational Management and Policy while the other one from Department of Measurement and Evaluation, all from faculty of education, Nnamdi Azikiwe University, after which they were, subjected to test-retest on 15 secondary school principals and 15 secondary school teachers in Enugu West Education zone. Their scores were computed with Cronbach Alpha technique which yielded a reliability value of 0.75 that indicates that the instrument was valid. Data collected in the study were analyzed using arithmetic mean and standard deviation while the hypotheses were tested at $P > 0.05$ level of significance. The result of a study enumerated opinions of teachers and strategies adopted by their principals towards staff personnel administration. Teachers opined that their involvement in decision making, working with their principal who exhibit good relationship, enhances their attitudes and commitments towards duty. It was also revealed that democratic and motivating principals and principals' that encourages re-training of its staff including counseling, one who assigns responsibilities to teachers; all enhances teachers' commitment and attitude towards their primary assignments in school. In addition, principals seeking the welfare of their staff, organizing retraining workshop, creating collegial relationships with teachers and accommodating different teachers-personality styles were strategies used by principals of schools for the improvement of staff's attitude, commitment and promotion of healthy relationship in the school ¹⁸⁵.

Research scholars observed that poor attitude of teachers range from lateness to duty, exhibiting poor relationship, indiscipline, poor communication, absenteeism and other forms of misconduct affecting secondary schools ²⁴⁴. Furthermore, it was also observed that the

increased rate of truancy, lateness and general poor job performance of teachers, coupled with the overt negative attitudes of teachers which are issues of major concern affecting secondary schools is usually influenced by the administrative skills and strategies of the principals ²⁴⁵. A study aimed at investigating the influence of principal managerial competence on teacher performance in public vocational high schools in Bandar Lampung. The study used a quantitative research design, using a questionnaire of which its validity and reliability were ensured before data collection. The samples of the research were 88 teachers from nine vocational high schools in Bandar Lampung City, Lampung Province, Indonesia. The data collected were analyzed using descriptive statistics and simple regression, with the help of SPSS version 24. Results showed that principal managerial competence positively and significantly influenced teacher performance in public vocational high schools in Bandar Lampung. In fact, it was pointed out that the low performance of teachers will influence the implementation of tasks which will invariably affect the achievement of educational goals. In these conditions, the principal plays an important role, because he/she can provide a climate that allows teachers to work with enthusiasm and right behavior. With managerial competence possessed, the principal builds and maintains positive teacher performance. This study recommends the whole stakeholders to pay more attention and to evaluate the principals' performance ¹⁷⁸.

An author identified some of the strategies to be adopted by secondary school principals to improve the commitment and attitude of their teachers include; establishing and communicating high expectations, developing clear behavioral rules and procedures and making these expectations for stakeholders, parents and community, engaging school and community wide commitment to establishing and maintaining appropriate students' behaviour in schools and at school sponsored events. They also include encouraging teachers to handle all

classroom disciplinary problems that they can, increasing visibility and informal involvement in everyday life of the school, increasing personal interactions with students by taking interest in their plans and activities and arranging for appropriate staff development activities ²⁴⁶. Similarly, some research scholars mentioned effective communication and communication skills as strategies to improving teachers' commitment and attitude while some authors identified principals' administrative strategies necessary for teachers' commitment as adopting varieties of instructional leadership strategies, teacher evaluation, monitoring and supervision strategies, staff-personnel strategies, student-personnel strategies, utilizing various organizing, planning, coordinating and budgeting strategies, among others ^{161,246&247}. Additionally, the instructional leadership roles of principals include setting clear goals, managing the curriculum, monitoring lesson plans, staff motivation, co-ordial relationship with staff and evaluating teachers' performance. A skilled principal can ensure better academic supervision of the teachers with quality feedback to enable them to learn better strategies of classroom management ²⁴⁶. In a research, it was revealed that the importance of the managerial skills of the principals cannot be over-emphasized. Furthermore, it was opined in the research that communication which is one of the human skills is a vital and fundamental element in the management process as it is based on the ability of working with people. It was also stated that the success of managerial actions depends to a large extent on the effective use of communication process. In other words, keeping everyone informed is a positive way of ensuring effective use of the managerial skills which help in getting the support, commitment and right attitude of teachers towards the achievement of school set goals and objectives ²³³. A scholar expressed that the success of a school principal depends on his ability to discharge his managerial functions and make judicious use of his managerial skills. Furthermore, the scholar revealed that negative attitudes of the teachers and poor academic performance of the students

in secondary schools is connected to poor managerial skills and competencies of the school principals²³⁰.

The result of a study indicated that there is a moderate positive relationship between principals' application of interpersonal relationship skill and teachers' job performance in secondary schools in Anambra State¹⁶⁶. This contradicted the finding of research scholars who reported there was a high positive significant relationship between principals' interpersonal relationship skills and teachers' job performance in public secondary schools. The contradiction between the findings may be due to the fact that the two studies were conducted in different geographical location. Interpersonal skills of principals help them to work effectively with teachers to identify and solve problems in the school system. It also assists principals to work with, understand, and motivate teachers to execute tasks in school. This create friendly and favorable work environment for teachers to effectively perform their job. The finding of the study further revealed that there is a significant relationship between principals' application of interpersonal relationship skill and teachers' job performance in secondary schools in Anambra State¹⁹⁸.

Principal managerial competence is the ability of a school principal to manage the resources of the school organization to achieve predetermined school goals. The duties as well as managerial roles of school principals comprise school organization planning and development following needs. Another key aspect related to the role of the principals is how they can make efforts to enhance education quality and help teachers improve learning and teaching process quality²²⁰. To be optimal in empowering schools, principals need to recruit, select and place and orient new education personnel; utilize and maintain education personnel; assess the performance of teachers and education staff; develop a wage system that can guarantee certainty and fairness; implement and develop a career development system; motivate

educators and education staff; foster harmonious working relationships. When the supervision of the teachers is certain with the level of compensation packages offered, teachers will be satisfied with their work, and thus they will improve their efforts in doing their work ^{248&249}.

Teachers play a role in improving the learning and teaching process; therefore, a teacher is required to have a variety of basic competencies and right attitude in the learning and teaching process ²⁵⁰. One of the factors affecting teachers' competencies, attitudes and performance is the managerial competence of principals in managing and leading the affairs of the schools ^{250&251}. The principals are a driving factor for school resources, especially teachers and school employees. So great is the role of the principal in the process of meeting educational goals, and thus the success or failure of a school is largely determined by the quality of the principals, especially in their managerial competence to empower teachers and their employees to work more actively and professional ²⁵².

In a study, it was posited that principal managerial competence has a positive and significant effect on teacher productivity. So, it can be stated that the higher the managerial competence of the principal, the higher the level of teacher productivity in State Vocational School South Tapanuli vice versa, the lower the managerial competence of the principal, the lower the productivity of teachers in State Vocational School South Tapanuli. This achievement cannot be separated from the principal's efforts to improve learning and learning activities by providing the necessary facilities and infrastructure. The principal is also able to encourage the teacher to prepare the planning of the learning process. Furthermore, the study showed that principals' managerial competence has positive and significant impact on organizational citizenship behaviour (OCB). So, it can be stated that the higher the managerial competence of the principal then the higher the level of organizational citizenship behaviour (OCB) teachers in State Vocational School in South Tapanuli Regency. Similarly, the lower the managerial

competence of the principal, the lower the organizational citizenship behaviour (OCB) teachers in State Vocational School South Tapanuli. The principal is capable of generating volunteerism of teachers helping co-workers despite their work duties, maintaining good relationships with fellow teachers, and accepting any policies and procedures established by the school. The increased organizational citizenship behaviour (OCB) of the teacher can be seen from the teacher's dedication to complete the task, reporting to the boss or co-worker first when not at work, and increasing the teacher's sense of responsibility to comply with school rules and regulations even under no condition ²⁵³.

A study put forth that school principals need to be equipped with competencies and capabilities for handling administrative tasks that can drive schools to meet the demands of the Ministry and stakeholders like parents. Furthermore, the study revealed that school principal competencies helps in enhancing teachers' abilities and attitudes towards success in English language teaching and learning in secondary schools ²⁵⁴.

A study sought to examine principals' managerial skills and teachers' job performance in public secondary schools in Rivers State, Nigeria. Three research questions and three hypotheses guided the study. The study adopted a correlational survey design. The population of the study comprised all the 413 vice principals in the 526 public junior and senior secondary schools in Rivers State. The sample size for the study was 289 vice principals using the stratified random sampling technique. Two self-constructed instruments titled: "Principals' Managerial Skills Scale" (PMSS) and "Teachers' Job Performance Scale" (TJPS) were used to collect data. Face and content validities of the instruments were ensured. The Cronbach alpha reliability estimates of PMSS and TJP were given as 0.78 and 0.89 respectively which guaranteed the use of the instruments for the study. Pearson Product Moment Correlation Coefficient (PPMCC) was used to answer the research questions while z-ratio was used to test

the null hypotheses at 0.05 alpha levels. The findings revealed that there is a high positive significant relationship between principals' managerial skills namely; conceptual, human and technical and teachers' job performance in public secondary schools in Rivers State, Nigeria. The findings of a study showed that there is a high positive relationship between principals' conceptual skills and teachers' job performance in public secondary schools in Rivers State, Nigeria. When the right person is put in a place to do the right thing at the right time by leadership, it would help in the effective administrative of the school and guarantee greater accomplishment of specific school goals and objectives. Principals who assigned jobs to teachers in their area of expertise achieve much in terms of quality delivery and result. When teachers are performed in their area of comparative advantage, they tend to be more committed and productive. This approach will encourage teachers to live up to their expectation and by so doing there is positive synergy between the principals and the teachers, which end result, is the attainment of school goals and objectives.

The findings of the study also showed a high positive relationship between principals' human skills and teachers' job performance in public secondary schools in Rivers State, Nigeria. Effective communication which is a vital and fundamental element in the management process of the day to day administration of the school, enforce good interpersonal relationship among the principals and the teachers, promote effective team work among teachers and guarantee teachers' full support and commitment to the actualization of school goal and objectives. This affirm the fact the principals that involve teachers in decision-making process of the day-to-day administration of the school, achieve greater positive outcome. This democratic action of the principal would make the teachers to own up every rules and regulations of the school, since they were party to the decisions and as such would be enthusiastic in enforcing it to the letters for the benefit of the school. This approach makes the teachers happy that they are being carried

along in the scheme of things. When teachers are happy, they become more efficient and productive. The findings of the study also showed a high positive relationship between principals' technical skills and teachers' job performance in public secondary schools in Rivers State, Nigeria. Principals as instructional leaders are at the vintage positions to supervise, monitor, assess, evaluate and disseminate current information on educational issues and modern teaching techniques to teachers. This no doubt would stimulate teachers' attitude and ensure best practices in curriculum delivery for the enhancement of school goals and objectives. Lack of supervision affects teachers' proficiency in instructional delivery and consequently students' academic performance.

The recommendations made were that; principals should evolve the leadership of delegating functions to teachers according to their area of expertise as this would result in increased participation for the actualization of school goals and objectives. Principals should introduce a participatory leadership approach where teachers would be involved in the planning, organizing, decision-making and the day-to-day running of the school as this would make them fully committed and enthusiastic in implementing school's plans and policies for the overall success of the school. Finally, principals should create conducive and enabling environment for teachers through constant supervision as this would enhance their competence and proficiency. It would also breed cordial and interpersonal relationship, team work and motivation in the system for the achievement of increase in teachers' job performance ²³³. A researcher studied the effect of school supervisors' competence and school principals' competence on work motivation and performance of Junior High School teachers in Maros Regency, Indonesia and reported that principals' competence affects performance and behavior of the school teachers ²⁵¹.

It was revealed that teachers' attitude to work in Calabar Education Zone of Cross River State has been a major issue of concern to the Government and other stakeholders. Common

observation has revealed that many teachers demonstrate a high level of ineffective attitude in terms of poor punctuality, engaging in conflict with school administrators, ineffective notes of lesson writing, and other poor disciplinary attitudes to work. In Calabar, it was reported that some secondary school teachers were engaging in sexual relationships with some senior secondary school students of the opposite gender. Some school principals have also reported that many teachers rarely resume school in the first week of resumption. Furthermore, it was observed that most of the negative attitudes demonstrated by teachers which are unprofessional, unethical, and inimical to realizations of secondary education goals was mostly as a result of the managerial abilities of their principals ²⁵⁵.

The focus of a study was to investigate “principals’ administrative competence and teachers work performance” in Calabar Education zone. Four null hypotheses were tested in the course of the study. Correlational research design was adopted, while purposive sampling technique was used in selecting a sample of 800 teachers. Two instruments were used for data collection including “Principals’ Administrative Competence Questionnaire (PACQ),” and Teachers’ Work Performance Questionnaire (TWPQ).” Pearson Product Moment Correlation Analysis (r) and multiple regression (R) analysis were employed to test the hypotheses at .05 level of significance were applicable, with the aid of SPSS v21. First, it was established through the findings of this study that; principals’ supervisory competence has significant relationship with teachers’ work performance in terms of instructional delivery, attendance to classes, notes writing, and record keeping in Calabar Education Zone of Cross River State. This result implies that in schools where principals exhibited good supervisory competence, teachers work performance will also increase and vice versa, in terms of instructional delivery, attendance to classes, notes writing, and record keeping. Next, the finding showed that; there is significant relationship between principals’ leadership competence and teachers’ work performance in

terms of instructional delivery, attendance to classes, notes writing, and record keeping. It was established that there is significant relationship between principals' leadership competence and teachers' work performance in terms of instructional delivery, attendance to classes, notes writing, and record keeping.

This relationship implies that an improvement in principals' communication competence will to an increase in the work performance of teachers and vice versa. Lastly, it was established that principals' supervisory competence, leadership competence, and communication competence have significant composite influence on teachers' work performance in terms of instructional delivery, attendance to classes, notes writing and record keeping. This implies that when principals exhibit supervisory, leadership and communication competences, teachers' performance will also be improved in terms of instructional delivery, attendance to classes, notes writing and record keeping. This indicates that teachers will be closely monitored, they will also understand their roles expectations, and will be motivated to work as a result of principals' improved supervision, communication and leadership patterns ²⁵⁶. The aim of a similar study was to investigate the relationship between principals' technical competence and teachers' effectiveness in instructional delivery in public secondary schools in Ondo North Senatorial District, Nigeria. The descriptive research of the survey type was adopted for the study. The sample of the study consisted of 352 respondents which comprised 330 teachers and 22 principals which were selected using multi-stage sampling technique. Two research instruments titled "Principals' Technical Competence Questionnaire" (PTCQ) and "Teachers' Instructional Delivery Questionnaire" (TIDQ) were used to collect data teachers from principals respectively. Frequency count, percentages and mean were used to answer the research questions while Multiple Regression Analysis was used to test the hypotheses at 0.05 level of significance.

Findings from the study showed that the level of principals' technical competence was moderate and that of teachers' effectiveness in instructional delivery was moderate. The findings further revealed that there was significant relationship between principals' technical competence and teachers' instructional delivery. Results further revealed that the best predictor of teachers' effectiveness in instructional delivery was principals' instructional supervision with 54.0% contribution; followed by motivation competence with 13.4% contribution. It was concluded that principals' technical competence enhanced teachers' effectiveness in instructional delivery hence, it was recommended that principals should focus more on supervision of instruction in public secondary schools and that teachers should be trained on technical competences as they advance to become principals on the job ²⁵⁷.

The aim of another related study was to examine the influence of principals' leadership skills on teachers' motivation in public secondary schools in Zoba Anseba, Eritrea. The objectives were - to examine influence of principals' technical skills on teachers' motivation; to assess influence of principals' human relation skills on teachers' motivation, and to investigate influence of principals' conceptual skills on teachers' motivation. The study employed descriptive survey design that embraced both qualitative and quantitative approaches. The study was carried out in Zoba Anseba, Eritrea. The target population was three hundred and thirty-nine 339 (18 principals, 55 departmental heads and 226 teachers). The eighteen (18) schools were six (6) from Grade 1-11; seven (7) from Grade 6-11; and five (5) from Grade 9-11. Hence, the schools (Grade 9-11) were selected purposively for the main study. Consequently, the five (5) principals of these five (5) sampled schools were selected purposively for interview. Simple random sampling technique was used to select twenty (20) departmental heads while proportionate allocation method and simple random sampling technique were used to select 65 teachers.

This accounted for a total sample size of ninety (90). Data were collected using questionnaire and interview schedules. Content validity was established by seeking expert judgment from professionals in the field of educational management. The test-re-test method was used to establish reliability of the instruments. Quantitative data were analyzed using descriptive statistics (frequencies and Percentages) and inferential statistics (Pearson correlation and multiple linear regression) while, the qualitative data were analyzed thematically. The study found that majority of the principals possesses the human relation skills to influence teachers' motivation positively at the job. Indeed, the study established that majority of the principals were found incompetent to exhibit technical and conceptual skills at the job thus, exacerbated teachers' de-motivation. The study recommends that the Ministry of Education should appoint trained school principals as well as train and supervise those appointed principals through continuous follow-up as to boost teachers' motivation at the job. Furthermore, the school principals should invest more time and efforts in their ultimate responsibility of helping teachers to facilitate students' learning through continuous classroom supervision and solving teachers' main challenges that closely hinder the motive of performing the daily activities at work⁵⁸.

Similarly, a study was carried out to examine principals' administrative skills and proper conduct of examination in Uyo Education Zone of Akwa Ibom State. In order to achieve this purpose, three research questions and three hypotheses were formulated to guide the study. The ex-post facto research design was used for the study. The population of the study comprised of eighty-six (86) principals and two thousand eight hundred thirty-eight (2838) teachers in secondary schools in Uyo Education Zone of Akwa Ibom State. The sample of the study comprised of eight hundred and seventy-eight (878) respondents comprising twenty-six (26) principals and eight hundred fifty-two (852) teachers representing 30% of the population of

principals and teachers. Multi-stage sampling technique was used for this selection. The two instruments namely “Principals’ Administrative Skills Questionnaire for Teachers (PASQT)” and “Examination Misconduct Questionnaire for Principals (EMQP)” were used for data collection. R-value and R² value of simple linear regression were used for answering the research question while the F-ratio was used for testing the hypotheses. Each of the hypotheses was tested at 0.05 level of significance. The result of the analysis revealed that principals’ communication skills, school plant management skills as well as supervisory skills relate to proper conduct of examination among senior secondary school students. Based on the findings, it was recommended that Principals should be exposed to effective communication through seminars, workshops and conferences such that they can communicate to both staff and students in a way that they will understand what is expected of them, as well as the consequences of their involvement in examination misconduct among others ²⁵⁹.

Another study was carried out to examine the contribution of principals' leadership style, principals' managerial competence, and teacher compensation to the performance of teachers, directly and simultaneously. A reliable questionnaire, with variables above the alpha value of 0.69, was distributed to sixty (60) respondents, representing a population of one hundred and forty-nine (149) primary school certified physical education teachers in Southeast Minahasa Regency, Indonesia. Data were analyzed using simple and multiple regression preceded by an assumption requirements test. Findings are: (1) a positive contribution of school leadership style to teacher performance; (2) a positive contribution of principals' managerial competences to teacher performance; (3) a positive contribution of compensation to teacher performance; and (4) a positive simultaneous contribution of leadership style, principal managerial competences, and teacher compensation to teacher performance. The positive contribution of the managerial competences of principals to the performance of teachers showed that the

managerial ability of the principal is one of the important factors which relate directly to the performance of the teacher. The better and stronger managerial ability of principals will encourage the higher performance of teachers. Greater managerial competences of school principals will create quality and competition and mean that the principal has a higher level of knowledge and skill in managerial functions. The managerial competences of school principals can be assessed as the level of knowledge of the principal in carrying out the functions of planning (planning), organizing (organizing), mobilization (actuating), and control (controlling). Thus, it can be understood that if the managerial competences of school principals are properly fostered, it will have a positive impact on the success of employees, in this case the performance of teachers and other education personnel. The study recommends improving the performance of teachers by increasing attention to leadership style, managerial competence and compensation ²⁶⁰.

A related study aimed to know the contribution of the principals' managerial skills and organizational climate towards the professionalism of productive teachers teaching in SMK in all around Kupang city both simultaneously and partially. The study administered a quantitative approach with the design of correlation using survey method, while the data collection technique was using a Likert scale questionnaire. The population in the study were all teachers of productive subject at SMKs in all around Kupang city, totaling one hundred and thirty-one (131) respondents, while the simple random sampling was use to sample one hundred (100) respondents. The results from the study analyzed using multiple regression analysis showed that;

(1) simultaneously, the principals' managerial skills and the organizational climate have a significant contribution to the professionalism of productive teachers at SMKs all around Kupang city; (2) there is a significant contribution between the principals' managerial skills

towards the professionalism of teachers of productive subject and (3) there is a significant contribution between organizational climate towards the professionalism of productive teachers. The result therefore indicates that the principal is one of the major factors contributing to productive teachers' professionalism ²⁶¹.

Another study sought to examine principals' managerial skills administrative effectiveness in public secondary schools in Anambra State, Nigeria. Three objectives (three research questions and three hypotheses) were raised to guide the study. The study adopted a correlational survey design. The population of the study comprised all the four hundred and thirteen (413) vice principals in the five hundred and twenty-six (526) public junior and senior secondary schools in Rivers State. The sample size for the study was two hundred and eighty-nine (289) vice principals using the stratified random sampling technique. The instrument used for collection of data for this study is questionnaire. The questionnaire title "principals Managerial Skills Questionnaire" (PMSQ) was designed by the researcher. The instrument was validated using content validity while the reliability co-efficient of 0.65 was obtained through test-re-test method. Hence, Pearson Product Moment Correlation Co-efficient was used to test the earlier formulated research hypotheses at 0.05 level of significance. The result shows that that supervision, organization skill and communicating had a significant relationship between principals' managerial skills and administrative effectiveness.

Therefore, the study concludes that there was significant relationship between principal supervising skill and administrative effectiveness of principal in public secondary schools covered. Based on the findings and conclusion of the study, the following recommends that Principals must endeavor to keep a high level of professional spirit and good moral standard of the schools. Regular supervision of teachers by supervisors and their principals should be carried out in order to develop their skills both curricular and co-curricular. Management and

school principals should be involved in seminars and workshops on issues of management in education in order to enhance their administrative effectiveness by acquiring new techniques (skills) for teacher's motivation and productivity. Principals of secondary schools should learn how to adopt their management styles to situations in order to sustain good working environment for teachers and other staff in their schools ²⁶².

Similarly, a study sought to examine the impact of managerial competences of Heads of department on students' academic performance in secondary schools in Magarini Sub-county, Kilifi County. The main objective of the study was thus; to examine the influence of Team building competences by HODs on students' academic performance, to assess the influence of planning competences by HODs on students' academic performance, to analyse the influence of organizing competences by HODs on students' academic performance, to determine the influence of coordinating competences by HODs on students' academic performance as well as to determine the influence of monitoring and evaluation competences by HODs on students' academic performance in Magarini Sub- county in Kilifi County, Kenya. Ten Public secondary schools were selected for the study from which ten (10) principal's/head teachers, ten (10) deputy heads and fifty (50) (5 per school) HoDs were purposely selected for the study. The descriptive research design was employed and the questionnaires as well as the interview schedule were the main research instruments. The data collected was analyzed using descriptive and inferential statistics. The findings of the study showed that the general competence criteria used in appointing HODs in schools were their levels of decision-making, problem solving capability and communication skills especially when handling meeting. The study revealed that all respondents alluded that team building competence by HODs served to create an atmosphere of that facilitated effective learning. Another finding showed that 93.3% of the respondents were to the view that planning competence was essential in the sense that it focused on

learner's achievement. The study also revealed that 91.7% of the respondents concurred that organizing competences by HoDs greatly helped in dividing work and activities into meaningful departmental or group teaching/learning roles. Regarding co-ordination competence by HoDs, 96.7% of the respondents indicated that meeting coordinated by HoDs served as corrective functions for improving the quality of teaching and learning in the schools.

The study also revealed that 93.3% of the respondents were in agreement that HoDs had familiarity and competence in translating curriculum objectives into teaching/learning activities as well as knowledge in book keeping and record keeping. Based on the findings, it was concluded that HoDs as managers play key and pivotal roles in enhancing students' academic performance hence enabling the overall school performance improvement. The study recommends that HoDs should progressively and continually grow their knowledge; skill and competence by concentrating on on-going professional development programmes, to enable them stimulate and nurture their own professional growth and that of other teachers. Evidently, teachers to grow their knowledge skills and competences throughout their career hence instead of concentrating on programmes that donate single training event, HoDs should concentrate on a set of course, individual learning projects, conferences, group discussion, problem solving activities, case studies and stimulation exercises.

This would eventually translate into enhanced students' academic performance in the schools ²⁶³. The above studies are quite similar with the present research in the sense that they focus on principals' managerial skills/competences and how they affect teachers or teaching performance. However, none of the study focused on the influence of principals' managerial competences alongside its indices on teachers' attitude towards teaching in Oyo state.

2.4 Conceptual Model

Conceptual model or framework shows the series of action the researcher intends carrying out in a research study. Furthermore, it is a graphical or in a narrative form showing the key variables or constructs to be studied and the presumed relationships between them ¹⁹⁰. Conceptual model are generative frameworks that reflects the thinking of the entire research process¹⁹¹. Mostly, diagrams are created to clearly define the constructs or variables of the research topic and their relationships are shown by the use of arrows. Furthermore, a good conceptual framework must also be expressed in writing for it to be understood clearly. This means that after a researcher has craftily produced a diagrammatic representation of the main variables of the study, s/he has to explain the relations among them and how their complementation helps in answering the major research problem defined ¹⁹⁰.

This model also describes the relationship between the main concepts of a study. It is arranged in a logical structure to aid provide a picture or visual display of how ideas in a study relate to one another ²⁶⁴. The conceptual framework for this study shows the relationship between the variables (independent, dependent and moderating variables) for the study as shown in the diagrammatic illustration in figure 2.1:

Figure 2.1: Conceptual Model

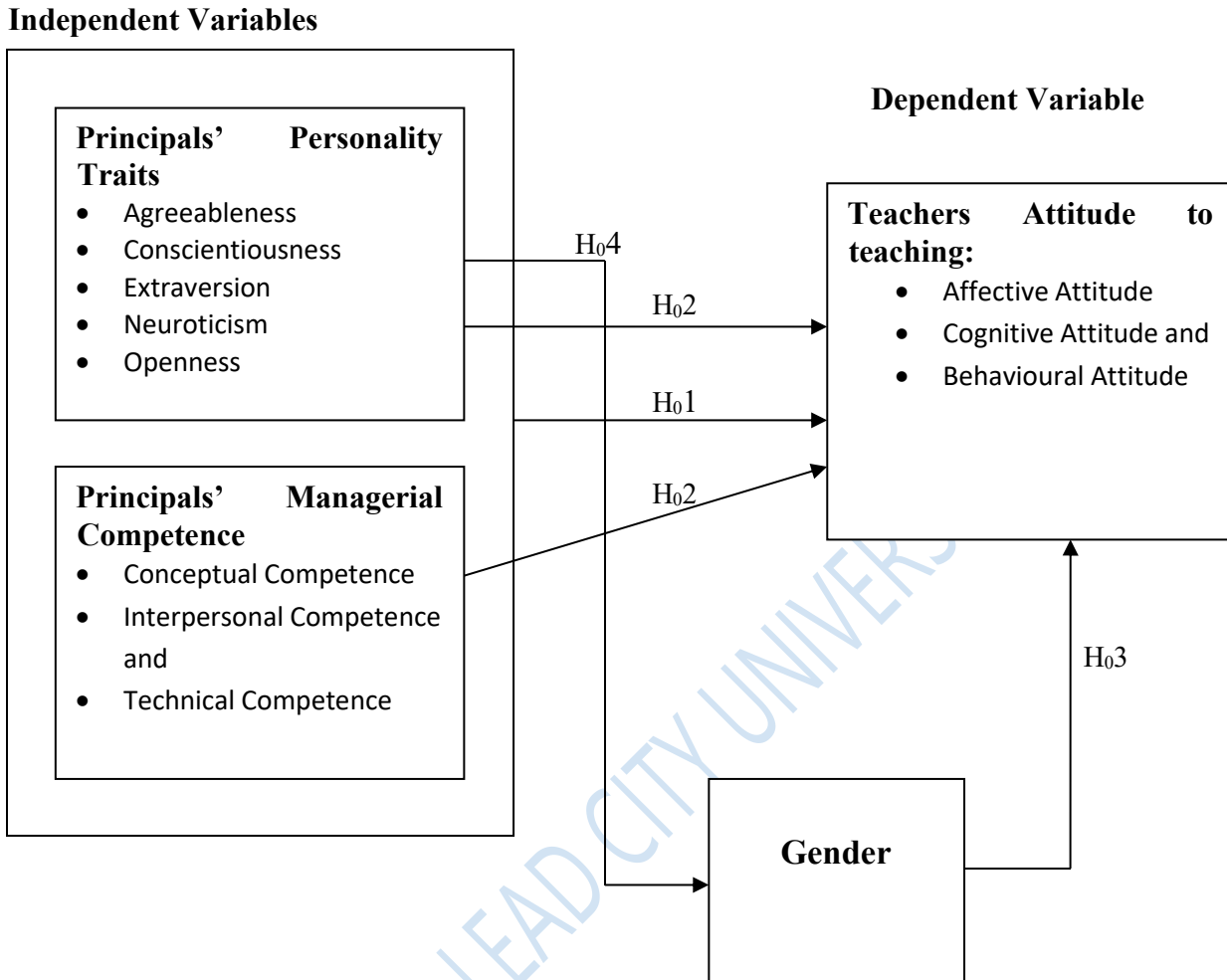


Figure 2.1: Conceptual Model Showing Personality Trait and Managerial Competence of Principals as Predictors of Teachers' Attitude towards Teaching in Oyo State Public Secondary Schools.

Figure 2.1 shows a diagrammatic illustration of the conceptual framework for the present study. The conceptual framework shows the interrelationship amongst the variables (independent variables, dependent variable and moderating variable) for the study. The figure shows the moderating influence of gender. It also shows the combined influence of the two independent variables on the dependent variable. There are two independent variables for the study. They

are principals' personality traits and principals' managerial competence. Principals' personality traits which are characteristics of a principal that account for his/her consistent pattern of behaving, feeling and thoughts will be studied based on the five-factor model of personality traits. They are agreeableness, conscientiousness, extraversion, neuroticism and openness. The second independent variable is principals' managerial competence. Principals' managerial competence which refers to skills, knowledge or particular ability possessed by school managers in the process of planning, organizing, leading and controlling the efforts of members of the organization and utilization of all resources to achieve the goals will be treated using the three major kinds of managerial competence. They are: conceptual managerial competence, human relation managerial competence and technical managerial competence. The dependent variable for the study is teachers' attitude towards teaching.

Teachers' attitude is viewed as enduring system of positive or negative evaluations, emotional feelings and pro or con action tendencies with respect to teaching. It will be studied using the three main components of attitude which are: cognitive attitude, affective attitude and behavioral attitude towards teaching activities. Gender will be used as a moderating variable as it has the ability to influence the outcome of the results of the study.

2.5 Summary of Literature Reviewed

The literature shows a review of related studies on personality traits and managerial competence of principals as predictors of teacher attitude towards teaching activities. Teaching attitude which is the dependent variable for the study is viewed as an element that guides the behavior of teachers in coherence with their feelings and thoughts. It is considered as the level of positive or negative effect associated with the teaching profession. Teachers' attitude is also viewed as enduring system of positive or negative evaluations, emotional feelings and pro or con action tendencies with respect to teaching. Teacher attitude include teachers' cognitive

attitude (knowledge, thoughts and beliefs), affective attitude (feelings and emotions) and behavioral (actions) attitude towards teaching activities in school. Attitude of teachers could be affected by several factors. Two factors are considered in this study. They are personality traits and managerial competence of the school principals. Principals' personality traits are consistent patterns of behavior of principals, especially expressive or stylistic behaviour. They are characteristics of a principal that account for his/her consistent pattern of behaving, feeling and thoughts. Principals have different interests, abilities and special personality characteristics; it is clear that the later are can affect their attitude and performances directly and invariably affect that of their subordinates. Personality traits of principals include agreeableness, conscientiousness, extraversion, neuroticism and openness.

Managerial competence is a skill or particular ability possessed by school managers in the process of planning, organizing, leading and controlling the efforts of members of the organization and utilization of all resources to achieve the goals. It also refers to the skills of school principals in managing all school resources to improve the effectiveness and efficiency of school work. For this reason, principals as education managers should have managerial competencies which include conceptual, human skills and technical skills. The theoretical framework for the study is based on the Five Factor Model (FFM) and skill theory. The literature reviewed also shows that several related studies on the research topic. For instance, a study investigated the personality traits and administrative effectiveness of secondary school principals in South West, Nigeria ¹⁴⁹. A similar study aimed to identify the effect of personality value practice of principals toward work attitude, work discipline, work quality and work communication of teachers in senior high schools such as public senior high schools (SMA), vocational senior high schools (SMK), religion senior high schools (MAN) in Makassar city, South Sulawesi province of Indonesia ²²⁵. A research examined principals' application of

managerial skills as correlate of teachers' job performance in secondary schools in Anambra State¹⁶⁶. A study investigated principals' strategies for the improvement of staff personnel administration of secondary schools in Enugu North Education Zone, Enugu state¹⁸⁵. Another related study examined principals' managerial skills and teachers' job performance in public secondary schools in Rivers State, Nigeria ²³³. A related study examined principals' personnel characteristic skills and teachers' classroom management skills in Ekiti State secondary schools²³⁷. However, a thorough review of literatures confirmed paucity of studies on personality traits and managerial competence of principals as predictors of teacher's attitude towards teaching. This study was therefore carried out to address this existing gap in literature and also contributing to the body of knowledge on the subject matter.

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Chapter Three

Methodology

This chapter focused on the methodology (procedures) of the research. The chapter was organized as follows:

3.1 Research Design

- 3.2 Population of the Study
- 3.3 Sample and Sampling Techniques
- 3.4 Description of Research Instrument
- 3.5 Validity of the Instrument
- 3.6 Reliability of the Instrument
- 3.7 Administration of Research Instrument and Methods of Data Collection
- 3.8 Method of Data Analysis

3.1 Research Design

Descriptive survey research design was employed to carry out this study. This design was deemed suitable for this study in that it is the process of collecting data from a sample group so as to determine the status of that group as per that time with respect to one or more variables using close ended questions. Furthermore, it provides a numeric description of attitudes, opinions or trends of a population by studying a sample of that population ¹.

3.2 Population of the Study

The target population of this research consisted of all the male and female Oyo State public secondary school principals and teachers. Data obtained from the Oyo State Ministry of Education shows that there are three (3) senatorial districts, thirty-three (33) local government areas and six hundred and twenty-five (625) public secondary schools in Oyo State, Nigeria ². The six hundred and twenty-five (625) public secondary schools consist of 625 public secondary school principals and 14,508 (6338 males and 8167 females) public secondary school teachers. The names of senatorial districts and local government areas including the number of public secondary schools, principals and teachers is clearly depicted in table 3.1

Table 3.1: Population of the Study (N= 625 Principals and 14,508 Teachers)

| S/N | Senatorial Districts | Local Government Areas | Number of schools | Number of Teachers | | | Number of Principals |
|-----|----------------------|------------------------|-------------------|--------------------|--------|-------|----------------------|
| | | | | Male | Female | Total | |
| 1. | Oyo Central | Afijio | 17 | 194 | 207 | 401 | 17 |
| | | Akinyele | 36 | 269 | 423 | 692 | 36 |
| | | Egbeda | 30 | 285 | 630 | 915 | 30 |
| | | Ogo Oluwa | 13 | 120 | 54 | 174 | 13 |
| | | Surulere | 23 | 182 | 109 | 291 | 23 |
| | | Lagelu | 26 | 277 | 494 | 771 | 26 |

| | | | | | | | |
|----|-----------|-------------------|------------|-------------|-------------|-------------|------------|
| | | Oluyole | 29 | 178 | 240 | 418 | 29 |
| | | Ona Ara | 33 | 264 | 248 | 512 | 33 |
| | | Oyo East | 11 | 194 | 282 | 476 | 11 |
| | | Oyo West | 11 | 144 | 209 | 353 | 11 |
| | | Atiba | 15 | 218 | 177 | 395 | 15 |
| | | Sub-total | 244 | 2325 | 3073 | 5398 | 244 |
| | | Saki West | 22 | 201 | 159 | 360 | 22 |
| | | Saki East | 11 | 74 | 23 | 97 | 11 |
| | | Atisbo | 12 | 92 | 36 | 128 | 12 |
| | | Irepo | 6 | 74 | 24 | 98 | 6 |
| 2. | Oyo North | Olorunsogo | 4 | 52 | 46 | 98 | 4 |
| | | Kajola | 16 | 211 | 121 | 332 | 16 |
| | | Iwajowa | 9 | 84 | 46 | 130 | 9 |
| | | Ogbomosho North | 15 | 236 | 313 | 549 | 15 |
| | | Ogbomosho South | 16 | 295 | 308 | 603 | 16 |
| | | Iseyin | 23 | 213 | 144 | 357 | 23 |
| | | Oorelope | 8 | 76 | 44 | 120 | 8 |
| | | Itesiwaju | 11 | 78 | 20 | 98 | 11 |
| | | Orire | 18 | 133 | 53 | 186 | 18 |
| | | Sub total | 171 | 1819 | 1337 | 3156 | 171 |
| 3. | Oyo South | Ibadan North | 42 | 458 | 993 | 1451 | 42 |
| | | Ibadan North West | 13 | 114 | 445 | 559 | 13 |
| | | Ibadan South West | 30 | 318 | 789 | 1105 | 30 |
| | | Ibadan North East | 34 | 439 | 621 | 1060 | 34 |
| | | Ibadan South East | 36 | 451 | 582 | 1033 | 36 |

| | | | | | | |
|--------------------|------------------|------------|-------------|-------------|--------------|------------|
| | Ibarapa East | 11 | 103 | 84 | 187 | 11 |
| | Ibarapa North | 8 | 90 | 26 | 116 | 8 |
| | Ibarapa Central | 10 | 113 | 84 | 197 | 10 |
| | Ido | 26 | 108 | 138 | 246 | 26 |
| | Sub total | 210 | 2194 | 3760 | 5954 | 210 |
| Grand Total | | 625 | 6338 | 8167 | 14508 | 625 |

Source: Oyo State Ministry of Education (2021)

3.3 Sample and Sampling Technique

Multi-stage sampling procedure was used to select the respondents. At stage 1, proportionate to size sampling technique was used to sample 35% of the local government areas in Oyo State making a total of 12 local government areas for the study. The selected local government areas were picked randomly. However, they were chosen in such a way that there is an even spread across the three senatorial districts in the state. The selected local government areas consisting of the number of schools, teachers and principals is shown in table 3.2 below:

Table 3.2: Sampled Local Government Areas for the Study (n = 12)

| S/N | Senatorial Districts | Local Government Areas | Number of schools | Number of Teachers | | | Number of Principals |
|-----------|----------------------|------------------------|-------------------|--------------------|------------|--------------|----------------------|
| | | | | Male | Female | Total | |
| | | Ogo Oluwa | 13 | 120 | 54 | 174 | 13 |
| | | Oyo East | 11 | 194 | 282 | 476 | 11 |
| 1. | Oyo Central | Oyo West | 11 | 144 | 209 | 353 | 11 |
| | | Atiba | 15 | 218 | 177 | 395 | 15 |
| | | Sub-total | 50 | 676 | 722 | 1,398 | 50 |
| | | Irepo | 6 | 74 | 24 | 98 | 6 |

| | | | | | | | |
|--------------------|------------------|------------------|------------|--------------|--------------|--------------|------------|
| | | Olorunsogo | 4 | 52 | 46 | 98 | 4 |
| 2. | Oyo North | Iwajowa | 9 | 84 | 46 | 130 | 9 |
| | | Oorelope | 8 | 76 | 44 | 120 | 8 |
| | | Sub total | 27 | 286 | 160 | 446 | 27 |
| | | Ibadan North | 13 | 114 | 445 | 559 | 13 |
| | | West | | | | | |
| 3. | Oyo South | Ibarapa East | 11 | 103 | 84 | 187 | 11 |
| | | Ibarapa North | 8 | 90 | 26 | 116 | 8 |
| | | Ibarapa Central | 10 | 113 | 84 | 197 | 10 |
| | | Sub total | 42 | 420 | 639 | 1,059 | 42 |
| Grand Total | | | 119 | 1,382 | 1,521 | 2,903 | 119 |

Source: Oyo State Ministry of Education (2021)

Table 3.2 shows that the twelve (12) selected local government areas which were picked at random however ensuring an even spread across the three senatorial districts consist of one hundred and nineteen (119) public secondary schools, two thousand, nine hundred and three (2,903) public secondary school teachers and one hundred and nineteen (119) public secondary school principals. At the second stage which involves selection of schools, total enumeration sampling was used to select all the public secondary schools (119) in the twelve selected local government areas since the population size of the schools is small. At the third stage which involves selection of teachers, the Cochran Sampling determination formula was used. Cochran (1977) developed a formula to calculate a representative sample for proportions as:

$$n_0 = \frac{z^2 pq}{e^2} \dots\dots\dots \text{equation (3.1)}$$

where, n_0 is the representative sample size, z is the selected critical value of desired confidence level, p is the estimated proportion of an attribute that is present in the population, $q = p-1$ and e is the desired level of precision ³.

According to above Cochran formula, the representative sample for two different Confidence levels and three levels of precision (significance) is shown in the table 3.3 below:

Table 3.3: Sample size calculated for different confidence level and precision

| Confidence Level | Representative Sample Size (n_0) | | |
|------------------|--------------------------------------|------------|-----------|
| | $e = 0.03$ | $e = 0.05$ | $e = 0.1$ |
| 95% | 1067 | 384 | 96 |
| 99% | 1849 | 666 | 166 |

Source ³

Since the confidence level and level of precision for this study is 95% and 0.05 respectively, it therefore means that the representative sample size for our study is 384. The representative sample size (n_0) is then used to calculate the actual sample size for each population of male and female teachers in the twelve selected local government areas using the formula below:

$$n = \frac{n_0}{N} \dots\dots\dots \text{equation (3.2)}$$

$$1 + (n_0 - 1)$$

N

Here, n = actual sample size, n₀ is the representative sample size derived from equation (3.1) and

N is the population size (in this case, population size of teachers)

According to the above Cochran's formula, the sample number of male and female teachers are depicted in table 3.4:

Table 3.4: Sampled Number of Teachers for the Study (n = 2,007)

| S/N | Senatorial Districts | Local Government Areas | Number of Teachers | | | Sampled Number of Teachers | | |
|-----------|----------------------|------------------------|--------------------|------------|--------------|----------------------------|------------|------------|
| | | | Male | Female | Total | Male | Female | Total |
| | | Ogo Oluwa | 120 | 54 | 174 | 92 | 47 | 139 |
| | | Oyo East | 194 | 282 | 476 | 129 | 162 | 291 |
| 1. | Oyo Central | Oyo West | 144 | 209 | 353 | 105 | 135 | 240 |
| | | Atiba | 218 | 177 | 395 | 139 | 121 | 260 |
| | | Sub-total | 676 | 722 | 1,398 | 465 | 465 | 930 |
| | | Irepo | 74 | 24 | 98 | 62 | 22 | 84 |
| | | Olorunsogo | 52 | 46 | 98 | 45 | 41 | 86 |
| 2. | Oyo North | Iwajowa | 84 | 46 | 130 | 69 | 41 | 110 |
| | | Oorelope | 76 | 44 | 120 | 63 | 39 | 102 |

| | | | | | | | | |
|--------------------|------------------|--------------------|--------------|-------------|--------------|--------------|------------|--------------|
| | | Sub total | 286 | 160 | 446 | 239 | 143 | 382 |
| | | Ibadan North | 114 | 445 | 559 | 88 | 206 | 294 |
| | | West | | | | | | |
| 3. | Oyo South | Ibarapa East | 103 | 84 | 187 | 81 | 69 | 150 |
| | | Ibarapa North | 90 | 26 | 116 | 73 | 24 | 97 |
| | | Ibarapa Central | 113 | 84 | 197 | 87 | 69 | 156 |
| | | Sub total | 420 | 639 | 1,059 | 329 | 368 | 697 |
| Grand Total | | | 1,521 | 1382 | 2,903 | 1,033 | 974 | 2,007 |

Source ²

At the fourth and final stage which involve selection of school principals, total enumeration sampling would also be used to select all the public secondary school's principals (119) in the twelve selected local government areas since the population size is small.

3.4 Description of Research Instrument

The instruments that were used to collect data for the study include the following:

- Principals' Personality Trait, Managerial Competence and Teachers' Attitude towards Teaching Questionnaire (PPTMCTATQ) and
- Principals' Personality Trait Questionnaire (PPTQ)

3.4.1 Principals' Personality Trait, Managerial Competence and Teachers' Attitude towards Teaching Questionnaire (PPTMCTATQ)

This questionnaire consisted of four (4) sections - A to D.

Section A was designed to collect information on the bio data of teachers. It consisted of four bio data information such as gender, age, years of experience and educational qualifications.

Section B was constructed to collect data on personality traits of school principals. Personality traits of the principals consist of the following elements - Agreeableness, Conscientiousness, Extraversion, Neuroticism and Openness. This section consisted of 25 structured items of which five items relate to each of the elements of principals' personality traits. This section was rated as follows: - Strongly Agree (SA) = 4; Agree (A) = 3; Disagree = 2 and Strongly Disagree (D) = 1.

Section C was constructed to collect data on managerial competence of school principals. Managerial competence consists of the following types - Conceptual competence, Interpersonal competence and Technical competence. This section consisted of fifteen (15) structured items of which five items related to each of the types of managerial competence of principals. This section was rated as follows: - High Level (HL) = 4; Moderate Level (ML) = 3; Low Level (LL) = 2 and Not at All (NAA) = 1

Section D was constructed to collect data on teachers' attitude towards teaching. Teachers' attitude consists of the three components - Affective, Cognitive and Behavioural components. This section consisted of fifteen (15) structured items of which five items relate to each of the components of teachers' attitude. The rating scale was the four likert scale as follows: Strongly Agree (SA) = 4; Agree (A) = 3; Disagree = 2 and Strongly Disagree (D) = 1.

3.4.2 Principals' Personality Trait Questionnaire (PPTQ)

This questionnaire consisted of two (2) sections - A and B.

Section A was designed to collect information on the bio data of principals. It consisted of four bio data information such as gender, age, years of experience and educational qualifications.

Section B was constructed to collect data on personality traits of school principals. Personality traits of the principals consist of the following elements - Agreeableness, Conscientiousness, Extraversion, Neuroticism and Openness. This section consisted of 25 structured items of

which five items relate to each of the elements of principals' personality traits. This section was responded to by the principals and was rated as follows: - Strongly Agree (SA) = 4; Agree (A) = 3; Disagree = 2 and Strongly Disagree (D) = 1

3.5 Validity of the Instrument

Instrument validation is needed to ensure the stability and correctness of the data collected and recorded. Face and content validation was done by showing the instruments to experts in the department of Education for their judgements. Their judgements helped in the correction and adjustment of the instruments to ensure they were suitable for what they intended to measure. The instruments were also shown to the researcher's supervisor for final inputs and corrections.

3.6 Reliability of the Instrument

Cronbach's Alpha was used to determine the reliability (internal consistency) of the instruments. A mini field work termed 'pilot study' was carried out involving 15 public secondary school principals and thirty public secondary school teachers in Ibadan North local government area of Oyo State. Since Ibadan North Local Government Area is not a part of the selected local government area of the study, it therefore means that the 15 principals and 30 teachers would not be a part of the final study. After the instruments were retrieved, the data were subjected to Cronbach's alpha statistical analysis to obtain reliability coefficient values of the instruments. The reliability coefficient values of .882 and .801 were obtained for both instruments respectively. When these values were interpreted via psychometric testing, they were found to be internally consistent (reliable) and useful for the study's objectives.

3.7 Administration of Research Instrument and Methods of Data Collection

The instruments (questionnaires) were mass produced into many copies based on the sampled number of principals (119) and teachers (2,007). The help of field work assistants was

required for the distribution of the various copies of the instruments. The Researcher trained the field work assistants on how to administer the instruments and also went along with them to administer the instruments.

3.8 Method of Data Analysis

After the sorting out of the properly filled instruments, they were coded and subjected to data analysis. Descriptive and inferential statistical methods were used for data analysis. Descriptive statistical methods such as frequency and percentage was used for the bio-data of the respondents (principals and teachers) while mean and standard deviation were used to answer the research questions. Inferential statistical methods such as Multiple Regression Analysis and t-test were used to test the hypotheses at 0.05 level of precision.

Endnotes

1. M. A. Bostley: *Basics of Research Design: A Guide to selecting appropriate research design*. **International Journal of Contemporary Applied Researches**. (ISSN: 2308-1365) www.ijcar6(5), 2019, 76-89
2. *Ministry of Education: Post Primary Schools Statistic Oyo State Post Primary Schools Teaching Service Commission (OYSPSTSC) Planning Research and statistics Department 2019/2020 Academic Session.*
3. W. G. Cochran: *Sampling Techniques* (3rd edition). New York: John Wiley & Sons 1977

Chapter Four

Results and Discussion of Findings

This chapter presents the results based on the statistical analysis of the data collected from the questionnaires distributed during the field. This chapter consisted of the following subheadings:

- 4.1 Questionnaire Administration and Response Rate
- 4.2 Presentation of Data
 - 4.2.1 Demographic Data
 - 4.2.2 Research Questions
 - 4.2.3 Hypotheses
- 4.3 Discussion of Findings

4.1. Questionnaire Administration and Response Rate

Table 4.1: Questionnaire Administration and Response Rate

| No. | Title of Questionnaires | Number Distributed | Number Retrieved | Number Valid | Response Rate |
|-----|-------------------------|--------------------|------------------|--------------|---------------|
|-----|-------------------------|--------------------|------------------|--------------|---------------|

| | | | | | |
|---|--|-------|-------|-------|--------|
| 1 | Principals' Personality Trait, Managerial Competence and Teachers' Attitude towards Teaching Questionnaire (PPTMCTATQ) | 2,007 | 1,952 | 1,923 | 95.81% |
| 2 | Principals' Personality Trait Questionnaire (PPTQ) | 119 | 119 | 119 | 100% |

Source: Fieldwork, 2022

Table 4.1 shows the two instruments (questionnaires) that were administered during the course of the study. They are: "Principals' Personality Trait, Managerial Competence and Teachers' Attitude towards Teaching Questionnaire (PPTMCTATQ)" administered to the teachers in the selected secondary schools and "Principals' Personality Trait Questionnaire (PPTQ)" administered to principals in the selected schools. For the "Principals' Personality Trait, managerial Competence and Teachers' Attitude towards Teaching Questionnaire (PPTMCTATQ)", 2007 copies were administered to the teachers, about 1,952 copies were retrieved and 1,923 were the valid. The valid copies were used for the study which produced a response rate of 95.81%. For the Principals' Personality Trait Questionnaire (PPTQ)", 119 copies were administered to the principals of which all were retrieved and valid. This produced a 100% response rate.

4.2 Data Presentation

4.2.1 Demographic Data

Table 4.2: Teachers' Demography (N = 1,923)

| Demographic Variable | | Frequency (n) | Percentage (%) |
|------------------------------|--------------------|------------------|-------------------|
| Gender | Male | 927 | 48.2 |
| | Female | 966 | 51.8 |
| | Total | 1,923 | 100 |
| Age | 25-40years | 689 | 35.8 |
| | 41-56 years | 933 | 48.5 |
| | 57 years and above | 301 | 15.7 |
| | Total | 1,923 | 100 |
| Highest Level of Education | NCE | 377 | 19.6 |
| | Bachelor's degree | 1034 | 51.2 |
| | PGDE | 234 | 17.5 |
| | Master's degree | 278 | 2.9 |
| | Total | 1,923 | 100 |
| Marital Status | Single | 100 | 5.22 |
| | Married | 1806 | 93.9 |
| | Divorced | 5 | 0.26 |
| | Separated | 12 | 0.62 |
| | Total | 1,923 | 100 |
| Position | Class Teacher | 1654 | 86.0 |
| | Head Teacher | 269 | 14.0 |
| | Total | 1,923 | 100 |
| Years of Teaching Experience | 1-5 | 159 | 8.2 |

| | | |
|--------------|--------------|------------|
| 6-10 | 205 | 10.7 |
| 11-15 | 598 | 31.1 |
| 16-20 | 473 | 24.6 |
| 21-25 | 376 | 19.6 |
| 26-30 | 112 | 5.8 |
| Total | 1,923 | 100 |

Source: Fieldwork, 2022

Table 4.2 depicts the frequency distribution of teachers' demography. As shown in the table, 927(48.2%) of the teachers are males while 996(51.8%) are females. With regards to teachers' age, 689(35.8%) are within 25-40 years, 933 (48.5%) are within 41-56 years while 301 (15.7%) are above 57 years of age. This could mean that most of the teachers are still in their mid-age. Further, 377 (19.6%) have NCE as their highest level of qualification, 1,034 (53.7%) have Bachelor's degree, 234 (12.2%) have PGDE and 278 (14.5%) have Master's degree as their current academic qualification. This implies that most of the teachers are university graduates. Most of all the teachers, 1806 (93.9%) are married. Few of them, 5.22% (100) are single while 0.26% (5) are divorced and only 0.62% (12) indicated to be separated. This suggests that the majority of the teachers are married and will in turn have effect in the way they treat students like family and also be responsible for them just like their children. Also, major fraction of the teachers, 86% (1654) are class teachers while 14% (269) are head teacher. With regards to teachers' years of experience, 159(8.2%) have 1-5 years, 205 (10.7%) have 6-10 years, 598(31.1%) have 11-15 years, 473 (24.6%) have 16-20 years, 376 (19.6%) have 21-25 years

and 112(5.8%) have 26-30 years of teaching experience. This could mean that most teachers have above 10 years of teaching experience which is good.

Table 4.3: Principals' Demography (N = 119)

| Demographic Variable | | Frequency (n) | Percentage (%) |
|---|--------------------|------------------|-------------------|
| Gender | Male | 58 | 48.7 |
| | Female | 61 | 51.3 |
| | Total | 119 | 100 |
| Age | 25-40 years | 2 | 1.7 |
| | 41-56 years | 77 | 64.7 |
| | 57 years and above | 40 | 33.6 |
| | Total | 119 | 100 |
| Marital Status | Single | 0 | 0.00 |
| | Married | 107 | 89.9 |
| | Divorced | 7 | 5.88 |
| | Separated | 5 | 4.20 |
| | Total | 119 | 100 |
| Highest Educational Qualifications | NCE | 18 | 15.5 |
| | Bachelor's degree | 31 | 26.1 |
| | PGDE | 25 | 21.0 |
| | Master's Degree | 37 | 31.1 |
| | MPhil/PhD | 8 | 6.7 |
| | Total | 119 | 100 |
| Years of Teaching Experience | 11-15 years | 2 | 1.7 |
| | 16-20 years | 23 | 19.3 |
| | 21-25 years | 39 | 32.8 |
| | 26-30 years | 33 | 27.7 |

| | | | |
|--|--------------|------------|------------|
| | 31 and above | 22 | 18.5 |
| | Total | 119 | 100 |

Source: Fieldwork, 2022

Table 4.3 shows the frequency distribution of principals' demography. As shown in the table, 61(51.3%) of the principals are females while 58(48.7%) are males. With regards to principals' age, 2(1.7%) are within 25-40 years, 77 (64.7%) are within 41-56 years while 40 (33.6%) are above 57 years of age. This could mean that most of the principals are highly advanced in age. Majority of the principals, 89.9% (107) are married, 5.88% (7) are divorced, while 4.20% (5) are separated. This suggests that a major portion of the principals in Oyo State married. 18(15.1%) have NCE as their highest level of qualification, 31(26.1%) have Bachelor's degree, 25 (21.0%) have PGDE, 37 (31.1%) have Master's degree while 8(6.7%) have MPhil/PhD as their highest level of academic qualification. This implies that most of the principals are well educated even to the post graduate level. Lastly, with regards to principals' years of experience, 2(1.7%) have 11-15 years of experience, 23(19.3%) have 16-20 years, 39(32.8%) have 21-25 years, 33 (27.7%) have 26-30 years while 22(18.5%) have above 31 years of experience. This could mean that most principals have a high years of experience in the teaching profession.

4.2.2 Presentation of Research Questions

Research Question One: What are the personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) of principals in Oyo State public secondary schools?

Table 4.4: Agreeableness Personality Trait of Principals

| S/N | Items | SA | A | D | SD | M | SD | Remark |
|-----|---|---------------|---------------|---------------|---------------|------|------|-------------------|
| | My Principal | (%) | (%) | (%) | (%) | | | |
| 1 | is cooperative with teachers | 108 (5.6) | 656 (34.1) | 881 (45.8) | 278 (14.5) | 2.26 | 0.77 | Disagree (Bad) |
| 2 | prefers to use compromising strategies in dealing with conflict in school | 247 (12.8) | 812 (42.2) | 669 (34.9) | 195 (10.1) | 2.51 | 0.71 | Agree (Good) |
| 3 | is forgiving | 228 (15.5) | 667 (34.7) | 699 (36.3) | 259 (13.5) | 2.40 | 0.65 | Disagree (Bad) |
| 4 | is sensitive to the needs of his/her teachers | 101 (5.2) | 742 (38.6) | 971 (50.5) | 109 (5.7) | 2.26 | 0.69 | Disagree (Bad) |
| 5 | takes responsibility for his/her actions | 200 (10.4) | 934 (48.6) | 702 (36.5) | 87 (4.5) | 2.56 | 0.79 | Agree (Good) |

Weighted Mean (\bar{x}) = 2.396; S.D = 0.72; Overall Decision = Disagree (Bad)

Source: Fieldwork, 2022

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

*****Threshold:** mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good)

Table 4.4 shows the agreeableness personality trait of the principals in public secondary schools in Oyo State, Nigeria. The four likert rating scale of strongly disagree (1) to strongly agree (4) was used. Five (5) items were used to determine 'agreeableness' personality trait of the principals. Three of the items were remarked as "disagreed" (means within 1.500-2.499) and decided as "Bad" while two of the items were remarked as "agreed" (means within 2.500-3.499) and decided as "good". This implies that most of the teachers perceive that their principals are not cooperative, forgiving and sensitive to their needs. However, they use compromising strategies in dealing with conflicts and take responsibility for their actions. The weighted mean (\bar{x}) of 2.396 (0.72) shows generally that principals in Oyo state public senior secondary schools do not have agreeableness personality which is bad as perceived by their teachers.

Table 4.5: Conscientiousness Personality Trait of Principals

| S/N | Items My Principal | SA (%) | A (%) | D (%) | SD (%) | M | SD | Remark |
|--|--|---------------|---------------|---------------|---------------|------|------|-----------------------|
| 1 | is trustworthy | 208 (10.8) | 876 (45.6) | 634 (32.8) | 205 (10.7) | 2.57 | 0.75 | Agree (Good) |
| 2 | is extremely organized and efficient in handling the affairs of the school | 187 (9.7) | 721 (37.5) | 717 (37.2) | 298 (15.5) | 2.41 | 0.70 | Disagree (Bad) |
| 3 | is hard working | 204 (10.6) | 882 (45.9) | 700 (36.4) | 137 (7.1) | 2.51 | 0.73 | Agree (Good) |
| 4 | has a good self-discipline | 151 (7.9) | 898 (46.7) | 697 (36.2) | 177 (9.2) | 2.60 | 0.80 | Agree (Good) |
| 5 | strives for achievement | 152 (7.9) | 769 (40) | 790 (41.1) | 212 (11) | 2.41 | 0.69 | Disagree (Bad) |
| Weighted Mean (\bar{x}) = 2.498; S.D = 0.73; Overall Decision = Disagree (Bad) | | | | | | | | |

Source: Fieldwork, 2022

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

*****Threshold:** mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good)

Table 4.5 shows the conscientiousness personality trait of the principals in public secondary schools in Oyo State, Nigeria. The four likert rating scale of strongly disagree (1) to strongly agree (4) was used. Five (5) items were used to determine 'conscientiousness' personality trait of the principals. Two of the items were remarked as "disagreed" (means within 1.500-2.499) and decided as "Bad" while three of the items were remarked as "agreed" (means within 2.5003.499) and decided as "good". This implies that most of the teachers perceive that their principals are not extremely organized and efficient neither strive for achievement. However, they could be trustworthy, hardworking and have good self-discipline. The weighted mean (\bar{x}) of 2.497(0.73) shows generally that most principals in Oyo state public senior secondary schools are not conscientious in their personality which is bad as perceived by their teachers.

Table 4.6: Extraversion Personality Trait of Principals

| S/N | Items My Principal | SA (%) | A (%) | D (%) | SD (%) | M | SD | Remark |
|--|---|---------------|---------------|---------------|---------------|------|------|-------------------|
| 1 | seeks out opportunities for social interaction especially with teachers | 119 (10.3) | 601 (31.3) | 899 (46.8) | 224 (11.6) | 2.38 | 0.66 | Disagree (Bad) |
| 2 | makes teachers comfortable around him/her | 157 (8.2) | 872 (45.3) | 696 (36.2) | 198 (10.3) | 2.51 | 0.72 | Agree (Good) |
| 3 | is prone to action rather than contemplation | 211 (11) | 801 (41.7) | 702 (36.5) | 209 (10.9) | 2.50 | 0.69 | Agree (Good) |
| 4 | is energetic | 113 (5.9) | 901 (46.8) | 798 (41.5) | 111 (5.8) | 2.56 | 0.70 | Agree (Good) |
| 5 | is assertive | 152 (7.9) | 769 (40) | 790 (41.1) | 212 (11) | 2.41 | 0.67 | Disagree (Bad) |
| Weighted Mean (\bar{x}) = 2.472; S.D = 0.69; Overall Decision = Disagree (Bad) | | | | | | | | |

Source: Fieldwork, 2022

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

*****Threshold: mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good)**

Table 4.6 shows the extraversion personality trait of the principals in public secondary schools in Oyo State, Nigeria. The four likert rating scale of strongly disagree (1) to strongly agree (4) was used. Five (5) items were used to determine 'extraversion' personality trait of the principals. Two of the items were remarked as "disagreed" (means within 1.500-2.499) and decided as "Bad" while three of the items were remarked as "agreed" (means within 2.500-3.499) and decided as "good". This implies that most of the teachers perceive that their principals are energetic, makes teachers comfortable around them and prone to action rather than contemplation. However, they do not seek out opportunities for social interaction neither are they assertive. The weighted mean (\bar{x}) of 2.472 (0.69) shows generally that most principals in Oyo state public senior secondary schools are not extraverted which also is bad as perceived by their teachers.

Table 4.7: Neuroticism Personality Trait of Principals

| S/N | Items My Principal | SA (%) | A (%) | D (%) | SD (%) | M | SD | Remark |
|--|--|---------------|---------------|---------------|---------------|-------|------|--------------------|
| 1 | easily gets depressed | 126 (6.6) | 791 (41.1) | 878 (45.8) | 128 (6.7) | 2.291 | 0.69 | Disagree (Good) |
| 2 | gets tensed and worry a lot | 119 (6.2) | 848 (44.1) | 754 (39.2) | 198 (10.3) | 2.511 | 0.71 | Agree (Bad) |
| 3 | is prone to sadness | 149 (7.7) | 689 (35.8) | 887 (46.2) | 198 (10.3) | 2.326 | 0.70 | Disagree (Good) |
| 4 | is hostile to teachers | 204 (10.7) | 612 (31.8) | 899 (46.7) | 208 (10.8) | 2.311 | 0.64 | Disagree (Good) |
| 5 | is unsure (low self-esteem) of his/herself | 138 (7.1) | 690 (35.9) | 994 (51.3) | 101 (11) | 2.119 | 0.71 | Disagree (Good) |
| Weighted Mean (\bar{x}) = 2.312; S.D = 0.69; Overall Decision = Disagree (Bad) | | | | | | | | |

Source: Fieldwork, 2022

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

***Threshold: If the mean is 0.000-1.499 = strongly disagree (Very Good); 1.500-2.499 = Disagree (Good); 2.500-3.499 = Agree (Bad) and 3.500 to 4.449 = Strongly Agree (Very Bad)

Table 4.7 shows the neuroticism personality trait of the principals in public secondary schools in Oyo State, Nigeria. The four likert rating scale strongly disagree (1) to strongly agree (4) was used. Five (5) items were used to determine 'neuroticism' personality trait of the principals. Four of the items were remarked as "disagreed" (means within 1.500-2.499) and decided as "Good" while an item was remarked as "agreed" (means within 2.500-3.499) and decided as "bad". This implies that most of the teachers perceive that their principals do not easily get depressed, prone to sadness, hostile to teachers nor have a low self-esteem. However, they could easily get tensed or worry a lot but when under pressure. The weighted mean (\bar{x}) of 2.312 (0.69) shows generally that most principals in Oyo state public senior secondary schools are not neurotic which is good as perceived by their teachers.

Table 4.8: Openness Personality Trait of Principals

| S/N | Items My Principal | SA (%) | A (%) | D (%) | SD (%) | M | SD | Remark |
|---|--|---------------|---------------|---------------|--------------|-------|------|-------------------|
| 1 | is willing to consider new ideas | 200 (10.3) | 988 (51.4) | 632 (32.9) | 103 (5.4) | 2.591 | 0.67 | Agree (Good) |
| 2 | is flexible to changes in the school environment | 104 (5.4) | 798 (41.5) | 876 (45.6) | 145 (7.5) | 2.494 | 0.61 | Disagree (Bad) |
| 3 | is versatile (willing to try new things) | 189 (9.8) | 901 (46.9) | 712 (37) | 121 (6.3) | 2.544 | 0.63 | Agree (Good) |
| 4 | is curious to learn | 172 (8.9) | 912 (47.4) | 723 (37.6) | 116 (6.1) | 2.567 | 0.71 | Agree (Good) |
| 5 | is intellectually sound | 189 (9.6) | 900 (48i) | 705 (36.7) | 129 (6.7) | 2.500 | 0.65 | Agree (Good) |
| Weighted Mean (\bar{x}) = 2.539 ; S.D = 0.65; Overall Decision = Agree (Good) | | | | | | | | |

Source: Fieldwork, 2022

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

*****Threshold: mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good)**

Table 4.8 shows the openness personality trait of the principals in public secondary schools in Oyo State, Nigeria. The four likert rating scale of strongly disagree (1) to strongly agree (4) was used. Five (5) items were used to determine 'openness' personality trait of the principals. Four of the items were remarked as "agreed" (means within 2.500-3.499) and decided as "good" while an item was remarked as "disagreed" (means within 1.500-2.499) and decided as "Bad". This implies that most of the teachers perceive that their principals are willing to consider new ideas, willing to try new things, curious to learn and intellectually sound. However, they are not flexible to changes in the school. The weighted mean (\bar{x}) of 2.539 (0.65) shows generally that most principals in Oyo state public senior secondary schools have openness personality which is good as perceived by their teachers. In answer to research question one, it could be stated that principals in Oyo state public senior secondary schools are not agreeable, conscientious, extraverted and neurotic but are open in their personality traits which is quite fair.

Research Question Two: What is the level of managerial competence (conceptual, interpersonal and technical) of principals in Oyo State public secondary schools?

Table 4.9: Conceptual Managerial Competence of Principals

| S/N | Items My Principal | HL (%) | ML (%) | LL (%) | NAA (%) | M | SD | Remark |
|--|--|---------------|---------------|---------------|---------------|------|------|----------------|
| 1 | is able to analyze a situation to distinguish between cause and effect. | 188 (9.8) | 799 (41.5) | 812 (42.3) | 124 (2.4) | 2.40 | 0.66 | Low Level |
| 2 | is able to coordinate all activities of the different parts of the school | 138 (7.2) | 903 (47) | 687 (35.7) | 195 (10.1) | 2.59 | 0.75 | Moderate Level |
| 3 | demonstrates good thinking ability and initiative | 200 (10.4) | 997 (51.8) | 698 (36.3) | 25 (1.5) | 2.64 | 0.76 | Moderate Level |
| 4 | is able to organise, interpret and harmonise ideas in line with the long term vision of the school | 94 (4.9) | 743 (38.6) | 878 (45.7) | 208 (10.8) | 2.40 | 0.70 | Low Level |
| 5 | makes timely decision that solves problem | 125 (6.5) | 702 (36.5) | 890 (46.3) | 206 (10.7) | 2.44 | 0.59 | Low Level |
| Weighted Mean (\bar{x}) = 2.494 ; S.D = 0.69; Overall Decision = Low Level | | | | | | | | |

Source: Fieldwork, 2022

KEY: SA = High Level = 4, Moderate Level = 3, Low Level = 2, Not at All = 1

*****Threshold: If the mean is 0.000-1.499 = Not at All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level and 3.500 to 4.449 = High Level**

Table 4.9 shows the conceptual managerial competence of the principals in public secondary schools in Oyo State, Nigeria. The four-point rating scale of Not at All (1) to High Level (4) was used. Five (5) items were used to determine 'conceptual managerial competence' of the principals. Three of the items were remarked as "Low Level" (means within 1.500-2.499) while two of the items were remarked as "Moderate Level" (means within 2.500-3.499). This implies that most of the teachers perceive that their principals analyze situation, organize, interpret and harmonise ideas in line with the long-term vision of the school and makes timely decisions that solves problems at a low level. However, the principals are to coordinate school activities and demonstrate good thinking ability at a moderate level. The weighted mean (\bar{x}) of 2.494 (0.69) shows generally that most principals in Oyo state public senior secondary schools have low level of conceptual managerial competence as perceived by their teachers.

Table 4.10: Interpersonal Managerial Competence of Principals

| S/N | Items My Principal | HL (%) | ML (%) | LL (%) | NAA (%) | M | SD | Remark |
|---|--|---------------|---------------|---------------|---------------|------|------|-------------------|
| 1 | works well with people | 232 (12.1) | 879 (45.7) | 621 (32.3) | 191 (9.9) | 2.52 | 0.66 | Moderate Level |
| 2 | respects others during communication process | 248 (12.4) | 865 (45) | 607 (31.5) | 203 (10.6) | 2.51 | 0.75 | Moderate Level |
| 3 | accepts the existence of viewpoints, perceptions, and beliefs which are different from his own | 226 (11.8) | 635 (33.0) | 784 (40.7) | 278 (14.5) | 2.44 | 0.76 | Low Level |
| 4 | tries to understand what others really mean by their words and behaviour | 312 (16.2) | 796 (41.4) | 609 (31.7) | 206 (10.7) | 2.51 | 0.70 | Moderate Level |
| 5 | hardly shows favoritism amongst his teachers | 199 (10.3) | 898 (46.7) | 628 (32.7) | 198 (10.3) | 2.55 | 0.59 | Moderate Level |
| Weighted Mean (\bar{x}) = 2.506 ; S.D = 0.69; Overall Decision = Moderate Level | | | | | | | | |

Source: Fieldwork, 2022

KEY: SA = High Level = 4, Moderate Level = 3, Low Level = 2, Not at All = 1

*****Threshold: If the mean is 0.000-1.499 = Not at All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level and 3.500 to 4.449 = High Level**

Table 4.10 shows the interpersonal managerial competence of the principals in public secondary schools in Oyo State, Nigeria. The four-point rating scale of Not At All (1) to High Level (4) was used. Five (5) items were used to determine 'interpersonal managerial competence' of the principals. An item was remarked as "Low Level" (mean within 1.500-2.499) while four of the items were remarked as "Moderate Level" (means within 2.500-3.499). This implies that most of the teachers perceive that their principal's respects people when communicating, works well with them by trying to understand what they mean by their words and behaviour and hardly shows favoritism at a moderate level. However, principals' acceptance of viewpoints, perceptions, and beliefs that are different from theirs is at a low level. The weighted mean (\bar{x}) of 2.506 (0.69) shows generally that most principals in Oyo state public senior secondary schools have moderate level of interpersonal managerial competence as perceived by their teachers.

Table 4.11: Technical Managerial Competence of Principals

| S/N | Items My Principal | HL (%) | ML (%) | LL (%) | NAA (%) | M | SD | Remark |
|--|---|---------------|---------------|---------------|---------------|------|------|----------------|
| 1 | has knowledge of his/her job | 236 (12.3) | 789 (41) | 675 (35.1) | 223 (11.6) | 2.50 | 0.67 | Moderate Level |
| 2 | is an expert in principalship | 211 (11.0) | 698 (36.3) | 802 (41.7) | 212 (11.0) | 2.41 | 0.66 | Low Level |
| 3 | has grasp of methods and processes for conducting specialised activities. | 201 (10.4) | 887 (46.1) | 676 (35.2) | 159 (8.3) | 2.51 | 0.78 | Moderate Level |
| 4 | is able to handle administrative matters smoothly | 123 (64) | 701 (36.5) | 897 (46.6) | 202 (10.5) | 2.49 | 0.61 | Low Level |
| 5 | has mastery of tasks or duties | 219 (11.4) | 801 (41.6) | 702 (36.5) | 201 (10.5) | 2.51 | 0.79 | Moderate Level |
| Weighted Mean (\bar{x}) = 2.484; S.D = 0.70; Overall Decision = Moderate Level | | | | | | | | |

Source: Fieldwork, 2022

KEY: SA = High Level = 4, Moderate Level = 3, Low Level = 2, Not at All = 1

*****Threshold: If the mean is 0.000-1.499 = Not at All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level and 3.500 to 4.449 = High Level**

Table 4.11 shows the technical managerial competence of the principals in public secondary schools in Oyo State, Nigeria. The four-point rating scale of Not At All (1) to High Level (4) was used. Five (5) items were used to determine 'technical managerial competence' of the principals. Two items were remarked as "Low Level" (means within 1.500-2.499) while three of the items were remarked as "Moderate Level" (means within 2.500-3.499). This implies that most of the teachers perceive that their principals have knowledge, mastery and grasp of methods and processes for conducting specialized activities at a moderate level. However, the teachers believe that their principals' expertise in principal ship and being able to handle administrative matters smoothly is at a low level. The weighted mean (\bar{x}) of 2.484 (0.70) shows generally that most principals in Oyo state public senior secondary schools have low level of technical managerial competence as perceived by their teachers. In answer to research question two, it could be posited that principals in Oyo state public senior secondary schools have low level of conceptual and technical competence but moderate level of interpersonal managerial competence.

Research Question Three: What is the attitude (affective, cognitive and behavioural) of teachers toward teaching in Oyo State public secondary schools?

Table 4.12: Affective Attitude of Teachers

| S/N | Items | SA (%) | A (%) | D (%) | SD (%) | M | SD | Remark |
|--|---------------------------------------|-----------|------------|-------------|------------|------|------|----------------|
| 1 | I enjoy the fact that I am a teacher | 97 (5.0) | 702 (36.5) | 1023 (53.2) | 101 (5.3) | 1.95 | 0.77 | Disagree (Bad) |
| 2 | I have interest in teaching | 57 (3.0) | 767 (39.9) | 902 (46.9) | 197 (10.3) | 2.22 | 0.55 | Disagree (Bad) |
| 3 | I look forward to teaching my lessons | 68 (3.5) | 754 (39.2) | 913 (47.5) | 159 (8.3) | 2.29 | 0.65 | Disagree (Bad) |
| 4 | I derive pleasure from teaching | 191 (9.9) | 710 (36.1) | 823 (46.4) | 199 (10.3) | 2.39 | 0.59 | Disagree (Bad) |
| 5 | I like teaching | 171 (8.9) | 699 (36.4) | 856 (44.5) | 197 (10.2) | 2.32 | 0.60 | Disagree (Bad) |
| Weighted Mean (\bar{x}) = 2.234; S.D = 0.63; Overall Decision = Disagree (Bad) | | | | | | | | |

Source: Fieldwork, 2022

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

*****Threshold:** mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good)

Table 4.12 shows the affective attitude of teachers in public secondary schools in Oyo State, Nigeria. The four-point rating scale of Strongly Disagree (1) to Strongly Agree (4) was used. Five (5) items were used to determine the 'affective attitude' of teachers. All the items were remarked as "Disagree" (means within 1.500-2.499) which is bad/negative. This implies that most of the teachers do not like, enjoy, have interest, derive pleasure nor look forward to teaching. The weighted mean (\bar{x}) of 2.234 (0.63) generally confirms that fact that the teachers in Oyo state public senior secondary schools have bad or negative affective attitude towards teaching.

Table 4.13: Cognitive Attitude of Teachers

| S/N | Items | SA (%) | A (%) | D (%) | SD (%) | M | SD | Remark |
|--|--|---------------|----------------|---------------|---------------|------|------|-----------------------|
| 1 | I have value for teaching | 220 (11.4) | 889 (46.2) | 626 (32.6) | 188 (9.8) | 2.70 | 0.87 | Agree (Good) |
| 2 | I believe teaching is useful to me | 254 (13.2) | 690 (35.4) | 789 (41.0) | 190 (9.9) | 2.49 | 0.63 | Agree (Good) |
| 3 | I believe teaching is relevant to the students and society | 98 (5.1) | 1011 (52.6) | 765 (39.8) | 49 (2.5) | 2.81 | 0.78 | Agree (Good) |
| 4 | I believe teaching is easy to me | 250 (13) | 639 (33.3) | 835 (43.4) | 199 (10.3) | 2.42 | 0.67 | Disagree (Bad) |
| 5 | I perceive I have the ability to teach | 241 (12.5) | 871 (45.3) | 601 (31.3) | 210 (10.9) | 2.68 | 0.77 | Agree (Good) |
| Weighted Mean (\bar{x}) = 2.620; S.D = 0.74; Overall Decision = Agree (Good) | | | | | | | | |

Source: Fieldwork, 2022

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

*****Threshold:** mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good)

Table 4.13 shows the cognitive attitude of teachers in public secondary schools in Oyo State, Nigeria. The four-point rating scale of Strongly Disagree (1) to Strongly Agree (4) was used. Five (5) items were used to determine the 'cognitive attitude' of teachers. Four of the items were remarked as "Agree" (means within 2.500-3.499) which is good/positive while an item was remarked as "Disagree" (mean within 1.500-2.499) which is bad/negative. This implies that most of the teachers have value for teaching, believe that it is useful to them, their students and society and also perceive they have the ability to teach. However, they do not believe teaching is easy to them perhaps as a result of the workload involved. The weighted mean (\bar{x}) of 2.62 (0.74) generally confirms that fact that the teachers in Oyo state public senior secondary schools have good or positive cognitive attitude towards teaching.

Table 4.14: Behavioural Attitude of Teachers

| S/N | Items | SA (%) | A (%) | D (%) | SD (%) | M | SD | Remark |
|---|---|------------|------------|------------|------------|------|------|----------------|
| 1 | I pay undivided attention during teaching | 298 (15.5) | 783 (40.7) | 611 (31.8) | 231 (12) | 2.50 | 0.77 | Agree (Good) |
| 2 | I work hard to ensure subjects are well taught | 219 (11.4) | 804 (41.8) | 690 (35.9) | 210 (10.9) | 2.51 | 0.63 | Agree (Good) |
| 3 | I am involved and participate in all activities during teaching | 209 (10.9) | 687 (35.7) | 813 (42.3) | 214 (11.1) | 2.40 | 0.61 | Disagree (Bad) |
| 4 | I teach whenever and wherever possible | 201 (10.5) | 695 (36.1) | 798 (41.5) | 229 (11.9) | 2.50 | 0.70 | Disagree (Bad) |
| 5 | I want my lessons always intact | 241 (12.5) | 688 (35.8) | 776 (40.3) | 257 (13.4) | 2.42 | 0.66 | Disagree (Bad) |
| Weighted Mean (\bar{x}) = 2.47; S.D = 0.67; Overall Decision = Agree (Good) | | | | | | | | |

Source: Fieldwork, 2022

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

*****Threshold:** mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good)

Table 4.14 shows the behavioural attitude of teachers in public secondary schools in Oyo State, Nigeria. The four-point rating scale of Strongly Disagree (1) to Strongly Agree (4) was used. Five (5) items were used to determine the teachers' behavioural attitude. Two of the items were remarked as "Agree" (means within 2.500-3.499) which is good/positive while three items were remarked as "Disagree" (means within 1.500-2.499) which is bad/negative. This implies that most of the teachers' pay undivided attention during teaching and also work hard to ensure their subjects are well taught. However, they are not fully involved in all activities during neither do they teach whenever or wherever possible nor always want their lessons intact. This means they would avoid teaching whenever possible and prefer postponement of their lessons so they do not teach all the time. The weighted mean (\bar{x}) of 2.47 (0.67) generally confirms that fact that the teachers in Oyo state public senior secondary schools have bad or negative behavioural attitude towards teaching. In answer to research question three, it could be posited that teachers in Oyo state public senior secondary schools have positive (good) cognitive but negative (bad) affective and behavioural attitudes towards teaching in the state.

4.2.3 Hypotheses

The multiple regression analysis was used and the major focus is to ascertain the influence of principals' personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) and managerial competence (conceptual, interpersonal and technical) on teachers' attitude (affective, cognitive and behavioural) towards teaching in Oyo State public secondary schools. Thus, in general form, the hypotheses to be tested in this research work are:

H₀₁: There will be no significant combined influence of principals' personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) and managerial competence (conceptual, interpersonal and technical) on teachers' attitude (affective, cognitive and behavioural) towards teaching in Oyo State public secondary schools.

H₀₂: There will be no significant relative contribution of principals' personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) and managerial competence (conceptual, interpersonal and technical) on teachers' attitude (affective, cognitive and behavioural) towards teaching in Oyo State public secondary schools.

H₀₃: There will be no significant gender difference in teachers' attitude towards teaching in Oyo State public secondary schools.

H₀₁: There will be no significant combined influence of principals' personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) and managerial competence (conceptual, interpersonal and technical) on teachers' attitude (affective, cognitive and behavioural) towards teaching in Oyo State public secondary schools.

Table4.15: Multiple Regression Analysis for the Combined Influence of Principals' Personality Traits (Agreeableness, Conscientiousness, Extraversion, Neuroticism and Openness) and Managerial Competence (Conceptual, Interpersonal and Technical) on Teachers' Attitude (Affective, Cognitive and Behavioural) Towards Teaching in Oyo State Public Secondary Schools.

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|------|-------------|-------|------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 303.789 | 6 | 63.619 | 3.972 | .010 |
| | Residual | 4667.347 | 1916 | 33.349 | | |
| | Total | 4971.136 | 1922 | | | |

a. Dependent Variable: teachers task performance

b. Predictors: (Constant), agreeableness trait, conceptual competence, conscientiousness trait, interpersonal competence, extraversion trait, technical competence, neuroticism trait , openness trait

Source: Field Work, 2022

F-value is significant at P<0.05

Table 4.16: Model Summary for Combined Influence of Principals' Personality Traits (Agreeableness, Conscientiousness, Extraversion, Neuroticism and Openness) and Managerial Competence (Conceptual, Interpersonal and Technical) on Teachers' Attitude (Affective, Cognitive and Behavioural) Towards Teaching in Oyo State Public Secondary Schools.

| Model Summary | | | | | | | | | |
|----------------------|-------------------|-----------------|--------------------------|-----------------------------------|--------------------------|-----------------|------------|------------|----------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .996 ^a | .992 | .973 | 1.61781 | .992 | 3.972 | 6 | 1916 | .010 |

a. Predictors: (Constant), agreeableness trait, conceptual competence, conscientiousness trait, interpersonal competence, extraversion trait, technical competence, neuroticism trait, openness trait

Source: Field Work, 2022
F-value is significant at P<0.05

Table 4.15 shows a significant combine influence of principals' personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) and managerial competence (conceptual, interpersonal and technical) on teachers' attitude (affective, cognitive and behavioural) towards teaching in Oyo State public secondary schools ($F_{6, 1916} = 3.972$; $P < 0.05$) which could imply that the model shows a good fit of the data. This will therefore imply that the principals' personality trait and managerial competence impacts on teachers' attitude towards teaching in Oyo state public secondary schools. The model summary on Table 4.16 shows that the coefficient of determination (R) value is .996; $R^2 = .992$ and Adjusted $R^2 = .973$. The adjusted R^2 value of .973 implies that the 97.3% variation in teachers' attitude towards teaching can be explained by principals' personality trait and managerial competence. Lastly, the low value of standard error of the estimate (.00271) shows a great precision of the model.

H₀₂: There will be no significant relative contribution of principals' personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) and managerial competence (conceptual, interpersonal and technical) on teachers' attitude (affective, cognitive and behavioural) towards teaching in Oyo State public secondary schools.

Table 4.17: Coefficients Of Multiple Regression for the Relative Influence of Principals' Personality Traits (Agreeableness, Conscientiousness, Extraversion, Neuroticism and Openness) and Managerial Competence (Conceptual, Interpersonal and Technical) on Teachers' Attitude (Affective, Cognitive And Behavioural) Towards Teaching In Oyo State Public Secondary Schools.

| | | Coefficient ^a | | | | |
|-------|--------------------------|-----------------------------|------------|---------------------------|--------|-------|
| | | Unstandardized Coefficients | | Standardized Coefficients | | |
| | | B | Std. Error | Beta | t | Sig. |
| Model | | | | | | |
| 1 | (Constant) | 30.863 | 3.964 | | 11.054 | .000 |
| | Agreeableness | .245 | .099 | .129 | 2.791 | .009* |
| | Conscientiousness | .217 | .101 | .132 | 2.812 | .006* |
| | Extraversion | .021 | .092 | .011 | .224 | .823 |
| | Neuroticism | .009 | .091 | .005 | .099 | .921 |
| | Openness | .010 | .011 | .040 | .978 | .328 |
| | Conceptual competence | .243 | .094 | .126 | 2.596 | .021* |
| | Interpersonal competence | .126 | .052 | .078 | 2.397 | .030* |
| | Technical competence | .181 | .088 | .099 | 2.057 | .040* |

Source: Fieldwork, 2022

*Beta Coefficients significant at 0.05 ($P < 0.05$)

Table 4.17 shows the relative contribution of each predictors (agreeableness, conscientiousness, extraversion, neuroticism, openness, conceptual competence, interpersonal competence and technical competence) to the criterion variable (teachers' attitude towards teaching). It can be inferred from the table that agreeableness ($\beta = .129$; $t = 2.791$), conscientiousness ($\beta = .132$; $t = 2.812$), conceptual competence ($\beta = .126$; $t = 2.596$), interpersonal competence ($\beta = .078$; $t = 2.397$) and technical competence ($\beta = .099$; $t = 2.057$) are significant $P < 0.05$. This implies that agreeableness, conscientiousness, conceptual competence, interpersonal competence and technical competence influence teachers' attitude towards teaching. However, extraversion ($\beta = .224$; $t = .823$), neuroticism ($\beta = .099$; $t = .921$) and openness ($\beta = .978$; $t = .328$) personality traits did not have a significant relative contribution to teachers' attitude towards teaching in Oyo state public secondary schools. The positive values of B for all the significant predictors show that as they decreased or became low, teachers' attitude towards teaching also became poor or bad.

H₀₃: There will be no significant gender difference in teachers' attitude towards teaching in Oyo State public secondary schools

Table 4.18a: T-test (Group Statistics) for Gender Difference In Teachers' Attitude Towards Teaching In Oyo State Public Secondary Schools

| Teachers'attitude towards teaching | Group Statistics | | | | |
|------------------------------------|--------------------|-----|--------|----------------|-----------------|
| | Gender of Teachers | N | Mean | Std. Deviation | Std. Error Mean |
| | Male | 927 | 3.5302 | .88810 | .00638 |
| | Female | 996 | 3.6815 | .89779 | .00735 |

Source: Field Work, 2022

Table 4.18a shows t-test (group statistics) for gender difference in teachers' attitude towards teaching in Oyo State public secondary schools. According to the table, the mean and standard deviation for female teachers, 3.682 (.89) was found to be higher than that of their male counterpart, 3.530 (.88). Have a higher mean value in academic achievement compared to the males. Furthermore, the standard error of their means was found to be very low which could mean a high precision of the mean value.

Table 4.18b: Independent Samples Test

| | | Levene's Test for Equality of | | t-test for Equality of Means | | | | | | |
|-------------------------------------|-----------------------------|-------------------------------|---------|------------------------------|--------|----------------|-----------------|-----------------------|---|---------|
| | | Variances | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | P value | t | Df | Sig. (2tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Teachers' attitude towards teaching | Equal Variances Assumed | 4.877 | .021 | 3.101 | 1931 | .002 | .17207 | .00452 | .27943 | .06686 |
| | Equal Variances not assumed | | | 3.103 | 1900.2 | .002* | .17207 | .00455 | .27953 | -.06677 |

*t-test value is significant at 0.05 level of significance (

Source: Field Work, 2022

Table 4.18b shows the independent samples test (which include the Levene's Test for Equality of variances and t-test for equality of means) to determine the significant mean difference in male and female teachers' attitude towards teaching in Oyo State public secondary schools. The P-value of .021 under the Levene's Test for equality of variances reveals that equal variances is not assumed since it is less than the 0.05 level of significance. Reporting the "equal variances not assumed section" reveals that t-value (3.103) is significant (.002) at 5% level of significance. The null hypothesis is therefore rejected. This implies that there is a significant gender difference in teachers' attitude towards teaching in Oyo state public secondary schools.

H₀₄: There will be no significant mean difference in responses of principals and teachers to personality traits of principals in Oyo State public secondary schools

Table 4.18: Summary of t-statistics for the Significant Mean Difference In Responses of Principals and Teachers to Personality Traits Of Principals In Oyo State Public Secondary Schools

| | N | Mean (\bar{x}) | Std. Deviation | Df | Mean Difference | Std. Error Difference | t | Pvalue |
|---|------|-----------------------|-------------------|------|--------------------|--------------------------|---------|--------|
| Principals' Personality Trait responded by Teachers | 1923 | 47.3829 | 3.76842 | 2040 | -3.345 | .018 | -14.874 | .001* |
| Principals' Personality Trait responded by Principals | 119 | 43.3728 | 3.57243 | | | | | |

T-test is significant at 0.05*

Table 4.19 shows the summary of t-statistics for the significant mean difference in responses of principals and teachers to personality traits of principals in Oyo State public secondary schools. The mean for teachers' response ($\bar{x} = 47.3829$) to principals' personality trait was higher than that of principals' response ($\bar{x} = 43.3728$). However, when these means were subjected to t-test analysis, there was found a significant difference in the means. The null hypothesis was therefore rejected. It could therefore be concluded that there is a significant difference in the responses of principals and teachers to personality traits of principals in Oyo State public secondary schools. This means that the way teachers perceive the personality trait of their principals differ from the way the principals perceive their personality trait.

4.3 Discussion of Findings

This research was carried out to investigate personality trait and managerial competence of principals as predictors of teachers' attitude towards teaching in Oyo State public secondary schools. Seven objectives consisting three research questions and four hypotheses were raised for the study. This section discusses the findings of this study in comparison with prior empirical studies. Demographic analysis of teachers shows that 927(48.2%) of the teachers are males while

996(51.8%) are females. With regards to teachers' age, 689(35.8%) are within 25-40 years, 933 (48.5%) are within 41-56 years while 301 (15.7%) are above 57 years of age. This could mean that most of the teachers are still in their mid-age. With regards to teachers' years of experience, 159(8.2%) have 1-5 years, 205 (10.7%) have 6-10 years, 598(31.1%) have 11-15 years, 473 (24.6%) have 16-20 years, 376 (19.6%) have 21-25 years and 112(5.8%) have 26-30 years of teaching experience. This could mean that most teachers have above 10 years of teaching experience which is good. Lastly, 377 (19.6%) have NCE as their highest level of qualification, 1,034 (53.7%) have Bachelor's degree, 234 (12.2%) have PGDE and 278 (14.5%) have Master's degree as their current academic qualification. This implies that most of the teachers are university graduates. The above results is in line with the study on "Challenges of Teaching Profession, as Perceived by Teachers in Public Secondary Schools in Central Senatorial District of Ondo State, Nigeria" which reported that most teachers were females, within 21-60 years of age, have Bachelor's degree as highest level of educational qualification and 11-20 years of teaching experience in Ondo state public secondary schools¹.

Demographic analysis of principals showed that 61(51.3%) of the principals are females while 58(48.7%) are males. With regards to principals' age, 2(1.7%) are within 25-40 years, 77(64.7%) are within 41-56 years while 40(33.6%) are above 57 years of age. This could mean that most

of the principals are highly advanced in age. With regards to principals' years of experience, 2(1.7%) have 11-15 years of experience, 23(19.3%) have 16-20 years, 39(32.8%) have 21-25 years, 33 (27.7%) have 26-30 years while 22(18.5%) have above 31 years of experience. This could mean that most principals have a high year of experience in the teaching profession. Lastly, 18(15.1%) have NCE as their highest level of qualification, 31 (26.1%) have Bachelor's degree, 25 (21.0%) have PGDE, 37 (31.1%) have Master's degree while 8(6.7%) have MPhil/PhD as their highest level of academic qualification. This implies that most of the principals are well educated even to the post graduate level. The above findings completely disagree with a study which reported that most principals are males, within 51-60 years of age, have 6-15 years of experience and Bachelor's degree as their highest form of educational qualification ².

Findings from research question one shows generally that principals in Oyo state public senior secondary schools are not agreeable ($\bar{x} = 2.396$), conscientious ($\bar{x} = 2.497$), extraverted ($\bar{x} = 2.470$) and neurotic ($\bar{x} = 2.312$) but are open ($\bar{x} = 2.539$) in their personality traits which is quite fair. This finding disagrees with a previous study on "Personality Traits and administrative effectiveness of secondary school principals in south western Nigeria" which reported that conscientiousness and extraversion were the most prevailing personality traits among the secondary school principals ³. The result is also contrary to the study on "principal's personality and school performance in South Sulawesi Indonesia" which noted that extraversion, agreeableness and neuroticism were the dominant personality traits of principals in school management ⁴.

Findings from research question two shows generally that principals in Oyo state public senior secondary schools have low level of conceptual ($\bar{x} = 2.497$) and technical competence ($\bar{x} = 2.505$) but moderate level of interpersonal managerial competence ($\bar{x} = 2.485$). This finding is

not in line with the study on "Principals' Technical and Conceptual Management Skills for Effective Administration of Public Secondary Schools in Delta State, Nigeria" which revealed that principals applied technical and conceptual skills to high extent in the performance of their administrative functions ⁵.

Findings from research question three shows that teachers in Oyo state public senior secondary schools have positive (good) cognitive ($\bar{x} = 2.619$) but negative (bad) affective ($\bar{x} = 2.233$) and behavioural attitudes ($\bar{x} = 2.465$) towards teaching in the state. This finding is in partial disagreement with work that reported that Nigerian teacher trainees possessed varied and widely spread cognitive and affective behaviour some of which are suited for the teaching profession ⁶.

Findings from hypothesis one (H₀₁) showed a significant combine influence of principals' personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) and managerial competence (conceptual, interpersonal and technical) on teachers' attitude (affective, cognitive and behavioural) towards teaching in Oyo State public secondary schools ($F_{6, 1916} = 3.972$; $P < 0.05$). This finding is in line with a previous research on "The Relationship between Personality and Managerial Ability of School Principals with Work Motivation of Elementary School Teachers" which reported a joint impact of principals' personality and managerial ability on teachers' work motivation ⁷.

Findings from hypothesis two (H₀₂) showed that predictors such as agreeableness ($\beta = .129$; $t = 2.791$), conscientiousness ($\beta = .132$; $t = 2.812$), conceptual competence ($\beta = .126$; $t = 2.596$), interpersonal competence ($\beta = .078$; $t = 2.397$) and technical competence ($\beta = .099$; $t = 2.057$) had significant relative influence on teachers' attitude towards teaching in Oyo state public secondary schools. However, predictors such as extraversion ($\beta = .224$; $t = .823$), neuroticism ($\beta = .099$; $t = .921$) and openness ($\beta = .978$; $t = .328$) personality traits did not have

a significant relative contribution to teachers' attitude towards teaching in the state. This finding partially agrees with a study which noted that four personality factors of principals such as extraversion, agreeableness, neuroticism and openness significantly influence school performance including that of teachers in secondary schools in South Sulawesi Indonesia ⁴. The finding of this study is also supported by a study which revealed a high positive significant relationship between principals' managerial skills namely; conceptual, human and technical and teachers' job performance in public secondary schools in Rivers State, Nigeria ⁸. Findings from hypothesis three (H₀₃) showed that a significant gender difference in teachers' attitude towards teaching in Oyo state public secondary schools ($t = 3.103, P < .05$). This finding completely agrees with a study on "Comparative Study of the Attitude of the Male and Female Elementary School Teachers towards Teaching Profession" which reported significant gender difference in teachers' attitude towards the teaching profession ⁹. Findings from hypothesis four (H₀₄) showed a significant difference in the responses of principals and teachers to personality traits of principals in Oyo State public secondary schools. This means that the way teachers perceive the personality trait of their principals differ from the way the principals perceive their personality trait. A study on "Relationship between self-efficacy perceptions of the principal and collective teacher efficacy perceptions in four Midwestern states" showed differences in the perceptions of principals and teachers to self-efficacy which could be as a result of differences in the personal characteristics of both the principals and teachers ¹⁰. Another study also reported significant differences in responses of teachers and principals to the personality traits of principals in Southwestern, Nigeria³.

Endnotes

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Chapter Five

Conclusion

This chapter presents the summary of findings, conclusions, recommendations, contribution to knowledge and suggested areas for further research.

5.1 Summary of the Findings

This research was carried out to investigate personality trait and managerial competence of principals as predictors of teachers' attitude towards teaching in Oyo State public secondary schools. The findings showed that majority of the teachers are females, within 41-56 years, have 16-20 years of teaching experience and Bachelor's degree as their current academic qualification. It also showed that most principals are females, within the age 41-56 years, have 21-25 years of experience and Master's degree as their highest level of academic qualification. Research questions showed generally that principals in Oyo state public senior secondary schools are not agreeable ($\bar{x} = 2.396$), conscientious ($\bar{x} = 2.497$), extraverted ($\bar{x} = 2.470$) and neurotic ($\bar{x} = 2.312$) but are open ($\bar{x} = 2.539$) in their personality traits. They also have low level of conceptual ($\bar{x} = 2.497$) and technical competence ($\bar{x} = 2.505$) but moderate level of interpersonal managerial competence ($\bar{x} = 2.485$). Furthermore, it revealed that teachers have positive (good) cognitive ($\bar{x} = 2.619$) but negative (bad) affective ($\bar{x} = 2.233$) and behavioural attitudes ($\bar{x} = 2.465$) towards teaching in the state.

Findings from hypothesis one (H_01) showed a significant combine influence of principals' personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness) and managerial competence (conceptual, interpersonal and technical) on teachers' attitude (affective, cognitive and behavioural) towards teaching in Oyo State public secondary schools ($F_{6, 1916} = 3.972$; $P < 0.05$). It also showed that predictors such as agreeableness ($\beta = .129$; $t =$

2.791), conscientiousness ($\beta = .132$; $t = 2.812$), conceptual competence ($\beta = .126$; $t = 2.596$), interpersonal competence ($\beta = .078$; $t = 2.397$) and technical competence ($\beta = .099$; $t = 2.057$) had significant relative influence on teachers' attitude towards teaching in Oyo state public secondary schools. Furthermore, it revealed a significant gender difference in teachers' attitude towards teaching in Oyo state public secondary schools ($t = 3.103$, $P < .05$). Lastly, there was a significant difference in the responses of principals and teachers to personality traits of principals in Oyo State public secondary schools.

5.2 Conclusions

This study revealed that principals do not have agreeableness, conscientiousness, extraversion and neurotic personality traits but have openness to experience personality. Principals also have low level of conceptual and technical managerial competence but moderate level of interpersonal managerial competence. Teachers have good (positive) cognitive but poor (negative) affective and behavioural attitude towards teaching in Oyo state public secondary schools. The study revealed that male and female teacher's attitude towards teaching differs. It also showed that agreeableness, conscientiousness, conceptual competence, interpersonal competence and technical competence had significant relative influence on teachers' attitude towards teaching. From the above results, the following conclusions are drawn:

1. Since agreeableness and conscientiousness are good personality traits, their absence in the principals along with conceptual and technical managerial competence could be responsible for the negative attitude (especially affective and behavioural attitudes) of teachers towards teaching in the schools.
2. Although principals' personality traits and managerial competence influenced teachers' attitude towards teaching, the gender of teachers also moderated the effect.

5.3 Recommendations

The following recommendations are made based on the findings of the study:

1. Training and re-training for principals in the area of educational management should be held periodically in order to improve their managerial competence so as to positively influence teachers' attitude and behaviour.
2. Principals should be allowed to take courses on personality traits in order to understand 'why they act the way they do' all in a bid to ensuring that they put forth the right personality traits (such as agreeableness and conscientiousness) for positive attitudes among their teachers.
3. The gender of teachers should be put into consideration by principals and other members of the school management board when trying to improve their attitudes towards teaching.
4. Since differences occur in the way in which principals and teachers perceive the personality traits of principals, all educational stakeholders within the school should try as much as possible to understand each other well work in harmony.

5.4 Contribution to Knowledge

This study has contributed to knowledge conceptually by providing a rich and deeper insight into concepts/constructs like personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness), managerial competence (conceptual, interpersonal and technical), and attitudes (affective, cognitive and behavioural). It thus provided a better understanding of the concepts. It has also contributed theoretically by providing useful application of the Five Factor Model (FFM) of personality trait to the influence of principals' personality trait on teachers' attitude towards teaching. It also provided a relevant application of Katz skill theory to the influence of principals' managerial competence on teachers' attitude

towards teaching. Lastly, it contributed to empirical studies by reporting a significant combine influence of principals' personality traits and managerial competence on teachers; attitude towards teaching in public secondary schools in Oyo state. This result is therefore added to empirical knowledge.

5.5 Suggestions for Further Research

In further studies, other moderating demographic variables of teachers such as age, educational qualifications and teaching experience could be used to see if they also influence teachers' attitude towards teaching. Other research methods like qualitative methods which usually involves the use of interview, focus group discussion as ways of data collection could be explored to give a more detailed insight into the subject matter. Other types of research designs (such as export facto, correlational designs etc.) other than the popular descriptive research design could be used in further studies. Primary and tertiary schools could also be used in further studies. The study should also be replicated in other states of the nation other than Oyo state in order to ensure generalization of the results from this study.

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Appendices

Appendix I

Research Questionnaire I (Teachers Questionnaire)

Title of Questionnaire: Principals' Personality Trait, Managerial Competence and Teachers' Attitude towards Teaching Questionnaire (PPTMCTATQ)

Dear Respondent,

Request to Participate in a Research

I am a Post Graduate Student in the department of educational management and I am carrying out a research work. Your responses and participation is considered valuable for this research. Your responses will be treated with strict confidentiality. Thank you for your cooperation.

Yours Faithfully,

Section A: Demographic Information of Teachers

- **Gender:** Male [] Female []
- **Age:** 25-40 years [] 41-56years [] 57 years and above []
- **Years of Experience:** 1-5 [] 6-10 [] 11-15 [] 16-20 [] 21-25 [] 26-30 years [] 31 years and above []
- **Current Educational Qualifications:** Bachelor's degree [] Master's Degree [] MPhil/PhD Degree [] Others (please specify)

Section B: Personality Traits of Principals (to be answered by the teachers to avoid biasness in responses)

Instruction: Kindly tick () the appropriate option on each item below:

Key: SA= Strongly Agree, A= Agree, SD= Strongly Disagree, D= Disagree

| | | SA | A | D | SD |
|------------|--|-----------|----------|----------|-----------|
| S/N | Statements (My Principal) | 4 | 3 | 2 | 1 |
| | Agreeableness | | | | |
| 1 | is cooperative with teachers | | | | |
| 2 | prefers to use compromising strategies in dealing with conflict in school; | | | | |
| 3 | is forgiving | | | | |
| 4 | is sensitive to the needs of his/her teachers | | | | |
| 5 | takes responsibility for his/her actions | | | | |
| | Conscientiousness | | | | |
| 6 | is trustworthy | | | | |
| 7 | is extremely organized and efficient in handling the affairs of the school | | | | |
| 8 | is hardworking | | | | |
| 9 | has a good self-discipline | | | | |
| 10 | strives for achievement | | | | |
| | Extraversion | | | | |
| 11 | seeks out opportunities for social interaction especially with teachers | | | | |
| 12 | makes teachers comfortable around him/her | | | | |
| 13 | is prone to action rather than contemplation | | | | |
| 14 | is energetic | | | | |
| 15 | is assertive | | | | |
| | Neuroticism | | | | |
| 16 | easily gets depressed | | | | |
| 17 | gets tensed and worry a lot | | | | |

| | | | | | |
|----|--|--|--|--|--|
| 18 | is prone to sadness | | | | |
| 19 | is hostile to teachers | | | | |
| 20 | is unsure (low self-esteem) of his/herself | | | | |
| | Openness | | | | |
| 21 | is willing to consider new ideas | | | | |
| 22 | is flexible to changes in the school environment | | | | |
| 23 | is versatile (willing to try new things) | | | | |
| 24 | is curious to learn | | | | |
| 25 | is intellectually sound | | | | |

Section C: Level of Managerial Competence of Principals

Instruction: Kindly tick () the appropriate option on each item below:

Key: High Level (HL) = 4; Moderate Level (ML) =3; Low Level (LL) = 2 and Not At All (NAA) =1

| | | HL | ML | LL | NAA |
|-----|--|----|----|----|-----|
| S/N | Statement (My Principal) | 4 | 3 | 2 | 1 |
| | Conceptual Competence | | | | |
| 1 | is able to analyze a situation to distinguish between cause and effect | | | | |
| 2 | is able to coordinate all activities of the different parts of the school | | | | |
| 3 | demonstrates good thinking ability and initiative | | | | |
| 4 | is able to organize, interpret and harmonise ideas in line with the long term vision of the school | | | | |
| 5 | makes timely decision that solves problems | | | | |
| | Interpersonal Competence | | | | |
| 6 | works well with people | | | | |

| | | | | | |
|----|--|--|--|--|--|
| 7 | respects others during communication process | | | | |
| 8 | accepts the existence of viewpoints, perceptions, and beliefs which are different from his own | | | | |
| 9 | tries to understand what others really mean by their words and behavior | | | | |
| 10 | hardly shows favoritism amongst his teachers | | | | |
| | Technical Competence | | | | |
| 11 | has knowledge of his/her job | | | | |
| 12 | is an expert in principal ship | | | | |
| 13 | has grasp of methods and processes for conducting specialized activities | | | | |
| 14 | is able to handle administrative matters smoothly | | | | |
| 15 | has mastery of tasks or duties | | | | |

Section D: Attitude of Teachers (to be answered by the teachers to avoid biasness in responses)

Kindly tick () the appropriate option on each item below:

Key: SA= Strongly Agree, A= Agree, SD= Strongly Disagree, D= Disagree

| | | SA | A | D | SD |
|-----|-------------------------------------|----|---|---|----|
| S/N | Statement | 4 | 3 | 2 | 1 |
| | Affective Attitude ('I') | | | | |
| 1. | enjoy the fact that I am a teacher | | | | |
| 2. | have interest in teaching | | | | |
| 3. | look forward to teaching my lessons | | | | |
| 4 | derive pleasure from teaching | | | | |
| 5 | like teaching. | | | | |

| | | | | | |
|----|---|--|--|--|--|
| | Cognitive Attitude | | | | |
| 6 | have value for teaching | | | | |
| 7 | believe teaching is useful to me | | | | |
| 8 | believe teaching is relevant to the students and society | | | | |
| 9 | Believe teaching is easy to me | | | | |
| 10 | perceive I have the ability to teach | | | | |
| | Behavioral Attitude | | | | |
| 11 | pay undivided attention during teaching | | | | |
| 12 | work hard to ensure subjects are well taught | | | | |
| 13 | am involved and participate in all activities during teaching | | | | |
| 14 | teach whenever and wherever possible | | | | |
| 15 | want my lessons always intact | | | | |

Research Questionnaire II (Principals' Questionnaire)

Title of Questionnaire: Principals' Personality Trait Questionnaire (PPTQ)

Dear Respondent,

Request to Participate in a Research

I am a PhD Student in the department of educational management and I am carrying out a research work. Your responses and participation is considered valuable for this research. Your responses will be treated with strict confidentiality. Thank you for your cooperation.

Yours Faithfully,

Section A: Demographic Information of Principal

- **Gender:** Male [] Female []
- **Age:** 25-45 years [] 46-65years [] 65 years and above []
- **Years of Experience:** 1-10 [] 11-20 [] 21 years and above []
- **Current Educational Qualifications:** Bachelor's Degree [] Master's Degree []
MPhil/PhD Degree [] Others (please specify)

Section B: Personality Traits of Principals (to be answered by the principals to avoid biasness in responses)

Key: SA= Strongly Agree, A= Agree, SD= Strongly Disagree, D= Disagree

| | | SA | A | D | SD |
|-----|--|----|---|---|----|
| S/N | Statement | 4 | 3 | 2 | 1 |
| | Agreeableness | | | | |
| 1. | cooperate with teachers | | | | |
| 2. | prefer to use compromising strategies in dealing with conflict in school | | | | |

| | | | | | |
|--------------------------|--|--|--|--|--|
| 3. | am forgiving | | | | |
| 4. | am sensitive to the needs of my teachers | | | | |
| 5. | take responsibility for my actions | | | | |
| Conscientiousness | | | | | |
| 6 | am trustworthy | | | | |
| 7 | am extremely organized and efficient in handling the affairs of the school | | | | |
| 8 | am hardworking | | | | |
| 9 | have a good self-discipline | | | | |
| 10 | strive for achievement | | | | |
| Extraversion | | | | | |
| 11 | seek out opportunities for social interaction especially with teachers | | | | |
| 12 | make teachers comfortable around me | | | | |
| 13 | am prone to action rather than contemplation | | | | |
| 14 | an energetic | | | | |
| 15 | like all attention to be on me | | | | |
| Neuroticism | | | | | |
| 16 | easily get depressed | | | | |
| 17 | get tensed and worry a lot | | | | |
| 18 | am prone to sadness | | | | |
| 19 | am hostile to teachers | | | | |
| 20 | am unsure (low self-esteem) of myself | | | | |

| | Openness | | | | |
|-----------|--|--|--|--|--|
| 21 | am willing to consider new ideas | | | | |
| 22 | am flexible to changes in the school environment | | | | |
| 23 | am versatile (willing to try new things) | | | | |
| 24 | am curious to learn | | | | |
| 25 | am intellectually sound | | | | |

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Appendix II (Raw Results from SPSS)

| | | Gender of Teachers | | | |
|-------|--------|---------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 927 | 48.2 | 48.2 | 48.2 |
| | Female | 996 | 51.8 | 51.8 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | Age of Teachers | | | |
|-------|--------------------|------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 25-40 years | 689 | 35.8 | 35.8 | 35.8 |
| | 41-56 years | 933 | 48.5 | 48.5 | 84.3 |
| | 57 years and above | 301 | 15.7 | 15.7 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | Teachers' Years of Experience | | | |
|-------|-------|--------------------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 1-5 | 159 | 8.2 | 8.2 | 8.2 |
| | 6-10 | 205 | 10.7 | 10.7 | 18.9 |
| | 11-15 | 598 | 31.1 | 31.1 | 50.0 |
| | 16-20 | 473 | 24.6 | 24.6 | 74.6 |
| | 21-25 | 376 | 19.6 | 19.6 | 94.2 |
| | 26-30 | 112 | 5.8 | 5.8 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | Teachers' Highest academic qualification | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | NCE | 377 | 19.6 | 19.6 | 19.6 |
| | Bachelor's degree | 1034 | 53.7 | 53.7 | 73.3 |
| | PGDE | 234 | 12.2 | 12.2 | 85.5 |
| | Master's Degree | 278 | 14.5 | 14.5 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | Gender of Principals | | | |
|-------|--------|-----------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 58 | 48.7 | 48.7 | 48.7 |
| | Female | 61 | 51.3 | 51.3 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | Age of Principals | | | |
|-------|--------------------|--------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 25-40 years | 2 | 1.7 | 1.7 | 1.7 |
| | 41-56 years | 77 | 64.7 | 64.7 | 64.7 |
| | 57 years and above | 40 | 33.6 | 33.6 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | Principals' Years of Experience | | | |
|-------|--------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | 11-15 | 2 | 1.7 | 10.7 | 18.9 |
| | 16-20 | 23 | 19.3 | 31.1 | 50.0 |
| | 21-25 | 39 | 32.8 | 24.6 | 74.6 |
| | 26-30 | 33 | 27.7 | 19.6 | 94.2 |
| | 31 and above | 22 | 18.5 | 5.8 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | Principals' Highest academic qualification | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | NCE | 18 | 15.1 | 15.1 | 15.1 |
| | Bachelor's degree | 31 | 26.1 | 26.1 | 41.2 |
| | PGDE | 25 | 21.0 | 21.0 | 62.2 |
| | Master's Degree | 37 | 31.1 | 31.1 | 93.3 |
| | MPhil/PhD | 8 | 6.7 | 6.7 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is cooperative with teachers | | | |
|-------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 278 | 14.5 | 14.5 | 14.5 |
| | Disagree | 881 | 45.8 | 45.8 | 60.3 |
| | Agree | 656 | 34.1 | 34.1 | 94.4 |
| | Strongly Agree | 108 | 5.6 | 5.6 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal prefers to use compromising strategies in dealing with conflict in school | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 195 | 10.1 | 10.1 | 10.1 |
| | Disagree | 669 | 34.9 | 34.9 | 45.0 |
| | Agree | 812 | 42.2 | 42.2 | 87.2 |
| | Strongly Agree | 247 | 12.8 | 12.8 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is forgiving | | | |
|-------|-------------------|----------------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 259 | 13.5 | 13.5 | 13.5 |
| | Disagree | 699 | 36.3 | 36.3 | 49.8 |
| | Agree | 667 | 34.7 | 34.7 | 84.5 |
| | Strongly Agree | 298 | 15.5 | 15.5 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is sensitive to the needs of his/her teachers | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 109 | 5.7 | 5.7 | 5.7 |
| | Disagree | 971 | 50.5 | 50.5 | 50.5 |
| | Agree | 742 | 38.6 | 38.6 | 94.8 |
| | Strongly Agree | 101 | 5.2 | 5.2 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal takes responsibility for his/her Actions | | | |
|-------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 87 | 4.5 | 4.5 | 4.5 |
| | Disagree | 702 | 36.5 | 36.5 | 41.0 |
| | Agree | 934 | 48.6 | 48.6 | 89.6 |
| | Strongly Agree | 200 | 10.4 | 10.4 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is trustworthy | | | |
|-------|-------------------|------------------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 205 | 10.7 | 10.7 | 10.7 |
| | Disagree | 634 | 32.9 | 32.9 | 43.6 |
| | Agree | 876 | 45.6 | 45.6 | 89.2 |
| | Strongly Agree | 208 | 10.8 | 10.8 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| My principal is extremely organized and efficient in handling the affairs of the school | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 298 | 15.5 | 15.5 | 15.5 |
| | Disagree | 717 | 37.3 | 37.3 | 52.8 |
| | Agree | 721 | 37.5 | 37.5 | 90.3 |
| | Strongly Agree | 187 | 9.7 | 9.7 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| My principal is hardworking | | | | | |
|------------------------------------|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 137 | 7.1 | 7.1 | 7.1 |
| | Disagree | 700 | 36.4 | 36.4 | 43.5 |
| | Agree | 882 | 45.9 | 45.9 | 89.4 |
| | Strongly Agree | 204 | 10.6 | 10.6 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal has a good self-discipline | | | |
|-------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 177 | 9.2 | 9.2 | 9.2 |
| | Disagree | 697 | 36.2 | 36.2 | 45.4 |
| | Agree | 898 | 46.7 | 46.7 | 92.1 |
| | Strongly Agree | 151 | 7.9 | 7.9 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal strives for achievement | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 212 | 11.0 | 11.0 | 11.0 |
| | Disagree | 790 | 41.1 | 41.1 | 52.1 |
| | Agree | 769 | 40.0 | 40.0 | 92.1 |
| | Strongly Agree | 152 | 7.9 | 7.9 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal seeks out opportunities for social interaction especially with teachers | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 224 | 11.6 | 11.6 | 11.6 |
| | Disagree | 899 | 46.8 | 46.8 | 58.4 |
| | Agree | 601 | 31.3 | 31.3 | 89.7 |
| | Strongly Agree | 199 | 10.3 | 10.3 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal makes teachers comfortable around him/her | | | |
|-------|----------------------|---|---------|------------------|-----------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 198 | 10.3 | 10.3 | 10.3 |
| | Disagree | 696 | 36.2 | 36.2 | 46.5 |
| | Agree | 872 | 45.3 | 45.3 | 91.8 |
| | Strongly Agree | 157 | 8.2 | 8.2 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is prone to action rather than Contemplation | | | |
|-------|----------------------|--|---------|------------------|-----------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 209 | 10.9 | 10.9 | 10.9 |
| | Disagree | 702 | 36.5 | 36.5 | 47.4 |
| | Agree | 801 | 41.7 | 41.7 | 89.1 |
| | Strongly Agree | 211 | 11.0 | 11.0 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is energetic | | | |
|-------|-------------------|----------------------------------|---------|------------------|-----------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 111 | 5.8 | 5.8 | 5.8 |
| | Disagree | 798 | 41.5 | 41.5 | 47.3 |
| | Agree | 901 | 46.8 | 46.8 | 94.1 |
| | Strongly Agree | 113 | 5.9 | 5.9 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal easily gets depressed | | | |
|-------|-------------------|---|---------|------------------|-----------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 128 | 6.7 | 6.7 | 6.7 |
| | Disagree | 878 | 45.6 | 45.6 | 52.3 |
| | Agree | 791 | 41.1 | 41.1 | 93.4 |
| | Strongly Agree | 126 | 6.6 | 6.6 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is gets tensed and worry a lot | | | |
|-------|-------------------|--|---------|------------------|-----------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 202 | 10.5 | 10.5 | 10.5 |
| | Disagree | 754 | 39.2 | 39.2 | 49.7 |
| | Agree | 848 | 44.1 | 44.1 | 93.8 |
| | Strongly Agree | 119 | 6.2 | 6.2 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is prone to sadness | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 198 | 10.3 | 10.3 | 10.3 |
| | Disagree | 887 | 46.2 | 46.2 | 56.5 |
| | Agree | 689 | 35.8 | 35.8 | 92.3 |
| | Strongly Agree | 149 | 7.7 | 7.7 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

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| | | My principal is hostile to teachers | | | |
|----------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 208 | 10.8 | 10.8 | 10.8 |
| | Disagree | 899 | 46.7 | 46.7 | 57.5 |
| | Agree | 612 | 31.8 | 31.8 | 89.3 |
| | Strongly Agree | 204 | 10.7 | 10.7 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |
| K | | My principal is unsure (low self-esteem) of his/herself | | | |
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 101 | 5.3 | 5.3 | 5.3 |
| | Disagree | 994 | 51.7 | 51.7 | 57.0 |
| | Agree | 690 | 35.9 | 35.9 | 92.9 |
| | Strongly Agree | 138 | 7.1 | 7.1 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is willing to consider new ideas | | | |
|-------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 103 | 5.4 | 5.4 | 5.4 |
| | Disagree | 632 | 32.9 | 32.9 | 38.3 |
| | Agree | 988 | 51.4 | 51.4 | 89.7 |
| | Strongly Agree | 200 | 10.3 | 10.3 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is flexible to changes in the school environment | | | |
|-------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 145 | 7.5 | 7.5 | 7.5 |
| | Disagree | 876 | 45.6 | 45.6 | 53.1 |
| | Agree | 798 | 41.5 | 41.5 | 94.6 |
| | Strongly Agree | 104 | 5.4 | 5.4 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | | | | |
|--|----------------|------|-------|-------|-------|
| | Strongly Agree | 189 | 9.8 | 9.8 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is versatile (willing to try new things) | | | |
|-------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 121 | 6.3 | 6.3 | 6.3 |
| | Disagree | 712 | 37.0 | 37.0 | 43.3 |
| | Agree | 901 | 46.9 | 46.9 | 90.2 |

| | | My principal is curious to learn | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 116 | 6.1 | 6.1 | 6.1 |
| | Disagree | 723 | 37.6 | 37.6 | 43.7 |
| | Agree | 912 | 47.4 | 47.4 | 91.1 |
| | Strongly Agree | 172 | 8.9 | 8.9 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is intellectually sound | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 129 | 6.7 | 6.7 | 6.7 |
| | Disagree | 705 | 36.7 | 36.7 | 43.4 |
| | Agree | 900 | 46.8 | 46.8 | 90.2 |
| | Strongly Agree | 189 | 9.8 | 9.8 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | | | | |
|--|------------|------|-------|-------|-------|
| | High Level | 188 | 9.8 | 9.8 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is able to analyze a situation to distinguish between cause and effect | | | |
|-------|----------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 124 | 6.4 | 6.4 | 6.4 |
| | Low Level | 812 | 42.3 | 42.3 | 48.7 |
| | Moderate Level | 799 | 41.5 | 41.5 | 90.2 |

| | | My principal is able to coordinate all activities of the different parts of the school | | | |
|-------|----------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 195 | 10.1 | 10.1 | 10.1 |
| | Low Level | 687 | 35.7 | 35.7 | 45.8 |
| | Moderate Level | 903 | 47.0 | 47.0 | 92.8 |
| | High Level | 138 | 7.2 | 7.2 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is able to organise, interpret and harmonise ideas in line with the long term vision of the school | | | |
|-------|----------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 28 | 1.5 | 1.5 | 1.5 |
| | Low Level | 698 | 36.3 | 36.3 | 37.8 |
| | Moderate Level | 997 | | | |

| | | | | | |
|--|------------|------|-------|-------|-------|
| | High Level | 200 | 51.8 | 51.8 | 89.6 |
| | | | 10.4 | 10.4 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

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| | | My principal is able to organise, interpret and harmonise ideas in line with the long term vision of the school | | | |
|-------|----------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 208 | 10.8 | 10.8 | 10.8 |
| | Low Level | 878 | 45.7 | 45.7 | 56.5 |
| | Moderate Level | 743 | 38.6 | 38.6 | 95.1 |
| | High Level | 94 | 4.9 | 4.9 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal makes timely decision that solves problems | | | |
|-------|----------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 206 | 10.7 | 10.7 | 10.7 |
| | Low Level | 890 | 46.3 | 46.3 | 57.0 |
| | Moderate Level | 702 | 36.5 | 36.5 | 93.5 |
| | High Level | 125 | 6.5 | 6.5 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal works well with people | | | |
|-------|----------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 191 | 9.9 | 9.9 | 9.9 |
| | Low Level | 621 | 32.3 | 32.3 | 42.2 |
| | Moderate Level | 879 | 45.7 | 45.7 | 87.9 |
| | High Level | 232 | 12.1 | 12.1 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal respects others during communication process | | | |
|-------|----------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 203 | 10.6 | 10.6 | 10.6 |
| | Low Level | 607 | 31.5 | 31.5 | 42.1 |
| | Moderate Level | 865 | 45.0 | 45.0 | 87.1 |
| | High Level | 248 | 12.9 | 12.9 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal accepts the existence of viewpoints, perceptions, and beliefs which are different from his own | | | |
|-------|----------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 278 | 14.5 | 14.5 | 14.5 |
| | Low Level | 784 | 40.7 | 40.7 | 55.2 |
| | Moderate Level | 635 | 33.0 | 33.0 | 88.2 |
| | High Level | 226 | 11.8 | 11.8 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal tries to understand what others really mean by their words and behavior | | | |
|-------|----------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 206 | 10.7 | 10.7 | 10.7 |
| | Low Level | 609 | 31.7 | 31.7 | 42.4 |
| | Moderate Level | 796 | 41.4 | 41.4 | 83.8 |
| | High Level | 312 | 16.2 | 16.2 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal hardly shows favouritism amongst his teachers | | | |
|-------|----------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 198 | 10.3 | 10.3 | 10.3 |
| | Low Level | 628 | 32.7 | 32.7 | 43.0 |
| | Moderate Level | 898 | 46.7 | 46.7 | 89.7 |
| | High Level | 199 | 10.3 | 10.3 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal has knowledge of his/her job | | | |
|-------|----------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 223 | 11.6 | 11.6 | 11.6 |
| | Low Level | 675 | 35.1 | 35.1 | 46.7 |
| | Moderate Level | 789 | 41.0 | 41.0 | 87.7 |
| | High Level | 236 | 12.3 | 12.3 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is an expert in principalship | | | |
|-------|----------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 212 | 11.0 | 11.0 | 11.0 |
| | Low Level | 802 | 41.7 | 41.7 | 52.7 |
| | Moderate Level | 698 | 36.3 | 36.3 | 89.0 |
| | High Level | 211 | 11.0 | 11.0 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal has grasp of methods and processes for conducting specialised Activities | | | |
|-------|----------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 159 | 8.3 | 8.3 | 8.3 |
| | Low Level | 676 | 35.2 | 35.2 | 43.5 |
| | Moderate Level | 887 | 46.1 | 46.1 | 89.6 |
| | High Level | 201 | 10.4 | 10.4 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal is able to handle administrative matters smoothly | | | |
|-------|----------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 202 | 10.5 | 10.5 | 10.5 |
| | Low Level | 897 | 46.6 | 46.6 | 57.1 |
| | Moderate Level | 701 | 36.5 | 36.5 | 93.6 |
| | High Level | 123 | 6.4 | 6.4 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | My principal has mastery of tasks or duties | | | |
|-------|----------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not At All | 201 | 10.5 | 10.5 | 10.5 |
| | Low Level | 702 | 36.5 | 36.5 | 47.0 |
| | Moderate Level | 801 | 41.6 | 41.6 | 88.6 |
| | High Level | 219 | 11.4 | 11.4 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I enjoy the fact that I am a teacher | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 101 | 5.3 | 5.3 | 5.3 |
| | Disagree | 1023 | 53.2 | 53.2 | 58.5 |
| | Agree | 702 | 36.5 | 36.5 | 95.0 |
| | Strongly Agree | 97 | 5.0 | 5.0 | 100.0 |
| | Total | | | | |

| | | | | |
|--|-------|------|-------|-------|
| | Total | 1923 | 100.0 | 100.0 |
|--|-------|------|-------|-------|

| | | I have interest in teaching | | | |
|-------|-------------------|------------------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 197 | 10.2 | 10.2 | 10.2 |
| | Disagree | 902 | 46.9 | 46.9 | 57.1 |
| | Agree | 767 | 39.9 | 39.9 | 97.0 |
| | Strongly Agree | 57 | 3.0 | 3.0 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I look forward to teaching my lessons | | | |
|-------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 188 | 9.8 | 9.8 | 9.8 |
| | Disagree | 913 | 47.5 | 47.5 | 57.3 |
| | Agree | 754 | 39.2 | 39.2 | 96.5 |
| | Strongly Agree | 68 | 3.5 | 3.5 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I derive pleasure from teaching | | | |
|-------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 199 | 10.3 | 10.3 | 10.3 |
| | Disagree | 823 | 42.9 | 42.9 | 53.2 |
| | Agree | 710 | 36.9 | 36.9 | 90.1 |
| | Strongly Agree | 191 | 9.9 | 9.9 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I like teaching | | | |
|-------|-------------------|------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 197 | 10.2 | 10.2 | 10.2 |
| | Disagree | 856 | 44.5 | 44.5 | 54.7 |
| | Agree | 699 | 36.4 | 36.4 | 91.1 |
| | Strongly Agree | 171 | 8.9 | 8.9 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I have value for teaching | | | |
|-------|-------------------|----------------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 188 | 9.8 | 9.8 | 9.8 |
| | Disagree | 626 | 32.6 | 32.6 | 42.4 |
| | Agree | 889 | 46.2 | 46.2 | 88.6 |
| | Strongly Agree | 220 | 11.4 | 11.4 | |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I believe teaching is useful to me | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 190 | 9.9 | 9.9 | 9.9 |
| | Disagree | 789 | 41.0 | 41.0 | 50.9 |
| | Agree | 690 | 35.9 | 35.9 | 86.8 |
| | Strongly Agree | 254 | 13.2 | 13.2 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I believe teaching is relevant to the students and | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Society | | | |
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 49 | 2.5 | 2.5 | 2.5 |
| | Disagree | 765 | 39.8 | 39.8 | 42.3 |
| | Agree | 1011 | 52.6 | 52.6 | 94.9 |
| | Strongly Agree | 98 | 5.1 | 5.1 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I believe teaching is easy to me | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 199 | 10.3 | 10.3 | 10.3 |
| | Disagree | 835 | 43.4 | 43.4 | 53.7 |
| | Agree | 639 | 33.3 | 33.3 | 87.0 |
| | Strongly Agree | 250 | 13.0 | 13.0 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I perceive I have the ability to teach | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 210 | 10.9 | 10.9 | 10.9 |
| | Disagree | 601 | 31.3 | 31.3 | 42.2 |
| | Agree | 871 | 45.3 | 45.3 | 87.5 |
| | Strongly Agree | 241 | 12.5 | 12.5 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I pay undivided attention during teaching | | | |
|-------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 231 | 12.0 | 12.0 | 12.0 |
| | Disagree | 611 | 31.8 | 31.8 | 43.8 |
| | Agree | 783 | 40.7 | 40.7 | 84.5 |
| | Strongly Agree | 298 | 15.5 | 15.5 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I work hard to ensure subjects are well taught | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 210 | 10.9 | 10.9 | 10.9 |
| | Disagree | 690 | 35.9 | 35.9 | 46.8 |
| | Agree | 804 | 41.8 | 41.8 | 88.6 |
| | Strongly Agree | 219 | 11.4 | 11.4 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I am involved and participate in all activities during teaching | | | |
|-------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 214 | 11.1 | 11.1 | 11.1 |
| | Disagree | 813 | 42.3 | 42.3 | 53.4 |
| | Agree | 687 | 35.7 | 35.7 | 89.1 |
| | Strongly Agree | 209 | 10.9 | 10.9 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | | | | |
|--|----------------|------|-------|-------|-------|
| | Strongly Agree | 202 | 10.5 | 10.5 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I teach whenever and wherever possible | | | |
|-------|-------------------|---|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 229 | 11.9 | 11.9 | 11.9 |
| | Disagree | 798 | 41.5 | 41.5 | 53.4 |
| | Agree | 695 | 36.1 | 36.1 | 89.5 |
| | Strongly Agree | 201 | 10.5 | 10.5 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

| | | I want my lessons always intact | | | |
|-------|-------------------|--|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly Disagree | 257 | 13.4 | 13.4 | 13.4 |
| | Disagree | 776 | 40.3 | 40.3 | 53.7 |
| | Agree | 688 | 35.8 | 35.8 | 89.5 |
| | Strongly Agree | 202 | 10.5 | 10.5 | 100.0 |
| | Total | 1923 | 100.0 | 100.0 | |

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|------|---------|---------|-------|----------------|
| My principal is cooperative with teachers | 1923 | 1.00 | 4.00 | 2.256 | 0.77 |

| | | | | | |
|---|------|------|------|-------|------|
| My principal prefers to use compromising strategies in dealing with conflict in school | 1923 | 1.00 | 4.00 | 2.509 | 0.71 |
| My principal is forgiving | 1923 | 1.00 | 4.00 | 2.401 | 0.65 |
| My principal is sensitive to the needs of his/her teachers | 1923 | 1.00 | 4.00 | 2.257 | 0.69 |
| My principal takes responsibility for his/her actions | 1923 | 1.00 | 4.00 | 2.555 | 0.79 |
| My principal is trustworthy | 1923 | 1.00 | 4.00 | 2.565 | 0.75 |
| My principal is extremely organized and efficient in handling the affairs of the school | 1923 | 1.00 | 4.00 | 2.410 | 0.70 |
| My principal is hardworking | 1923 | 1.00 | 4.00 | 2.505 | 0.73 |
| My principal has a good self discipline | 1923 | 1.00 | 4.00 | 2.599 | 0.80 |
| My principal strives for achievement | 1923 | 1.00 | 4.00 | 2.405 | 0.69 |
| My principal seeks out opportunities for social interaction especially with teachers | 1923 | 1.00 | 4.00 | 2.376 | 0.66 |
| My principal makes teachers comfortable around him/her | 1923 | 1.00 | 4.00 | 2.509 | 0.72 |
| My principal is prone to action rather than contemplation | 1923 | 1.00 | 4.00 | 2.501 | 0.69 |
| My principal is energetic | 1923 | 1.00 | 4.00 | 2.551 | 0.70 |
| My principal is assertive | 1923 | 1.00 | 4.00 | 2.412 | 0.67 |
| My principal easily gets depressed | 1923 | 1.00 | 4.00 | 2.291 | 0.69 |

| | | | | | |
|---|------|------|------|-------|------|
| My principal gets tensed and worry a lot | 1923 | 1.00 | 4.00 | 2.511 | 0.71 |
| My principal is prone to sadness | 1923 | 1.00 | 4.00 | 2.326 | 0.70 |
| My principal is hostile to teachers | 1923 | 1.00 | 5.00 | 2.311 | 0.64 |
| My principal is unsure (low self esteem) of his/herself | 1923 | 1.00 | 5.00 | 2.119 | 0.71 |
| My principal is willing to consider new ideas | 1923 | 1.00 | 5.00 | 2.591 | 0.67 |
| My principal is flexible to changes in the school environment | 1923 | 1.00 | 5.00 | 2.494 | 0.61 |
| My principal is versatile (willing to try new things) | 1923 | 1.00 | 5.00 | 2.544 | 0.63 |
| My principal is curious to learn | 1923 | 1.00 | 5.00 | 2.567 | 0.71 |
| My principal is intellectually sound | 1923 | 1.00 | 5.00 | 2.500 | 0.65 |
| My principal is able to analyze a situation to distinguish between cause and effect | 1923 | 1.00 | 5.00 | 2.401 | 0.66 |
| My principal is able to coordinate all activities of the different parts of the school | 1923 | 1.00 | 5.00 | 2.594 | 0.75 |
| My principal demonstrates good | 1923 | 1.00 | 5.00 | 2.643 | 0.76 |
| My principal is able to organise, interpret and harmonise ideas in line with the long term vision of the school | 1923 | 1.00 | 4.00 | 2.408 | 0.70 |
| My principal makes timely decision that solves problems | 1923 | 1.00 | 4.00 | 2.440 | 0.59 |

| | | | | | |
|---|------|------|------|-------|------|
| My principal works well with people | 1923 | 1.00 | 4.00 | 2.519 | 0.66 |
| My principal respects others during communication process | 1923 | 1.00 | 4.00 | 2.507 | 0.75 |
| My principal accepts the existence of viewpoints, perceptions, and beliefs which are different from his own | 1923 | 1.00 | 4.00 | 2.443 | 0.76 |
| My principal tries to understand what others really mean by their words and behavior | 1923 | 1.00 | 4.00 | 2.508 | 0.70 |
| My principal hardly shows favouritism amongst his teachers | 1923 | 1.00 | 4.00 | 2.550 | 0.59 |
| My principal has knowledge of his/her job | 1923 | 1.00 | 4.00 | 2.502 | 0.67 |
| My principal is an expert in principalship | 1923 | 1.00 | 4.00 | 2.414 | 0.66 |
| My principal has grasp of methods and processes for conducting specialised activities | 1923 | 1.00 | 4.00 | 2.511 | 0.78 |
| My principal is able to handle administrative matters smoothly | 1923 | 1.00 | 4.00 | 2.493 | 0.61 |
| My principal has mastery of tasks or duties | 1923 | 1.00 | 4.00 | 2.505 | 0.79 |
| I enjoy the fact that I am a teacher | 1923 | 1.00 | 4.00 | 1.946 | 0.77 |
| I have interest in teaching | 1923 | 1.00 | 4.00 | 2.222 | 0.55 |
| I look forward to teaching my lessons | 1923 | 1.00 | 4.00 | 2.289 | 0.65 |
| I derive pleasure from teaching | 1923 | 1.00 | 4.00 | 2.393 | 0.59 |
| I like teaching | 1923 | 1.00 | 4.00 | 2.315 | 0.60 |
| I have value for teaching | 1923 | 1.00 | 4.00 | 2.696 | 0.87 |

| | | | | | |
|---|------|------|------|-------|------|
| I believe teaching is useful to me | 1923 | 1.00 | 4.00 | 2.490 | 0.63 |
| I believe teaching is relevant to the students and society | 1923 | 1.00 | 4.00 | 2.811 | 0.78 |
| I believe teaching is easy to me | 1923 | 1.00 | 4.00 | 2.419 | 0.67 |
| I perceive I have the ability to teach | 1923 | 1.00 | 4.00 | 2.677 | 0.77 |
| I pay undivided attention during teaching | 1923 | 1.00 | 4.00 | 2.504 | 0.77 |
| I work hard to ensure subjects are well taught | 1923 | 1.00 | 4.00 | 2.511 | 0.63 |
| I am involved and participate in all activities during teaching | 1923 | 1.00 | 4.00 | 2.399 | 0.61 |
| I teach whenever and wherever possible | 1923 | 1.00 | 4.00 | 2.495 | 0.70 |
| I want my lessons always intact | 1923 | 1.00 | 4.00 | 2.417 | 0.66 |
| Valid N (listwise) thinking ability and initiative | 1923 | 1.00 | 4.00 | | |

Variables Entered/Removed^a

| Model | Variables Entered | Variables Removed | Method |
|-------|--|-------------------|--------|
| 1 | Agreeableness trait, conceptual competence, conscientiousness trait, interpersonal competence, extraversion trait, technical competence, neuroticism trait, openness trait ^b | . | Enter |

a. Dependent Variable: teachers' attitude towards teaching

b. All requested variables entered.

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .996 ^a | .992 | .973 | .00271 |

a. Predictors: (Constant), agreeableness trait, conceptual competence, conscientiousness trait, interpersonal competence, extraversion trait, technical competence, neuroticism trait, openness trait

| | | ANOVA ^a | | | | |
|-------|------------|--------------------|------|-------------|-------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 303.789 | 6 | 63.619 | 3.972 | .010 ^b |
| | Residual | 4667.347 | 1916 | 33.349 | | |
| | Total | 4971.136 | 1922 | | | |

a. Dependent Variable: teachers task performance

b. Predictors: (Constant), agreeableness trait, conceptual competence, conscientiousness trait, interpersonal competence, extraversion trait, technical competence, neuroticism trait , openness trait

| | | Coefficients ^a | | | | |
|-------|--------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 30.863 | 3.964 | | 11.054 | .000 |
| | Agreeableness | .245 | .099 | .129 | 2.791 | .009 |
| | Conscientiousness | .217 | .101 | .132 | 2.812 | .006 |
| | Extraversion | .021 | .092 | .011 | .224 | .823 |
| | Neuroticism | .009 | .091 | .005 | .099 | .921 |
| | Openness | .010 | .011 | .040 | .978 | .328 |
| | Conceptual competence | .243 | .094 | .126 | 2.596 | .021 |
| | Interpersonal competence | .126 | .052 | .078 | 2.397 | .030 |

Technical competence .181 .088 .099 2.057 .040

a. Dependent Variable: Teachers Attitude towards Teaching

| Group Statistics | | | | | |
|-------------------------------------|--------------------|-----|--------|----------------|-----------------|
| Teachers' attitude towards teaching | Gender of Teachers | N | Mean | Std. Deviation | Std. Error Mean |
| | Male | 927 | 3.5302 | .88810 | .00638 |
| | Female | 996 | 3.6815 | .89779 | .00735 |

| Independent samples Test | | | | | | | | |
|---|------|---|----|------------------------------|------------|------------|---|-------|
| Levene's Test for Equality of Variances | | | | t-test for Equality of Means | | | | |
| F | Sig. | T | Df | Sig. | Mean | Std. Error | 95% Confidence Interval of the Difference | |
| | | | | (2-tailed) | Difference | | Lower | Upper |
| | | | | | | | | |

| | | | | | | | | |
|----------|----------|---------|------|-------|-------|--------|--------|-------|
| Teacher | Equal | 4.87.02 | 3.10 | 1931 | .002 | .17207 | .00452 | .2794 |
| s' | variance | 7 | 1 | 1 | | | | 3 |
| attitude | s | | | | | | | |
| towards | | | | | | | | |
| teaching | assumed | | 3.10 | 1900. | .002* | .17207 | .00455 | .2795 |
| | Equal | | 3 | 2 | | | | 3 |
| | variance | | | | | | | - |
| | s not | | | | | | | .0667 |
| | assumed | | | | | | | 7 |

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Summary of t-test

| | N | Mean (\bar{x}) | Std. Deviation | Df | Mean Difference | Std. Error Difference | t | Pvalue |
|--|------|-----------------------|-------------------|------|--------------------|--------------------------|---------|--------|
| Principals' Personality Trait responded by Teachers | 1923 | 47.3829 | 3.76842 | 2040 | -3.345 | | -14.874 | .001 |
| Principals' Personality Trait responded by Principals | 119 | 43.3728 | 3.57243 | | | | | |

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Pictures of Researcher in the Field



Researcher distributing questionnaires to another Principal during fieldwork

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Researcher distributing questionnaires to teachers during fieldwork



Researcher distributing questionnaires to another teacher during fieldwork



Researcher distributing questionnaires to another teacher during fieldwork

Bio-data

A. Personal Data

1. **Full Name:** John Abisoye Adisa OKE

Home Address: No.1, Abisara Oke memorial Estate Oke Owode Ogbomosho, Oyo State

E-mail Address: Johnadisaoke@gmail.com

Phone Nos: 08088197665

2. **Date and Place of Birth:** 4th July, 1986 at Lagos State, Nigeria

3. **Nationality:** Nigerian

4. **Name and Address of Next of Kin:** David Alao Oke/No.1, Abisara Oke memorial Estate Oke Owode Ogbomosho, Oyo State

B. Educational Background

| Institutions Attended | Qualification Obtained | Date |
|---|------------------------------------|-----------|
| • Best Legacy Nursery and Primary School, Ogbomosho | Primary School Leaving Certificate | 1995 |
| • Best Legacy International High School Ogbomosho | SSCE | 2001 |
| • Bel College of Education | NCE Chemistry/Computer Science | 2010 |
| • LAUTECH | B.Tech Chemistry | 2010 |
| • Coventry University | M.Sc. Oil and Gas Mgt | 2013 |
| • Lead City University, Oyo State | (PhD in view) | 2019-date |

C. Working Experience with Dates

British Petroleum **2013 -2015**

Alswada Ghana Ltd. **2015 - 2017**

Integrated Nig. Ltd **2017 till Date**

Best Legacy consult & Edu. Services Nig. Ltd. 2017 Till Date

D. Awards and Fellowships (If any): Nil

E. Membership of Academic Professional Bodies:

Member, Society of Petroleum Engineers,

Member, Proprietors of Private colleges of Education

Member, Proprietors of Private Primary and Secondary Schools.

F. Publications: Nil

4. Notable scholarly or Professional Accomplishments: Nil

5. Major Conferences/Workshops Attended: Russia, Netherland, Ghana, USA,

6. Date and Signature:

Signature

Date

University Compliance Certificate

This is to certify that the thesis by John Abisoye Adisa OKE in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

Signature

Date

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