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PRINCIPALS' ADMINISTRATIVE PRACTICES FOR EFFECTIVE TEACHERS JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

Stella Chinenyenwa UKONU

Department of Educational Management

Faculty of Education

Ignatius Najuru University of Education, Nigeria

stellachinenyenwa@gmail.com

Otiar ATUKPA

Department of Educational Management

Faculty of Education

Ignatius Najuru University of Education, Nigeria

ABSTRACT

This study examined principals' administrative practices for effective teachers' job performance in public senior secondary schools in Rivers State. Three research questions and three null hypotheses guided the study. A descriptive survey research design was adopted, with a population of 5,912 teachers from 335 public senior secondary schools in Rivers State. A sample size of 538 teachers, representing 10.9% of the population, was selected using stratified and simple random sampling techniques across the state's three senatorial districts. Data were collected using a structured questionnaire titled "Principals Administrative Practices for Effective Teachers Job Performance Questionnaire (PAPETJPQ)," validated through expert review and yielding a reliability coefficient of .930 using the test-retest method. The instrument comprised sections on respondents' bio-data and their perceptions of principals' administrative practices, measured on a modified 4-point Likert scale. The collected data were analyzed using mean and standard deviation to answer the research questions, while independent sample t-tests at a .05 significance level were used to test the hypotheses. The findings revealed that principal's administrative practices, such as instructional supervision, transformational leadership styles, and effective communication, significantly enhanced teachers' job performance. The study concluded that principals' play a pivotal role in improving teachers' job performance through effective administrative practices. The study recommended that principals prioritize instructional supervision, adopt supportive leadership approaches, and maintain clear communication channels.

Keywords: Principals' Administrative Practices, Effective Teachers', Job Performance.

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INTRODUCTION

Effective school administration is central to the achievement of educational goals, and the role of principals in shaping this administration cannot be overemphasized. Principals' administrative practices encompass a range of strategies, methods, and approaches adopted to manage human and material resources in schools. These practices include planning, organizing, coordinating, directing, staffing, and evaluating activities that contribute to achieving educational objectives. According to Ololube (2019), effective administrative practices by principals create an enabling environment that promotes teaching and learning, fosters collaboration, and ensures accountability within the school system. The principal's ability to balance these responsibilities significantly influences the overall functioning of the school.

Teachers' job performance, on the other hand, is a critical determinant of the quality of education delivered in schools. It refers to the effectiveness with which teachers carry out their instructional, administrative, and extracurricular duties to achieve desired educational outcomes. Ololube (2017) asserted that teachers' performance is influenced by factors such as motivation, professional development, supervision, and the provision of adequate teaching resources. Effective teacher performance not only impacts student outcomes but also contributes to the overall success of the school. Ensuring optimal job performance requires the principal to adopt strategies that support, monitor, and evaluate teachers' activities within the school.

Principals' administrative practices are multi-faceted and include instructional supervision, leadership style, decision-making, and communication patterns. Instructional supervision involves the monitoring and evaluation of teachers' instructional methods to ensure adherence to curriculum standards and improvement of teaching quality (Fisher, 2017). Leadership style defines how principals inspire and guide their staff toward achieving school goals, with approaches ranging from transformational to transactional leadership. 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. These practices are interwoven and collectively influence the effectiveness of teachers' job performance (Ololube & Wome, 2025).

Instructional supervision, as a principal's administrative practice, is pivotal in enhancing teachers' performance. It involves planning, observing, and providing constructive feedback to teachers on their instructional strategies. According to Fisher (2017), principals who engage in regular instructional supervision foster a culture of continuous improvement, helping teachers identify their strengths and address weaknesses. Supervision also ensures that teaching aligns with curriculum objectives and promotes professional development (Adeleke & Olubumi, 2016). This administrative function is critical in maintaining high teaching standards and achieving academic excellence.

The leadership style adopted by principals plays a crucial role in determining the success of school administration. Transformational leadership, characterized by vision, motivation, and collaboration, has been identified as particularly effective in educational settings. Bass and Riggio (2014), Eze and Chinelo (2020) and Ololube (2024) argued that principals who adopt participatory leadership styles create an environment of trust, shared responsibility, and innovation, which motivates teachers to perform optimally. Conversely, authoritarian leadership styles may hinder collaboration and reduce teacher morale. Therefore, a principal's leadership approach is fundamental to achieving effective school management and improving teachers' job performance.

Statement of the Problem

The broad goal of secondary education in Nigeria, as stated in the National Policy on Education (FRN, 2014), is to develop the individual's mental capacity and character for useful living within society. 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. However, concerns persist regarding the realization of these objectives in public senior secondary schools in Rivers State.

Despite notable improvements in the performance of some teachers, significant lapses are still evident among others. Issues such as teachers engaging in private businesses during school hours, habitual lateness, and unauthorized absences from school highlight nonchalant attitudes and unethical behaviors. These challenges compromise the quality of teaching and learning processes and reflect a lack of accountability and commitment among some teachers. Such issues may stem from poor supervision by principals and inadequate motivational strategies, both of which are integral components of effective administrative practices.

The impact of these administrative lapses is particularly evident in the declining academic performance of students in external examinations. Poor instructional supervision, ineffective leadership styles, and a lack of adequate support for teachers can demoralize educators and hinder their ability to deliver quality instruction. Consequently, students are denied the skills and values needed for personal and societal development, undermining the overarching goals of secondary education.

Given these challenges, it becomes imperative to examine the effects of principals' administrative practices on teachers' job performance in public senior secondary schools. This study, therefore, seeks to investigate the role of principals' administrative practices in enhancing teachers' job performance in Rivers State of Rivers State.

Aim and Objective of the Study

The study examined the Principals administrative practices for effective Teachers' Job Performance in Public Senior Secondary Schools in Rivers States. Specifically, the objectives of the study sought to:

- Examine the extent principals' instructional supervision enhances teachers' job performance in Public Senior Secondary Schools in Rivers State.
- Determine the extent principals' leadership styles enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State.
- Evaluate the extent principals' communication style enhances effective teachers job performance in Public Senior Secondary Schools in Rivers State.

Research Questions

The following research questions guided the study:

- To what extent does principals' instructional supervision enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State?

- To what extent does principals' leadership style enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State?
- To what extent does the communication style of principals as an administrative practice enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State?

Hypotheses

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

- There is no significant difference between the mean ratings of male and female Teachers on the extent Principals instructional supervision enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State.
- There is no significant difference between the mean ratings of male and female teachers on the extent principals' leadership style enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State.
- There is no significant difference between the mean ratings of male and female teachers on the extent principal's communication style enhance effective teachers job performance in Public Senior Secondary Schools in Rivers State.

CONCEPTUAL FRAMEWORK

Principals' Administrative Practices

Principals' administrative practices are fundamental to the effective functioning of secondary schools, as they directly influence teachers' job performance and overall educational outcomes. These practices encompass a range of activities aimed at managing resources, supervising staff, and fostering an environment conducive to teaching and learning. Effective administrative practices can lead to improved teacher motivation, enhanced instructional quality, and better student performance.

One of the primary responsibilities of school principals is the management of resources, which includes human, material, financial, and time resources. Effective principals strategically allocate these resources to maximize their impact on educational outcomes. For instance, they ensure that teachers have access to necessary instructional materials and facilities that support their teaching efforts (Nwabueze, 2016). Additionally, principals must manage their time effectively to balance administrative duties with instructional leadership. Research indicates that when principals prioritize resource management, it leads to higher levels of teacher satisfaction and performance (Igoni, 2020). Promoting an environment where resources are adequately managed, can create a supportive atmosphere that encourages teachers to excel in their roles.

Instructional supervision is a critical aspect of principals' administrative practices. It involves overseeing teachers' instructional methods and providing feedback aimed at improving teaching quality. Effective supervision includes regular classroom observations, constructive feedback sessions, and professional development opportunities tailored to teachers' needs (Wallace Foundation, 2013). Research has shown that principals who engage in active instructional supervision positively impact teachers' job performance by enhancing their teaching skills and confidence (Ndege, 2017). Establishing a culture of continuous improvement through

supervision can help teachers refine their practices and ultimately improve student learning outcomes.

Delegation is another essential administrative practice that principals must master. Delegating responsibilities to teachers, principals empower them and foster a sense of ownership over their work. This practice not only motivates teachers but also encourages them to take initiative in their instructional roles (Adeyemi, 2007). Effective delegation involves understanding the strengths and weaknesses of staff members and assigning tasks accordingly. Research indicates that when principals delegate effectively, it leads to improved job performance among teachers as they feel more engaged and responsible for their contributions to the school (Adeyemi, 2011). Furthermore, delegation allows principals to focus on strategic planning and other critical administrative tasks while ensuring that teachers have the support they need to succeed.

Open communication is vital for effective administrative practices in schools. Principals must establish clear communication channels with teachers to facilitate collaboration and address concerns promptly (Ogbonnaya, 2004). Effective communication fosters trust and transparency within the school community, allowing for better teamwork among staff members. Research suggests that when principals maintain open lines of communication with their faculty, it leads to higher levels of job satisfaction and performance among teachers (Nwabueze, 2016). When effective communication is prioritized, principals can create a positive school climate where teachers feel valued and heard.

The management of teacher welfare services is another critical area where principals can influence job performance. Providing support for teachers' professional growth through training programs, mentoring opportunities, and recognition initiatives significantly impacts their motivation and effectiveness (Edikpa & Chibuko, 2022). When principals prioritize the well-being of their staff by addressing their professional needs and personal challenges, it fosters a supportive environment conducive to high performance (Hillinger & Heck, 2012). Research indicates that schools with strong welfare programs experience lower turnover rates among teachers and higher levels of student achievement (Ndege, 2017).

VARIOUS PRINCIPALS' ADMINISTRATIVE PRACTICES THAT ENHANCE EFFECTIVE TEACHERS' JOB PERFORMANCE

Principals play a pivotal role in shaping the teaching and learning environment in schools through their administrative practices. Effective administrative practices can significantly enhance teachers' job performance in public senior secondary schools. One of the key administrative practices that can enhance job performance is the establishment of clear policies and procedures that foster a supportive and structured environment. Principals who set clear expectations help teachers understand their roles and responsibilities more effectively (Ololube, 2017). Additionally, principals who provide adequate resources, timely administrative support, and professional development opportunities contribute to a positive work environment, which can ultimately improve job satisfaction and performance.

Empirical studies have highlighted the importance of effective administrative practices in enhancing teachers' performance. For instance, a study by Muli (2020) found that principals who demonstrated high levels of involvement in decision-making, provided continuous professional development, and offered recognition for teachers' achievements observed a noticeable improvement in teachers' job performance. Similarly, Oduolowu and Onasanya (2019)

emphasized that principals who employed participatory decision-making and transparent management practices fostered a sense of ownership and commitment among teachers, leading to improved performance. These findings underscore the value of strong administrative leadership in enhancing teachers' overall job effectiveness.

Principals' Instructional Supervision and Teachers' Job Performance

Instructional supervision is another key area where principals influence teachers' performance. Through regular monitoring of teaching practices and offering constructive feedback, principals can directly impact the quality of teaching in the school. Effective instructional supervision enables principals to identify teachers' strengths and areas for improvement, which can be addressed through targeted support and professional development initiatives (Fisher, 2017; Ololube, 2017). Observing classroom interactions and providing feedback on teaching methods by principals can help teachers refine their skills, leading to enhanced student outcomes.

Recent studies support the positive relationship between instructional supervision and teachers' job performance. A study by Oduolowu and Onasanya (2020) found that regular and effective instructional supervision by principals led to a significant improvement in teachers' instructional practices and overall performance. In a similar vein, Oyebade (2019) concluded that principals who provided timely, specific, and actionable feedback through instructional supervision helped teachers improve their teaching methodologies, which had a direct effect on student learning outcomes. These studies suggested that instructional supervision is an essential aspect of leadership that can foster better teaching practices and enhance job performance.

Principals' Leadership Styles and Effective Teachers' Job Performance

Principals' leadership styles play a critical role in influencing the motivation, morale, and performance of teachers. Leadership styles such as transformational, transactional, and laissez-faire each have distinct effects on teachers' job performance. Transformational leadership, in particular, is associated with higher levels of teacher motivation and job satisfaction, as it encourages innovation, fosters a supportive and collaborative environment, and aligns teachers' goals with the broader mission of the school. On the other hand, transactional leadership, which focuses on rewards and punishments based on performance, may enhance teachers' job performance by maintaining order and discipline, though it may not lead to long-term job satisfaction.

Empirical evidence supports the link between leadership styles and teachers' performance. A study by Eze (2020) revealed that principals who adopted a transformational leadership style fostered a positive school culture, leading to improved teacher performance. Similarly, Adeyemo and Oni (2018) found that transformational leadership was positively correlated with teachers' motivation and job satisfaction, which in turn led to higher performance levels. These studies demonstrated that the adoption of an appropriate leadership style by principals can significantly enhance teachers' job performance in public senior secondary schools.

Principals' Communication Style and Effective Teachers' Job Performance

Principals' communication style is integral to fostering a positive school climate and enhancing teachers' job performance. Clear, transparent, and consistent communication fosters trust, reduces misunderstandings, and ensures that teachers are aware of expectations, school goals, and changes within the institution. When principals communicate openly and frequently with teachers, it can improve teachers' motivation and performance by ensuring that they feel informed, valued, and supported in their roles. Additionally, principals who actively listen to their teachers and encourage feedback create a more inclusive and collaborative work environment, which can positively impact teachers' engagement and performance.

Recent research has shown the positive effects of principals' communication styles on teachers' job performance. A study by Igbokwe (2018) found that principals who communicated effectively with their teachers and ensured two-way communication channels significantly improved teachers' motivation and performance. In another study, Olowokere (2021) found that principals who engaged in both formal and informal communication with teachers saw enhanced job satisfaction and performance. These studies emphasized the importance of clear and empathetic communication as a tool for principals to foster a supportive environment conducive to effective teaching and improved performance.

METHODS

The methodology of this study outlined the research design, population, sample, sampling techniques, instrument for data collection, validation and reliability of the instrument, administration of the instrument, and methods of data analysis. A descriptive survey design was adopted, as it was suitable for gathering data on existing phenomena using a questionnaire. The population comprised 5912 teachers (2,892 male teachers and 3,020 female teachers) from the 335 public senior secondary schools in Rivers State, with a sample size of 538 (198 male teachers and 340 female teachers) representing 10.9% of the population selected using stratified and simple random sampling techniques across the three senatorial districts of the state.

The instrument for data collection, titled "Principals Administrative Practices for Effective Teachers Job Performance Questionnaire (PAPETJPQ)," consisted of two sections: Section A, which collected respondents' bio-data, and Section B, which captured information on principals' administrative competencies for effective management of educational resources using a modified 4-point Likert scale.

Validation of the instrument was ensured 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. 591 questionnaires were administered with the assistance of trained research assistants, achieving a 91% response rate, with 538 completed copies used for analysis.

Data were analyzed using mean and standard deviation for the research questions and independent sample t-tests at a .05 significance level for hypotheses testing. A cut-off mean of 2.50 was established to interpret the Likert scale ratings.

RESULTS

Table 1: Summary of demographic distribution of respondents

Variable	Categories	N	%
Gender	Male	198	37.07
	Female	340	63.67

Table 1 shows the Summary of demographic distribution of respondents. It shows that 198 (37.07%) of the respondents were male while 340 (63.67%) of the respondents were female.

Research Question One: To what extent does principals' instructional supervision enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State?

Table 2: Mean and Standard deviation on the extent instructional supervision as an administrative practice of principals' enhance effective teachers job performance

S/N	Instructional Supervision	Teachers				Mean Set	Remark
		Male (198)		Female (340)			
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1.	The principal frequently observes classroom instruction to provide constructive feedback to teachers.	2.58	1.20	2.59	1.13	2.59	High Extent
2.	The principal offers professional development opportunities based on observed instructional needs of teachers.	2.73	1.14	2.73	1.14	2.73	High Extent
3.	He principal conducts post-observation discussions with teachers to reflect on teaching practices and improve performance.	2.80	0.98	2.66	1.02	2.73	High Extent
4.	The principal maintains open communication regarding instructional goals and expectations with the teaching staff.	2.38	1.20	2.31	1.14	2.35	High Extent
5.	The principal encourages peer observations among teachers to foster collaborative learning and improvement.	2.80	0.96	2.83	1.00	2.82	High Extent
Grand Mean		2.66	1.10	2.62	1.08	2.62	High Extent

The data in Table 2 highlights the extent to which instructional supervision as an administrative practice by principals enhances teachers' job performance in public senior secondary schools in Rivers State. All items received mean ratings above the benchmark of 2.50, indicating a high extent of agreement among respondents. Practices such as observing classroom instruction (mean = 2.59), offering professional development (mean = 2.73), conducting post-observation discussions (mean = 2.73), and encouraging peer observations (mean = 2.82) are seen as enhancing teachers' performance. However, open communication regarding instructional goals scored slightly lower (mean = 2.35) but still falls within the "high extent" category. The grand mean of 2.62 reflects an overall consensus that instructional supervision significantly supports effective teacher performance.

Research Question Two: To what extent does principals' leadership style enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State?

Table 3: Mean and Standard deviation on the extent leadership style of principals as an administrative practice enhance effective teachers' job performance

S/N	Leadership Style of Principals	Teachers				Mean Set	Remark
		Male (198)		Female (340)			
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
6.	The principal adopts a transformational leadership style that inspires and motivates teachers to perform effectively.	2.95	0.95	3.04	0.88	3.00	High Extent
7.	The principal actively involves teachers in setting goals and objectives for their professional development.	3.17	0.85	3.02	0.88	3.10	High Extent
8.	The principal provides support and resources that empower teachers to take initiative in their teaching practices.	2.74	1.07	2.93	0.95	2.84	High Extent
9.	The principal demonstrates a supportive leadership approach by being accessible and responsive to teachers' needs.	3.14	0.91	3.11	0.89	3.13	High Extent
10	The principal fosters a collaborative environment where teachers feel comfortable sharing ideas and concerns openly.	2.58	1.08	2.56	1.04	2.57	High Extent
Grand Mean		2.92	0.97	2.93	0.93	2.93	High Extent

The data in Table 3 indicates the extent to which the leadership style of principals as an administrative practice enhances teachers' job performance in public senior secondary schools in Rivers State. The practices examined, such as adopting a transformational leadership style (mean = 3.00), involving teachers in goal setting (mean = 3.10), providing support and resources (mean = 2.84), demonstrating supportive leadership (mean = 3.13), and fostering a collaborative environment (mean = 2.57), all received mean ratings above 2.50, indicating a high extent of agreement. The grand mean of 2.93 further underscores that principals' leadership styles significantly enhance teachers' effectiveness, emphasizing the importance of transformational, supportive, and collaborative leadership approaches.

Research Question Three: To what extent does the communication style of principals as an administrative practice enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State?

The data in Table 4 shows the extent to which the communication style of principals as an administrative practice enhances effective teachers' job performance in public senior secondary schools in Rivers State. All items received mean ratings above the benchmark of 2.50, indicating a high extent of agreement among respondents. Key practices include fostering a collaborative environment (mean = 3.23), providing regular feedback (mean = 3.00), openness to suggestions (mean = 3.05), clear and consistent communication (mean = 3.06), and effective conflict resolution (mean = 2.97). The grand mean of 3.06 reflects a consensus that principals' effective communication styles significantly enhance teachers' job performance, promoting collaboration, motivation, and goal achievement.

Table 4: Mean and Standard deviation on the extent communication style of principals as an administrative practice enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State

Communication Style		Teachers				Mean Set	Remark
		Male (198)		Female (340)			
S/N		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
16.	The principal's communication style fosters a collaborative and supportive work environment.	3.18	0.88	3.28	0.92	3.23	High Extent
17.	Regular feedback from the principal improves my teaching effectiveness.	2.91	0.97	3.08	0.87	3.00	High Extent
18.	The principal's openness to suggestions motivates me to perform better in my job.	3.11	0.83	2.98	0.94	3.05	High Extent
19.	Clear and consistent communication from the principal helps in achieving school goals.	3.14	0.99	2.97	1.01	3.06	High Extent
20.	The principal's approach to conflict resolution promotes a positive working relationship.	3.05	0.97	2.89	0.86	2.97	High Extent
Grand Mean		3.08	0.93	3.04	0.92	3.06	High Extent

Test for Hypotheses

The following null hypotheses were tested in the study at .05 level of significance:

HO₁: There is no significant difference between the mean ratings of male and female Teachers on the extent Principals instructional supervision enhance effective teachers job performance in Public Senior Secondary Schools in Rivers State.

Table 5: Summary of t-test on the difference between the mean ratings of male and female Teachers on the extent to which Principals instructional supervision enhance effective teachers job performance in Public Senior Secondary Schools in Rivers State

Teachers	N	Mean	SD.	Df	t-test	Sig.	Decision
Male	198	2.66	1.10	536	.411	.681	NS
Female	340	2.62	1.08				

Key: NS=Not Significant

The data in Table 5 presents a t-test analysis to evaluate whether there is a significant difference between the mean ratings of male and female teachers on the extent to which principals' instructional supervision enhances effective teachers' job performance in public senior secondary schools in Rivers State.

The mean rating for male teachers is 2.66 (SD = 1.10), while that for female teachers is 2.62 (SD = 1.08). The calculated t-value is 0.411 with a significance level (p-value) of 0.681, which is greater than the alpha level of .05. Therefore, the null hypothesis (HO₁) is not rejected. There is no significant difference between the mean ratings of male and female Teachers on the extent Principals instructional supervision enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State. This indicates that male and female teachers share similar views on the impact of instructional supervision by principals.

HO₂: There is no significant difference between the mean ratings of male and female teachers on the extent principals' leadership style of Principals enhance effective teachers job performance in Public Senior Secondary Schools in Rivers State.

Table 6: Summary of t-test on the difference between the mean ratings of male and female teachers on the extent to which the leadership style of Principals enhance effective teachers job performance in Public Senior Secondary Schools in Rivers State

Teacher	N	Mean	SD.	Df	t-test	Sig.	Decision
Male	198	2.92	0.97	536	-.118	.906	NS
Female	340	2.93	0.93				

Key: NS=Not Significant

The data in Table 6 provides a t-test analysis to determine whether there is a significant difference between the mean ratings of male and female teachers on the extent to which the leadership style of principals enhances effective teachers' job performance in public senior secondary schools in Rivers State. The mean rating for male teachers is 2.92 (SD = 0.97), while that for female teachers is 2.93 (SD = 0.93). The calculated t-value is -0.118 with a significance level (p-value) of .906, which is greater than the alpha level of .05. As a result, the null hypothesis (HO₂) is not rejected.

There is no significant difference between the mean ratings of male and female teachers on the extent principals' leadership style of Principals enhance effective teachers job performance in Public Senior Secondary Schools in Rivers State. This indicates that both male and female teachers perceive the impact of principals' leadership styles similarly.

HO₃: There is no significant difference between the mean ratings of male and female teachers on the extent principal's communication style of principals as an administrative practice enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State.

Table 79: Summary of t-test on the difference between the mean rating of male and female teachers on the extent to which communication style of principals as an administrative practice enhance effective teachers job performance in Public Senior Secondary Schools in Rivers State

Teachers	N	Mean	SD.	Df	t-test	Sig.	Decision
Male	198	3.08	0.93	536	.484	.628	NS
Female	340	3.04	0.92				

Key: NS-Not Significant

The data in Table 7 presents a t-test analysis to assess whether there is a significant difference between the mean ratings of male and female teachers on the extent to which the communication style of principals enhances effective teachers' job performance in public senior secondary schools in Rivers State. The mean rating for male teachers is 3.08 (SD = 0.93), while that for female teachers is 3.04 (SD = 0.92). The calculated t-value is 0.484 with a significance level (p-value) of 0.628, which is greater than the alpha level of 0.05. Therefore, the null hypothesis (HO₃) was accepted.

There is no significant difference between the mean ratings of male and female teachers on the extent principal's communication style of principals as an administrative practice enhance effective teachers' job performance in Public Senior Secondary Schools in Rivers State. This suggests that both male and female teachers share similar views on the impact of principals' communication styles.

DISCUSSION OF FINDINGS

Instructional Supervision as an Administrative Practice

The study revealed that instructional supervision enhances teachers' performance to a high extent. This finding corroborates research by Hallinger and Heck (2014), who suggest that effective instructional supervision provides feedback and promotes professional development, leading to improved teaching practices. The study's results are consistent with other studies indicating that consistent and structured supervision helps teachers improve their skills and instructional methods (Glickman, 2014).

There was no significant difference between the mean ratings of male and female teachers on the extent principals' instructional supervision enhances effective teachers' job performance. This finding is supported by literature indicating that instructional supervision's effectiveness is not differentiated by gender. Effective feedback and guidance tend to impact teachers regardless of their gender, as demonstrated in studies (Leithwood & Sun, 2015; Robinson, 2014).

Leadership Style of Principals for Effective Teachers' Job Performance

The analysis showed that the leadership style of principals significantly enhances teachers' job performance, particularly through transformational and supportive leadership. This finding is supported by studies such as those of Fullan (2014), who argued that transformational leadership fosters a supportive work environment that promotes greater teacher involvement and improved performance. Leithwood and Sun (2015) also emphasize that principals who involve teachers in decision-making and provide support create an atmosphere conducive to effective teaching.

There was no significant difference between the mean ratings of male and female teachers on the extent leadership style of principals enhances effective teachers' job performance. The results of this study align with the idea presented by Harris (2014) and Fullan (2014), who argue that leadership effectiveness depends more on the quality of the leadership behaviors than on the gender of the leader. Transformational and supportive leadership principles, rather than gender, are key factors in improving teachers' job performance.

Communication Style of Principals for Effective Teachers' Job Performance

Finally, the study found that the communication style of principals significantly enhances effective teachers' job performance. This is consistent with literature suggesting that clear and consistent communication facilitates understanding of roles and responsibilities, leading to increased motivation and performance (Whitaker, 2014; Green, 2016). Effective communication from school leaders ensures that teachers feel supported, understood, and valued, which in turn enhances their commitment to work (Tschannen-Moran, 2014).

There was no significant difference between the mean ratings of male and female teachers on the extent the communication style of principals as an administrative practice enhances effective teachers' job performance. Again, the findings align with current research indicating that the communication style of principals is equally effective for male and female teachers (Tschannen-Moran, 2014; Green, 2016). Effective communication fosters a positive work environment regardless of the teachers' gender.

CONCLUSION

This study examined the extent to which various principals' administrative practices—specifically instructional supervision, leadership style, and communication—enhance teachers' job performance in public senior secondary schools in Rivers State. The findings highlight that principals' administrative practices, including their approach to instructional supervision, leadership style, and communication, significantly contribute to the improvement of teachers' effectiveness in their roles.

Instructional supervision was found to be crucial factors, with principals who provide constructive feedback, encourage professional development, and maintain open lines of communication helping teachers improve their teaching methods and performance. Similarly, leadership style, particularly transformational and supportive leadership, plays a vital role in motivating teachers, fostering collaboration, and enhancing their commitment to the school's goals. Effective communication practices, such as regular feedback, openness to suggestions, and clear communication of expectations, were also found to significantly boost teachers' job performance.

The study further revealed that there were no significant differences between the perceptions of male and female teachers regarding the impact of these administrative practices. This suggests that both male and female teachers equally benefit from principals' efforts to enhance their professional development and job performance.

The findings of this study affirm the critical role of principals in shaping the teaching and learning environment. Focusing on effective instructional supervision, adopting supportive and transformational leadership styles, and promoting clear and open communication, principals can significantly enhance teachers' job performance. These practices are essential for creating a positive school climate that supports teachers' professional growth and, by extension, improves student outcomes.

Recommendations

Based on the findings of the study, the following recommendations are made:

- Principals should prioritize and continuously improve instructional supervision by regularly observing classroom instruction, providing constructive feedback, and offering professional development opportunities tailored to teachers' needs.
- Teachers should actively engage with the feedback provided by principals during instructional supervision and leadership interactions to improve their teaching practices.
- School board should support principals by providing adequate resources for instructional supervision, leadership development, and communication training. They should also

ensure that principals receive continuous professional development in these areas to enhance their effectiveness in school management.

- Government should develop policies that promote and institutionalize effective administrative practices such as instructional supervision, supportive leadership, and clear communication within the education system. These policies should aim at ensuring that principals are well-equipped to support teachers in their professional development.

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