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## ADMINISTRATIVE PRACTICES OF PRINCIPALS AS CORRELATES OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

BY

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### *Abstract*

*The study investigated the administrative practices of principals as correlates of teachers' job performance in public secondary schools in Anambra State. Specifically, the study sought to investigate motivational, supervisory, participatory decision-making as well as staff professional development practices as correlates of teachers' job performance. Four research questions guided the study and four null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study comprised 5,286 teachers in the 263 public secondary schools in Anambra State. The sample for the study comprised 665 teachers drawn using multistage sampling procedures. Two sets of questionnaires titled "Principals' Administrative Practices Questionnaire (PAPQ) and Teachers' Job Performance Questionnaire (TJPQ) were used for data collection. The face and construct validation of the instruments were determined by three experts who are lecturers in the Department of Educational Foundations, two specialists in Educational Management and a specialist in Measurement and Evaluation, all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. The internal consistency of the instruments was determined using Cronbach Alpha which yielded reliability coefficient values of 0.81, 0.79, 0.80 and 0.79 for Clusters A, B, C and D of PAPQ with overall reliability coefficient value of 0.80 and the coefficient obtained for TJPQ was 0.83. The researcher together with six research assistants, who are secondary school teachers in the area of study, administered 665 copies of the questionnaires directly to the respondents and 654 copies were retrieved which represented a 98 percent return rate. Data were analyzed using Pearson Product Moment Correlation for the research questions, and simple regression for the hypotheses. The findings of the study revealed among others that there is strong relationship between motivational practice of principals and teachers' job performance in public secondary schools in Anambra State. It was also reported that there is significant relationship between professional development practice of principals and teachers' job performance in public secondary schools in Anambra State. Based on the findings, it was recommended among others that Post Primary School Service Commission organize regular professional development programmes for teachers to enable them up-date their knowledge and skills to bring about improvement on their job performance.*

**Keywords:** Administrative Practices, Principals, Teachers' and Job Performance

## Introduction

Education is an indispensable tool for equipping individuals with skills and knowledge. Education which also contributes to the inculcation of the right values, beliefs and habits in individuals to make them become responsible and useful members of the society is delivered in learning institutions. Okeke and Ikediugwu (2020) asserted that education programme which is widely designed for equipping learners with relevant skills, knowledge and the inculcation of the right values is implemented by teachers. Invariably, administrative practices become are important factors which enable teachers to perform their job. Teachers' job performance is the duties discharged by teachers at a particular period in the school to attain the stated goals. In the conceptualization of Uwaleke et al. (2021), teachers' job performance is the responsibilities executed by teaching staff at a particular time in the school system for the attainment of predetermined goals. Agu et al. (2021) noted that teachers' job performance involves the overall ability of teachers to exhibit the right attitude to work, be committed and dedicated to the teaching roles while making deliberate efforts toward the attainment of educational goals and objectives. Contextually, teachers' job performance is the result of official duties executed by teaching staff in a given time in school organization.

Nwanga and Amaikwu (2020) noted that teachers' job performance can be assessed through their regularity/punctuality in school, participation in staff meeting and co-

curricular activities, lesson presentation, coverage of scheme of work, discipline of students, students' academic performance, preparation of lesson notes and plans, and execution of official duties delegated by the principals among others. Subscribing to this view, Agu et al. (2021) posited that the indicator of teachers' job performance is evaluated by their ability to make deliberate effort to enhance students' academic performance, possession and display of in-depth knowledge of his or her subject matters, presentation of lesson in a well-organized manner and effective classroom organization, and control. It could be deduced from the above that teachers' job performance could be measured in terms of their punctuality to work, instructional delivery, marking of students' assignment, classroom control and management, discipline of students and participation in extra-curricular activities in secondary schools.

Secondary education is designed to equip the beneficiaries with fundamental knowledge of various disciplines in higher institutions and also the skills to become useful members of the society. Okigbo (2020) noted that secondary education is a bridge between primary and tertiary levels of education which provides the general training necessary for individuals to acquire skills necessary to programme themselves for future career challenges. It also provides learning opportunities for individuals to inculcate in them the respect for value and appreciation of dignity of labour that make them responsible citizens of the country. Okeke and Ikediugwu



(2020) asserted that secondary level of education does not only prepares individuals for useful living but also refines their skills, behaviour and knowledge for active participation toward the development of the society. The manager of a secondary school is the principal. The principal is the chief executive officer responsible for administering and overseeing the daily activities of a secondary school. Uwaleke et al. (2021) stated that the principal is a person who assumes the roles of school administrator, instructional supervisor, financial manager, chief security officer, custodian of schools' rules and regulations, students' adviser, chief planner and policy formulator in a secondary school. The principal as the chief administrator is responsible for controlling the teachers through administrative practices.

Principals' administrative practices are the methods of directing, and controlling the efforts of workforce to attain set goals and objectives. Okonkwo (2021) asserted that principals' administrative practices are the means of harnessing the potentials, manual skills and other attributes of the human resource to accomplish the set goals. It is the process of recruitment of competent staff, controlling and influencing their activities to accomplish the organizational objectives. It involves the recruitment, deployment, discipline and development of teaching workforce for accomplishment of predetermined goals in an organization. Similar to this, Bakhsh et al. (2021) defined principals' administrative practices as the activities concerned with recruitment, retention, training, compensating and evaluation of staff in an organization. It is concerned with the harnessing of manpower efforts in the pursuit of stated goals of an organization. Several authors identified the components of principals' administrative

practices to include: orientation, participatory decision-making, delegation of duties, supervision, staff professional development and motivation (Ejeh & Okoro, 2016; Alhassan, 2014). Within the context of the current study, principals' administrative practices focused on motivation, supervision, and participatory decision-making

Motivation is a driving force which stimulates, compels and induces an individual or staff of an organization to be committed and dedicated to his/her duties. According to Koja and Andala (2021), motivation is an internal drive or instinct that directs a person to exhibit a particular behaviour or behave in a certain manner. Motivation induces, energizes and sustains a certain action or behaviour. Members of staff could go extra mile in carrying out their responsibilities through the application of several motivational practices. Ihueze, et al. (2018) stressed that motivational practices include good condition of service, prompt and regular promotion, recognition and feedback, increased job security/enrichment, good work environment and challenging and varied work among others. The motivation practices include rewarding of staff, provision of welfare packages, recommending staff for promotion, creation of conducive environment, supplying of adequate teaching aids and timely dissemination of information to members of staff. The well-motivated teachers may require little or no supervision in discharging their duties.

Supervision is the process of overseeing and controlling the activities of subordinates to render professional guidance and assistance that contribute to the attainment of stated goals. Ngole and Mkulu (2021) defined supervision as the process of overseeing the activities of subordinates and offering

suggestions to ensure that principles, policies, regulations, rules and methods prescribed of attaining predetermined objectives for education are effectively carried out. It is the acts of checking what tasks are being done by teachers with the intention of directing, enlightening and supporting them to improve on their teaching. The essence of supervision is to encourage and support teachers to become more productive and effective in performing their duties. In the same vein, Uwaleke et al. (2021) averred that the purpose of instructional supervision in secondary schools by principals is not to identify faults or punish teachers; rather, it is meant to work cooperatively with teachers to improve their job performance. There are many supervisory practices to assist teachers excel in their duties. Edo and Obuzor (2021) noted that supervisory practice entails performing functions such as making classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism, monitoring of weekly implementation of the scheme of work and rewarding hardworking teachers and punishing indolent ones. The problems of teachers observed by principals during supervision could be considered during decision-making.

Decision-making is the practice of selecting the best course of action among alternatives to effectively solve problems for attainment of set objectives. According to Uzogor and Nwankwo (2020, p.508), decision-making is the systematic and careful deliberation and selection of the best course of action among the available alternatives. Decision-making entails identifying a problem, the resources and means of solving it. The success of a school is critically linked to the decisions made at various points in the administration

of the school in areas of instructional programmes; communication systems; students/staff welfare; students/staff discipline; school plant maintenance; health facilities; admission policy; budgeting; purchasing; gaming; and extra-curricular activities among others (Abdulganiyu, 2020a). The quality of decisions in the school is the product of consultation and deliberations with teachers to express their opinions or air their views on school affairs. Staff participatory decision-making is the act of involving teachers in deliberating and sharing ideas in solving problems in the school. Ugwu, et al.(2019) opined that participatory decision-making offers members of staff the opportunity to make suggestions and recommendations required to improve their commitment and performance for achieving organization's goals. Sequel to this, the authors asserted that it helps to boost employee morale, confidence which leads to high creativity, commitment and job satisfaction in the place of work.

Some public secondary school teachers in Anambra State seem to be performing their duties below expectations. To buttress this, Abonyi (2020) revealed some cases of teachers' inability to deliver lessons with appropriate methods, manage classroom during lessons, maintain discipline and provide detailed feedback on students' academic achievement. Abonyi further stressed that how teachers perform their duties such as instructional delivery, lesson note preparation, classroom management during instructional delivery, maintenance of discipline and provision of detailed feedback on students' academic achievement at the end of the term is ineffective and unsatisfactory in secondary schools in Anambra State. The unsatisfactory job performance of teachers in public secondary schools in Anambra State

may be attributed to the fact that they seem to be irregularly motivated, supervised, trained and involved in decision-making. This is elaborated by Osegbue, et al. (2018) who stressed that some secondary school teachers in Anambra State are lukewarm and unserious in the discharge of their duties due to delayed promotion, unpaid arrears, denial of staff development programmes and poor salary. Also, Uzogor and Nwankwo (2020) observed teachers are not adequately involved in the decision-making process as evident in poor cooperation, misunderstanding and unwillingness of teachers to implement most decisions reached in secondary schools in Anambra State. It is against this background that the study was undertaken.

### Statement of the Problem

The job performance of some teachers tends to be below expectations in public secondary schools in Anambra State. This could be evident by cases of teachers missing of their lessons, leaving school before the end of school hours, poor preparation of lesson notes, absenteeism, uninteresting mode of delivery of lecture, lateness to school, failure to mark and correct class works of students, unofficial movement from duty post and unsatisfactory coverage of scheme of work. The worrisome nature of job performance of public secondary school could be possibly due to the poor administrative practices of the principals.

The researcher noticed that some principals are rarely devoted to observing instructional activities of teachers in public secondary schools in Anambra State. The researcher's interaction with some teachers tends to indicate that crucial decisions are made by principals without consulting members of

staff in public secondary schools in the state. One could easily notice that unfairly reward of teachers, irregular training and ill-equipped offices seems to demoralize them in discharging their duties in public secondary schools in the state. If this situation is allowed to continue, it may hinder the secondary school objectives of preparing students for further studies and useful living. It is based on these problems that the researcher seeks to empirically investigate the administrative practices of principals as correlates of teachers' job performance in public secondary schools in Anambra State.

### Purpose of the Study

The main purpose of the study is to determine administrative practices of principals as correlates of teachers' job performance in public secondary schools in Anambra State. Specifically, the study sought to find out:

1. Motivational practices of principals as correlates of teachers' job performance in public secondary schools in Anambra State.
2. Supervisory practices of principals as correlates of teachers' job performance in public secondary schools in Anambra State.
3. Participatory decision-making practices of principals as correlates of teachers' job performance in public secondary schools in Anambra State.

### Research Questions

The following research questions guided the study

1. What is the relationship between motivational practices of principals and

- teachers' job performance in public secondary schools in Anambra State?
2. What is the relationship between supervisory practices of principals and teachers' job performance in public secondary schools in Anambra State?
  3. What is the relationship between participatory decision-making practices of principals and teachers' job performance in public secondary schools in Anambra State?

### Hypotheses

The following hypotheses were tested at .05 level of significance:

1. There is no significant relationship between motivational practices of principals and teachers' job performance in public secondary schools in Anambra State.
2. There is no significant relationship between supervisory practices of principals and teachers' job performance in public secondary schools in Anambra State.
3. There is no significant relationship between participatory decision-making practices of principals and teachers' job performance in public secondary schools in Anambra State.

### Methodology

Correlational research design was adopted for the study. The study was conducted in public secondary schools in Anambra state. The population of the study comprised 5,286 teachers in the 267 public secondary schools in Anambra State. The sample of the study comprised of 665 teachers drawn using multistage sampling procedure. Researcher developed questionnaire titled "Principals' Administrative Practices Questionnaire (PAPQ) and Teachers' Job Performance

Questionnaire (TJPQ) were used for data collection. The first instrument "Principals' Administrative Practices Questionnaire (PAPQ) was group into two section A and B. Section "A" deals with the demographic variable of the respondents such as gender and school location. The Section B of PAPQ has 40 items arranged in three clusters namely A, B, and C with 10 items in each cluster, namely on motivational practices, supervision practices and participatory decision-making practices. The items of PAPQ were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree weighted 4, 3, 2 and 1 respectively. The second instrument TJPQ contained 23 items designed to measure the job performance of teachers. The items of TJPQ were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree weighted 4, 3, 2 and 1 respectively.

The instrument was validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire was administered to the respondents with the help of five research assistants. A total of 665 copies of questionnaire were distributed and 654 were properly filled and successfully retrieved indicating 98% return rate. The copies of the instruments distributed, properly filled and successfully retrieved were used for data analysis. The reliability of the instrument was determined using Cronbach Alpha formula and average reliability coefficient showed a value of 0.80 for PAPQ and 0.83 TJPQ. The instruments were considered reliable and adequate for the study. Data were analyzed using Pearson Product Moment Correlation

Coefficient for research questions, and simple linear regression for the hypotheses. In answering the research questions the coefficient  $r$  and the size of the relationship was interpreted using the correlation coefficient by Schober, Boer and Schwarte (2018), as follows

Coefficient  
.00- .10  
correlation  
.11- .39  
correlation

Relationship  
Negligible

Weak

.40- .69  
correlation  
.70- .89  
correlation  
.90- .1.00  
correlation  
.80-1.00

Moderate

Strong

Very strong

High

For decision on the hypotheses, where  $p$ -value was equal to or less than level of significant value of .05, the null hypothesis was rejected but where  $p$ -value was greater than level of significant value of .05, the null hypotheses was not rejected.

**Research Question 1:** What is the relationship between motivational practices of principals and teachers' job performance in public secondary schools in Anambra State?

**Table 1: Pearson (r) on Relationship Between Motivational Practices and Teachers' Job Performance**

Variables	N	Motivational Practices	Teachers' Performance	Job	Remarks
Motivational Practices	654	1.00	.704		
Teachers' Performance	654	.704	1.00		Strong

As shown in Table 1, a Pearson's correlation coefficient ( $r$ ) of 0.70 was obtained. This showed that there was strong relationship between motivational practices of principals and teachers' job performance in public secondary schools in Anambra State. This indicated that the increase in motivational practices would lead to strong improvement on the job performance of teachers.

**Research Question 2:** What is the relationship between supervisory practices of principals and teachers' job performance in public secondary schools in Anambra State?

**Table 2: Pearson (r) on Relationship Between Supervisory Practices and Teachers' Job Performance**

Variables	N	Supervisory Practices	Teachers' Performance	Job	Remarks
Supervisory Practices	654	1.00	.660		
Teachers' Performance	654	.660	1.00		Moderate



As shown in Table 2, a Pearson's correlation coefficient ( $r$ ) of 0.66 was obtained. This showed that there was moderate relationship between supervisory practices of principals and teachers' job performance in public secondary schools in Anambra State. This indicated that the increase in supervisory practices would lead to moderate improvement on the job performance of teachers.

**Research Question 3:** What is the relationship between participatory decision-making practices of principals and teachers' job performance in public secondary schools in Anambra State?

Variables	N	Participatory Decision-Making Practices	Teachers' Job Performance	Remarks
Participatory Decision-Making Practices	654	1.00	.783	Strong
Teachers' Job Performance	654	.783	1.00	

**Table 3: Pearson ( $r$ ) on Relationship Between Participatory Decision-Making Practices and Teachers' Job Performance**

As shown in Table 3, a Pearson's correlation coefficient ( $r$ ) of 0.78 was obtained. This showed that there was strong relationship between participatory decision-making practices of principals and teachers' job performance in public secondary schools in Anambra State. This indicated that the increase in participatory decision-making practices would strongly improve the job performance of teachers.

**Hypothesis One:** There is no significant relationship between motivational practices of principals and teachers' job performance in public secondary schools in Anambra State.

**Table 4: Summary of Simple Regression Analysis of Relationship between Motivational Practices and Teachers' Job Performance**

Predictor	R	R <sup>2</sup>	F	P-value	Remark
Motivational Practices	.704	.496	543.724	.000	*S

\*Significant

As shown in Table 4, the simple regression coefficient ( $R$ ) was 0.70, while the  $R^2$  was .496. They showed that motivational practice of principals made 49.6% contribution to the variance in teachers' job performance public secondary schools. The  $F(1/554) = 543.724$  and the  $p$ -value of .000 was less than .05. Therefore, since the  $p$ -value was less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there was significant relationship between motivational practices of principals and teachers' job performance in public secondary schools in Anambra State.

**Hypothesis Two:** There is no significant relationship between supervisory practices of principals and teachers' job performance in public secondary schools in Anambra State.

**Table 5: Summary of Simple Regression Analysis of Relationship between Supervisory Practices and Teachers' Job Performance**

Predictor	R	R <sup>2</sup>	F	P-value	Remark
Supervisory Practices	.660	.436	426.273	.000	*S

\*Significant

As shown in Table 5 the simple regression coefficient (R) was 0.66, while the R<sup>2</sup> is 0.43. They showed that supervisory practice of principals made 43.6% contribution to the variance in teachers' job performance public secondary schools. The  $F(1/554) = 426.273$  and the  $p$ -value of .000 was less than .05. Therefore, since the  $p$ -value was less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there was significant relationship between supervisory practices of principals and teachers' job performance in public secondary schools in Anambra State.

**Hypothesis Three:** There is no significant relationship between participatory decision-making practices of principals and teachers' job performance in public secondary schools in Anambra State.

**Table 6: Summary of Simple Regression Analysis of Relationship between Participatory Decision-Making Practices and Teachers' Job Performance**

Predictor	R	R <sup>2</sup>	F	P-value	Remark
Participatory Decision-Making Practices	.783	.614	877.301	.003	*S

\*Significant

As shown in Table 6, the simple regression coefficient (R) was 0.78, while the R<sup>2</sup> is 0.614. It showed that participatory decision-making practices of principals make 61.4% contribution to the variance in teachers' job performance public secondary schools. The  $F(1/554) = 877.301$  and the  $p$ -value of .003 was less than .05. Therefore, since the  $p$ -value was less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there was significant relationship between participatory decision-making practices of principals and teachers' job performance in public secondary schools in Anambra State.

## Discussion

Findings on the relationship between motivational practices of principals and teachers' job performance revealed that there was strong relationship between motivational practice of principals and teachers' job

performance in public secondary schools in Anambra State. This was in line with the finding of Nweneka (2019) which revealed that there was a strong positive correlation between teachers' motivation and their teaching performance. This possible explanation for the agreement in findings

could be attributed to the fact that the studies were conducted in secondary schools in the same country and utilized teachers as the participants. Motivational practices of principals was a strong correlation of teachers' job performance, it boosted their morale and dedication to their duties. Motivated teachers are punctual to school, dedicated to their daily duties and work harder to bring about an increase in their job performance. The motivational practices of principals served as incentive which made teachers more enthusiastic about their duties and put more efforts to improve their job performance.

It was also revealed that there was significant relationship between motivational practices of principals and teachers' job performance in public secondary schools in Anambra State. This finding agreed with that of Masifa and Hassan (2022) which showed that there was a statistically significant relationship between motivational practices and teachers' job performance. This was also in agreement with the finding of Komolafe and Gbotosho (2019) which indicated that there was a significant relationship between staff motivation and job performance of staff. The significant relationship that existed between staff motivational practice of principals and teachers' job performance could be attributed to the fact that when teachers are motivated, they could be willing to work harder to achieve exceptional job performance in the workplace. Motivated teachers carry out their responsibilities to the highest standard to attain better job performance.

Findings on the relationship between supervisory practices of principals and teachers' job performance showed that there was moderate relationship between supervisory practices of principals and teachers' job performance in public

secondary schools in Anambra State. This finding was in disagreement with the finding of Olowonefa and Audu (2022) who reported that there was strong relationship between principal's supervisory strategies and teachers' job performance in public senior secondary schools. The disagreement in the findings could be attributed to the difference in geographical location. The professional guidance and assistance rendered to teachers during supervision could account for the moderate relationship with teachers' job performance. The supervisory practices of principals are associated with coaching and advising which made teachers to perform their duties well. The principals apply supervisory practices to simulate the instructional activities of teachers to improve their job performance.

It was also found out that there was significant relationship between supervisory practices of principals and teachers' job performance in public secondary schools in Anambra State. This affirmed the finding of Ahmad et al (2022) which reported that there was a significant relationship between head teachers' supervisory practices and teachers' job performance. This supported the finding of Umaru and Aliyu (2018) which indicated that the relationship between principals' instructional supervision and teachers' performance was significant. The significant relationship that existed between supervisory practices of principals and teachers' job performance was possibly due to the fact that supervising teachers' activities are geared toward improving teaching and learning processes in secondary schools.

Findings on the relationship between participatory decision-making practices of principals and teachers' job performance revealed that there was strong relationship between participatory decision-making

practices of principals and teachers' job performance in public secondary schools in Anambra State. This affirmed the finding of Macha and Mhagama (2022) which showed that there was a strong relationship between teachers' participation in decision-making and their work performance. This refuted the finding of Wordah and Ekwesianya (2020) which indicated that there was a moderate relationship between decision-making and teachers' job performance in public senior secondary schools. The difference in time span and geographical location could account for the disagreement in the findings. Participatory decision-making practices of principals had a strong relationship with teachers probably due to the fact that it offered opportunity to teachers to express their ideas and share perspectives on ways to enable them discharge their duties effectively. Participatory decision-making practices of principals created an environment that gives teachers a sense of belonging and feeling genuinely valued which boosted their morale to perform desirable result.

The finding of the study showed that there was a significant relationship between participatory decision-making practices of principals and teachers' job performance in public secondary schools in Anambra State. This agreed with the finding of Abdulganiyu (2020b) which showed that there was a significant relationship between teachers' involvement in decision-making and job performance. Participatory decision-making practices of principals had significant relationship between teachers' job performance because it offered them the opportunity to make inputs on work related affairs

## Conclusion

Based on the findings of this study, it was concluded that there was strong and significant relationship between administrative practices of principals and teachers' job performance in public secondary schools in Anambra State. Administrative practices such as motivation, supervision, participatory decision-making and professional development increased teachers' commitment, drive and enthusiasm in discharging their duties which led to high job performance. Administrative practices of principals developed motivated and skilled teachers who were willing to put extra efforts to effectively discharge their duties for high job performance.

## Recommendations

Based on the findings, the following recommendations were made:

1. School principals should constitute a committee saddled with responsibility of motivating teachers to boost their morale for higher job performance.
2. Post Primary School Service Commission should intensify their supervisory roles to complement that of principals to help improve on the job performance of teachers.
3. School principals should promote participatory decision-making by organizing meetings and interaction sessions with teachers at least once every academic session to encourage teachers to air their ideas on ways to effectively discharge their duties to bring improvement on their job performance.



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