

Principal managerial skills and teachers job effectiveness in secondary schools in Calabar Educational Zone, Cross River State, Nigeria.

Okoi, Ikpi I. & Nna, Utenghe-obong Ene

Ikpi.okoi@yahoo.com & utenghenna@gmail.com

Department of Educational Management, Faculty of Educational Foundation Studies, University of Calabar,
Calabar, Cross River State, Nigeria.

Abstract

The study examined the relationship between Principals Managerial Skills and Teachers Job Effectiveness in Public Secondary Schools in Calabar Education Zone Cross River State, Nigeria. Two sub-variables were used for the study. These sub-variables were used to state the purpose of the study, Research Questions and Statement of Hypotheses. The design used for this study was correlation design. The population of the study consisted of two thousand nine hundred and thirty-three (2933) teachers. Stratified sampling technique was used for this study. A sample size of five hundred and eighty-six (586) teachers were selected for the study. Instrument titled; Principals managerial skills and Teachers Job Effectiveness questionnaire (PMSTJEQ) was used for data collection. The instrument was validated by two experts in the department of test and measurement who ensured every item used measure what it supposed to measure. Cronbach Alpha reliability estimate of 0.76 to 0.92 was obtained. Pearson product moment correlation statistics was used for data analysis. The result of the findings revealed that there is a significant relationship between Principals innovative skills, Decision making skills, and Teachers Job Effectiveness. It was therefore recommended that School Principals should demonstrate good managerial skills that will create a supportive environment where Teachers feel valued and empowered, ultimately improving teaching effectiveness and enhancing student's outcomes. Effective decision-making skills are crucial for school principals to ensure that their leadership positively impacts students, teachers and the broader community.

Keywords; Managerial skills, innovative skills, decision making skills and teachers job performance.

Introduction

One of the global educational challenges is the decreasing rate of quality of education. Beside the increasing quantity in education, this is also important to hold the quality in education. Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, schools need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies. Teaching effectiveness is the degree of success of a teacher in performing instructional and other duties specified in his contrast and demand by the nature of his position certain skills and credentials are demonstrated by successful teachers. These include verbal ability, special needs knowledge and knowledge of the content of particular subjects to be taught. All-important characteristics of a successful teacher are instructional preparation, allocating time for academics, keeping students active, using acceptable instructional methods, tracking learning and differentiating learning for individual students. Successful teachers have a detailed knowledge of the content and abilities of their subject. Successful teachers are those who meet the targets they set for themselves.

Teacher's job effectiveness is a very important aspect of education because effective teaching helps students learning as well as enhancing the students' academic performance or achievement. Okoi and Etowa (2025) are of the view that of their time at work, it is important to provide them with pleasant and comfortable working conditions. They further explain that a clean office contributes not only to the health and general wellbeing of the teachers but also to the neatness and accuracy of their work and its crucial dimensions change and differs over time and space depending on the relations between inputs, process and output. Okoi and Inah (2024) viewed teacher effectiveness to mean the process by which the teacher is able to realize a maximum requirements level of their job in an effort to fulfill the school objectives. It is in this regard that Okoi & Uyimse (2025) outlined five constructs of teacher's effectiveness, timely scheming of

work; timely lesson planning; lesson delivery/actual teaching maintenance of records of work covered and teacher's physical presence in school. He argued that teacher effectiveness is considered as the fact of scheming, effectiveness in lesson planning and assessment of students through giving tests, exercises and participation in co-curricular activities of the schools. He identified four dimensions of teacher job effectiveness as follows: effectiveness in lesson plan preparation, effectiveness in assessing students, involvement in co-curricular activity and effectiveness in syllables completion. In this study, teacher's job effectiveness is measured in terms of mastery of subject matter, lesson preparation, lesson presentation, extra-curricular activities and student's assessment.

This study hence has attributed teacher's job ineffectiveness partly to teacher's factors, government and the school environment. More specifically, follow-up studies have been conducted on teacher's job effectiveness to determine the extent and magnitude of their contribution to students' academic performance. Considering the important role that teachers play in the instructional process, it is therefore, argued that the more school principals exhibit good managerial skills, the more likely will teachers produce meaningful teaching to their students. It is in consideration of this that the researcher conceives that school principals using the various managerial skills could improve teacher's job effectiveness (Okoi & Ekaette, 2024).

The school principals are responsible for the overall management of secondary schools, including setting academic goals, managing staff, ensuring compliance with educational policies, and fostering a positive school environment. Their managerial skills are crucial in navigating these responsibilities effectively. This study may highlight some specific managerial skills such as innovation skills, decision making skills, communication skills and supervisory skills. Effective management by principals is often linked to improved school performance, higher student achievement, and better teacher satisfaction. Research has shown that schools with principals who possess strong managerial skills tend to perform better in various aspects, including student academic achievement, school discipline, and teacher retention. This underscores the need for ongoing professional development for principals to enhance their competencies. Principal's innovative skills are crucial in fostering creativity and problem-solving in schools. These leaders actively seek out and implement new approaches to overcome challenges, which can lead to improved students operations (Okoi, Omini & Ameh). Principal's decision making skills are multi-faceted, encompassing data-driven ethical, collaborative, strategic, and crises decision making abilities. These skills are critical in guiding schools effectively, ensuring that decisions made by principals lead to positive outcomes for students, staff and broader school community.

Principal's effective policies can ensure that they are well equipped with necessary managerial skills to lead teachers successfully. Akporehe and Asiyai (2023) correlational survey research design this study examined principals' managerial skills and teachers' job performance in secondary schools in Owa communities in Delta State, Nigeria. Two research questions and three hypotheses guided the investigation. The population of the study comprised all the secondary schools in Owa communities of North Senatorial District of Delta State, Nigeria. A sample of ten principals and seventy-eight teachers were selected through random sampling technique. A questionnaire which comprised of two sections was used to collect data for the study. The findings revealed that there was a significant relationship between principals' communication skill, human relation skill and technical skill and teachers' job performance in secondary schools in Owa communities in Delta State, Nigeria. The study recommends capacity building of principals,

especially in technical skills on the use of modern techniques and innovative methods in school administration for better teachers' job performance.

Okoi, Okpa, Ekaette and Igbinweka (2013) determined the influence of Electronic Support System and Administrative Effectiveness of Heads of Department in Universities. The study adopted a descriptive survey research design and was guided by two research questions and two null hypotheses. The study found that heads of department practices impact greatly on staff job performance as it optimizes resource allocation, inspires them 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 heads of department as school administrators and planning practices as a skill should effectively be adopted by principals for effective work output.

Nnorom, Nwosu and Azubuike (2023) in an empirical study that used the survey design to examine time management strategies adopted by principals for effective administration of secondary schools in Imo state. the population of the study is 852 teachers from the 63 public secondary schools in Owerri, Imo State. The researchers made use of a questionnaire titled "Time Management Strategies Adopted by Principals for Effective Administration Secondary School Scale" (TMSAPEASSS) for the teachers on a four (4) point scale. The instrument was validated and found reliable with an index of 0.88. In analyzing the data for the study, mean score statistic was used to answer the research questions and independent z-test statistic was used to test the hypotheses at a significant level of (0.05). The result of the study revealed that teachers agreed that their principals arrive on time to prepare for daily work, is able to complete tasks without interruptions, devote time to administrative work, create time to oversee the academic work of students, schedule time for classroom visitation, attend to visitors, takes time in meetings, follow up delegated works and make effort to keep in touch personally with staff. Based on the findings, the researchers recommended among others that head teachers should ensure that they give adequate time to school morning assembly so as to equip students with moral values and orientation and should always give, priorities to core administrative duties in their time allocation.

Wordah and Ekwesianya (2020) ascertained the relationship between principalship, decision making and teachers' job performance in public senior secondary schools in Rivers State. Two research questions were posed and two hypotheses formulated. The study employed a correlation research design which also involved the simple linear method. The population of the study is seven thousand, eight hundred and twelve (7,812) teachers and principals. The sample size of the study is one thousand, three hundred and ninety-two (1,392) respondents. The sampling techniques used in this study are purposive and random sampling techniques. It was revealed in this study that, there is a moderate and significant positive relationship between principals decision making and teachers' job performance in public senior secondary schools in Rivers State. Based on the findings of this study, the researchers recommend among others that; principals of secondary schools should employ participatory decision-making style to boost teachers' interest and moral in-service delivery to achieve the school objectives.

Arop, Owan and Madukwe (2019) assessed human resource management and teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State. Three null hypotheses were formulated accordingly to guide the study. Census technique was adopted in selecting the entire population of 432 teachers. Based on these findings it was recommended among others that; principals should ensure that they create a conducive school

climate by building a sound interpersonal relationship with teachers in order to improve their job performance; teachers should be actively involved in making certain decisions for the school especially those within their jurisdiction in order to foster unity and cooperation in the implementation of such decisions. It is on this bases that the researchers aimed at determining the relationship between Principals managerial skills and teachers job effectiveness in secondary schools in Calabar Education Zone of Cross River State, Nigeria.

Statement of problem

In many secondary schools, the effectiveness of teachers is a critical factor that influences student's outcomes over all school's performance and the quality of education delivered. However, concerns have arisen regarding the effectiveness of teachers due to various factors, including inadequate professional development, insufficient resources, heavy workload, and low motivation. These issues can lead to decreased jobs satisfaction among teachers, which may ultimately affect their teaching performance and the academic achievement of students. Despite the recognized importance of teacher's effectiveness, there remains a significant gap in understanding the specific factors that contributed to hinder teacher's job effectiveness in secondary schools. This gap is particularly concerning in an era where educational standards and expectations are continually rising without addressing these challenges secondary schools may struggle to provide high quality education that's meet the needs of all students.

Teachers lack access to ongoing professional development opportunities that would help them stay updated with latest teaching strategies, technologies and subject matter knowledge. These has led to outdated teaching practices and lack of motivation in the classroom. A lack of teaching materials, technological tools, and educational resources can hinder teacher's ability to deliver effective lessons. This limitation can result in less engaging and impactful teaching, reducing students learning outcomes. Observations have shown that teachers often face heavy workload, including large class sizes, excessive administrative task, and the need to manage extracurricular activities, which has led to burnout, reducing their ability to effectively plan and deliver lessons. Factors such as low salaries, lack of recognition, and limited career, advancement opportunities has negatively affected teachers' motivation and job satisfaction, demotivated teachers may become less committed to their work, which can directly impact their effectiveness in the classroom. Therefor this study aims to investigate the factors affecting teachers job effectiveness in secondary schools, identify the key challenges faced by teachers and explore potential strategies for improving their effectiveness.

Purpose of the study

This study is aimed at determining the influence of principal managerial skills and teacher's job effectiveness in secondary schools in Calabar Education Zone, Cross River State. Specifically, the study is aimed at determining whether:

1. Principal's innovative skills relate to teacher's job effectiveness
2. Principal decision-making skills relate to teacher's job effectiveness.

Research questions

The following research questions were stated to direct this study:

1. To what extent does principal's innovative skills relate to teacher's job effectiveness?
2. To what extent does principal's decision-making skills relate to teacher's job effectiveness?

Statement of hypotheses

The following hypotheses were stated to guide this study:

1. There is no significant relationship between principal's innovative skills and teacher's job effectiveness.
2. There is no significant relationship between of principal's decision-making skill and teacher's job effectiveness.

Methodology

This study adopts correlation research design. The population of the study comprised of all the teachers in public secondary schools in Calabar Education Zone of Cross Rivers State. The information from Cross River State secondary education board revealed that there are one thousand two hundred and eighty-six thousand teachers in 84 public secondary schools. This study adopted stratified random sampling technique. The basis for stratification was local government areas. After which simple random sampling technique was used to select 39 percent of the secondary schools' teachers. A sample size of five hundred seventy-six (576) public secondary schools were selected. Two research instruments titled "Principals management skills and teachers job Effectiveness questionnaire" was used for data collection. The items on both questionnaires had four options ranging from Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). A reliability estimate using Cronbach alpha reliability scale was carried out and a reliability coefficient of .73 and .85 was realized.

Results and discussion

Hypothesis one

There is no significant relationship between principal managerial skills and teachers' teaching effectiveness in terms of subject mastery, classroom communication, and lesson delivery in public secondary schools in Calabar Education Zone of Cross River State.

Table 1: Summary of correlations between innovative skills and teachers' teaching effectiveness in public secondary schools in Calabar Education Zone of Cross River State. (N=576)

Variables	X	S. D	R	p-value
Managerial skills (X_1)	19.19	2.396		
Subject mastery (Y_1)	18.00	3.739	.644*	.000
Classroom communication (Y_2)	20.37	2.335	.317*	.000
Lesson delivery (Y_3)	19.85	2.236	.365*	.000
Overall teachers' teaching effectiveness (Y_{1-3})	58.22	5.733	.691*	.000

*Significant at $P < .05$

Source: Researcher's Fieldwork, 2025

Coefficients between innovative skills and teachers' teaching effectiveness in public secondary schools in Calabar Education Zone of Cross River State. The result shows that the correlation coefficients ranged from .317($p < .05$) for classroom communication ability, .365 ($p <$

.05) for classroom delivery, to .644 ($p < .05$) for subject mastery. The correlation coefficients were statistically significant for all teachers' teaching effectiveness sub-scales and for the overall teachers' teaching effectiveness in public secondary schools in Calabar Education Zone of Cross River State .691 ($p < .05$). Based on this result, hypothesis one is rejected on the overall teachers' teaching effectiveness and in terms of each of the teachers' teaching effectiveness variables of subject mastery, classroom communication, and lesson delivery. This implies that managerial skills significantly relate to teachers' teaching effectiveness in public secondary schools in Calabar Education Zone of Cross River State.

Hypothesis two

There is no significant relationship between decision making skills and teachers' teaching effectiveness in terms of subject mastery, classroom communication, and lesson delivery in public secondary schools in Calabar Education Zone of Cross River State.

The two variables in this hypothesis are decision making skills and teachers' teaching effectiveness in public secondary schools in Calabar Education Zone of Cross River State. Teachers' teaching effectiveness in public secondary schools in Calabar Education Zone of Cross River State was measured in terms of subject mastery, classroom communication, and lesson delivery. Both decision making skills and teachers' teaching effectiveness in public secondary schools in Calabar Education Zone of Cross River State were measured continuously in the study.

Table 2: Summary of correlations between decision making skills and teachers' teaching effectiveness in public secondary schools in Calabar Education Zone of Cross River State. (N=576)

Variables	X	S. D	R	p-value
Decision making skills (X_2)	18.73	2.702		
Subject mastery (Y_1)	18.00	3.739	.446*	.000
Classroom communication (Y_2)	20.37	2.335	.476*	.000
Lesson delivery (Y_3)	19.85	2.236	.464*	.000
Overall teachers' teaching effectiveness (Y_{1-3})	58.22	5.733	.666*	.000

*Significant at $P < .05$

Source: Researcher's Field work, 2024

Discussion of findings

This hypothesis was stated as there is no significant relationship between principal managerial skills and teacher's job effectiveness. The null hypothesis was rejected while the alternate hypothesis was retained. The result of the study implies that there is a significant relationship between Principal managerial skills and teacher's job effectiveness in terms of subject mastery, classroom communication and lesson delivery. The result of this findings is in line with the findings of Akporehe and Asiyai (2023) whose findings revealed that the managerial skills possessed by public secondary school principals for influencing teachers' job performance are communication, human relations and technical. The level of teachers' job performance is moderate. There was a significant relationship between principals' communication skill, human relation skill and technical skill and teachers' job performance in secondary schools. The study

recommends capacity building of principals, especially in technical skills on the use of modern techniques and innovative methods in school administration for better teachers' job performance.

In line with the result of this findings, Nwankwo and Edeani (2023) determined the impact of principals' management practices on teachers' job performance in secondary schools in Enugu Education Zone. 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.

The result of Nnorom, Nwosu and Azubuike (2023) in support of this findings stated that teachers agreed that their principals arrive on time to prepare for daily work, is able to complete tasks without interruptions, devote time to administrative work, create time to oversee the academic work of students, schedule time for classroom visitation, attend to visitors, takes time in meetings, follow up delegated works and make effort to keep in touch personally with staff. Based on the findings, the researchers recommended among others that head teachers should ensure that they give adequate time to school morning assembly so as to equip students with moral values and orientation and should always give, priorities to core administrative duties in their time allocation.

Ofuase, Wey-Amaewhule and Amie-Ogan (2022) in support of the result of this findings revealed high relationship between principals' supervisory practices and principals' involvement in mentoring of teachers and teachers' job performance. Consequently, it was recommended among others that School supervisors should ensure that principal are prudent in the management of their school finances and teachers should be involved in certain major decisions of the school especially as they are the closest personnel to the students. Friday (2019) concluded that administrative variables such as funding, security of school environment, and school monitoring influence positively on job performance of principals. Obuakor, Elodi and Anyaneche (2021) in their findings stated that there is a high positive relationship between principals' instructional skills and teachers' task performance. Also, there was a significant relationship between principals' creativity skills and teachers' task performance in public secondary schools. It was therefore recommended that principals are to consistently supervise teachers so they do not derail from the planned curriculum. Principals are to progressively build on their creativity skills for optimum performance of the 21st century students. Dika, Imam and Ali (2020), Chukwu, Nweke, Ezepue, Aneke, Uwakwe, Ezeaku and Boh (2021) all agreed that principal managerial skills and morale are in the medium category, while teacher performance is in the high category. There is a positive relationship between managerial skills and morale with teacher performance. Their findings also revealed principal's administrative roles in the area of staff personnel administration to enhance teachers' job performance.

The second hypothesis was also stated as there is no significant relationship between principal decision-making skills and teacher's job effectiveness. The null hypothesis was rejected while the alternate hypothesis was retained. The result of this study revealed that there is a significant relationship between principal's decision-making skills and teachers job performance in terms of subject mastery, classroom communication and lesson delivery. The result of this findings is in line with the findings of Wordah and Ekwesianya (2020) who ascertained the relationship between principals, decision making and teachers' job performance in public senior secondary schools in Rivers State revealed in their study that, there is a moderate and significant positive relationship between principal's decision making and teachers' job performance in public

senior secondary schools in Rivers State. Based on the findings of this study, the researchers recommend among others that; principals of secondary schools should employ participatory decision-making style to boost teachers' interest and moral in-service delivery to achieve the school objectives.

In support of the result of this findings Arop, Owan and Madukwe (2019) stated that; principals should ensure that they create a conducive school climate by building a sound interpersonal relationship with teachers in order to improve their job performance; teachers should be actively involved in making certain decisions for the school especially those within their jurisdiction in order to foster unity and cooperation in the implementation of such decisions.

Tonwe (2019) in line with the result of this findings indicated among others that: the public secondary school principals did not efficiently and effectively employ all the management strategies investigated as regards to their instructional leadership strategies, decision making strategies and school facilities management strategies, in order to successfully achieve educational objectives in secondary schools. monitor teachers' use of adequate instructional materials to improve students' learning and encourage or create opportunities for all staff to actively participate in professional training and development programmes that will improve their competences for effective achievement of instructional objectives in the classroom, among others for achievement of educational objectives.

Akinfolarin (2017) in consonance with the result of this findings also found out that school principals' have managerial competencies in prioritizing financial allocation according to school needs, keeping accurate financial information of the school, ensuring accountability in all school expenditures, carrying out periodic auditing of school budgets and adopting cost-saving strategies for effective financial resource management among others. Egboka (2018) findings revealed among others that principals do not apply professional development practices for enhancing teachers' job performance by not; involving teachers in collaborative teaching method to enable them share knowledge and new teaching strategies, sponsoring teachers on conferences to enable them withstand the challenges brought about by change and innovation, and granting study leave for teachers to go for refresher courses. Hence, it was recommended among others that principals should partner with relevant stakeholders to promote teacher's professional development through organizing annually seminars, workshops, sponsoring teachers on conferences and embarking on continuous training so as to improve teacher's instructional delivery.

Oguejiofor (2023) in their findings, there is a very high and positive predictive power of principals' administrative practice on delegating duties to staff on teachers' job performance in secondary schools. The findings finally revealed that, there is a very high and positive predictive power of principals' administrative practice of managing staff welfare on teachers' job performance in secondary schools in Enugu State. Based on the findings of this study, the researcher recommended that, Principals should adopt the administrative practice of delegating duties to teachers for improved job performance and productivity in secondary schools in Enugu State.

Conclusion

Based on the finding of the data collected analysed and the findings derived, the following conclusions were made that teachers' teaching effectiveness in terms of subject mastery, classroom communication, and lesson delivery in public secondary schools in Calabar Education Zone of

Cross River State would be greatly enhanced when school principals exhibit proper managerial skills as identified in this study. This is based on the fact that all the managerial skill of school principals had significant relationship with teachers' teaching effectiveness.

Recommendations

Based on the result of this finding, the following recommended were made:

1. School principals should demonstrate good innovative skills that will create a supportive environment where teachers feel valued and empowered, ultimately improving their teaching effectiveness and enhancing students' outcomes
2. Effective decision-making skills are crucial for school principals to ensure that their leadership positively impacts students, teachers and the broader community.
3. School principals should develop a strong communication skills strategy that will inspire confidence, build relationships, and lead their schools effectively. By mastering these skills, principals can create a collaborative and inclusive environment where all stakeholders feel heard and valued.

References

- Abonyi, T. (2020). Relationship between principals' supervisory techniques and teachers' job performance in public secondary schools in Anambra State. *National Journal of Educational Leadership (NJOEL)*, 5(2), 75-85.
- Agi, U. K., & Edward, A. E. (2015). *Educational management*. Port Harcourt: Harvey publishers.
- Agu, J. U. & Amajuoyi, C. (2022). Principals' personnel management techniques for enhancement of staff performance in secondary schools in Awka South LGA. *Journal of Educational Research and Development*, 5(1), 120 – 127.
- Akinfolarin, A. V. & Rufai, R. B. (2017). Extent of information and communication technology (ICT) utilization for students' learning in tertiary institutions in Ondo State, Nigeria. *International Journal of Advance Research and Innovative Ideas in Education*, 3(3), 2369-2376.
- Akinfolarin, A. V. (2017). Comparative study of staff welfare administration in public.
- Akporehe, D. A. & Asiyai, R. I. (2023). Principals' managerial skills and teachers' job performance: Evidence from public secondary schools in Delta State, Nigeria. *European Journal of Education and Pedagogy*, 4(3), 78-84. DOI: <http://dx.doi.org/10.24018/ejedu.2023.4.3.591>.
- Arop, F. O., Owan, V. J. & Madukwe, E. C. (2019). Human resource management and teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State, Nigeria. *International Journal of Social Sciences and Management Research*, 5(2), 27-34.
- Chukwu, C. J., Nweke, P. O., Ezepue, E. I., Aneke, M. C., Uwakwe, I. S., Ezeaku, F. N. & Boh, S. A. (2021). Administrative roles of principals on teachers' job performance in private secondary schools in Nigeria. *European Online Journal of Natural and Social Sciences*, 10(4), 609-618.
- Dika, N. S., Imam, G. & Ali, I. (2020). Relationship between managerial skills and morale with teacher performance: A regression analysis. *Advances in Social Science, Education and Humanities Research*, 501, 125-129.

- Egboka, P. N. (2018). Principals' application of management support practices for enhancing teachers job performance in secondary schools in Enugu State, Nigeria. *International Journal of Research*, 5(17), 582-590.
- Friday, E. O. (2019). Administrative variables of principals and job performance in public secondary schools in Anambra and Delta States, Nigeria. *Tropical Journal of Education*, 1(1/2), 27 – 44.
- Nnorom, S. U., Nwosu, O. & Azubuike, A. J. (2023). Time management strategies adopted by principals for effective administration of secondary schools in Imo State. *Unizik Journal of Educational Management and Policy (UJOEMP)*, 5(1), 218-228.
- Obuakor, S. C., Elodi, O. L. & Anyaneche, U. L. (2021). Relationship between principals' administrative skills and teachers' task performance for sustainable development in Abia State public secondary schools. *COOU Journal of Educational Research*, 6(2), 41 – 53.
- Ofuase, I. M., Wey-Amaewhule, B. & Amie-Ogan, O. T. (2022). Principals' human capacity building practices as a determinants of teachers' job performance in public senior secondary schools in Rivers State. *International Journal of Social Sciences and Management Studies*, 1(1), 1-11.
- Ogonor, B. O. & Omajuwa, G. O. (2020). Principals' instructional supervision and school effectiveness in Delta State public secondary schools. *Benin Journal of Educational Studies*, 26(1 & 2), 224-237.
- Oguejiofor, C. N. (2023). Principals' administrative practices as predictors of teachers' job performance in secondary schools in Enugu State. *Unizik Journal of Educational Research and Policy Studies*, 15(2), 172-184.
- Ogunshola, R. F., Bua, F. T. & Otuji, F. O. (2021). Influence of principals' managerial skills on teachers' job performance in senior secondary schools in Abuja Municipal Area Council, Nigeria. *Benue State University Journal of Educational Management*, 3(1), 1-9.
- Okoi, I. I. & Ekaette, S. O. (2024). Analysis of Students Repetition Rates Based on Sex Composition in Public Secondary Schools in Cross River State From 2009-2013. *Trends in Educational Studies Journal (TRESJ)* 16 (2) 241-253.
- Okoi, I. I. & Etowa, E. G. (2025). ICT-aided Supervision and Teachers Job Performance in Secondary Schools in Calabar Education Zone, Cross River State, Nigeria.
- Okoi, I. I. & Inah, R. A. (2024). School Characteristics and Students Repetition Rates in Junior Secondary Schools JSS1-JSS3 in Public Schools in Cross River State from 2009-20013. *International Journal of Scientific Research in Education*, 17 (3), 316-327.
- Okoi, I. I. & Ofem, W. E. (2024). School Input Variables as Predictors of Institutional Effectiveness of Public Secondary Schools in Ikom Education Zone of Cross River State, Nigeria. *Journal of Institutional Leadership* 6(3), 366-375.
- Okoi, I. I., Okpa, O. E. , Ekaette, S. O. and Igbineweka, P. O. (2013). Electronic Support System and Administrative Effectiveness of Heads of Department in Universities in Cross River State, Nigeria. *African Journal of Higher Education Studies and Development (AJHEDS)* 1, 108-113.
- Okoi, I. I., Omini, E. E. & Ameh, E. (2024). Analysis of Students Completion Rates Based on School Location in Secondary Schools in Ikom Education Zone of Cross River State, Nigeria. *Trends in Educational Studies Journal (TRESJ)* 16 (2) 203-215.
- Taun, K., Zagalaz-Sánchez, M. L., & Chacón-Cuberos, R. (2022). Management skills and styles of school principals during the COVID-19 pandemic. *Educ. Sci.* 12, 794. <https://doi.org/10.3390/educsci12110794>

- Tonwe, U. A. C. (2019). Principals' management strategies for achieving educational objectives in secondary schools in Delta State. *Journal of the Nigeria Academy of Education*, 8(1), 189-203.
- Wordah, E. & Ekwesianya, A. A. (2020). Principalship, decision-making and teachers' job performance in public senior secondary schools in Rivers State. *Global Journal of Education, Humanities and Management Sciences (GOJEHMS)*, 2(1), 134 – 143