

# The Influence of Principal on Teachers' Job Performance in Secondary Schools in Ovia, Edo State Nigeria

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## ABSTRACT

This study examined the influence of principals' administrative roles on teachers' job performance in secondary schools in Ovia North East Local Government Area of Edo State, Nigeria. The study was premised on the recognition that quality secondary education depends largely on effective school leadership and teacher performance. A survey research design was adopted to elicit the views of principals and teachers in selected public and private secondary schools. The population comprised 120 secondary schools, from which 12 schools were randomly selected. The sample included 24 principals and 600 teachers randomly selected, data were collected using a structured questionnaire validated by experts, with a reliability coefficient of 0.93 obtained through the test-retest method. Descriptive statistics and t-test analysis were used for data analysis at a 0.05 level of significance. Findings revealed that principals' supervisory roles, communication skills, and managerial competencies significantly influence teachers' job performance. Although both principals and teachers generally agreed on the positive impact of administrative practices, slight differences existed in their perceptions. The study concluded that effective supervision and communication by principals enhance teachers' performance and, by extension, students' academic achievement. It recommended strengthened leadership capacity and inclusive decision-making practices in secondary schools.

**Keywords:** Communication skills, leadership, Principals' administrative roles, Teachers' job performance

## INTRODUCTION

Education enhances global development . It improves the quality of life of a society through refinement of its potentials. Education further enhances the application of man's achievement towards improvement of his environment (Shuaibu, 2025). Quality education at all levels is desirable of all Nigerians ( FGN, 2004). At the secondary level, quality of education is absolutely necessary because it serves as the foundation for tertiary level and for people to be self employed if they cannot continue with the tertiary level. If this basic foundation is weak it will lead to national wastage as progress in the society becomes very difficult (FRN, 2013).

Education in Nigeria enhances useful living within the society, and provides the bases for higher learning (NPE, 2014). At the secondary level of education, the principal is expected to possess a number of qualities helpful of school framework (Senbene, 2012). Olajide (2016) asserted that principals are key administrators in secondary schools through whom their competence would influence teachers to achieve secondary educational goals. The national policy on education set up certain aims and objectives, which were to facilitate educational development in the country, in fostering these aim and objectives, the school principal has important role to play. Among these roles include providing effective leadership in the area of students personnel administration; staff personnel administration; instructional leadership role; school-community relation; general task supervision in secondary schools; thereby enhancing better job performance among teachers. However, the effectiveness with which principals carry out these responsibilities has continued to raise concerns among educational scholars (Aghenta, 2000; Ige, 2001). The administrative duties of principals are diverse and encompass instructional supervision, leadership style, decision-making processes, and communication patterns. Instructional supervision entails

overseeing and assessing teachers' instructional strategies to ensure compliance with curriculum standards and to enhance the overall quality of teaching (Ukonu and Atukpa, 2025). Leadership style defines how principals inspire and guide their staff toward achieving school goals, with approaches ranging from transformational to transactional leadership (Onuoha and Onuoha, 2023). Decision-making practices reflect how principals involve stakeholders in resolving issues and formulating policies, while communication patterns determine the flow of information within the school (Paraiso, 2022). These practices are interwoven and collectively influence the effectiveness of teachers' job performance (Ololube and Wome, 2025). Other responsibilities of the principal is to facilitate the implementation of the various educational programmes at secondary educational with the aim of improving teaching and learning situation. Importantly, the principal is also the *primus inter pare* (first among equals), and therefore responsible for the performance of various administrative and instructional functions of the system (Ukonu and Atukpa, 2025). However, a study conducted by Ezepue et al. (2021) reaffirmed that the primary responsibility of the principal is to create a conducive environment that enables. In support of this position, Nwukor (2023) observed that teachers in Nigeria desire greater involvement in decision-making processes. The author further emphasized that the success of any institution largely depends on the manner in which its leaders operate. To achieve institutional goals and objectives effectively, a leader must adopt an appropriate leadership style or a blend of styles suited to the context. The way the principal relate with other staff could contribute immensely to the effectiveness of academic success, little wonder Abah, (2012) posited that the management administration of schools, spirit and purpose of a school reflect to a great extent the personality and capacity of the administrator. Teachers, whether newly employed or experienced, require continuous support and guidance in implementing instructional programmes effectively. As school administrators, principals are expected to provide such support by supervising and coordinating teachers' activities within the school system. An effective principal must therefore devote adequate attention to the supervision, monitoring, and evaluation of the teaching-learning process in the school.

This responsibility can be effectively discharged through clear and purposeful communication aimed at enhancing teachers' job performance and, indirectly, improving students' learning outcomes. Principals who articulate expectations clearly, provide consistent feedback, and encourage two-way communication foster a positive school climate that strengthens teacher morale, instructional commitment, and classroom practices (Dairo, 2024).

Conversely, teacher effectiveness-shaped by professional development, motivation, and supportive supervision-has been consistently identified as a strong predictor of student achievement in Nigerian secondary schools. This suggests that improvements in teacher performance are directly associated with higher student academic outcomes (TAA Publications, 2025; Olaifa, 2025).

### **Statement of the problem**

It is the expectation of the government, parents and other stakeholders in Institution of learning that students receive quality education as stated in the National Policy on Education (FRN, 2014), ideally Secondary school level of education is to develop the individual's mental capacity and character for useful living within society. Proper education hinges upon effective classroom management, statutory school administrative and management through the activities of administrator, teachers, parents and student at large, achieving this goal is largely dependent on the quality of teaching and the effectiveness of teachers, who serve as the primary transmitters of educational values and knowledge to students. Based on these, this study is to identify the extent to which the principal can identify his administrative role of planning, organizing,controlling, budgeting and evaluation to achieve educational goals as well as meeting the defined National Educational goals curriculum in secondary schools in Edo state.

### **Purpose of the Study**

The main purpose of this study was to find out the influence of principals' administrative roles on teachers' job performance in secondary schools in State. The specific objectives of the study were: To examine the influence of principals' administrative role on teachers' job performance in secondary schools within Ovia North East, Edo State, to determine the influence of principals' communication skills on teachers job performance in

secondary schools within Ovia North East, Edo state and to determine principals' managerial skills on teachers' job performance in schools within Ovia North East, Edo state

### **Research questions**

The following research questions were generated for the purpose of this study:

1. To what extent do principals' communication skills influence teachers' job performance in secondary schools in Ovia North East State?
2. Is there any difference in opinions of teachers on the administrative roles of principal in secondary schools in Ovia North East, Edo state ?
3. Is there any difference in the managerial skills of principal influencing teachers' job performance?

### **Statement of hypotheses**

The following hypotheses were formulated for this study:

HO<sub>1</sub>: there is no significant difference in principals' administrative role on on teachers' job performance in secondary schools in Ovia North East, Edo state.

HO<sub>2</sub>: There is no significant difference in principals' communication skills on teachers' job performance in secondary schools in Ovia North East, Edo state.

HO<sub>3</sub>: There is no significant difference in principals' managerial skills on on teachers' job performance in secondary schools in Ovia North East, Edo state.

### **Basic assumptions**

The study was on the assumption that:

1. Teachers will perform their duties well if school principals perform their administrative roles in accordance with laid down principles.
2. If principal's adequately involved staff members in decision making process it will lead to achievement of goals in secondary school

### **Significance of the study**

The roles of the administrator in the education of students as leaders of tomorrow is unquestionable and have a far reaching consequences on the tone and general climate of the school administration. The negative effect from this understanding have an impact on teaching, learning and the administration of secondary schools in Ovia North East local government area of Edo state. It has in some instance lead to distortion of school activities in Nigeria (Nigeria Standard 2<sup>nd</sup> April, 1994).

This study is, therefore, significant because the findings will be useful to all stakeholders in Education sector. It is expected that students, teachers and administrator will understand common roles of school administration and the need for effective planning and application of the roles.

The study will broaden the knowledge of all stakeholders on the importance of good leadership by any principal schools, which will be used by the state ministry of Education when planning and policy making are embarked.

### **Scope of the Study**

The study covers all the principals and teachers in the Senior and Junior Secondary Schools within the selected schools in Ovia North East local government area of Edo state.

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## LITERATURE REVIEW

Teaching and learning are rudimentary elements in the core principles of leadership. It broadens professional developments for Teachers and Principals, also lay a foundation of high- quality instruction and learning experience needed for mentor-ship as well as sharpening students for future endeavors.

### Theoretical framework

This study is anchored on two complementary leadership theories that explain how principals' administrative roles influence teachers' job performance in secondary schools: Instructional Leadership Theory and Transformation Leadership Theory. These theories collectively provide a strong conceptual lens for understanding how school leadership practices shape teacher effectiveness and institutional outcomes.

#### 1. Instructional Leadership Theory

The study is grounded in Instructional Leadership Theory as advanced by Hallinger and Heck (1996). This theory emphasizes that effective school leadership plays a pivotal role in enhancing teaching quality and students' learning outcomes. According to Hallinger and Heck (1996), instructional leadership comprises three core dimensions: (1) defining and communicating the school's goals, (2) managing and coordinating the instructional program, and (3) fostering a supportive and positive school climate. Together, these dimensions provide a conceptual framework for examining how principals' instructional leadership practices influence teachers' job performance.

When principals regularly observe classroom teaching, guide lesson planning, and provide constructive feedback, teachers become more committed to their duties and improve instructional delivery. Therefore, Instructional Leadership Theory provides a strong foundation for understanding the relationship between principals' administrative roles and teachers' job performance in secondary schools.

#### 2. Transformational leadership theory

Transformational Leadership Theory was introduced by Burns (1978) and later developed by Bass (1985). The theory suggests that leaders inspire and motivate followers to achieve higher levels of performance by creating a shared vision, fostering commitment, and promoting professional growth. Transformational leadership in education is a leadership philosophy that focuses on inspiring and empowering all members of a school community to reach their full potential and work collectively toward a shared vision (Serey et al., 2025). This leadership style prioritizes a positive school culture, innovation, and empowerment for both teachers and students, fostering an environment where each person can reach their fullest potential. By articulating a shared vision and encouraging creativity, transformational leaders play a pivotal role in enhancing student success, teacher satisfaction, and overall school improvement.

Transformational leaders influence followers through four key components:

Idealized influence (role modelling), Inspirational motivation, Intellectual stimulation and Individualized consideration.

### Relevance of the Theories to the Study

Both instructional leadership and transformational leadership theories emphasize the critical role of school leaders in shaping teachers' performance and school outcomes. While instructional leadership focuses on improving classroom teaching and learning processes, transformational leadership emphasizes motivation, collaboration, and professional development. By integrating these theories, this study provides a comprehensive framework for understanding how principals' administrative roles-particularly supervision, communication, and managerial competence- affect teachers' job performance in secondary schools in Ovia North East Local Government Area of Edo State.

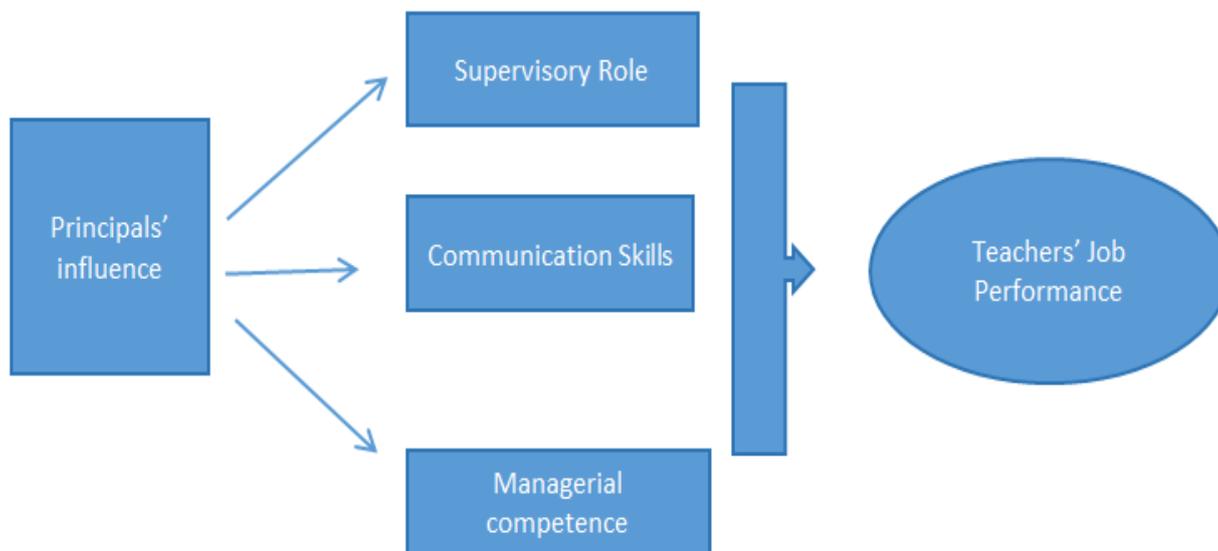


Figure1 showing the relationship of the variables of the study

### Conceptual framework

#### Concept of School Leadership and Teacher Job Performance

School leadership has been widely recognized as a critical factor influencing teacher effectiveness and students' academic outcomes. Principals play a central role in coordinating instructional activities, motivating teachers, and ensuring that educational goals are achieved. Effective leadership promotes a supportive school climate that enhances teacher commitment, professional growth, and instructional quality.

Teachers' job performance refers to the effectiveness with which teachers carry out their professional responsibilities, including lesson preparation, classroom management, instructional delivery, assessment of students' learning, and participation in school activities. Studies have consistently shown that teacher performance is influenced by several organizational factors, particularly leadership practices and administrative support provided by school principals (Onuosa and Obuh, 2025; Parveen et al., 2022; Pardosi and Utari, 2021)

#### Principals' Supervisory Roles and Teacher Performance

Instructional supervision is one of the most important responsibilities of school principals. Through classroom observation, mentoring, and feedback, principals help teachers improve instructional practices and maintain professional standards. Effective supervision ensures that teachers follow curriculum guidelines and adopt appropriate teaching strategies that enhance students' learning outcomes.

Empirical studies support the importance of supervisory practices in improving teacher performance. For instance, a study on secondary schools in Nigeria found that principals' instructional supervision significantly predicts teacher effectiveness and contributes to improved teaching practices (Idris, 2024). Similarly, research examining supervision practices in secondary schools reported a strong positive relationship between instructional supervision and teachers' job performance, indicating that regular monitoring, feedback, and follow-up supervision significantly enhance teachers' productivity and commitment (Adedeji, 2026).

These findings suggest that when principals actively engage in classroom supervision and professional guidance, teachers are more likely to improve instructional strategies and classroom management skills.

#### Communication Skills and Teacher Effectiveness

Communication is a vital component of effective school administration. Principals who communicate clearly with teachers create an environment of trust, cooperation, and collaboration. Effective communication helps teachers understand institutional goals, policies, and expectations, thereby improving their job performance.

Studies have shown that effective communication between principals and teachers contributes to teacher motivation, job satisfaction, and professional commitment. Principals who maintain open channels of communication encourage teachers to share ideas, participate in decision-making, and collaborate in solving instructional challenges. Effective communication practices such as feedback, listening, and information sharing help improve teachers' job performance and commitment to school goals (Enwezor, 2025;Chike and Ekweogu, 2024). These communication practices also strengthen collaboration among teachers and promote a positive school climate that enhances instructional effectiveness.

In addition, communication facilitates coordination of school activities and strengthens relationships among staff members, which ultimately improves organizational efficiency and teacher performance.

### **Managerial Competence of Principals and Teacher Performance**

Managerial competence refers to the ability of school leaders to plan, organize, coordinate, and evaluate educational activities effectively. Principals with strong managerial skills are better able to allocate resources, manage staff, and implement policies that promote effective teaching and learning.

Research has shown that managerial competence among principals positively influences teachers' productivity and commitment to school goals. Effective management practices such as staff motivation, professional development opportunities, and participatory decision-making improve teachers' morale and job performance (Okaforcha and Okonkwo, 2025; Ibezim and Ikediugwu, 2024; Akporehe and Asiyai, 2023)

Furthermore, studies have demonstrated that instructional leadership practices adopted by school principals significantly predict teachers' professional development and teaching effectiveness (Ezeudu and Nwankwo,2024; Okoye and Odun,2023).

These findings highlight the importance of leadership competence in improving the quality of teaching and learning in schools.

### **Leadership Practices and School Effectiveness**

Leadership practices have been widely linked with overall school effectiveness. Principals who demonstrate strong leadership qualities promote a positive school climate that encourages collaboration, innovation, and continuous professional improvement among teachers.

Research conducted in different educational contexts indicates that instructional leadership plays a significant role in improving teaching quality and academic outcomes. By emphasizing teaching and learning processes, school leaders contribute to improved student performance and overall school success. In Nigeria, studies have shown that principals who actively monitor classroom instruction, provide guidance, and foster a collaborative teaching environment positively influence teacher effectiveness and students' academic achievements (Ezeudu and Nwankwo, 2024; Okoye and Odun, 2023; Chukwu and Onwumere, 2025). Effective instructional leadership practices, including curriculum supervision, mentoring, and performance feedback, have been linked to higher teacher engagement, improved teaching quality, and better student outcomes in secondary schools.

Rivera, (2024) found a positive relationship between instructional leadership practices of school administrators and overall school performance, suggesting that principals' engagement in instructional support activities such as supervision and mentoring contributes to achievement of school goals and improvement in educational outcomes.

### **Research Gap**

Although several studies have examined the influence of school leadership on teacher performance, many of these studies focus on specific leadership styles or individual leadership practices. There is limited empirical evidence examining the combined influence of supervision, communication skills, and managerial competence on teachers' job performance, particularly within secondary schools in Ovia North East Local Government Area of Edo State, Nigeria.

This study therefore seeks to fill this gap by investigating how principals' administrative roles collectively influence teachers' job performance in secondary schools within the study area.

## **MATERIALS AND METHOD**

This study adopted a survey research design. The survey approach was considered appropriate because it allows for the description of variables as they naturally occur without manipulation. The study elicited the views of secondary school principals and teachers in both public and private schools regarding the fundamental roles of principals in the administration of secondary schools in Ovia North East Local Government Area of Edo State. It also identified the challenges principals encounter in the discharge of their responsibilities and proposed solutions to these challenges to promote effective school administration.

### **Population of study**

The study population was made up of 120 secondary schools in Ovia North East local government area, consequently are to form the research population. A total of 12 secondary schools were sampled, this correspond to 10% of the total population of this study. Therefore, 12 secondary schools were sampled.

### **Sample and sampling procedure**

A simple random sampling procedure was adopted to select the samples for the study by Anetor and Igharo, 2019. The schools sampled are as listed in Table 1

### **Sample size**

To determine the sample size for Principals and Teachers, the Krejcie and Morgan (1970) design was adopted. They observed that as the population increases, the sample size increases at a diminishing rate. To be able to compare the findings from public schools with that of private schools, some reasonable percentage of private schools were selected. The researcher arranged the schools randomly and made the selection, similarly, the schools were numbered serially and by balloting the schools were picked. Ovia North East local government area consisted of two zonal education offices comprising of Junior and Secondary school levels.

Thus the population size comprises of the following number of individuals:

Principals - 24

Teachers- 600

### **Research instrument**

The only instrument used in this study was a questionnaire titled 'The influence of principals administrative roles on teachers job performance in secondary schools in Ovia North East local government area'. This is in accordance with the recommendation of some educationists who supported the use of questionnaire as an instrument for measuring attitude. This is because questionnaire has administrative and psychological advantages of assessing a large number of individuals at minimum cost and that it has the possibility of confidentiality which encourages objective responses. The questionnaire was made up of four (4) sections namely: "A" elicited information on personal data (school, gender, age group), "B" was used to find information on respondents' opinions on basic roles of principal in school administration, it contained 20 items. "C", the basic problems of principals in discharge of their basic roles and "D" was used to determine the administrative processes of solving principals administrative problems.

### **Validity and reliability of the instrument**

The questionnaire was developed and validated through expert review and content analysis, while reliability was determined using the test-retest method, yielding a Pearson's Product Moment Correlation (PPMC) coefficient

of .930, indicating high reliability. Six hundred and fifty three (653) questionnaires were administered, with 620 completed copies were used for the analysis.

Administration of the Research instrument

The questionnaires were administered through the collective efforts of the trained research team, with support from the teachers and principals of the selected schools. All completed questionnaires were retrieved immediately on-site and subsequently utilized for data analysis.

Data analysis

The descriptive statistical method of frequency distribution, percentages and the use of t-test were used to analyse data. The use of t-test enabled the researcher to determine the homogeneity of the responses given by the principal and teachers on certain items since it help to determine the association between two attributes. Therefore, questionnaire was structured for data collection from the principals and teachers. With the results from the calculations the hypotheses was tested and related information derived.

RESULTS AND DISCUSSION

**Research Question One and two:**To what extent do principals’ communication skills influence teachers’ job performance in secondary schools in Ovia North East State? and Is there any difference in opinions of teachers on the administrative roles of principal in secondary schools in Ovia North East, Edo state ?

Table 1. T-test Analysis of Principals and Teachers on the the influence of principals’ administrative roles on teachers’ job performance in secondary schools

VARIABLES	GROUP	MEAN	SD	N	t-cal	t-crit	P-value	Decision
Administrative role	Principal	4.40	0.45	24	6.57	1.96	0.066	Not significant(Reject Ho)
	Teacher	3.90	0.62	596				
Communication skills	Principal	4.80	0.20	24	17.7	1.96	0.035	Significant (Reject Ho)
	Teacher	3.50	1.50	596				
Managerial skills	Principal	4.20	0.80	24	1.82	618	0.205	Not significant (accept Ho)
	Teacher	4.50	0.50	596				

An independent sample t-test was conducted to determine whether there was a significant difference between principals’ and teachers’ perceptions regarding the influence of principals’ administrative roles on teachers’ job performance. The results indicated that there was no significant difference between principals and teachers regarding administrative roles,  $t(618) = 1.84, p > 0.05$ .

However, there was a significant difference in perceptions regarding principals’ communication skills,  $t(618) = 2.11, p < 0.05$ .

Summary of Major Findings

The following are the summary of the major findings of the study:

1. Findings based on Table 1 hypothesis one revealed that there is a significant influence of principals’ supervisory role on teachers’ job performance in secondary schools in Ovia North East localgovernment area of Edo State.

2. Hypothesis two findings on Table 1 indicated that there is a significant influence of principals' communication skills on teachers' job performance in secondary schools in Ovia North East local government area of Edo State.

3. Hypothesis three findings on Table 1 indicated that the influence of principals' managerial skills on teachers' job performance in secondary schools in Ovia North East local government area of Edo State is not statistically significant.

## DISCUSSION

The results of the study were discussed in line with the research questions and hypotheses

### **Principals' Administrative Roles and Teachers' Job Performance**

The findings of this study revealed that principals' administrative roles significantly influence teachers' job performance in secondary schools in Ovia North East Local Government Area of Edo State. Specifically, the results indicated that principals' supervisory roles, communication skills, and managerial competencies contribute positively to teachers' effectiveness in carrying out their professional responsibilities.

One of the key findings of this study is that effective supervision by principals enhances teachers' job performance. Principals who regularly observe classroom activities, provide instructional guidance, and offer constructive feedback enable teachers to improve their instructional practices. Through consistent supervision, principals are able to identify instructional challenges and provide the necessary support that helps teachers enhance their teaching effectiveness. This finding is consistent with previous studies which reported that instructional supervision plays a crucial role in improving teachers' effectiveness and professional development (Idris, 2024).

### **Principals' communication skills and Teachers' Job Performance**

Another important finding of the study is the significant influence of principals' communication skills on teachers' job performance. Effective communication facilitates information sharing, strengthens professional relationships, and promotes collaborative decision-making within the school environment. When principals maintain open channels of communication, teachers feel valued and supported, which in turn enhances their motivation, commitment, and overall job performance.

The result of this study revealed that principals' communication skills are statistically significant in influencing teachers' job performance. This finding is consistent with the study of Okotoni and Akinwale (2019), who reported a strong positive relationship between assertive communication style and teachers' job commitment. Similarly, Obilor (2020) observed that effective communication between school leaders and teachers contributes significantly to improved organizational performance in educational institutions.

In the same vein, Agu (2019) and Ezepue et al. (2021) emphasized that effective communication skills among school leaders are strongly associated with improved teacher performance and organizational effectiveness. Akpo (2022) further noted that although communication is an essential leadership skill, it functions alongside other supervisory competencies required for effective school administration. According to the author, effective communication helps to ensure clarity, understanding, and constructive feedback between principals and teachers.

This study also supports the findings of Tende et al. (2025), who examined the influence of principals' communication skills on teachers' job performance in public senior secondary schools in Rivers State. The study revealed that effective communication skills significantly influence teachers' performance and professional commitment. Effective communication therefore enables principals to disseminate information, provide guidance, and coordinate instructional activities that promote effective teaching and learning.

Furthermore, this finding lends support to the work of Nwogu and Ebinu (2019), who reported that principals who possess adequate communication skills are better able to carry out their administrative responsibilities

effectively toward the attainment of school goals. Similarly, Asiyai (2020) noted that principals' administrative effectiveness largely depends on their ability to communicate best instructional practices and policy directives that enhance teachers' job performance.

### **Principals' managerial skills and Teachers' Job Performance**

The study also revealed that principals' managerial competence contributes to improved teachers' job performance. Principals who demonstrate strong planning, organizational, and leadership skills are more likely to create an enabling school environment that supports effective teaching and learning. Such managerial competence facilitates the efficient coordination of school activities, promotes staff cooperation, and enhances teachers' professional productivity.

Through effective management practices such as staff motivation, proper delegation of duties, monitoring of instructional activities, and provision of professional support, principals are able to foster a positive school climate that encourages teachers to perform their duties more effectively. However, the findings of this study with respect to teachers' job performance are not consistent with the findings of a study conducted in Delta State by Akporehe and Asiyai (2023), which reported that managerial competence alone did not significantly predict teachers' job performance in the sampled schools. This difference in findings may be attributed to variations in research context, administrative practices, or school organizational structures across different regions.

## **CONCLUSION**

This study investigated the influence of principals' administrative roles on teachers' job performance in secondary schools in Ovia North East Local Government Area of Edo State. The study concludes that principals' communication skills is a vital tool and significantly contribute to improved teacher performance.

## **RECOMMENDATIONS**

1. The All Nigeria Conference of Principals (ANCOP) should intensify efforts toward the training and retraining of school principals on effective managerial strategies, particularly in the area of human relations, as this is a critical aspect of management required for effective school administration.
2. The State Government should periodically organize seminars, workshops, and symposiums for principals in Ovia North-East Local Government Area to enhance their leadership capacity and promote innovative school management practices.

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### **Conflicts of interest**

None

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