Task-related Leadership Competencies and Physical Work Environment as Predictors of Organizational Effectiveness in the Cameroon Baptist Convention Primary Schools

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Abstract

Aim: The research addresses two primary objectives: examining the impact of head-teachers' task-related leadership competencies (TR_competencies) and work environment (WE_index) on organizational effectiveness in terms of stakeholder involvement (SI_OE).

Methods: This study employs ordinary least squares (OLS) regression analysis to scrutinize the predictive efficacy of leadership competence and conditions of service on organizational effectiveness in Cameroon Baptist Convention (CBC) primary schools.

Results: Statistically significant relationships are identified. Regression coefficients underscore the robustness of CBC headteachers' task-related leadership competencies, encompassing accountability, creativity, diversity promotion, culture shaping, and strategic planning. Challenges in change management highlight areas necessitating targeted professional development. A negative coefficient for the work environment implies an inverse relationship with organizational effectiveness in terms of stakeholder involvement. The F-statistic tests the overall model significance, yielding p-values of 0.0001 and 0.0000 for Models 1 and 2, respectively.

Conclusion: These results prompt rejection of the null hypothesis, confirming the overall model significance. Furthermore, the coefficients for TR_competencies and WE_index are statistically significant at the 0.01 level, affirming their individual impact.

Recommendations: This study recommends that the CBC Education Department should engage comprehensive strategy to bring about organisational effectiveness in the primary schools. That strategy should involve targeted professional development for headteachers on key leadership competencies, simultaneous improvements in the physical work environment, and stronger stakeholder engagement strategies. Policymakers are equally encouraged to translate these findings into actionable policies. This should organisational effectiveness in the CBC Primary schools.

Keywords: Organizational effectiveness, task-related leadership competencies, work environment, Cameroon Baptist Convention Primary Schools

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INTRODUCTION

The historical discourse on organizational effectiveness (OE) traces back to the late 1950s, with early contributions from scholars like Georgopoulos and Tannenbaum (1957), acknowledging its complexity and context-dependence. Divergent perspectives emerged over time, leading to a fluid and evolving concept (Bluedorn, 1980; Bourgeois, 1980; Cunningham, 1977; Molnar & Rogers, 1976; Steers, 1975; Tsui, 1981). Sharma and Singh (2019) proposed fresh perspectives on OE research, particularly in non-profit organizations. This study focuses on Cameroon Baptist Convention (CBC) primary schools in Cameroon, and explores the impact of leadership competence and conditions of service on school effectiveness. Recognizing leadership competence and conditions of service as crucial predictors of OE ties with values and ethos in faith-based schools affiliated with CBC (Striepe et al., 2014; Konguy, 2015; Raziq & Maulabakhsh, 2015). This research draws on leadership competence theories, motivational theories, and school effectiveness theories to provide empirical insights, acknowledging historical and contextual nuances (Hersey et al., 1996; Goleman et al., 2002; Wright, 2007; Eyong, 2019).

Statement of the Problem

Limited research exists on organizational effectiveness in this context, despite documented teacher-related challenges, including conditions of service issues (Muntoh, 2021; Draft Document of the Sector-Wide Approach to education in Cameroon, 2006). The specific problem investigated is the ineffectiveness of the CBC primary school sector, potentially attributed to leadership incompetence and unfavourable conditions of service. The study aims to assess the level of leadership competence among these leaders, delineate their competencies, and pinpoint areas requiring improvement. Additionally, an exploration into potential differences in these aspects among urban schools is undertaken, holding broader significance for enhancing education quality in CBC primary schools and schools across Cameroon.

Delimitation of the Study

This study is delimited in focus and target population, and concentrates on leadership competence and conditions of service within CBC primary schools, with emphasis on the perspectives of headteachers. It does not aim to encompass all factors contributing to organizational effectiveness but focuses on the hypothesis that leadership incompetence and poor conditions may underlie challenges in CBC primary schools. The study employs a strictly quantitative approach, collecting data through a structured questionnaire from all 126 primary school headteachers within CBC primary schools in Cameroon. The representative sample is drawn from rural, semi-urban, and urban schools.

REVIEW OF RELATED LITERATURE

Leadership Competence

Leadership, a multifaceted concept, is defined and theorized as a social influence process (Northouse, 2016; Bennis, 2009; Kaiser et al., 2012). This study focuses on the competency school within leadership theories (Dulewicz & Higgs, 2005; Levenson et al., 2006), and differentiates between "competence" and "competency" (Spencer & Spencer, 1993; McClelland, 1973; Boyatzis, 1982). In educational leadership, competence emphasizes knowledge and skills while competency extends to ethical aspects and specific knowledge and behaviors (Harris & Muijs, 2005; Starratt,
2004; Leithwood & Riehl, 2005). Various categorizations of leadership competencies exist, with this study adopting groupings like self-related, people-related, and task-related competencies (Vaculik et al., 2014; Seiler & Pfister, 2009; Hogan & Kaiser, 2005; Anderson et al., 2008). Leadership competence, integrating stable competencies such as achievement orientation and problem-solving, plays a pivotal role in organizational effectiveness. This variable is measurable through various indicators including group performance, perceived leader effectiveness, leadership emergence, and self-efficacy (Hoffman et al., 2011).

**Task-related Leadership Competencies**


Leadership competence in primary schools involves curriculum development, instructional supervision, strategic planning, assessment practices, collaboration, data analysis, continuous professional development, goal-setting, data-informed decision making, monitoring and evaluation, and resource allocation (Harris & Chapman, 2002; Robinson & Timperley, 2019; Nahak & Ellitan, 2022; Earl & Katz, 2002; ASCD, 2019; Goddard et al., 2004; Harrison & Killion, 2007; Marzano et al., 2005; Fernandes, 2023; Hattie, 2012; Earl & Katz, 2020; Leithwood et al., 2020). Proficiency in these competencies enhances primary school effectiveness, ensuring curriculum alignment, promoting continuous improvement, providing motivation through strategic planning, facilitating data-driven instruction, fostering collaboration, optimizing decision-making, fostering a culture of lifelong learning, motivating stakeholders, enhancing accountability, refining strategies, and promoting equity in resource allocation.

**Work Environment**

The leaders’ work environment, defined by Kohun (1992), significantly impacts leadership practices and organizational outcomes. Kugathasan (2020) stresses the importance of promoting a knowledge exchange-oriented work environment for enhanced productivity. Opperman's (2002) categorization into technological, human, and organizational sub-environments highlights distinct roles. The physical work environment, encompassing factors like office layout and noise levels, directly affects employee comfort and productivity (Vischer, 2007). Organizational culture, emphasized by Schein (2010), shapes the work environment, and enhances communication, collaboration, and innovation. Support from senior management and colleagues, coupled with a psychologically safe environment, enhances leadership effectiveness (Eisenberger et al., 2002; Edmondson, 1999).
Psychological safety, crucial for open dialogue and learning from mistakes, leads to trust, creative problem-solving, and collaboration (Kahn, 1990; Edmondson, 1999). Support for work-life balance is essential for leader well-being, and reduces stress and burnout (Greenhaus & Powell, 2006). Organizations prioritizing work-life balance contribute to leader resilience and effectiveness. In summary, understanding the leader's work environment, spanning physical, social, and psychological dimensions, is crucial for cultivating effective leadership and achieving organizational success (Schein, 2004; Thatcher & Zhu, 2006; Denison, 1990).

**Organisational Effectiveness**

Organisational effectiveness in educational institutions is very complicated, and covers various dimensions, with stakeholder involvement playing a pivotal role. The operationalization of the variable involves a complex interplay of factors, ranging from stakeholder involvement to financial management, operational efficiency, and structural components. In church-affiliated educational contexts, engagement with Parents–Teachers Association (PTA), community, church, government, and denominational stakeholders significantly influences institutional success and mission fulfilment (Humphrey et al., 2019). Positive stakeholder relationships promote a supportive environment and shared responsibility, while a lack of support hinders effectiveness (Gichohi, 2015). Collaboration with the local community and the church is crucial, leading to shared responsibility, enhanced relevance, and alignment with moral and spiritual development goals for faith-based schools (Bryson, 2004; Niewiadomska et al., 2015).

Engaging with government stakeholders is essential for regulatory compliance, funding, and marching educational objectives with national priorities (Cameroon Business Today, 2021; Business in Cameroon, 2023). For denomination-affiliated institutions, collaboration with denominational stakeholders ensures alignment with theological perspectives, and reinforces identity and mission within the religious context. Parents–Teachers Association (PTA) involvement connects the institution with parents, and create a positive feedback loop when leadership recognizes and appreciates their contributions (Epstein, 2001; Bryk et al., 2015). Building relationships with mutual recognition, respect, and transparent communication is crucial for trust and solidarity, and bring about effectiveness and community development (Bryson, 2018; Miles et al., 2020). Stakeholder involvement is an ongoing, dynamic process, that allows institutions to leverage support for overall effectiveness.

**RESEARCH METHOD**

This study employed a quantitative approach to explore correlations between leadership competence, conditions of service, and school effectiveness among headteachers in selected CBC primary schools. Utilizing a correlational design, the research covered CBC primary schools across the 10 Regions of Cameroon, organized into eight Managerial Areas. The geographical diversity ensured a broad representation, enhancing the generalizability of study findings. The population comprised the entire 126 headteachers of CBC primary schools, with a stratified sampling approach ensuring representation from both rural and urban areas. A purposive sampling technique was employed, with a consideration of factors like academic qualifications and infrastructural development. Data collection involved a well-structured cross-sectional survey, that utilised a four-point Likert scale questionnaire to gather detailed insights into demographic information, leadership competence, conditions of service, and organizational effectiveness. Ethical
compliance, research authorization, and informed consent were integral components of the data collection procedures.

**Table 1: Distribution of the population of CBC headteachers**

<table>
<thead>
<tr>
<th>S/ N</th>
<th>Regions of Cameroon</th>
<th>Name of Managerial Area</th>
<th>Number of Church/Field School Head-teachers</th>
<th>Number of ED Run School Head-teachers</th>
<th>Total Number of Head-teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>South West Region</td>
<td>Fako/Meme Managerial Area</td>
<td>14</td>
<td>05</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>North West Region</td>
<td>Ndu Managerial Area</td>
<td>20</td>
<td>01</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Bui Managerial Area</td>
<td>15</td>
<td>00</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Belo Managerial Area</td>
<td>17</td>
<td>00</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Bamenda Managerial Area</td>
<td>9</td>
<td>04</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>Littoral West</td>
<td>Littoral/West Managerial Area</td>
<td>5</td>
<td>05</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Centre South East</td>
<td>Center/South/East Managerial Area</td>
<td>27</td>
<td>00</td>
<td>27</td>
</tr>
<tr>
<td>8</td>
<td>Adamawa North Far North</td>
<td>Grand North Managerial Area</td>
<td>4</td>
<td>00</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>111</strong></td>
<td><strong>15</strong></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>

Source: The CBC Education Department (2023)

**Operationalization of the Variables**

The operationalization of variables involved a clear definition and measurement of each variable, that focused on leadership competence, conditions of service, and organizational effectiveness.
Table 2: Operationalisation of variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub-dimension</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership competence</td>
<td>Task-related leadership competencies</td>
<td>- Accountability/Results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Change management/agility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Creativity/innovation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Operational acumen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Diversity/inclusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Culture/engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Strategy/execution</td>
</tr>
<tr>
<td>Conditions of service</td>
<td>Leader’s work environment</td>
<td>- Office space, furniture, supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Other facilities (staff room, transport facility)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- School culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Working conditions</td>
</tr>
<tr>
<td>Organisational effectiveness</td>
<td>Stakeholder involvement</td>
<td>- Engagement of stakeholders (PTA, community, church, government,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>denominational stakeholders)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Stakeholder satisfaction, stakeholder contribution, strategies,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>processes, capabilities</td>
</tr>
</tbody>
</table>

Source: Researcher (2023)

Validity and Reliability

Construct validity involved expert consultation and alignment with the theoretical framework. Content validity was maintained through iterative reviews, and reliability was confirmed via a pilot study, resulting in a well-validated and reliable instrument.

Data Analysis Procedures

STATA software was used for data analysis, offering a robust platform for statistical examination. After cleaning the dataset, descriptive statistics provided an initial overview, and inferential analysis involved correlation and regression analyses to examine relationships and predictive power. Results were presented in structured tables, and ensured the rigor and reliability of the study's findings. This research adhered to rigorous ethical principles, obtaining informed consent, ethical authorization, and protecting participant identities through measures like data coding and secure storage. Beneficence and Non-Maleficence principles were prioritized, and transparency was maintained throughout the process to uphold the dignity and rights of all participants involved.
Presentation of Findings

Research question 1: *What is the relationship between CBC headteachers’ task-related leadership competencies and school effectiveness?*

**Table 3: Task-related competencies of CBC primary school headteachers**

<table>
<thead>
<tr>
<th>Task-related competencies</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always answer to the school’s stakeholders (teachers, pupils, parents, denomination, government services, host community) for all happenings in school</td>
<td>1(1.7)</td>
<td>1(1.7)</td>
<td>9(15.5)</td>
<td>19(32.8)</td>
<td>28(48.3)</td>
<td>58(100)</td>
</tr>
<tr>
<td>I skilfully guide the school (teachers, other staff and pupils) through changing times</td>
<td>2(3.4)</td>
<td>26(44.8)</td>
<td>9(15.5)</td>
<td>21(36.2)</td>
<td>49(84.5)</td>
<td>58(100)</td>
</tr>
<tr>
<td>I take financial decisions considering the whole school and the budget</td>
<td>5(8.6)</td>
<td>15(25.9)</td>
<td>11(19.0)</td>
<td>17(29.3)</td>
<td>10(17.2)</td>
<td>58(100)</td>
</tr>
<tr>
<td>I am a promoter and champion of diversity and inclusivity in school</td>
<td>1(1.7)</td>
<td>5(8.6)</td>
<td>11(19.0)</td>
<td>25(43.1)</td>
<td>16(27.6)</td>
<td>58(100)</td>
</tr>
<tr>
<td>I shape a school culture where teachers are more committed to success</td>
<td>0(0.0)</td>
<td>1(1.7)</td>
<td>13(22.4)</td>
<td>22(37.9)</td>
<td>22(37.9)</td>
<td>58(100)</td>
</tr>
<tr>
<td>I always create and carry out a strategy for future success of the school</td>
<td>0(0.0)</td>
<td>3(5.2)</td>
<td>10(17.2)</td>
<td>17(29.3)</td>
<td>28(48.3)</td>
<td>58(100)</td>
</tr>
</tbody>
</table>

Source: Researcher (2023)

The findings as shown in Table 3 reveal that CBC primary school headteachers excel in various task-related competencies, demonstrating strengths in accountability, creativity, diversity promotion, culture shaping, and strategic planning. A substantial percentage of headteachers show a strong commitment to answering school stakeholders (81.1%) and shaping a culture for teacher success (86.2%). However, areas for improvement include change management, where 44.8% of headteachers express a need for enhanced skills, and financial decision-making, with mixed responses. Despite these areas of potential growth, the overall picture is positive, indicating a favourable orientation towards task-related competencies among CBC headteachers, with an
average agreement rate of 34.8% and a strong agreement rate of 44%. This suggests a significant acknowledgment of their competencies and a willingness to further enhance them.

Research question 2: what is the effect of the headteachers’ work environment on school effectiveness in CBC primary schools?

Table 4: Work environment of CBC primary school head teachers

<table>
<thead>
<tr>
<th>Work Environment</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have office space that allows me to set up my desk, reception chairs and a shelf</td>
<td>15(25.9)</td>
<td>7(12.1)</td>
<td>9(15.5)</td>
<td>10(17.2)</td>
<td>17(29.3)</td>
<td>58(100)</td>
</tr>
<tr>
<td>I have standard office desk, chairs and shelves in my office</td>
<td>21(36.2)</td>
<td>12(20.7)</td>
<td>10(17.2)</td>
<td>7(12.1)</td>
<td>8(13.8)</td>
<td>58(100)</td>
</tr>
<tr>
<td>I have a regular supply of paper, pens, staplers, computer, trays etc in my office as the head</td>
<td>21(36.2)</td>
<td>16(27.6)</td>
<td>9(15.5)</td>
<td>10(17.2)</td>
<td>2(3.4)</td>
<td>58(100)</td>
</tr>
<tr>
<td>My school has a well-equipped staff room</td>
<td>29(50.0)</td>
<td>9(15.5)</td>
<td>9(15.5)</td>
<td>8(13.8)</td>
<td>3(5.2)</td>
<td>58(100)</td>
</tr>
<tr>
<td>My school has a transport bus that facilitates mobility</td>
<td>35(60.3)</td>
<td>9(15.5)</td>
<td>10(17.2)</td>
<td>3(5.2)</td>
<td>1(1.7)</td>
<td>58(100)</td>
</tr>
<tr>
<td>My school is a very friendly environment where people rejoice with, and empathize with one another</td>
<td>3(5.2)</td>
<td>10(17.2)</td>
<td>9(15.5)</td>
<td>22(37.9)</td>
<td>14(24.1)</td>
<td>58(100)</td>
</tr>
<tr>
<td>My hours of work still allow me to have time for family and other personal concerns</td>
<td>8(13.8)</td>
<td>10(17.2)</td>
<td>9(15.5)</td>
<td>21(36.2)</td>
<td>10(17.2)</td>
<td>58(100)</td>
</tr>
<tr>
<td>My salary comes regularly</td>
<td>1(1.7)</td>
<td>10(17.2)</td>
<td>13(22.4)</td>
<td>16(27.6)</td>
<td>18(21.0)</td>
<td>58(100)</td>
</tr>
<tr>
<td>My terms of employment give me hope to settle down and concentrate on work</td>
<td>2(3.4)</td>
<td>18(31.0)</td>
<td>9(15.5)</td>
<td>19(32.8)</td>
<td>10(17.2)</td>
<td>58(100)</td>
</tr>
<tr>
<td>My work environment is very safe and secure</td>
<td>8(13.8)</td>
<td>15(25.9)</td>
<td>9(15.5)</td>
<td>13(22.4)</td>
<td>13(22.4)</td>
<td>58(100)</td>
</tr>
</tbody>
</table>

Source: Researcher (2023)
Table 4 presents an overview of the work environment for CBC primary school headteachers, revealing both positive aspects and areas for improvement. Notably, there are concerns regarding office space and furniture, with a substantial percentage (38.0 and 56.9 respectively) expressing dissatisfaction. While office supplies and a well-equipped staff room are reported positively, there's room for improvement. Enhancing the balance between work and personal life, providing better financial and job-related conditions, and addressing safety and security concerns are identified areas for attention. Despite these challenges, the work environment overall shows positive aspects, and targeted improvements in specific areas can contribute to a more favourable workplace for CBC headteachers.

Inferential Statistics

Table 5: Regression model (OLS) of organizational effectiveness in terms of stakeholder involvement (SI_OE)

<table>
<thead>
<tr>
<th>Variables</th>
<th>(Model 1) SI_OE</th>
<th>(Model 2) SI_OE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR_competencies</td>
<td>0.442**</td>
<td>0.241*</td>
</tr>
<tr>
<td></td>
<td>(0.218)</td>
<td>(0.143)</td>
</tr>
<tr>
<td>WE_index</td>
<td>-0.869***</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0.210)</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>3.251***</td>
<td>3.244***</td>
</tr>
<tr>
<td></td>
<td>(0.178)</td>
<td>(0.171)</td>
</tr>
<tr>
<td>Observations</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>R-squared</td>
<td>0.477</td>
<td>0.512</td>
</tr>
<tr>
<td>F(6, 40)</td>
<td>6.08</td>
<td>6.99</td>
</tr>
<tr>
<td>Prob &gt; F</td>
<td>0.0001</td>
<td>0.0000</td>
</tr>
</tbody>
</table>

Standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 5 displays the regression results (OLS) investigating the impact of leadership competencies on school effectiveness, measured by stakeholder involvement (SI_OE). In Model 1, task-related leadership competencies (TR_competencies) show a statistically significant positive relationship with organizational effectiveness, indicated by a coefficient of 0.442 (p < 0.05). In Model 2, this effect remains significant but decreases to a coefficient of 0.241 (p < 0.1). The work environment (WE_index) exhibits a statistically significant negative relationship with organizational effectiveness in both Model 1 and Model 2, with coefficients of -0.869 (p < 0.01). The constant term is statistically significant in both models, indicating intercepts of 3.251 and 3.244 in Model 1 and Model 2, respectively. The models explain 47.7% and 51.2% of the variance in organizational effectiveness, respectively, as reflected in the R-squared values. The F-statistic tests for overall model significance yield highly significant results (p < 0.0001) in both models. The
negative coefficient for WE_index suggests that an increase in the work environment index is associated with a decrease in organizational effectiveness in terms of stakeholder involvement. Overall, the regression results indicate a statistically significant relationship between task-related leadership competencies, work environment, and organizational effectiveness in terms of stakeholder involvement.

DISCUSSION OF FINDINGS
The study identifies strong parallels between CBC headteachers' task-related leadership competencies and established literature on effective school leadership. Proficiency in areas like accountability, change management, creativity, diversity, culture shaping, and strategic planning echoes Leithwood & Sun (2018) emphasis on these aspects for school success. However, it highlights the need for improvement in change management and marches with Fullan's (2007) emphasis on this for effective leadership. This suggested targeted professional development.

The findings also highlight strengths in promoting creativity, diversity, positive school culture, and strategic planning and ties with literature emphasizing their impact on educational outcomes. They affirm the importance of ongoing professional development to enhance leadership effectiveness, echoed by Robinson, Hohepa, & Lloyd (2009), Goddard et al. (2004), and Deal & Peterson (2009). Emphasizing strategic planning's significance in educational leadership, the study underlines the need for continuous development to enhance leadership and overall school effectiveness.

CONCLUSION
The study highlights robust task-related leadership competencies among CBC headteachers, with emphasis on strengths in accountability, creativity, diversity promotion, culture shaping, and strategic planning. While committed to diversity, areas for improvement in change management suggest ongoing professional development needs. Positive aspects like strong school culture, effective planning, high job satisfaction, and security contribute to leadership effectiveness. Mixed perceptions on office spaces signal potential disparities, calling for infrastructure improvements. Regression analysis confirms the impact of leadership competencies on organizational effectiveness. The study stresses a holistic approach, integrating competencies and work environment for enhanced stakeholder engagement and overall effectiveness.

In essence, the findings underscore the importance of effective leadership competencies and a positive work environment in achieving organizational effectiveness with respect to stakeholder involvement. This insight can guide strategic decisions for organizational development and improvement in the context of the studied factors.

Recommendations
This study recommends a comprehensive approach to enhance organisational effectiveness in CBC primary schools. This will involve implementing targeted professional development programs for headteachers, focusing on key leadership competencies such as accountability, creativity, diversity promotion, culture shaping, and strategic planning. Simultaneously, efforts should be directed towards improving the physical work environment through infrastructure upgrades, ergonomic considerations, and the implementation of policies fostering a positive workplace. Robust stakeholder engagement strategies, including regular communication, feedback mechanisms, and
involvement in decision-making processes, should be developed. Policymakers (the CBC Education Board) are urged to translate study findings into actionable policies, establishing frameworks for professional development, work environment improvements, and stakeholder engagement. A monitoring and evaluation mechanism is essential for assessing policy effectiveness over time. At the same time, a culture of research-informed decision-making that ensures ongoing adaptability to challenges and opportunities within CBC primary schools should be upheld.

Recognizing this study's limitations, suggestion is here made for further research to explore additional factors impacting organizational effectiveness. Continuous assessment and adaptation of leadership and work environment strategies are highlighted as essential to address evolving challenges and opportunities.

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**Conflict of Interest**

The authors declare no conflict of interest.

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