

**PERCEIVED RELATIONSHIP BETWEEN PRINCIPAL'S MANAGERIAL SKILLS AND
BUSINESS STUDIES TEACHERS' JOB PRODUCTIVITY IN PUBLIC JUNIOR
SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA**

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Abstract

This study investigated the perceived relationship between principals' managerial skills and Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria. The study was guided by two specific objectives: to determine the relationship between principals' technical skills and Business Studies teachers' job productivity, and to ascertain the relationship between principals' human relations skills and Business Studies teachers' job productivity. Two research questions and two null hypotheses were formulated to guide the study. The study adopted a correlational research design. The population comprised 488 principals and 701 Business Studies teachers, totaling 1,189 respondents across public junior secondary schools in Adamawa State during the 2025/2026 academic session. A sample size of 291 respondents, consisting of 119 principals and 172 Business Studies teachers, was selected using proportionate stratified random sampling. Data were collected using a researcher-developed instrument titled "Relationship between Principal Managerial Skills and Business Studies Teachers' Productivity Questionnaire (RPMSBTPQ)," which yielded a reliability coefficient of 0.973. Simple linear regression analysis was used to test the hypotheses at 0.05 level of significance. The findings revealed a positive and significant relationship between principals' technical skills and Business Studies teachers' job productivity ($r = 0.375$, $p < 0.05$), and a positive and significant relationship between principals' human relations skills and Business Studies teachers' job productivity ($r = 0.573$, $p < 0.05$). It was concluded that principals' technical and human relations skills significantly influence Business Studies teachers' job productivity. It was recommended, among others, that educational authorities should organize regular professional development programmes for principals to strengthen their technical competencies, and that principals should improve their interpersonal skills by promoting teamwork, mutual respect, and participatory decision-making to create a positive school environment that encourages teachers' commitment and productivity.

Keywords: Principal Managerial Skills, Technical Skills, Human Relations Skills, Teachers' Job Productivity, Business Studies.

Introduction

Education aims to impart desirable knowledge, skills, ideas, concepts, and values to learners, enabling them to become useful to themselves and their society. A significant global educational challenge is the declining rate of quality education. While increasing access is crucial, upholding quality is paramount, as quality education is a prerequisite for national, regional, and global development. For the delivery of quality education, schools require competent teachers and principals who are committed and equipped with the necessary knowledge, skills, and competencies. As the chief executive and instructional leader, the principal guides the school's vision, manages staff and resources, and handles a wide range of administrative tasks. To fulfill these responsibilities effectively, principals must possess strong managerial abilities (Akporehe & Asiyai, 2023). In Nigeria, educational studies confirm that school leaders require key skills in communication, human relations, technical areas, and administration to run schools effectively (Ogunode et al., 2023). Managerial skills encompass the ability to plan, organize, control, and direct an educational enterprise to achieve its set objectives. The school principal is at the helm of implementing education policies (Nwogu & Ebunu, 2019) and must skillfully organize human and material resources to realize educational goals.

A principal's effectiveness is underpinned by several key strategic areas. Technical skills refer to the principal's understanding of school systems and instructional processes, including planning, problem-solving, policy implementation, and resource management. A principal adept in these areas fosters a more professional school environment, which can directly motivate teachers and enhance their classroom focus (Eze, 2017). Human relations skills, on the other hand, involve a principal's interpersonal and team-building capacities. Principals strong in this area are caring, approachable, and collaborative, fostering a supportive climate. Research in Nigeria indicates that principals who display empathy and approachability improve collegiality and positively influence teachers' attitudes (Mohammed et al., 2021).

Teachers' job productivity, a key indicator of teacher performance, is broadly understood as the effectiveness and output of a teacher's work. It is a measure of how efficiently the teaching and learning process utilizes its labor force (Ochoyi, 2023). Research finds that teacher productivity is significantly influenced by leadership and school conditions. Teachers who feel emotionally and professionally supported by their principal tend to show higher productivity levels (Ogunode, 2021). Thus, principals who employ strong technical and human relations skills can positively enhance teachers' effectiveness. This study focuses on Business Studies teachers in public junior secondary schools (JSS). Business Studies, a pre-vocational subject in the Nigerian JSS curriculum, exposes students to foundational business concepts through components like bookkeeping, commerce, and office practice (FRN, 2013). It is a multidisciplinary subject that equips students with foundational knowledge and practical skills in areas such as marketing, accounting, commerce, office practice, economics, insurance, and entrepreneurship to prepare them for economic participation and self-reliance (Yusuf, 2022; Okoro, 2023).

The curriculum, developed by the Nigerian Educational Research and Development Council, emphasizes skill acquisition, functional literacy, and value reorientation toward productivity and self-employment (NERDC, 2023). The subject aims to expose learners to the fundamentals of bookkeeping, keyboarding, commerce, office procedures, shorthand, typewriting, and entrepreneurship to build a foundation for further studies in business-related disciplines and to promote lifelong learning (FME, 2019; Osuala, 2020). It is on the basis of this

background that the study sought to determine the perceived relationship between principal managerial skills and Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria.

Teachers' job productivity refers to the effectiveness and efficiency with which teachers perform their instructional, administrative, co-curricular, and professional responsibilities in order to achieve desired educational outcomes (OECD, 2013; UNESCO, 2015). It encompasses measurable outputs such as students' academic achievement, quality of lesson preparation, classroom management competence, curriculum coverage, assessment practices, students' skill acquisition, and contribution to overall school improvement (Darling-Hammond, 2019). In the Nigerian educational context, teachers' job productivity is often linked with students' performance in internal and external examinations, instructional delivery effectiveness, punctuality, regularity, and adherence to professional standards (TRCN, 2020). Unlike productivity in industrial settings, teacher productivity is multidimensional and outcome-oriented, focusing not only on quantitative outputs but also on qualitative improvements in students' cognitive, affective, and psychomotor development (UNESCO, 2015; Darling-Hammond, 2019).

Principal's technical skills refer to the administrative and instructional management practices adopted by school principals to ensure effective curriculum implementation, instructional supervision, resource allocation, monitoring, and evaluation within the school system (Adeyemi, 2022; Ibrahim & Ahmed, 2020). These skills focus primarily on task-oriented and performance-driven actions that directly influence teaching and learning processes. Classroom observation and feedback constitute one of the core supervisory responsibilities of school principals in enhancing teachers' productivity. Through structured supervision, principals are able to identify teachers' strengths and areas requiring improvement and provide constructive guidance. Empirical studies indicate that supervisory feedback is a strong predictor of teacher performance and instructional effectiveness (Ekanem, 2023; Adeyemi, 2022).

Lesson note vetting and curriculum monitoring are essential technical skills employed by principals to ensure instructional alignment with prescribed educational standards. Olukoya and Adebisi (2021) argue that effective curriculum monitoring strengthens instructional coherence and promotes accountability in lesson delivery. The availability of instructional materials significantly influences teacher productivity and instructional effectiveness. Principals play a critical role in ensuring that essential teaching aids and facilities are accessible to teachers and students. Research indicates that when instructional facilities are inadequate, teacher productivity declines due to limited opportunities for interactive and skill-based instruction (Ogunode & Musa, 2023). The relevance of technical skills is especially pronounced in Business Studies, which combines academic theory with practical skill learning. Principals who ensure well-equipped business laboratories, functioning computers, calculators, typewriters, and other instructional aids create an enabling environment for teachers to deliver practical lessons effectively.

Timetable coordination and workload management are critical administrative functions that directly influence teachers' productivity. Bello and Usman (2025) note that when principals effectively manage administrative tasks and minimize excessive non-instructional burdens, teachers are better positioned to focus on teaching and student engagement. Principals also facilitate workshops, seminars, conferences, and peer-learning opportunities to update teachers' subject knowledge and teaching skills. Empirical evidence links regular professional development to higher teacher productivity (Olukoya & Adebisi, 2021; Ibrahim & Ahmed, 2020).

Principal's human relation skills refer to the interpersonal, relational, and motivational approaches adopted by school leaders to build positive relationships, promote collaboration, enhance communication, and foster a supportive and inclusive work environment. Unlike technical skills, which are largely task-oriented and performance-driven, human relation skills emphasize social interaction, emotional intelligence, empathy, trust-building, teamwork, recognition, and staff welfare. Open communication between principals and teachers creates an atmosphere of trust and mutual respect. Research indicates that principals who maintain cordial and respectful relationships with staff members create positive school climates that enhance teacher commitment and productivity (Olowookere & Olagunju, 2024).

Participatory leadership represents another critical human relation strategy. When principals involve teachers in curriculum planning, policy formulation, school improvement initiatives, budget development, and problem-solving discussions, teachers develop a sense of ownership and accountability toward institutional goals. Adeyemi (2022) observed that collaborative leadership practices significantly enhance teacher morale and instructional commitment. Recognition of teachers' efforts and achievements constitutes a powerful motivational strategy. Garba and Suleiman (2022) found that teacher motivation strengthened through recognition, encouragement, and supportive supervision positively correlates with job productivity.

Emotional intelligence on the part of the principal plays a vital role in human relation skills. Leaders who demonstrate empathy, patience, fairness, and understanding are better able to manage diverse personalities within the school environment. Workplace harmony and effective conflict management further contribute to improved teacher productivity. Ekanem (2023) emphasized that a positive organizational climate significantly predicts teacher performance in secondary schools. Additionally, staff welfare initiatives constitute essential components of principals' human relation skills. Bello and Usman (2025) reported that improved welfare packages and recognition systems significantly enhance teachers' job satisfaction and productivity levels.

Human relation skills draw theoretical support from several frameworks. Human Relations Theory, originating from Elton Mayo's Hawthorne Studies, emphasizes that social factors, recognition, and group dynamics significantly influence worker productivity. Maslow's Hierarchy of Needs posits that individuals are motivated to satisfy hierarchical needs, with social needs and esteem needs occupying middle levels. Herzberg's Two-Factor Theory distinguishes between hygiene factors and motivators. Human relation skills address both categories, with recognition and positive relationships serving as powerful motivators.

It was on the basis on the above that the study seeks to determine the perceived relationship between principal managerial skills and Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria

Statement of the Problem

In the Nigerian education system, the principal is expected to serve as both an administrator and an instructional leader who motivates, coordinates, and enhances teacher productivity. Evidence consistently indicates that a principal's managerial, technical, human relations, communication, and administrative skills are directly linked to teachers' job performance and overall school effectiveness (Bassey, 2023). However, in practice, many principals in Nigerian secondary schools appear to struggle with exercising these critical competencies effectively.

This deficiency is reflected in concerning trends. The academic performance of students in Business Studies, as measured by the Junior Secondary School Certificate Examination (JSSCE) in Adamawa State, has been persistently poor. A report from the Chief Examiner of the Adamawa State Education Resource Centre revealed a declining credit pass percentage across all five educational zones: from 36.74% in 2022 to 34.23% in 2023, and further down to 29.70% in 2024. This steady decline points to systemic issues affecting educational quality. Through personal observation and discussions with students and parents, the researcher has identified potential contributing factors. It has been observed that some teachers engage in non-academic activities during school hours, frequently absent themselves from classes, neglect to prepare lesson notes, and shirk other assigned responsibilities. These behaviors indicate an alarming decline in professional ethics and directly lead to poor job productivity.

Furthermore, some school principals are either involved in similar unprofessional conduct or fail to take adequate measures to enhance teacher morale and accountability. This perceived laxity in leadership appears to be a primary factor contributing to poor instructional practices, including haphazard lesson preparation, ineffective classroom instruction, and inadequate student evaluation. The researcher posits that these deficiencies are likely a consequence of ineffective managerial practices by school principals. It is this probable link between principal leadership and teachers' productivity and its ultimate impact on student outcomes that has prompted this study. This research aims to use empirical evidence to identify the specific managerial skills involved and propose actionable solutions.

Purpose of the Study

The purpose of this study was to determine the perceived relationship between principal managerial skills and Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria. Specifically, the study sought to:

1. Determine the relationship between principals' technical skills and Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria.
2. Ascertain the relationship between principals' human relations skills and Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria.

Research Questions

The following research questions were raised and answered in guiding this research work:

1. What is the level of relationship between principals' technical skills and Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria?
2. What is the level of relationship between principals' human relations skills and Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria?

Research Hypotheses

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

H₀₁: Principals' technical skills have no statistical significant relationship with Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria.

H0₂: Principals' human relations skills have no statistical significant relationship with Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria.

Method

The study adopted a descriptive correlational research design, which measures the extent of relationship between two or more variables without manipulating them (Obeka, 2017), as it was suitable for determining the extent and direction of the relationship between principals' managerial skills (independent variable) and Business Studies teachers' job productivity (dependent variable) in public junior secondary schools in Adamawa State, Nigeria. The population comprised 488 principals and 701 Business Studies teachers, totalling 1,189 respondents in the 2025/2026 academic session. A sample size of 291 respondents was drawn based on Krejcie and Morgan's (1970) recommendations for a 95% confidence level and 5% margin of error. Proportionate stratified random sampling was employed, dividing the population into two strata (principals and Business Studies teachers), with samples drawn proportionally: 119 principals and 172 Business Studies teachers. Simple random sampling was then used within each stratum, and the sample was drawn across all five educational zones, ensuring inclusion of both urban and rural schools.

A self-structured questionnaire titled "Relationship between Principal Managerial Skills and Business Studies Teachers' Productivity Questionnaire (RPMSBTPQ)" was used. It was structured into five clusters (A–E), each containing 10 items, for a total of 50 items: Cluster A (Principal's Technical Skills), Cluster B (Principal's Human Relations Skills), Cluster C (Principal's Communication Skills), Cluster D (Principal's Administrative Efficiency Skills), and Cluster E (Teachers' Job Productivity). Items were based on a 4-point scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1), with a cut-off point of 2.50. The instrument underwent face and content validation by three experienced lecturers from the Faculty of Education, Modibbo Adama University, Yola. A test-retest method was used to establish reliability, with a pilot study conducted on 30 principals and Business Studies teachers from schools not included in the main study. Data were analysed using SPSS version 26, yielding a reliability coefficient of 0.973, indicating very high internal consistency and exceeding the acceptable threshold of 0.70 (Hair et al., 2019).

Data were collected through a structured, six-week process in three phases. Phase 1 (Week 1) involved securing permissions, contacting selected school principals, and training five research assistants. Phase 2 (Weeks 2–5) involved face-to-face distribution of questionnaires with standardised briefings on confidentiality, anonymity, and voluntariness. Completed questionnaires were collected immediately and checked for errors. Phase 3 (Week 6) focused on data verification, storage, and acknowledgment. Of 291 questionnaires issued, 285 were returned. Bio-data were analysed using frequencies and percentages. Research questions were answered using mean and standard deviation, with a weighted mean ≥ 2.50 interpreted as "Agree" (positive perception) and < 2.50 as "Disagree" (negative perception) (Boone & Boone, 2022). Null hypotheses were tested using simple linear regression analysis at 0.05 level of significance (Field, 2018; Tabachnick & Fidell, 2019). Assumptions of linearity, independence of errors, homoscedasticity, and normality of residuals were assessed using scatterplots and the Shapiro-Wilk test (Osborne & Waters, 2022). Decisions were based on p-values: $p < 0.05$ led to rejection of the null hypothesis; $p \geq 0.05$ led to failure to reject. The coefficient of

determination (R^2) indicated variance explained, while unstandardised (B) and standardised (β) coefficients described the nature and strength of relationships (Keith, 2015).

Results

This section presents the analysis and interpretation of data according to the two research questions and two null hypotheses that guided the study. Simple regression analysis was used to determine the relationship between principals' managerial skills and Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria. The hypotheses were tested at 0.05 level of significance.

Research Question 1

What is the level of relationship between principals' technical skills and Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria?

Table 1: Relationship between Principals' Technical Skills and Business Studies Teachers' Job Productivity

Variable	N	Mean	S.D	R-value
Principals' Technical Skills	285	2.42	1.03	0.375
Business Studies Teachers' Job Productivity	285	2.34	0.81	

Table 1 show that principals' technical skills had a mean score of 2.42 with a standard deviation of 1.03, while Business Studies teachers' job productivity had a mean score of 2.34 with a standard deviation of 0.81. The correlation coefficient of $r = 0.375$ indicates a positive relationship between principals' technical skills and teachers' job productivity. This implies that improvement in principals' technical competencies is associated with improved productivity among Business Studies teachers.

Research Question 2

What is the level of relationship between principals' human relations skills and Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria?

Table 2: Relationship between Principals' Human Relations Skills and Business Studies Teachers' Job Productivity

Variable	N	Mean	S.D	R-value
Principals' Human Relations Skills	285	2.40	1.03	0.573
Business Studies Teachers' Job Productivity	285	2.34	0.81	

Table 2 reveals that principals' human relations skills recorded a mean score of 2.40 and standard deviation of 1.03. The relationship coefficient of $r = 0.573$ indicates a positive relationship. This suggests that supportive interpersonal relationships, staff motivation and collaboration by principals are associated with higher teacher productivity.

Testing of Hypotheses

H0₁: Principals' technical skills have no statistically significant relationship with Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria.

Table 1a: Summary of Linear Regression Analysis of Principals' Technical Skills on Business Studies Teachers' Job Productivity

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.75119	1	26.104	26.104	46.261
Residual	159.691	283	.564		
Total	185.795	284			

a. Dependent Variable: Business Studies Teachers' Job Productivity
b. Predictors: (Constant), Technical Skills

Table 1a presents the linear regression analysis examining whether principals' technical skills is significantly related with Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria. The regression model was statistically significant, $F(1, 283) = 26.104$, $p < .05$. This indicates that principals' technical skills are significantly related with Business Studies teachers' job productivity.

Table 1b: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.375a	.140	.137	.75119

a. Predictors: (Constant), Technical Skills

Table 1b shows that principals' technical skills had a positive relationship with Business Studies teachers' job productivity, $R = .375$. The R^2 value of .140 indicates that principals' technical skills explained approximately 14.0% of the variance in Business Studies teachers' job productivity.

Table 1c: Coefficients of Beta

Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	1.628	.114		14.326	.000
Technical Skills	.000	.294	.043	.375	.000

a. Dependent Variable: Business Studies Teachers' Job Productivity

Table 1c indicates that principals' technical skills significantly and positively related with Business Studies teachers' job productivity, $B = .000$, $SE = .294$, $\beta = .043$, $t(283) = .375$, $p < .05$. Therefore, the null hypothesis was rejected.

H0₂: Principals' human relations skills have no statistically significant relationship with Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria.

Table 2a: Summary of Linear Regression Analysis of Principals' Human Relations on Business Studies Teachers' Job Productivity

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	.66417	1	60.958	60.958	138.188
Residual	124.838	283	.441		
Total	185.795	284			

- a. Dependent Variable: Business Studies Teachers' Job Productivity
b. Predictors: (Constant), Human Relations

Table 2a presents the linear regression analysis examining whether principals' human relations significantly relate with Business Studies teachers' job productivity in public junior secondary schools in Adamawa State, Nigeria. The regression model was statistically significant, $F(1, 283) = 60.958$, $p < .05$. This indicates that principals' human relations are significantly related with Business Studies teachers' job productivity.

Table 2b: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.573a	.328	.326	.66417

- a. Predictors: (Constant), Human Relations

Table 2b shows that principals' human relations had a positive relationship with Business Studies teachers' job productivity, $R = .573$. The R^2 value of .328 indicates that principals' human relations explained approximately 32.8% of the variance in Business Studies teachers' job productivity.

Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	1.264	.099		12.710	.000
Human Relations	.000	.448	.038	.573	.000

- a. Dependent Variable: Business Studies Teachers' Job Productivity

Table 2c indicates that principals' human relations significantly and positively related with Business Studies teachers' job productivity, $B = .000$, $SE = .448$, $\beta = .038$, $t(283) = .573$, $p < .05$. Therefore, the null hypothesis was rejected.

Summary of the Major Findings

The following are the findings of the study:

1. There was a positive and significant relationship between principals' technical skills and Business Studies teachers' job productivity ($r = 0.375$, $p < 0.05$).
2. There was a positive and significant relationship between principals' human relations skills and Business Studies teachers' job productivity ($r = 0.573$, $p < 0.05$).

Discussion of Findings

The study revealed that principals' technical skills had a significant positive relationship with Business Studies teachers' job productivity. This finding indicates that principals who possess adequate technical competencies in instructional supervision, curriculum implementation, school resource management and educational planning are better positioned to provide professional support that improves teachers' effectiveness. The finding suggests that technical competence enables principals to understand teachers' instructional challenges, provide relevant guidance and ensure that available resources are appropriately utilised to support teaching and learning. This finding agrees with Akporehe and Asiyai (2023), who established that principals' technical skills significantly influenced teachers' job performance. Similarly, Ogunode et al. (2023) reported that principals require technical competencies to

effectively manage educational processes and improve school outcomes. The finding is also consistent with Eze (2017), who observed that principals' knowledge of instructional processes and school resources contributes significantly to teachers' professional effectiveness. Furthermore, the result supports Galle et al. (2023), who found that principals' administrative leadership skills significantly influenced teachers' job effectiveness, indicating that effective management competence among school leaders creates favourable conditions for improved teacher performance.

The study further established that principals' human relations skills had the strongest relationship with Business Studies teachers' job productivity. This finding implies that principals who demonstrate empathy, respect, openness, teamwork and interpersonal support are more likely to create a positive school climate that encourages teachers' commitment and willingness to perform their duties effectively. The result suggests that teachers are more productive when they work under principals who recognise their contributions, maintain harmonious relationships and involve them in school activities. This finding corroborates the study of Akporehe and Asiyai (2023), which found that principals' human relations skills significantly influenced teachers' job performance. The finding also agrees with Rini et al. (2023), who reported that principals generally demonstrated higher levels of human skills compared with conceptual and technical skills, emphasising the importance of interpersonal competence in school administration. Similarly, Manogaran and Abdul Wahab (2024) found that transformational leadership practices improved teachers' job satisfaction and commitment, suggesting that supportive leadership behaviours enhance teachers' willingness to contribute positively to organisational goals. The finding is also supported by Adam (2024), who reported that principals' motivational skills, including recognition, rewards and professional development opportunities, positively influenced teachers' productivity and commitment.

The findings of this study are further supported by evidence on transformational and participatory leadership practices. Studies by Salihu and Mohammed (2022), Adebayo (2022) and Adeyinka and Bello (2022) demonstrated that transformational and democratic leadership approaches positively influenced teachers' productivity and students' academic outcomes, while autocratic leadership showed weaker or negative relationships. These findings reinforce the present study's evidence that principals' technical and human relations skills contribute positively to teacher productivity because they reflect leadership behaviours that encourage cooperation, professional support and effective school management. In addition, Eze and Nwachukwu (2021) and Ibrahim (2021) found that recognition, promotion opportunities, professional development and financial incentives significantly influenced teacher effectiveness and productivity, highlighting the importance of principals' ability to motivate and support teachers.

CONCLUSION

Based on the findings of the study, it was concluded that principals' leadership skills significantly influence Business Studies teachers' job productivity. Principals' technical skills were found to contribute positively to teachers' productivity, indicating that principals who possess adequate knowledge of instructional supervision, curriculum implementation, resource management and school operations are better able to provide effective support that enhances teachers' performance. The study also concluded that principals' human relations skills play an important role in improving Business Studies teachers' job productivity. Principals who demonstrate interpersonal competence, respect, teamwork, encouragement and support are

more likely to create a favourable school environment that promotes teachers' commitment and effective performance.

RECOMMENDATIONS

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

1. It is recommended that educational authorities should organise regular professional development programmes for principals to strengthen their technical competencies in instructional supervision, curriculum implementation, school resource management and educational planning.
2. Principals should improve their interpersonal skills by promoting teamwork, mutual respect, staff support and participatory decision-making to create a positive school environment that encourages teachers' commitment and productivity.

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