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## **PRINCIPALS' ADMINISTRATIVE STRATEGIES AS PREDICTOR OF TEACHERS' INSTRUCTIONAL DELIVERY IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE**

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### **Abstract**

The study examined principals' administrative strategies as predictor of teachers' instructional delivery in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of the study comprised 7248 teachers in 267 public secondary schools in the six Education Zones in Anambra State (Planning, Research and Statistics Department, Anambra State Post Primary Schools Service Commission (PPSSC), Awka, 2024). The sample size comprised 580 teachers drawn from the population of the study. The instruments for data collection were Principals' Administrative Strategies Questionnaire (PASQ) and Teachers' Instructional Delivery Questionnaire (TIDQ). The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.86 for PASQ and TIDQ is 0.77 were obtained. The data were analyzed using simple regression analysis. The study revealed that principals' supervisory strategy ( $r = 0.826$ ;  $p < 0.000$ ), and principals' conflict management strategy ( $r = 0.794$ ;  $p < 0.000$ ) have strong positive and significant predictive values on teachers' instructional delivery in public secondary schools in Anambra State. The study concluded that principals' administrative strategies predicted teachers' instructional delivery in public secondary schools in Anambra State. Based on the findings, the study recommended that principals should consistently engage in classroom observations, provide timely feedback, and offer mentoring opportunities to support teachers in improving their pedagogical practices.

**Keywords:** *Principals' Administrative Strategies, Instructional Delivery, Supervisory Strategy, Conflict Management Strategy*

## Introduction

Education is a transformative process through which individuals acquire knowledge, skills, values, and attitudes essential for personal development and societal progress. It lays the foundation for critical thinking, problem-solving, and innovation, empowering learners to navigate and contribute meaningfully to the world. Education is the process of acquiring knowledge, skills, norms, values and aptitude which will enable the individual to be useful to himself and the society at large. However, the standard of education in Nigeria at all levels appear to be falling if one should listen to the views of experts and non-experts alike. It is generally suggested that Nigeria's educational system needs total overhauling (Stella & Ifunanya, 2017). Beyond academic growth, education ensures social cohesion, cultural appreciation, and moral development, shaping individuals into responsible and informed citizens. Ezeaku and Ohamobi (2018) noted that central to achieving a nation's educational objectives are teachers, who are globally recognized as the cornerstone of any education system and potent instruments for its success.

Teachers are charged with the responsibility of ensuring that learning is sufficient and that the desired knowledge and skill are transmitted. One of the major

channels by which teachers transmit knowledge is through effective instructional delivery. Teachers' instructional delivery refers to the methods and strategies teachers use to communicate knowledge, skills, and values effectively to students. It involves planning lessons, selecting appropriate teaching materials, engaging students through interactive and inclusive approaches, and assessing their understanding. Effective instructional delivery ensures that learning objectives are met while catering to the diverse needs of students. It also includes the ability to adapt teaching styles to suit different learning environments and challenges, thereby creating a productive and supportive classroom atmosphere that promotes student success.

Teachers' instructional delivery is not just about presenting information, but also about creating an environment where students feel motivated, engaged, and encouraged to learn. It involves using various teaching techniques, such as direct instruction, group work, discussions, hands-on activities, and digital tools, to meet the diverse learning styles and needs of students. Teachers' ability to effectively explain complex concepts, ask thought-provoking questions, and provide constructive feedback plays a crucial role in students' comprehension and retention. Teachers' instructional delivery is deeply linked to their

classroom management skills, as maintaining a positive and organized environment supports better learning outcomes. Beyond the activities teachers carry out in order to ensure a hitch-free and effective instructional delivery process, Akudo and Ogbalu (2024) stated that other crucial prerequisites for this process include the provision of effective administrative strategies. The delivery of quality instruction in the classroom in any education system depends largely on the support and leadership provided by school principals. This means that principals' administrative strategies play a vital role in empowering teachers to provide quality instruction.

Administrative strategies involve managerial techniques for planning, organizing, and controlling available human and material resources to meet set objectives. Principals' administrative strategies are the leadership practices and decision-making approaches that guide the effective management of schools. Jideofor (2022) explained that these strategies are essential in setting the tone for the school's academic culture that ensures that the school goals align with the broader educational objectives. Principals are responsible for creating an environment where teachers, students, and other staff members feel supported and motivated to achieve their best. Eze et al. (2023) noted that effective administrative strategies include setting clear expectations, promoting accountability, and ensuring a sense of shared responsibility among all members of the school community. When

principals lead with vision and clarity, they help teachers focus on providing quality instruction thereby leading to students' academic success. Owan and Agunwa (2019) pointed out that when principals engage actively with their teachers, listen to their concerns, and provide guidance, they promote an environment that encourages innovation and adaptability that leads to improved educational outcomes for the entire school community.

Operationally, principals' administration strategies refer to the systematic approaches and methods employed by school principals to plan, organize, coordinate, and manage resources, personnel, and activities within a school setting. Ikediugwu and Ibezim (2023) highlighted several key administrative strategies that school principals can adopt to enhance effectiveness. These include strategies for planning, organizing, managing staff personnel, coordinating activities, and making informed decisions. Ayodele et al. (2016) emphasized the importance of administrative components such as monitoring, committee systems, staff performance appraisals, regular meetings, delegation of duties, participatory decision-making, and staff motivation in ensuring effective school management and achieving school organizational goals. Similarly, other scholars have listed motivation, supervision, staff monitoring, discipline, and delegation of duties, planning, and communication as key administrative strategies (Osakwe, 2015; Ofojebe & Nnebedum, 2016). Therefore,



within the context of this study, principals' administrative strategies focused on instructional supervisory strategies, and conflict management strategies.

Instructional supervisory strategies are techniques and practices employed by school principals to oversee, guide, and enhance teaching and learning processes within their schools. These strategies include classroom observation, curriculum monitoring, mentoring teachers, providing constructive feedback, and organizing professional development programmes. In the view of Ekundayo et al. (2020), principals' instructional supervisory strategies involve systematic processes utilized by principals to oversee teachers' activities. These include conducting classroom visits, routinely reviewing lesson notes, and applying diverse supervisory techniques to ensure effective teaching and learning practices. The ultimate goal of instructional supervision is to improve the quality of education by ensuring a collaborative environment where teachers can continuously refine their instructional methods (Ubogu, 2024). Through effective instructional supervision, principals help to improve teacher performance, boost student outcomes, and create an environment conducive to academic excellence.

Effective instructional supervision enhances teachers' performance and improves students' learning outcomes. Sule et al. (2020) emphasized that instructional supervision encourages teachers to reflect on

their teaching practices, gain constructive feedback, and adopt innovative methods to enhance student engagement and achievement. It supports professional development and equips teachers with the skills to effectively address students' diverse needs. Ugochukwu et al. (2021) noted that effective instructional supervision is inevitable in the educational system as it makes coordinating all activities within the school system possible and improves the teaching-learning situation. By ensuring adherence to established educational standards and objectives, instructional supervision ensures accountability, improves teaching quality, drives better student outcomes, and facilitates effective conflict management.

Conflict management involves the process of identifying, addressing, and resolving disputes or disagreements in a way that minimizes negative outcomes and promotes understanding and cooperation. Onyekwere (2024) described conflict management as process of identifying and handling dispute in a constructive manner to prevent escalation and ensure that issues are resolved in a way that is acceptable to all parties involved. In schools, effective conflict management is crucial for maintaining a conducive learning environment. In the view of Agogbua (2024), conflict in the school organization is not the problem rather improper conflict management is the problem. By employing proactive conflict management techniques, principals help create a positive school culture where

differences are resolved amicably, ensuring that conflicts do not escalate and disrupt educational activities. Dikibo (2020) emphasized that school principals can effectively manage conflicts by employing strategies such as mediation, negotiation, and collaboration. These approaches not only help address disputes and promote stronger relationships but also enhance their capacity to constructively resolve future conflicts.

Conflict management strategies play a crucial role in the school system, as their effective application by principals help teachers focus on their primary responsibilities which is teaching and learning. Abdul et al. (2023) highlighted various strategies for managing conflicts in schools, including dominance, compromise, synergy, culture of civility, win-lose, lose-lose, win-win, accommodating, competing, and avoiding strategies. Principals need to apply these strategies as situations arise to promote collaboration and ensure the achievement of educational goals. However, Ughamadu et al. (2022) cautioned that some strategies employed by principals can inadvertently create conflicts if not properly evaluated. Examples include poor leadership styles, inadequate work ethics, lack of motivation and incentives for teachers, and ineffective instructional supervision. This could be the reason some teachers' level of instructional delivery are in doubt evidenced in some students' inability to measure up academically.

In Anambra State, the issue of low level of instructional delivery among some teachers in public secondary schools is no longer news. Visible signs of low level of instructional delivery include poor student performance, lack of engagement in classroom activities, and inadequate use of teaching materials. One glaring example is the frequent use of outdated textbooks and minimal access to modern educational technology, which hinders students from gaining a comprehensive understanding of subjects. Some teachers rely heavily on rote learning and lecture-based methods, ignoring more interactive and student-centered approaches that could better engage learners. This often results in students struggling to grasp basic concepts, leading to a decrease in academic achievement. One wonders if these situations could be attributed to managerial strategies principals adopt in their school. It could be a result of unsatisfactory work environment as teaching activities in some schools in the State appear not to be encouraging. However, it is important to address these issues so as to improve instructional delivery and quality outcomes in public secondary schools in Anambra State. It is against this background that the study sought to examine principals' administrative strategies as predictor of teachers' instructional delivery in public secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What is the predictive value of principals' instructional supervisory strategy on teachers' instructional delivery in public secondary schools in Anambra State?
2. What is the predictive value of principals' conflict management strategy teachers' on instructional delivery in public secondary schools in Anambra State?

### Hypotheses

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

1. There is no significant predictive value of principals' instructional supervisory strategy on teachers' instructional delivery in public secondary schools in Anambra State.
2. There is no significant predictive value of principals' conflict management strategy on teachers' instructional delivery in public secondary schools in Anambra State.

### Method

The study adopted correlational research design. The study was carried in Anambra State. The population of the study comprised 7248 teachers in 267 public secondary schools in the six Education Zones in Anambra State (Planning, Research and Statistics Department, Anambra State Post

Primary Schools Service Commission (PPSSC), Awka, 2024). The sample size comprised 580 teachers drawn from the population of the study. The instruments for data collection were Principals' Administrative Strategies Questionnaire (PASQ) and Teachers' Instructional Delivery Questionnaire (TIDQ). The instrument has two sections, A and B. Section 'A' 'Principals' Administrative Strategies Questionnaire (PASQ)' has 1 cluster with 10-item statements, while section B 'Teachers' Instructional Delivery Questionnaire (TIDQ)' has 15-item statements. The items were placed on a 5-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), and Undecided (U). The range of the scale is weighted 5,4,3,2, and 1 respectively. The reliability of the instrument was ascertained through a pilot test on 20 teachers from public secondary schools in Enugu State. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.86 for PASQ and TIDQ is 0.77. Out of 580 copies of the questionnaires administered, 556 (96%) of the instrument were correctly completed and returned, while 24 (4%) were either misplaced or not correctly filled. Simple regression analysis was used answer research questions and hypotheses at 0.05 level of significance.

### Results

#### Research Question 1

What is the predictive value of principals' instructional supervisory strategy on teachers' instructional delivery in public secondary schools in Anambra State?

**Table 1: Summary of the regression results of the predictive value of principals' instructional supervisory strategies on teachers' instructional delivery in public secondary schools in Anambra State**

	Unstandardized Coefficients		Standardized Coefficients	t	Decision
	B	Std. Error	Beta( $\beta$ )		
Constant	.875	.079		11.062	Strong Positive Relationship
Principals' Supervisory Strategy	.768	.021	.826	35.886	

R= .826, R Square = .683, Adjusted R<sup>2</sup>=.682, F = 1287.801.

Table 1 shows the summary of the regression results of the predictive value of principals' instructional supervisory strategies on teachers' instructional delivery in public secondary schools in Anambra State. The results revealed that the R= .826, R Square = .683, Adjusted R<sup>2</sup>=.682, F = 1287.801. This result indicated a strong positive predictive value of principals' instructional supervisory strategies on teachers' instructional delivery in public secondary schools in Anambra State because principals' instructional supervisory strategies have 82.6% predictive value. This implies that principals' instructional supervisory strategies have a strong positive relationship on teachers' instructional delivery in public secondary schools in Anambra State.

**Research Question 2:** What is the predictive value of principals' conflict management strategies on teachers' instructional delivery in public secondary schools in Anambra State?

**Table 2: Summary of the regression results of the predictive value of conflict management strategies on teachers' instructional delivery in public secondary schools in Anambra State**

	Unstandardized Coefficients		Standardized Coefficients	t	Decision
	B	Std. Error	Beta( $\beta$ )		
Constant	.865	.089		9.729	Strong Positive Relationship
Principals' Conflict Management Strategy	.771	.024	.794	31.993	

R= .794, R Square = .631, Adjusted R<sup>2</sup>=.630, F = 1023.554.



Table 2 shows the summary of the regression results of the predictive value of principals' conflict management strategies on teachers' instructional delivery in public secondary schools in Anambra State. The results revealed that the  $R = .826$ ,  $R^2 = .683$ , Adjusted  $R^2 = .682$ ,  $F = 1287.801$ . This result indicated a strong positive predictive value of principals' conflict management strategies on teachers' instructional delivery in public secondary schools in Anambra State because conflict management strategies have 79.4% predictive value. This suggests that principals' conflict management strategies have a strong positive relationship on teachers' instructional delivery in public secondary schools in Anambra State.

### Hypothesis One

**H<sub>0</sub>:** There is no significant predictive value between principals' instructional supervisory strategies and teachers' instructional delivery in public secondary schools in Anambra State.

**Table 3: Summary of the regression results of the predictive value of principals' instructional supervisory strategies on teachers' instructional delivery in public secondary schools in Anambra State**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
	B	Std. Error	Beta( $\beta$ )			
Constant	.875	.079		11.062	0.000	Strong Positive Relationship
Principals' Supervisory Strategy	.768	.021	.826	35.886		

$R = .826$ ,  $R^2 = .683$ , Adjusted  $R^2 = .682$ ,  $F = 1287.801$ .

Table 3 shows the summary of the regression results of the predictive value of principals' instructional supervisory strategies on teachers' instructional delivery in public secondary schools in Anambra State. The results revealed that the  $R = .826$ ,  $R^2 = .683$ , Adjusted  $R^2 = .682$ ,  $F = 1287.801$ . This result indicated a strong positive predictive value of principals' instructional supervisory strategies on teachers' instructional delivery in public secondary schools in Anambra State because principals' instructional supervisory strategies have 82.6% predictive value. More so, the p-value (0.00) is below the 0.05 significance level. Thus, the null hypothesis was rejected and the alternative hypothesis was retained. This implies that principals' instructional supervisory strategies have a strong positive relationship on teachers' instructional delivery in public secondary schools in Anambra State.

### Hypothesis Two

**H<sub>0</sub>:** There is no significant predictive value between principals' conflict management strategies and teachers' instructional delivery in public secondary schools in Anambra State

**Table 2: Summary of the regression results of the predictive value of conflict management strategies on teachers' instructional delivery in public secondary schools in Anambra State**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Decision
	B	Std. Error	Beta( $\beta$ )			
Constant	.865	.089		9.729	0.00	Strong Positive Relationship
Principals' Conflict Management Strategy	.771	.024	.794	31.993		

R= .794, R Square = .631, Adjusted R<sup>2</sup>=.630, F = 1023.554.

Table 2 shows the summary of the regression results of the predictive value of principals' conflict management strategies on teachers' instructional delivery in public secondary schools in Anambra State. The results revealed that the R= .826, R Square = .683, Adjusted R<sup>2</sup>=.682, F = 1287.801. This result indicated a strong positive predictive value of principals' conflict management strategies on teachers' instructional delivery in public secondary schools in Anambra State because conflict management strategies have 79.4% predictive value. More so, the p-value (0.00) is below the 0.05 significance level. Thus, the null hypothesis was rejected and the alternative hypothesis was retained. This suggests that principals' conflict management strategies have a strong positive relationship on teachers' instructional delivery in public secondary schools in Anambra State.

## Discussion

Findings on the predictive value of principals' instructional supervisory strategy on teachers' instructional delivery in public secondary schools in Anambra State revealed that principals' instructional supervisory strategies have a strong positive predictive value on teachers' instructional delivery in public secondary schools in Anambra State. In line with these findings, Njoku and Modebelu (2019) found that instructional supervisory strategies, including classroom

observations, feedback mechanisms, and mentoring, provide teachers with the necessary guidance to enhance their pedagogical practices. Ezeugbor (2019) found that principals who actively supervise teachers foster a culture of accountability and excellence, thereby motivating teachers to deliver lessons effectively. Okonkwo and Ofoegbu(2021) found that where public secondary schools often struggle with limited resources, strong instructional leadership by principals serves as a pivotal tool for maintaining high teaching standards.

Similarly, Uche and Mba (2020) asserted that supervisory practices such as setting clear instructional goals and providing timely feedback improve lesson preparation and classroom management, which are essential for achieving educational objectives. However, this finding may overlook potential challenges associated with supervisory strategies. Excessive or overly critical supervision may lead to resentment among teachers, thereby affecting their morale and reducing their commitment to instructional delivery. Nwagwu and Opara (2018) highlighted that some principals focus on fault-finding rather than providing constructive feedback, which undermines teacher autonomy and creativity. Additionally, the effectiveness of instructional supervision can vary depending on the principal's leadership style and level of training. A lack of professional development opportunities for principals can limit their ability to implement effective supervisory strategies (Agu & Onwuzuligbo, 2020). Moreover, while a positive relationship exists, causality cannot be established without further studies. Factors such as teacher motivation, school climate, and availability of instructional materials could also influence instructional delivery. Nonetheless, when effectively implemented, instructional supervisory strategies remain a powerful tool for enhancing teacher performance in public secondary schools.

Findings on the predictive value of principals' conflict management strategy on teachers' instructional delivery in public

secondary schools in Anambra State revealed that principals' conflict management strategy have a strong positive predictive value on teachers' instructional delivery in public secondary schools in Anambra State. In agreement with these findings, Uche and Nnadi (2020) found that effective conflict management strategies, such as negotiation, mediation, and collaboration, ensure harmonious relationships among teachers and between teachers and school leaders. Similarly, Eze and Nwankwo (2020) found that schools where principals address conflicts proactively tend to record higher levels of teacher commitment and performance. In the Nigerian educational context, where resource constraints and workload pressures are common, effective conflict resolution by principals can enhance teacher satisfaction and improve instructional outcomes (Chukwu & Onu, 2019). However, while the findings are plausible, several critiques emerge. First, the implementation of conflict management strategies largely depends on the principal's leadership style and competence. Principals with authoritarian tendencies may suppress conflicts rather than resolving them, leading to simmering tensions that negatively affect teachers' performance (Agu & Nwachukwu, 2018). Furthermore, not all conflicts can be resolved through standard strategies, as some may require systemic changes beyond the principal's authority, such as addressing disparities in teacher remuneration or workload. Another limitation is the potential overemphasis on the role of conflict management in isolation. While resolving

conflicts contributes positively to instructional delivery, other factors such as teacher training, school infrastructure, and availability of teaching materials play equally critical roles. Studies by Okeke and Nnamdi (2021) noted that conflict-free environments are beneficial, but without adequate resources, teachers may still struggle to deliver quality instruction. In shows that, while the findings underscore the importance of conflict management strategies, their impact must be contextualized within broader educational dynamics in Nigeria.

### Conclusion

Effective instructional supervisory strategies play a pivotal role in enhancing the pedagogical practices of teachers. Principals who adopt these strategies foster a culture of accountability, improve teaching quality and student outcomes. Based on the findings of the study, it was concluded that principals'

administrative strategies predicted teachers' instructional delivery in public secondary schools in Anambra State.

### Recommendations

On the basis of the findings of this study, the following recommendations were made:

1. Principals should consistently engage in classroom observations, provide timely feedback, and offer mentoring opportunities to support teachers in improving their pedagogical practices.
2. Schools should prioritize training for principals and teachers on effective conflict resolution strategies, such as negotiation and collaboration, to ensure a harmonious work environment that enhances teacher commitment and instructional effectiveness.

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