

Impact of Principals' Management Practices on Teachers' Job Performance in Secondary Schools in Enugu Education Zone.

¹Nwankwo Gerald C. & ²Edeani Modesta N.

^{1&2}Department of Educational Management, Enugu State University of Science and Technology (ESUT), Enugu.
Email: ¹ebuka4life@gmail.com

ABSTRACT

This study was set to determine the impact of principals' management practices on teachers' job performance in secondary schools in Enugu Education Zone. The study adopted a descriptive survey research design and was guided by two research questions and two null hypotheses. The study was carried out in Enugu State with the population of 1935 teachers in all the 32 secondary schools in Enugu Education Zone. There are 287 male and 1648 female teachers in Enugu Education Zone (Post Primary Schools Management Board, PPSMB 2022) with a purposive sample size of 183 respondents, comprising 87 male 96 female teachers. The instrument for data collection was a structured four point scale and weighted questionnaire developed by the researchers titled "Impact of Principals' Management Practices on Teachers' Job Performance Questionnaire (IPMPTJPQ)". The questionnaire was validated by three research experts and the reliability index of 0.79 was established using Cronbach Alpha. Analysis of data was done using mean and standard deviation to answer the research questions while hypotheses were tested using t-test in SPSS at .05 level of significance and 181 degree of freedom. The study found that principals' planning practices impact greatly on teachers' job performance as it optimizes resource allocation, inspires teachers to do more work, establishes a basis for teamwork, gives an organization a sense of direction, focuses attention on objectives, stimulates creativity, focuses attention on objectives, among others. It was recommended that secondary school principals should ensure the acquisition of saleable managerial practices of effective service delivery in Enugu State, and planning practices as a skill should effectively be adopted by principals for effective work output.

Keywords: Principal; Management practices; Teachers' job performance.

INTRODUCTION

A school is an institution established for the purpose of teaching and learning. It is a place where pupils and students are refined and where formal education is given to the youths of the society. The successful coordination of instructional and administrative tasks within the school system depends largely on human factors. Roser and Ortiz-Ospina (2019) defined a school as an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. Schools are majorly categorized under primary, secondary and tertiary. These various categories plays predominant roles in

ensuring that recipients acquire meaningful ethics, especially at the secondary school stage.

Secondary school is defined as a learning institution where one receives further training immediately after the primary school level. In secondary school, one receives training generally under the junior secondary classes and chooses an area of specialty from the senior secondary classes. These areas include sciences, arts and commercial in some cases. Secondary school according to Obasi (2018) are educational institutions which have been established for building human potentials



for capacity development in Nigeria. The author stressed that the secondary schools all over the country are among institutions for educating people. The Federal Republic of Nigeria (2014) highlighted the specific objectives of secondary school education to include: providing all primary school leavers with the opportunity for education at a higher level, irrespective of sex, social status, religious or ethnic background, offering diversified curriculum to cater for the differences in talents, opportunities and future roles; providing trained manpower in the applied science, technology and commerce at sub-professional grades; developing and promoting Nigerian languages, arts and culture in the context of world's cultural heritage; inspiring students with a desire for self-improvement and achievement of excellence, foster national unity with an emphasis on the common ties that unite us in our diversity; raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens and providing technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. The actualization of the afore-mentioned objectives could be dependent on the effective management practices adopted by the principal as the administrative head of the school.

Principal is defined as the administrative coordinator of secondary affairs. Principals can be described as the most senior members of the teaching staff that are appointed to pilot the affairs of the school by virtue of their qualifications, intelligence or knowledge and teaching experience. They are the chief executive officers or administrators that occupy the apex position in the organizational structure of the school. Egwu (2016) defined the school principal as a leader who must plan, coordinate and

supervise the affairs of the school, so that they run smoothly. It could be stated that in secondary schools, the actualization of the goals/objectives of the school is dependent on the principal and his managerial capabilities. Hence, the need for the principal to adopt effective management practices for enhanced job performance of teachers in Enugu State.

A teacher can be defined as an individual that possess a pedagogical and subject-matter knowledge for the impartation of acceptable norms into the learners. Ibelegbu (2013) perceived a teacher as a facilitator of learning; who helps students to realize their full potentials educationally, emotionally, and socially in career selection and transition. Fanegan (2013) described a teacher as a person who communicates knowledge, skills and attitude to someone in a school. In essence, the teacher plays immeasurable role in ensuring that the recipients acquire desirable knowledge which can enhance the development of the individual and that of the economy. The result of the principals' effective management practices could be evident in the teachers' job performance level.

Job performance can be defined as the measure of the degree and ability of a teacher to carry out his duties diligently. It is the act of carrying out and accomplishing a task. Yegoh (2018) defined performance as the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation. In the context of this study, teachers' job performance covers the general teaching and guidance service which are necessary for a student to be relevant in a society. It is therefore worthwhile to state that enhanced job performance and actualization of educational goals is a direct function of effective management. Thus, Victor (2017) stated that to effectively lead schools toward achieving educational goals,

school principals must have a wide range of skills that lead to changing expectations of what leaders must know to do.

However, management involves the totality of all the activities and process necessary for the actualization of the goals of an establishment. According to Sule (2016), management is the process of directing and facilitating the work of people organized in formal groups to achieve a desired goal. Management covers all actions needed to ensure the effective of both human and material resources. Igwe (2016) stated that management is the specific process of organizing and controlling performance to accomplish stated objectives with the use of human and material resources. Liebowitz and Porter (2019) on the other hand confirmed the significance of managerial competency and demonstrated that it has a significant impact on the effectiveness of teacher in the school.

In Nigeria in general, and in the Enugu State in particular, the important and desired level of involvement of principals in management in the overall health and success of schools are non-negotiable and have been consistently referenced in the Nigerian National Policy on Education document. The policy document clearly stated that the school principal is expected, as part of his/her statutory contribution to the health and success of the school, to carry out a number of administrative functions, amongst which is the supervision of instruction on a regular basis. In performing this particular function, the principal is to aid and guide the teachers to translate the provisions of the National Policy on Education (Federal Republic of Nigeria, 2013) and the content of the curriculum or syllabus into workable lessons for learning (Adejumobi & Ojikutu, 2013).

In view of the ongoing discussion, Pandey (2017) identified the following as principals' administrative strategies necessary for

teachers' commitment as adopting varieties of instructional leadership strategies, teacher evaluation, monitoring and supervision strategies, staff-personnel strategies, student-personnel strategies, utilizing various organizing, planning, coordinating and budgeting strategies, among others. The perceptions of individuals as regards school principals in the course of discharging their statutory duties has largely informed a rise in the variety of names and titles they are variedly identified with in different quarters, including director, instructional supervisor, adviser, public relations officer, curriculum director, chief education officer, school leader, among others. Thus, Asuquo and Etor (2021) noted that different management practices abound in educational organizations, but this study's focus is on principals' planning and co-ordination practices on teacher's job performance in Secondary Schools in Enugu Education Zone.

Planning can be defined as the act of making arrangements on how to attain a definite goal with time. Erven (2020) defined planning as an ongoing process of developing the business mission and objectives and determining how they will be accomplished. The author stressed that planning includes both the broadest view of the organization, e.g., its mission, and the narrowest, e.g. a tactic for accomplishing a specific goal. Bateman and Snell (2017) perceived planning as the first tool of the functions in management process. The authors maintained that the difference between a successful and unsuccessful manager lies within the planning procedure. They submitted that planning is the first step in management and it is essential as it facilitates control, valuable in decision-making and in the avoidance of business ruin. Williams (2021) defined planning as an essential part of every business, whether that is in the form of laying out a strategic framework, or making contingency plans for

emergencies. Organizations that are not well-planned may be faced with serious consequences. The author listed four main types of planning as strategic, tactical, operational, and contingency. When planning is successfully made, it becomes necessary for the principal to ensure delivery through co-ordination.

Coordination involves the harmonization of different parts of a system. According to Prachi (2015), co-ordination is the unification, integration, synchronization of the efforts of group members so as to provide unity of action in the pursuit of common goals. It is a hidden force which binds all the other functions of management. However, coordination as a key strategy incorporating other strategies can be said to be effective in maintain discipline as it involves unification of efforts. Similarly, *Narang (2015)* highlighted some of the important aims of co-ordination as: (a). to ensure a smooth interplay of the functions and forces of all the different component parts of the organization. (b). operation of business activities in a systematic sequence. (c). to complete the various activities of the enterprise as per planned schedule. (d). to avoid inconsistencies in priorities, objectives and policies which may adversely affect the realization of overall objectives of the company. (e). to avoid interruptions in operations due to reasons such as delay in the supply of materials, tools or vague directions or omissions or wrong allocation of duties etc. (f). elimination of overlapping or duplication of work. (g). to ensure proper synchronization of the activities of the enterprise, i.e., the actions of different departments are properly scheduled or timed, so that the various operations and processes are completed in a planned way. (h). to remove the possible causes of difference of views and conflict of interests among the personnel of the concern. (i). to develop team spirit among the staff and to canalize their efforts in the direction of

reaching the chosen goals of business (*Narang, 2015*).

Over the years, scholars and researchers have not been unanimous on the best appropriate style of management to adopt in an organization and this has led to the formulation of several theories on organizational efficiency and effectiveness. Scholars have argued that no particular management style or practice is the best for organizational performance but the fact remains that whichever way management and its style is defined, the role of leaders in ensuring effective organizational performance and commitment of workers cannot be over-emphasized. In a secondary school setting, teachers' job performance is determined by the management practices of the principal. Considering that the job performance of secondary school teachers in Enugu State, depend on the management practices adopted by the principals, it is therefore essential to determine the impact of principals' management practices on teachers' job performance in Secondary Schools in Enugu Education Zone.

Statement of the Problem

Education is a fundamental human right enshrined in the National Policy on Education. Consequently there is need for all stakeholders to ensure that it must be provided in the most effective and efficient manner. This is because education has been found to play a major role in social, political, economic and cultural perspectives of advanced and developing countries around the world including Nigeria and Enugu State particularly. Hence, in education like any other organization, the success and failure of the school can be said to be very much associated with the quality of its leadership and managerial practices adopted.

However, the dwindling job performance of teachers and its negative impact on the low

performance of students in secondary schools certificate examinations in core subjects such as English, Mathematics and Sciences have been a major concern and nightmare to stakeholders in education sector. Many reasons may have been adduced for this dismal performance. Amongst these was the observed managerial practices adopted by school principals. Many scholars and commentators in the school system had indicated earlier that the managerial practices adopted by principals could impact on teachers' job performance with its concomitant effect on performance of students in secondary school certificate examinations.

The implications of the above scenario has posed a serious threat to both the educational sector and the nation. This is evident in low literate youth population which could heighten youth restiveness, cultism, armed banditry, kidnapping, and insurgency to mention but a few. On the side of the nation, an ill-equipped youth population could become unemployable and find it very difficult to compete in today's globalized economy. On this background, this study is set to determine the impact of principals' management practices on teachers' job performance in Secondary Schools in Enugu Education Zone.

Purpose of the Study

The main purpose of this study is to determine the impact of principals' management practices on teachers' job performance in Secondary Schools in Enugu Education Zone. Specifically, the study sought to determine the impact of principals':

1. Planning practices on teachers' job performance in Secondary Schools in Enugu Education Zone.
2. Coordination practices affect teachers' job performance in secondary schools in six Educational Zones in Enugu State.

Research Questions

The following research questions guided this study:

1. What is the impact of principals' planning practices on teachers' job performance in Secondary Schools in Enugu Education Zone?
2. What is the impact of principals' coordination practices on teachers' job performance in Secondary Schools in Enugu Education Zone?

Hypotheses

1. A significant difference does not exist in the mean ratings of male and female teachers on the impact of principals' planning practices on teachers' job performance in Secondary Schools in Enugu Education Zone.
2. There is no significant difference between the mean ratings of male and female teachers on the impact of principals' coordination practices on teachers' job performance in Secondary Schools in Enugu Education Zone.

Research Method

A descriptive survey research design was employed for this study. The study was carried out in Enugu State. The population for the study comprised all 1935 teachers in all the 32 secondary schools in Enugu Education Zone of Enugu State. There are 287 male and 1648 female teachers in Enugu Education Zone (Post Primary Schools Management Board, PPSMB 2022) with a purposive sample size of 183 respondents, comprising 87 male 96 female teachers. The instrument for data collection was a structured four point scale and weighted questionnaire developed by the researcher titled "Impact of Principals' Management Practices on Teachers' Job Performance Questionnaire (IPMPTJPO)". The questionnaire had two sections, namely: A and B. Part A comprised the respondents; data while B had the questionnaire items with response options of Strongly Agree

(SA), Agree (A), Disagree (D) and Strongly Disagree (SD) assigned numerical values of 4, 3, 2 & 1 respectively. The instrument was validated by three research experts with the reliability index of 0.79 established using Cronbach's Alpha in SPSS. In analyzing the data collected, mean and standard deviation were used to answer the research questions while the null hypotheses posed for the study were tested using t-test in SPSS. In decision making, items with mean scores of 2.50 and above were regarded as Agree while those with mean scores below 2.50 are regarded as Disagree. For the hypotheses, when the significant value is more than the level of significance, the

hypothesis was not accepted, while the null hypothesis was not rejected when the significant value is less than the level of significance.

Results

The results in-line with the research questions and corresponding null hypotheses that guided the study are presented below.

Research Question 1

What is the impact of principals' planning practices on teachers' job performance in Secondary Schools in Enugu Education Zone?

Table 1: Mean and Standard Deviation of Respondents Regarding Impact of Principals' Planning Practices on Teachers' Job Performance in Secondary Schools in Enugu Education Zone.

S/N	Impact of Principals' Planning Practices on Teachers' Job Performance include that it:	Male Teachers (87)		Female Teachers (96)		Overall 183		Remark
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	\bar{x}_G	SD _G	
1	Inspires teachers to do more work	3.57	0.75	3.35	0.59	3.46	0.67	Agree
2	Improves risk management	3.32	0.99	3.25	0.93	3.26	0.96	Agree
3	Gives an organization a sense of direction	3.26	0.76	3.32	0.73	3.29	0.67	Agree
4	Establishes a basis for teamwork	3.40	0.70	3.31	0.75	3.36	0.73	Agree
5	Fosters proactive behavior	3.22	0.80	3.12	0.80	3.17	0.80	Agree
6	Provides guidelines for decision making	3.11	0.99	3.04	1.00	3.08	1.00	Agree
7	Fosters teamwork	3.23	0.79	3.19	0.93	3.21	0.86	Agree
8	Stimulates creativity	3.09	0.86	3.40	0.58	3.25	0.72	Agree
9	Focuses attention on objectives	3.25	0.69	3.32	0.71	3.29	0.70	Agree
10	Helps anticipate problems	2.45	1.19	2.11	0.93	2.32	1.11	Disagree
11	Optimizes resource allocation	3.54	0.66	3.43	0.69	3.49	0.68	Agree
12	Reduces stress	2.44	1.19	2.20	1.15	2.30	1.16	Disagree
Cluster Mean/SD		3.16	0.86	3.09	0.82	3.12	0.84	Agree

NB: Standard Deviation (SD)

Data presented in Table 1 shows that the overall mean responses of respondents on items number 1, 2, 4, 5, 6, 7, 8, 9 and 11 ranged from 3.08 to 3.49 indicating agree responses by the respondents while items

number 10 and 12 has mean ratings of 2.32 and 2.30 indicating disagree perception by the respondents respectively. However, the cluster mean rating of 3.12 obtained for the whole items under study (research question

1) shows that principals' planning practices are highly impactful on teachers' job performance in Secondary Schools in Enugu Education Zone. Thus, the relatively low cluster standard deviation of 0.84 obtained for all the items indicated that the opinions of respondents did not differ remarkably.

Hypothesis 1

A significant difference does not exist in the mean ratings of male and female teachers on the impact of principals' planning practices on teachers' job performance in Secondary Schools in Enugu Education Zone.

Table 2: t-test Analysis in the Mean Ratings between Male and Female Teachers on the Impact of Principals' Planning Practices on Teachers' Job Performance in Secondary Schools in Enugu Education Zone.

Respondents (Teachers)	N	\bar{x}	SD	t-value	Df	Sig. (2tailed)	Decision
Male	87	3.16	0.86	0.407	181	0.113	Not
Female	96	3.09	0.82				Significant

NB: NS (Not Significant), SD (Standard Deviation), Df (Degree of freedom)

Table 2 shows that the t-value of 0.407 is obtained at 0.05 level of significance, 181 degree of freedom with the significant value of 0.113. Thus, since the significance value is more than the level of significance, the null hypothesis is not statistically significant and hence, not rejected for these items. This implies that a significant difference does not exist in the mean ratings of male and female teachers on the impact of principals'

planning practices on teachers' job performance in Secondary Schools in Enugu Education Zone.

Research Question 2

What is the impact of principals' coordination practices on teachers' job performance in Secondary Schools in Enugu Education Zone?

Table 3: Mean and Standard Deviation of Respondents Regarding Impact of Principals' Coordination Practices on Teachers' Job Performance in Secondary Schools in Enugu Education Zone.

S/N	Impact of Principals' Coordination Practices on Teachers' Job Performance include that it:	Male Teachers (87)		Female Teachers (96)		Overall 183		Remark
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	\bar{x}_G	SD _G	
13	Ensure optimum utilization of resources	3.09	0.99	2.64	1.05	2.87	1.02	Agree
14	Facilitates motivation	2.07	0.81	2.49	1.21	2.28	1.01	Disagree
15	Ensures cohesive unity	3.09	0.93	2.81	1.06	2.95	0.99	Agree
16	End of conflicts	3.48	1.02	2.89	1.09	3.19	1.06	Agree
17	Fosters unity of action	3.43	0.96	3.09	1.03	3.26	1.00	Agree
18	Permits differential perception	3.03	0.86	2.99	0.89	3.01	0.88	Agree
19	Builds good relationships	3.40	0.63	3.22	0.68	3.31	0.66	Agree
20	Increase in efficiency	3.28	0.72	3.52	0.54	3.40	0.63	Agree

21	Paths proper direction	3.14	0.88	3.45	0.57	3.30	0.71	Agree
22	Higher economy	3.40	0.66	3.25	0.75	3.33	0.73	Agree
23	Encompasses external forces	3.85	0.94	3.32	0.71	3.09	0.71	Agree
Cluster Mean/SD		3.21	0.85	3.06	0.87	3.09	0.85	Agree

Data presented in Table 3 shows that the overall mean responses of respondents on items number 13, 15, 16, 17, 18, 19, 20, 21, 22 and 23 ranged from 2.87 to 3.40 indicating agree responses by the respondents while item number 14 with the mean rating of 2.28 indicates disagree perception by the respondents respectively. However, the cluster mean rating of 3.09 obtained for the whole items under research question 2 shows that principals' coordination practices are highly impactful on teachers' job performance in Secondary

Schools in Enugu Education Zone. Hence, the low cluster standard deviation of 0.85 obtained for all the items depicted that there is homogeneity in the opinions of respondents.

Hypothesis 2

A significant difference does not exist in the mean ratings of male and female teachers on the impact of principals' planning practices on teachers' job performance in Secondary Schools in Enugu Education Zone.

Table 4: t-test Analysis in the Mean Ratings between Male and Female Teachers on the Impact of Principals' Coordination Practices on Teachers' Job Performance in Secondary Schools in Enugu Education Zone.

Respondents (Teachers)	N	\bar{x}	SD	t-value	Df	Sig. (2tailed)	Decision
Male	87	3.21	0.85	0.619	181	0.337	Not
Female	96	3.06	0.87				Significant

NB: NS (Not Significant), SD (Standard Deviation), Df (Degree of freedom)

Table 4 shows that the t-value of 0.619 is obtained at 0.05 level of significance, 181 degree of freedom with the significant value of 0.337. Thus, since the significance value is more than the level of significance, the null hypothesis is not statistically significant and hence, not rejected for these items. This implies that a significant difference does not exist in the mean ratings of male and female teachers on the impact of principals' coordination practices on teachers' job performance in Secondary Schools in Enugu Education Zone.

Discussion of Findings

The findings of the study regarding the impact of principals' planning practices on

teachers' job performance in Secondary Schools in Enugu Education Zone, the study revealed that principals' planning practices impact greatly on teachers' job performance as it optimizes resource allocation, inspires teachers to do more work, establishes a basis for teamwork, gives an organization a sense of direction, focuses attention on objectives, stimulates creativity, focuses attention on objectives, among others. Thus, planning as an administrative competency is necessary of effective management of an organization. Based on the hypothesis, there is no significant difference in the mean ratings of male and female teachers on the impact of principals' planning practices on

teachers' job performance in Secondary Schools in Enugu Education Zone.

These findings are in harmony with the findings of Bateman and Snell (2017) who perceived planning as the first tool of the functions in management process. The authors maintained that the difference between a successful and unsuccessful manager lies within the planning procedure. They submitted that planning is the first step in management and it is essential as it facilitates control, valuable in decision-making and in the avoidance of business ruin.

With reference to the impact of principals' coordination practices on teachers' job performance in Secondary Schools in Enugu Education Zone, the study showed that the principal through coordination increases in efficiency, paths proper direction, builds good relationships, ensures higher economy, fosters unity of action, end of conflicts, permits differential perception and others. On this note, it could be stated that coordination as a skill and its practices is necessary for the enhancing teachers' job performance in Secondary Schools in Enugu Education Zone. Thus, needs to be practiced by principals. In affirmation, a significant difference is found not to exist in the mean ratings of male and female teachers on the impact of principals' coordination practices on teachers' job performance in Secondary Schools in Enugu Education Zone.

This finding agrees with Narang (2015) who highlighted some of the important aims of co-ordination as: (a). to ensure a smooth interplay of the functions and forces of all the different component parts of the organization. (b). operation of business activities in a systematic sequence. (c). to complete the various activities of the enterprise as per planned schedule. (d). to avoid inconsistencies in priorities, objectives and policies which may adversely

affect the realization of overall objectives of the company. (e). to avoid interruptions in operations due to reasons such as delay in the supply of materials, tools or vague directions or omissions or wrong allocation of duties etc. (f). elimination of overlapping or duplication of work. (g). to ensure proper synchronization of the activities of the enterprise, i.e., the actions of different departments are properly scheduled or timed, so that the various operations and processes are completed in a planned way. (h). to remove the possible causes of difference of views and conflict of interests among the personnel of the concern. (i). to develop team spirit among the staff and to canalize their efforts in the direction of reaching the chosen goals of business

Conclusion

The study discussed the impact of principals' management practices on teacher job performance in Secondary Schools in Enugu Education Zone. The principal as the manager of the school needs to be equipped with effective managerial practices like planning and coordination. Planning and coordination practices are proven by the study to have innumerable benefits as planning optimizes resource allocation, inspires teachers to do more work, establishes a basis for teamwork, gives an organization a sense of direction, focuses attention on objectives, among others. Similarly, the hypotheses test showed that the gender of the respondents have no significant effect on their responses to the item under test. It is thereafter believed that effective adoption of the afore-discussed managerial practices would undoubtedly impact positively on teachers' job performance in Secondary Schools in Enugu Education Zone.

Recommendations

In view of the findings of the study, the following recommendations were made:

- a. Secondary school principals should ensure the acquisition of saleable managerial practices of effective service delivery in Enugu State.
- b. Planning practices as a skill should effectively be adopted by principals for effective work output.
- c. More awareness and emphasis should be made by concerned individuals on the need for adoption of coordination as a managerial skill for actualization of set goals by principals.

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