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Teachers' Competence and Leadership Effectiveness of Private Secondary Schools in Lagos State, Nigeria

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Abstract

Strong leadership is vital for growth in a technology-driven world, yet the COVID-19 pandemic exposed weak digital leadership and teacher competence in schools, leading to closures and disrupted learning in Nigeria. Concerns persist that weak digital systems and varying teacher competence limit principals' innovation, staff satisfaction, and administrative effectiveness. Although leadership effectiveness and teacher competence have been studied separately, few studies have jointly examined how teacher competence influences leadership effectiveness in Lagos private secondary schools, creating a gap this study addresses. Anchored on Transformational Leadership Theory, UTAUT and TPACK, the study was guided by two research questions and one hypothesis. A descriptive survey design was adopted. The population was 32,167 private secondary school teachers in Lagos State, with 1,369 selected through multi-stage stratified and simple random sampling. Data were collected via a self-structured Leadership Effectiveness Questionnaire (Cronbach's $\alpha = 0.777$) and analysed using mean, standard deviation and regression. Findings revealed moderate leadership effectiveness ($\bar{x} = 2.53$) and moderate teacher competence ($\bar{x} = 2.89$). Teacher competence had a significant influence on leadership effectiveness (Adj. $R^2 = 0.819$; $F = 3102.730$; $p < 0.05$). (2)(1366). The study concluded that improving teachers' digital competence will enhance leadership effectiveness, innovation and staff satisfaction, recommending an integrated strategy aligning technological tools with structured teacher training and support.

Keywords: *Leadership Effectiveness, Teacher's Competence, and Private secondary schools in Lagos State.*

Introduction

The benchmark for leadership is rising in a fast-changing, technology-driven world. The pandemic exposed weak digital leadership and teacher competence, disrupting school operations in Nigeria. Effective leadership is now vital to navigate digital transformation, promote innovation, and drive teacher professional development and resource allocation (Berkovich & Hassan, 2023; Guzmán et al., 2020). This study examines how teachers' competence influences leadership effectiveness in private secondary schools in Lagos State. Leadership effectiveness is the ability to achieve goals, motivate followers, and create a positive culture.

In schools, principals must be visionary, manage resources, and lead digitalization. This involves setting SMART goals, leveraging technology, fostering collaboration, and continuous learning. The study measures this through innovation and staff satisfaction. Innovation, guided by the Leadership Innovation Framework (LIF), requires paradigm shifts, risk-taking, and strategic planning. Staff satisfaction is the positive emotional state from work, driven by empowering leadership, trust, recognition, culture, and work-life balance (Hackman & Johnson 2020; Brown, 2020).

Teachers' competence is defined by use of technological skills and classroom control. Beyond acquiring tools like EDVES, Google Classroom, Kahoot, etc., teachers must proficiently integrate them to improve instruction, collaboration, and assessment (TPACK model). Classroom

control ensures a calm, orderly, and stimulating learning environment. Technological proficiency, as emphasised by (Adekogbe & Oredein, 2026; Bush & Glover, 2021; and Mishra & Koehler, 2022), enables teachers to deliver forward-thinking education.

Digital leadership requires strategic integration of diverse technologies. Principal Technology Leadership [PTL] is crucial for leveraging digital tools to foster innovation and achieve strategic objectives (vision, empowerment, experimentation) (Higgs & Aitken, 2021; Guggenberger, et al., 2023). While private schools in developed contexts use advanced digital infrastructure (AI, smart boards, CCTV), Nigerian schools face challenges. The study therefore investigates the influence of Teachers' Competence (Technological Skills and Classroom Management) on Leadership Effectiveness (Innovation and Staff Satisfaction) in Lagos private secondary schools.

1.2 Statement of the Problem

In this changing world, effective school leadership and technology integration are imperative for sustainable development, given that education has a pivotal role in achieving these developmental goals. Despite the growing importance of digitalization in streamlining organiastional operations globally, many Nigerian educational institutions still face challenges in its implementation, particularly regarding teacher competence and access to digital tools. The pandemic highlighted the limitations of traditional school administration methods, exposing leadership ineffectiveness in operations. The major obstacles observed may include inadequate digital infrastructure, teachers' limited digital pedagogical skills, and leaders' ineffective management of digital transformation. These challenges may stem from various factors, including mindset, digital acceptance, provision of digital tools, and adequate supervision. While research has explored digital leadership, culture, and infrastructure; staff satisfaction; job performance; teachers' competence; and transformational leadership, (Berkovich, & Hassan, 2023) (Avurakoghene & Oredein, 2023), (Adekogbe & Oredein 2026). There is still a knowledge gap on teachers' competence, and leadership effectiveness in private secondary schools in Lagos State. This study, with the goal of enhancing education quality, investigated the influence of teachers' competence on leadership effectiveness in private secondary schools in Lagos State, Nigeria.

1.2 Aim and Objectives of the Study

The main aim of this study is to investigate the influence of teachers' competence on leadership effectiveness of private secondary schools in Lagos State. The objectives are:

1. To identify the level of private secondary school teachers' perception of leadership effectiveness (innovation and staff satisfaction) in Lagos State;
2. To identify the level of private secondary school teachers' competence (technological skills and classroom control) in Lagos State;
3. To examine the influence of teachers' competence on leadership effectiveness in private secondary schools in Lagos State.

1.3 Research Questions

1. What is the level of private secondary school teachers' perception of leadership effectiveness (innovation and staff satisfaction) in Lagos State?
2. What is the level of private secondary schools' teachers' competence (technological skills and classroom control) in Lagos State?

1.4 Research Hypothesis

H01: There will be no significant influence of the level of teachers' competence on leadership effectiveness in private secondary schools in Lagos State.

2. Methodology

2.1 Research Design

This study employed a descriptive research design of the survey type, which involved gathering data from a sample of the population and systematically describing the characteristics and features of private secondary school leadership effectiveness in Lagos State. The purpose of this design was to collect and interpret data without manipulating any variable.

2.2 Population of the Study

The target population comprised all teachers thirty-two thousand one hundred and sixty-seven thousand (32,167) used in approved private secondary schools across the six (6) educational districts in the twenty (20) Local Government Areas (LGAs) of Lagos State, Nigeria . Table 3.1 presents additional details on the study population.

2.3 Selection of Participants

Multi-stage, stratified random sampling and simple random sampling techniques were adopted to select the sample from the target population of thirty-two thousand, one hundred and sixty-seven (32,167) private secondary school teachers in Lagos State. A sample of one thousand, three hundred and sixty-nine (1,369) teachers was drawn from selected schools across seven (7) Local Government Areas representing the six (6) Education Districts in Lagos State.

2.4 Procedure for Data Analysis

A researcher-structured four-point Likert-type Leadership Effectiveness Questionnaire (LEQ) was developed for

teachers. The items were generated from the content and objectives of the study to answer the research questions and test the stated hypothesis. A pilot study was conducted using respondents who possessed similar characteristics with the target population. The instrument was subjected to both face and content validity, and a reliability index of 0.777 was obtained using Cronbach's Alpha. The validated questionnaire was subsequently administered to private secondary school teachers in Lagos State.

2.5 Ethical Consideration

Ethical guideline relating to data collection, analysis and interpretation on research as specified by Lead City University was followed.

2.6 Analysis of Data

Descriptive statistics. Descriptive statistics such as frequency, percentage, mean, and standard deviation were employed to answer the research questions one and two using section B and C of the structured questionnaire. Inferential statistics of multiple regression analysis was employed to test the hypothesis, to determine the significant influence of the independent variable on the dependent variable maintaining a significance level of 0.05.

3. Results

3.1. Presentation of Demographic Data

Table 1: Socio-Demographic Data of Respondents

Gender	**Frequency**	**Percent**
Male	701	51.2
Female	668	48.8
Total	**1369**	**100.0**
Age Range		
Less than 30 Years	420	30.7
31-40 Years	505	36.9
41-50 Years	312	22.8
Above 50 Years	132	9.6
Total	**1369**	**100.0**
Years of Experience		
Less than 10 Years	665	48.6
11-20 Years	536	39.2
21-30 Years	108	7.9
Above 30 Years	60	4.4
Total	**1369**	**100.0**
Qualification		
ND	60	4.4
NCE	150	11.0
HND	170	12.4
BA/BSc	425	31.0
B.Ed	264	19.3
HND+PGDE	44	3.2
B.Sc/BA+PGDE	100	7.3
M.Ed	64	4.7
MA/MSc	44	3.2
MA/MSc+PGDE	36	2.6
PhD	12	0.9
Total	**1369**	**100.0**

Table 1 shows the demographic distribution of the 1,369 valid respondents. In gender, there was a near balance, with 701 males (51.2%) and 668 females (48.8%). For age, most respondents were in the active working age. The largest group was 31- 40 years (505, 36.9%), followed by less than 30 years (420, 30.7%), 41-50 years (312, 22.8%), while above 50 years was the least (132, 9.6%). This indicates a predominantly young and middle-aged workforce. In years of experience, nearly half had less than 10 years' experience (665, 48.6%), followed by 11-20 years (536, 39.2%). Only 108 (7.9%) had 21-30 years and 60 (4.4%) had above 30 years, showing most were early to mid-career professionals.

Educational qualification reveals that the majority were first degree holders: BA/BSc (425, 31.0%), B.Ed (264, 19.3%), and HND (170, 12.4%). NCE holders were 150 (11.0%). Postgraduate qualifications were low: M.Ed and MA/MSc (44 each, 3.2%), MA/MSc+PGDE (36, 2.6%) and Ph.D (12, 0.9%).

3.2. Presentation of Research Questions

3.2.1 Research Question 1

What is the level of private secondary school teachers' perception on leadership effectiveness in Lagos State?

Table 2: Showing the Level of Private Secondary School Teachers' Perception on Leadership Effectiveness (Innovation and Staff Satisfaction) in Lagos State (N= 1,369)

S/N	Item: My School Principal;	AL(%)	S(%)	R(%)	N(%)	Mean	SD
	Innovation						
1	encourages innovative ideas	808(59.0)	236(17.2)	196(14.3)	129(9.4)	3.26	1.022
2	is slow to adapt to new educational trends	100(7.3)	150(11.0)	427(31.2)	692(50.5)	1.75	0.919
3	takes student digital safety seriously	932(68.1)	188(13.7)	108(7.9)	141(10.3	3.40	1.008
4	discourages experimentation and risk-taking	190(13.9)	135(9.9)	416(30.4)	628(45.9)	1.92	1.052
5	makes recommendations for staff development	769(56.2)	308(22.5)	228(16.7)	64(4.7)	3.30	0.908
	Staff Satisfaction						
6	resist new approaches, that benefit the students	85(6.2)	90(6.6)	280(20.5)	914(66.8)	1.52	0.868
7	cultivates a supportive work environment	880(64.3)	204(14.9)	144(10.5)	141(10.3)	3.33	1.025
8	rarely acknowledges staff contributions	185(13.5)	175(12.8)	353(25.8)	656(47.9)	1.92	1.069
9	values staff work-life balance	785(57.3)	280(20.5)	260(19.0)	44(3.2)	3.32	0.889
10	dismissed staff feedback	65(4.7)	115(8.4)	335(24.5)	854(62.4)	1.56	0.837

Weighted Mean = 2.53 Moderate

Source: Field Survey, 2025

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Decision Rule: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 2 indicates that private secondary school teachers in Lagos State generally rate their principals' leadership effectiveness on innovation and staff satisfaction as moderate, based on the weighted mean of 2.53. On innovation, most teachers agree that their principals encourage new ideas (Mean = 3.26), take students' digital safety seriously (Mean = 3.40), and recommend staff development (Mean = 3.30). At the same time, teachers largely disagree that their principals are slow to adopt new trends (Mean = 1.75) or discourage experimentation and risk-taking (Mean = 1.92), since many respondents selected "Never" on these negative statements.

For staff satisfaction, teachers also report positive leadership behaviours, especially in creating a supportive work environment (Mean = 3.33) and valuing staff work–life balance (Mean = 3.32). In contrast, they mostly reject the view that principals resist beneficial new approaches (Mean = 1.52), rarely acknowledge staff contributions (Mean = 1.92), or dismiss staff feedback (Mean = 1.56). Overall, the results suggest that principals display many positive practises, but the combined rating still places leadership effectiveness at a moderate level.

3.2.2 Research Question 2

What is the level of private secondary schools' teacher's competence in Lagos State?

Table 3: Showing Level of Private Secondary Schools' Teachers' Competence (Technological Skills and Classroom Control) in Lagos State (N= 1,369)

S/N	Item: I	AL(%)	S(%)	R(%)	N(%)	Mean	SD
	Technological Skills						
1	create digital content for lessons	669 (48.9)	228 (16.7)	336 (24.5)	136 (9.9)	3.04	1.063
2	use online collaboration tools with students and teachers	449 (32.8)	328 (24.0)	296 (21.6)	296 (21.6)	2.68	1.143
3	confidently troubleshoot technical issues in lessons	510 (37.3)	339 (24.8)	33 2(24.3)	188 (13.7)	2.86	1.070
4	use multimedia resources (e.g., videos, images) to support students learning	545 (39.8)	260 (19.0)	256 (18.7)	308 (22.5)	2.76	1.195
5	use technology to personalise learning for students	657 (48.0)	296 (21.6)	336 (24.5)	80 (5.8)	3.12	0.973
6	adapt digital tools for assessment and feedback	637 (46.5)	312 (22.8)	332 (24.3)	88 (6.4)	3.09	0.978
7	integrate technology into lessons to enhance students' engagement	745 (54.4)	276 (20.2)	264 (19.3)	84 (6.1)	3.23	0.965
	Classroom Control						
8	establish clear expectations for student behaviour	885 (64.6)	308 (22.5)	128 (9.3)	48 (3.5)	3.48	0.805
9	maintain an organised classroom environment	765 (55.9)	204 (14.9)	52 (3.8)	348 (25.4)	3.01	1.271
10	enhance the management of classroom disruptions	105 (7.7)	150 (11.0)	318 (23.2)	796 (58.1)	1.68	0.947
11	use various strategies to engage students	630 46.0)	288 21.0)	112 (8.2)	339 (24.8)	2.88	1.233
12	build strong relationships with students in class	716 (52.3)	156 (11.4)	96 (7.0)	401 (29.3)	2.87	1.322

Weighted Mean = 2.89 Moderate

Source: Field Survey, 2025

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Decision Rule: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 3 shows that private secondary school teachers in Lagos State have a moderate level of competence overall, as reflected in the weighted mean of 2.89. For technological skills, teachers demonstrate stronger competence in key instructional uses of technology. They report being able to create digital lesson content (Mean = 3.04), personalise learning with technology (Mean = 3.12), adapt digital tools for assessment and feedback (Mean = 3.09), and integrate technology into lessons to improve engagement (Mean = 3.23). However, competence is weaker in more advanced or interactive uses, as shown by only moderate ratings for using online collaboration tools (Mean = 2.68), troubleshooting technical issues (Mean = 2.86), and using multimedia resources consistently (Mean = 2.76).

Under classroom control, teachers appear more confident, especially in setting clear behavioural expectations (Mean = 3.48) and maintaining classroom organisation (Mean = 3.01). The item stating that teachers find it difficult to manage classroom disruptions recorded a low mean of 1.68, which implies that most teachers do not struggle with disruptions. Ratings for engaging students with various strategies (Mean = 2.88) and building strong relationships with students (Mean = 2.87) fall within the moderate range, suggesting these skills are present but could still be strengthened.

3.3 Test of Hypothesis

3.3.1 Ho1

There will be no significant relative influence of teacher's competence on leadership effectiveness in private secondary schools in Lagos State.

Table 4: Summary of Regression Analysis showing Relative Influence of Teachers' Competence on Leadership Effectiveness in Private Secondary Schools in Lagos State

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.012	0.353		-0.033	0.974
	Teachers' Competence	-0.104	0.020	-0.124	-5.213	0.000
a. Dependent Variable: Leadership Effectiveness						

Source: Field Survey, 2025

Table 4 shows the relative (individual) contribution of teacher's competence to leadership effectiveness when it was entered into the regression model. The results indicate that teachers' competence has a statistically significant but negative influence on leadership effectiveness (B = -0.104, Beta = -0.124, t = -5.213, p = .000). This suggests that teachers' competence is associated with a slight decrease in leadership effectiveness. The negative sign may indicate a suppression effect, meaning the teachers' competence variable captured a different pattern

The constant term is not significant (B = -0.012, p = .974), implying that leadership effectiveness is not meaningfully predicted at zero. Overall, the table shows that teachers' competence contributes negatively to leadership effectiveness but significantly within the model.

4. Discussion of Findings

The research question one was formulated to identify teachers' perception level of leadership effectiveness (Innovation and Staff Satisfaction in Lagos private secondary schools. This was revealed to be moderate. Leadership is seen as fairly functional but not outstanding, some innovation and basic administration exist, but resources, training, encouragement, collaboration, recognition, communication, workload management and professional development are inconsistent. This aligns with studies in Puntland and others where moderate leadership corresponded with moderate job satisfaction (Mohamed et al., 2025; Sucuoğlu, 2022; Sahito,et.al., 2025; Sylvain, 2024; Abdulahi, 2020), but contrasts with studies in Klang District and some Nigerian schools where transformational and servant leadership produced high effectiveness and satisfaction (Manogaran et al., 2024; Angwaomaodoko, 2023; Sunaryo et al., 2021; Katıtaş et al., 2022).

Research question two was raised to determine the level of private secondary schools' teachers' competence (Technological Skills and Classroom Control) in Lagos State. Result revealed that the level of private secondary schools' teachers' competence is also moderate. Teachers can use basic digital tools for preparation, presentation and assessment, and reasonably control classrooms, but struggle with advanced, learner-centred technology integration due to class size, limited resources and insufficient professional support. Supported by studies showing moderate digital competence due to training and access gaps (Alieto, et al., 2024; Domínguez González, et al., 2025; Siyam, et al., 2025 and Mane, 2025), but contrasts with studies where adequate training led to high pedagogical and technological competence and better classroom management (Demissie, et al., 2023; Moltudal, et al., 2019; and Boquecosa, 2025).

The hypothesis revealed a significant influence of teachers' competence on leadership effectiveness in Lagos private secondary schools, indicating that effectiveness is shaped not by leadership alone but also by school digital development and teachers' capacity in technological skills and classroom control. Stronger digital infrastructure, supportive digital culture and positive attitudes enable leaders to coordinate teaching and administration efficiently, encourage innovation and improve staff satisfaction, while competent teachers deliver instruction confidently, manage classrooms effectively and reduce operational stress, making leadership appear more purposeful.

This highlights the interdependence of leadership and teacher capacity, suggesting that improving leadership requires continuous development of teachers' competence to strengthen innovation and satisfaction. The finding is supported by studies showing digital transformational leadership improves commitment, satisfaction and school effectiveness, empowers technology adoption and collaboration, and that digital competence mediates leadership and performance, with successful transformation depending on leadership, competence, training and technology access (Berkovich & Hassan, 2025; Orunbon, et al., 2023; Saeed & Kang 2024; Nuraini, et al., 2025;

Anwar, 2025; and Yuliandari, et at., 2023). However, other studies note that inadequate resources and competence disparities can slow transformation, that teachers still need substantial training despite positive attitudes, and that the relationship may sometimes be weak or moderate due to other organisational factors (Kustomo, 2025; Stenbom & Geijer, 2025; and Rahman & Hamid, 2025).

The relative negative influence of teachers' competence when other factors are held constant, higher teacher competence was associated with lower perceived leadership effectiveness.

The study found a noteworthy negative influence of teachers' competence on perceived leadership effectiveness, suggesting a complex relationship. More competent teachers tend to have higher professional standards and judge leadership against professional benchmarks rather than basic administration, making them more sensitive to weaknesses in communication, supervision, support and planning. As they become more skilled in technology and classroom control, they also become more independent and less reliant on leaders, attributing success to personal competence. Their increased confidence to question unproductive decisions, inadequate resources and unrealistic targets can create friction, especially in top-down private school cultures.

Additionally, competent teachers are often burdened with extra responsibilities, increased classes and mentoring roles without corresponding recognition, reducing satisfaction. Finally, there may be a mismatch where leadership practises fail to evolve to provide the advanced professional development, autonomy, recognition and modern resources that competent teachers require, making them feel constrained. While this contrasts with much literature showing competence enhances leadership and school performance (Suharyati & Laihad, 2020; Ramos, 2025; Pane, et al., 2024), some studies note that variations in competence and resistance during digital transformation can challenge leadership effectiveness (Rauseo, et al., 2023).

5. Conclusion

The analysis revealed moderate levels across all variables in Lagos private secondary schools: leadership effectiveness [innovation and staff satisfaction] $\bar{x} = 2.53$, and teachers' competence [technological skills and classroom control] $\bar{x} = 2.89$. Teachers' competence had a small but significant negative influence [$\beta = -0.124$, $t = -5.213$, $p < 0.05$] on leadership effectiveness. The study concludes that leadership effectiveness is moderate - principals show positive practises in encouraging innovation and supporting staff, but not consistently enough to be high. Similarly, teachers have basic digital and classroom management skills but need improvement. Overall, leadership effectiveness is closely tied to how digitally skilled teachers' competence are. Improving teachers' digital competence through targeted training and technological support is likely to enhance innovation and staff satisfaction.

6. Recommendations

The study's findings led to the following recommendations:

1. Schools should implement a termly leadership development programmes for principals to strengthen innovation practises and improve staff satisfaction, thereby raising leadership effectiveness beyond the moderate level observed.
2. Teachers' competence should be improved through continuous, practical ICT training, especially on collaboration tools, troubleshooting, and effective classroom technology use.
3. Prioritise a structured digital transformation plan that upgrades school systems while simultaneously building teachers' digital capacity to drive higher leadership effectiveness.

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