



Principal Leadership Orientation and Teachers' Job Productivity: A Case of Selected Public Senior Secondary Schools in Adamawa State

Ochoyi, Esther Eleajo

**Department of Curriculum and Instruction,
Federal College of Education, Yola
08034387743**

ABSTRACT

Efforts to identify the factors influencing teacher job productivity have a long history of empirical research using various methods. Many conclusions have been drawn, and recommendations have been made to enhance teachers' productivity. Interestingly, the role of the principal in determining teacher job productivity has often been overlooked in these discussions. Also, teachers' job productivity has long been wrongly assessed as most works limited the scope to students' performance. This study examines the principal leadership orientation and teachers' job productivity a case of selected public secondary schools in Adamawa state, Nigeria. The study was based on survey research design. Teachers were randomly selected across senior public secondary schools in Adamawa State. The instruments for this study were structured questionnaires tagged "Principal Leadership Orientation Rating Scale (PLORS)" and "Teachers' Job Productivity Rating Scale (TJPRS)" were used for data collection. The obtained data were analyzed using linear regression at 0.05 significant level. The study established that principal leadership orientation such as understanding of school culture, effective administrative strategies and belief in school vision and mission significantly influenced teachers' job productivity. The study concluded that principal leadership orientation has direct and significant impact on teachers' job productivity. The study recommends among others that principal should dedicated their effort toward school culture, administrative strategy, identification of school vision and mission in order to guide their teachers towards expected job productivity in Adamawa State Nigeria.

Keywords: Leadership Orientation, School Culture, Administrative Strategy, School Vision and Mission, Teachers' Job Productivity

INTRODUCTION

Leadership holds a significant role within organized systems, evolving through training and demonstrated in interactions with group members who willingly embrace the responsibility of working toward shared objectives. Principal ship, specifically in secondary education, represents a distinctive calling to leadership (Obi & Ogbuagu, 2020). The primary objective of secondary education revolves around improving effective teaching and learning, a key factor in the teaching staff's productivity. Consequently, to advance the goals of secondary schools, the school principal occupies a central position in school activities. One of the principal's pivotal roles is to provide effective leadership in secondary schools, ultimately enhancing the overall job performance of both teaching and non-teaching staff (Kingi, 2015). An essential determinant of a principal's effectiveness as a secondary school leader is their leadership orientation. Leadership orientation, in essence, can be viewed as a personality trait discerned through an analysis of a manager's behaviours. It represents the manager's inherent style of responding to situations and making decisions. Leadership orientation, essentially, encompasses the type of leadership behaviour exhibited by a manager and comprises a fusion of personal and professional attributes, evident in their conduct within the workplace.

Leadership orientation can be assessed by examining the behaviours of managers. This evaluation encompasses aspects such as self-awareness, emotional intelligence, communication methods, and how they engage with their team members. Leaders who possess high levels of emotional intelligence are more likely to influence their team positively, and those who demonstrate effective communication skills tend to build better relationships with their colleagues. As school principals, their leadership orientation extends beyond just their leadership style. It also encompasses their understanding and management of the school's culture, their ability to choose appropriate leadership behaviours, their dedication to achieving the school's mission and vision, as well as their support for ethical teaching and learning practices within the school (Akinsolu, 2018).

Teacher job productivity refers to the evaluation of how efficiently the educational process utilizes its workforce in teaching and learning activities (Ayeni & Akinola, 2019). According to Bahr et al. (2018), teachers' job productivity is essentially telling how teachers adequately control teaching and learning resources to positively influence the learning outcome of students. In this case, it can be argued that teachers' job productivity dealt with teachers' effectiveness in both curriculum and extra-curricular activities of the school. Thus, teachers' job productivity from principal perspective implies the effective and efficient utilization of teaching staff in the process of teaching and learning in schools. Teachers' productivity can be synonymous with their performance, effectiveness, or efficiency. As noted by Bahr, Kinzer and Rieth (2018), the productivity of teachers stands out as one of the most potent

predictors of student success, a point also emphasized by studies like Ayeni and Akinola (2019) and Scott and Michael (2018) that productivity of teachers directly related with the students' academic achievement. These studies underline the immense significance and pivotal role that teachers' job productivity plays in the growth and development of education.

One of the principal leadership orientations that can define teachers' job productivity is level of understanding that principal have about school culture. Generally, culture within a school can be either positive or negative. As school principal there is need to be aware that the type of culture that exists within the school could impact all levels of the school's structure. Such understanding could guide the principal to abide with the school agreed various school philosophy, norms and values, tradition as well as practices (Anyago, 2019). Principals with lesser understanding are much likely to work contrarily against the school or doctrine of the school and such could lead to counterproductive from teachers.

Also, the administrative skills of principal say a lot about their leadership orientation which impact directly on teachers' job productivity. For instance, principal effectiveness in decision making has direct impact on teachers' ability to implement policy, execute curriculum and carry out other assigned responsibilities. The principal administrative skills could also include the style of leadership or leadership behaviours, which imply the ability to choose appropriate leadership style at particular events (Obi & Ogbuagu, 2020). Thus, not all circumstances require democratic, not all school situation required transformational and at time prompt taking decision as autocracy leader may be the appropriate leadership style.

It is also important to consider principal effort toward achieving school mission and vision when talking about principal leadership orientation. School vision statements articulate a school's values and goals, offering teachers, students, parents, and the community a concise yet explicit overview of the school's overarching ethos (Ogunlana, Siddiqui, Yisa & Olomolaiye, 2018). The principal leaderships orientation speaks well of how teachers can be supported in their assignments as executor of planned education curriculum. In fact, the teachers job productivity can be determined by the leadership orientation offers by the principal. Therefore, in the secondary education, especially in Adamawa State where students' academic performance in external exams such as WAEC and NECO has been reported falling below expectation. There is need to seek how teachers' job productivity is being affected by principals' leadership orientation as alternative option to explain how students' academic performance is falling below standard.

Statement of Problem

The developmental level of a nation depends on its teachers at various level of education. Thereby, teachers is at the central of teaching and learning activities in the schools. In Nigeria, the expectation from teachers especially at secondary school level is to show high competency in job productivity that can lead to effective preparation of students for further studies. However, the performance of students at external examinations such as WAEC and NECO suggested that students are not effectively prepared. Likewise, the high rate of non-transiting students from secondary to tertiary education suggested that teachers job productivity is low. Evidences from earlier studies have linked students' performance in academic to teachers' job productivity (Mohammed & Omar, 2019; Michael, 2019 & Eze, 2016). In fact, almost all research concluded that teachers' job productivity directly impacts on students' performance, therefore, most research offered recommendations seeking factors responsibly for teachers' job productivity.

In Adamawa State, earlier empirical studies focused on factors responsible for teachers job performance have identified factors such as school factors (Adeolu, 2017), curriculum factors (Ahmad, 2019), teachers' workload (Kingi, 2015), teachers motivations (Obi & Ogbuagu, 2020), teachers supply and demand in school system as well as principal leadership styles (Ogunlana et al., 2018; Bahr et al., 2018). However, teachers' responsibility at school cannot be consistently measured using job performance, rather it is more proper to determine teachers' job productivity, while the roles play in school by principal goes beyond application of leadership styles, it includes the overall perception and submission of principal as leader in the school. The current study intends to adopt another approach to investigates how principal leadership orientation influence teachers job productivity. Thus, the principal leadership orientation in this study concerns the principals' commitment toward school culture, administrative effectiveness of principals, and ability of principal to stay focus on schools' vision and mission.

Objectives of the Study

The purpose of this study is to investigate the relationship between principals' leadership orientation and teachers' job performance. The specific objective includes to determine:

1. Level of principals' support for school culture in public senior secondary schools in Adamawa State
2. Level of principal administrative efficiency in public senior secondary schools in Adamawa State
3. Level of principals' believe in vision and mission in public senior secondary schools in Adamawa State
4. Level of teachers' job productivity in public senior secondary schools in Adamawa State

Research Questions

1. What is the level of principals' support for school culture in public senior secondary schools in Adamawa State?
2. What is the level of principal administrative efficiency in public senior secondary schools in Adamawa State?
3. What is the level of principals' believe in vision and mission of schools in public senior secondary schools in Adamawa State?
4. What is the level of teachers' job productivity in public senior secondary schools in Adamawa State?

Hypothesis

H₀₁: There is no significant influence of principals' leadership orientation and teachers' job productivity in public senior secondary schools in Adamawa State

LITERATURE REVIEW

Principal leadership orientation

Principal leadership orientation refers to the guiding principles, beliefs, and approaches that shape the leadership style and behavior of school principals. It is essential for school leaders to have a clear orientation or philosophy that informs their decision-making, interactions with staff and students, and the overall direction of the school (Eze, 2016). Thus, effective principal leadership orientation, there is an aspect of familiarizations with school culture. In general, the culture within a school can be categorized as either positive or negative. The prevailing school culture has an influence on all aspects of the school's framework. School culture encompasses the way in which educational processes are conducted. This includes aspects such as attire, beliefs, norms, expectations, values, dietary preferences, and various other elements. Additionally, it encompasses the interactions among members of the school community. Students are the people in a school receiving education, while teaching and non-teaching staff are also people that contribute toward imparting of knowledge on the learners. Typically, school culture is organized by the responsibility assigned to each person within the system which include students, teaching staff and other non-teaching staff. In some school system, learners are to be arranged within the classroom according to gender, while at some time height of the students may be considered in the classroom setting to enable every student have clear view of the board. Similarly, the teaching staff play a pivotal role in the daily functioning of the school, and their significance in establishing a secure and well-maintained learning environment cannot be emphasized enough. Thus, principal need to be aware of this as school culture that has to be sustained. Lastly, within the school culture are the teachers, these are the people that directly implementing instruction within a school, and often have a culture within their department and within their level of professional. In creating school culture teachers typically plan lessons, participate in school activities as well as involved in all-teacher meetings that can include professional development.

Also, the administrative skills of principal say a lots about their leadership orientation which impact directly on teachers' job productivity. For instance, principal effectiveness in decision making has direct impact on teachers' ability to implement policy, execute curriculum and carry out other assigned responsibilities. The principal administrative skills could also include the style of leadership or leadership behavior, which imply the ability to choose appropriate leadership style at particular events. Michael (2019) expressed that principal administrative effectiveness does not require a principal to be autocratic, democratic, laissez faire among others, but it required principal to be able to switch among styles as circumstance may warrant. Thus, not all circumstances require democratic, not all school situation required transformational and at time prompt taking decision as autocracy leader may be the appropriate leadership style. In this case, the administrative skills required school principal to be able switch among the styles instead of being rigid with particular style, and that form the leadership orientation of principal. The capability of principal regarding disciplinary action is another leadership administrative that speak about overall leadership orientation of any principal which summarily impact on teachers' job productivity. School where teachers hold bitterness toward their principal due to biased disciplinary measures, such could affect teachers' commitment to job. Also, the performance of principal on school budgeting is one of the factors determine administrate effectiveness of principal which further define principal leadership orientation that account for teachers' job performance.

School vision statements delineate a school's values and goals, offering teachers, students, parents, and the community a concise yet distinct overview of the school's fundamental principles (Obi & Ogbuagu, 2020). In contrast, school mission statements elucidate the current actions and efforts undertaken by the school to realize its vision. Thus, the extent the principal is committed to attainment of school vision and mission as being spelt in the statement define principal orientation. Abdikadir (2018) expressed that principal has to first believe and hold strong view of both vision and mission statements of the school otherwise, the principal may divert the direction of school activities against its initial vision and mission.

Teacher Job Productivity

Teacher job productivity imply all teachers' efforts and activities engage on within the schools whereas balancing the many demands of the profession while maintaining a focus on student learning and growth. Thus, the teacher's productivity requires ongoing effort, self-awareness, and a commitment to continuous improvement. Ebireri (2015) takes this further by highlighting the elevated importance attached to teachers' job productivity, which has led to a call for comprehensive supervision from school-based supervisors, typically principals. This supervision serves to encourage teachers to maintain unwavering commitment to professional ethical standards, enabling them to adapt to the ever-evolving landscape of 21st-century education effectively. The ultimate goal is to enhance their productivity and ensure they remain well-equipped to navigate the dynamic educational landscape of the modern era. Teacher job productivity is a critical aspect of effective teaching and educational outcomes. Productive teachers can achieve better results in terms of student learning, classroom management, and overall job satisfaction (Abdikadir, 2018).

METHODOLOGY

The research design adopted for this study is a survey research design. The area of this study is Adamawa State, north-eastern Nigeria, with its capital at Yola. Adamawa state has twenty-one local government area, with five education zones. The population of this study is 7,285, which comprises of 6,984 teachers and 301 principals across the 301 public senior secondary schools located in the five education zones in Adamawa State. The sample size for

this study is 216 teachers from total 25 senior secondary schools across five education zones in Adamawa State. The study used multistage sampling procedure. The instruments for this study were structured questionnaires tagged “Principal Leadership Orientation Rating Scale (PLORS)” and “Teachers’ Job Productivity Rating Scale (TJPRS)”. The items on both PLORS and TJPRS were designed using five – point Likert like response scale. The research questions were answered using mean and standard deviation, while the null hypothesis was tested using linear regression analysis. The decision rule for testing the null hypotheses was to reject null hypotheses when $p < 0.05$ or otherwise not to reject when $p > 0.05$.

RESULTS

Research Question 1: What is the level of principals’ support for school culture in public senior secondary schools in Adamawa State?

Table 1: Summary of Descriptive Statistics of Mean and Standard Deviation on Level of Principals Support for School Culture in Public Secondary Schools in Adamawa State

S/No.	Item (n = 216)	Mean	SD	Remark
1.	Level of principals’ believes in school guideline for expected attitude	3.52	1.03	HL
2.	Level of principals’ respect for the school value and norms	3.36	0.92	ML
3.	Rating of principal understanding of school tradition and customs	2.94	0.37	ML
4.	Principals’ compliant with school’s diversity practices and management	3.01	1.28	ML
5.	Principals’ roles in ensure encouraging environment for school value	2.83	0.99	ML
Grand Mean		3.13		ML

The mean score of items 1 on Table 1 show that principals show high believes in school guideline for expected attitude. More so, the principals were rated moderates by mean scores in items 2 – 5, shows that principal has moderate level of support for school culture, such as respect school values and norms, understanding of school tradition, compliant with school’s diversity practices and provision of supportive environment for school value. Furthermore, going by the grand mean of 3.13, it could be said that the principals in overall have moderate level of support for school culture in public senior secondary schools in Adamawa State, Nigeria.

Research Question 2: What is the level of principal administrative efficiency in public senior secondary schools in Adamawa State?

Table 2: Summary of Descriptive Statistics of Mean and Standard Deviation on Level of Principals’ Administrative Efficiency in Public Secondary Schools in Adamawa State

S/No.	Item (n = 216)	Mean	SD	Remark
1.	Level of principals’ time management effectiveness at school	3.21	0.31	ML
2.	Level of principals’ personnel management and coordination within the school	3.11	1.41	ML
3.	Principal effectiveness in conflict management with the school community	2.44	1.32	LL
4.	Level of principals’ efficiency in policies execution within school system	2.41	0.68	LL
5.	Principals’ competency in resources management within the school	3.43	0.31	ML
Grand Mean		2.92		ML

The mean score of items 1, 2 and 5 on Table 2 show that principals have moderate administrative efficiency in time, personnel and resources management. Also, the mean scores in items 3 – 4, show that principal have low level of efficiency in conflict management and policy execution. Above all, the grand mean of 2.92, implies that the principals in overall have moderate level of administrative efficiency in public senior secondary schools in Adamawa State, Nigeria.

Research Question 3: What is the level of principals’ believe in vision and mission of school in public senior secondary schools in Adamawa State

Table 3: Summary of Descriptive Statistics of Mean and Standard Deviation on Level of Principals’ Believe in Vision and Mission in Public Senior Secondary Schools in Adamawa State

S/No.	Item (n = 216)	Mean	SD	Remark
1.	Level of conformity of school principals’ activities to school goals	2.71	0.24	ML
2.	Principals’ alignment of roles and responsibility with school objectives	3.41	1.22	ML
3.	Level of principal understanding of the expected school daily operations	3.25	0.42	ML
4.	Level of principals’ commitment toward actualization of institutional dream	3.39	0.18	ML
5.	Efficiency of school principal in engaging staff for promoting achievement of school goal	3.75	0.43	HL
Grand Mean		3.30		ML

The mean score of items 1, 2, 3 and 4 on Table 3 show that principals have moderate level of believe in vision and mission of public senior secondary schools in Adamawa State, Nigeria. Whereas, the mean scores for item 5 suggest that principals have high level of engaging individual that can help in promoting achievement of short- and long-term school goal. Furthermore, going by the grand mean of 3.30, it could be said that the principals have moderate level of believe in vision and mission in public secondary schools in Adamawa State, Nigeria.

Research Question 4: What is the level of teachers' job productivity in public senior secondary schools in Adamawa State?

Table 4: Summary of Descriptive Statistics of Mean and Standard Deviation on Level of Teachers' Job Productivity in Public Senior Secondary Schools in Adamawa State

S/No.	Item (n = 216)	Mean	SD	Remark
1.	Level of teachers' participation in curriculum implementation in various classroom	3.82	0.74	HL
2.	Level of teachers' roles and involvement in extracurricular activities of the school	3.41	0.91	ML
3.	Level of teachers' commitment toward discipline and orderliness within the school	2.92	0.42	ML
4.	Level of teachers' role as school ambassador within the society	2.19	0.81	LL
5.	Level of teachers' collaboration with different stakeholders of the schools	3.35	0.43	ML
Grand Mean		3.14		ML

The mean score of items 1 on Table 4 show that teachers show high level of productivity in term of participation in curriculum implementation in various classroom. Also, the mean scores in items 2, 3 and 5, show that teachers were rated moderately on aspect of teachers' roles and involvement in extracurricular activities of the school; teachers' commitment toward discipline and orderliness within the school; and teachers' collaboration with different stakeholders of the schools, whereas, the item 4 suggest that teachers are playing low level of school ambassador role in the school. The grand mean value 3.14 suggests that teacher have moderate level of job productivity within the public secondary schools in Adamawa State, Nigeria.

H0₁: There is no significant influence of principal leadership orientation and teachers job productivity in public senior secondary schools in Adamawa State

Table 5a: Model Summary for Regressors and Teachers' Job Productivity in Public Senior Secondary Schools in Adamawa State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.893 ^a	.797	.792	2.379

The result reveals R-square value of 0.797, which shows that 79.7% of the variation in the teachers' job productivity in public senior secondary schools in Adamawa State can be accounted for by principals' support for school culture, administrative efficiency, and believe in vision and mission. Thus, the model summary established that the independent variable can offer 79.2% explanation toward variability in the dependent variable, thus, principal leadership orientation effectiveness predicts teachers' job productivity in public secondary school in Adamawa State, Nigeria.

Table 5b: Analysis of Variance (ANOVA) for Model Fitness for Regressors and Students' Academic Achievement in English Language

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4657.506	5	931.501	164.504	.000 ^b
Residual	1189.119	210	5.662		
Total	5846.625	215			

Table 5b present the result of Analysis of Variance (F-Ratio) for the overall regression model fitness. The result revealed principal leadership orientation (lesson planning, administrative efficiency, set induction, teaching aids and believe in vision and mission) significantly predict teachers' job productivity in public senior secondary schools in Adamawa State, Nigeria, ($F(5, 215) = 164.504, p = 0.000 < 0.05$). This implies that model is fit.

Table 5c: Coefficients of Regressors and Teachers' Job Productivity in Public Secondary Schools in Adamawa State, Nigeria

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	6.127	1.944			3.152	.002
Support for School Culture	3.097	.494	.191		6.269	.000*
Administrative Efficiency	5.992	.347	.407		17.264	.000*
Believe in Vision and Mission	3.278	.375	.214		8.737	.000*

*Significant; $p < 0.05$.

Dependent variable: Teachers' Job Productivity

Table 4c shows the contribution of each component of principal leadership orientation to the predictive value obtained on Table 5a ($R = 79.7\%$). Administrative efficiency has the highest predictive strength, thus contributed the highest to the model (Beta = [0.407 (40.7%)], t -value = 17.264, $p = 0.000 < 0.05$). Followed by believe in vision and mission (Beta = [0.214, (21.4%)], t -value = 8.737 and $p = 0.000 < 0.05$), and support for school culture (Beta = [0.191 (19.15%)], t -value = 6.269, $p = 0.000 < 0.05$). This implies that the three mentioned independent variables significantly contributed toward predicting teachers' job productivity in public senior secondary schools in Adamawa State, Nigeria. Conclusively, it could be said that principal leadership orientation significantly predicts teachers' job productivity in senior public secondary schools in Adamawa state, Nigeria. Therefore, the null hypothesis is rejected.

Discussion

Findings from this study show that principal leadership orientation such as support for school culture influence teachers' job productivity. This may not be unconnected with the fact that principal understanding of school culture could allow him/her to guide activities of the school toward school norms and values. This concurs with the earlier finding made by Ebireri (2015) that understanding of school cultures can enhance principal leadership roles toward guiding rest of the teaching, non-teaching and students toward attainment of cultures embedded in school hidden curriculum. Kingi (2015) found that school culture refers to the prevailing attitudes, values, beliefs, norms, traditions, and practices that shape the overall environment and atmosphere within an educational institution. Thus, the school culture defines the collective behaviours, relationships, and shared understanding among students, teachers, staff, administrators as well as broader school community (Yang, Wu, & Huang, 2019). The teachers understanding of school culture directly plays a crucial role in shaping the educational experience and significantly impact students' learning outcomes and overall well-being (Ogunlana et al., 2018).

The principal administrative efficiency significantly influences teachers' job productivity in secondary school in Adamawa State. Specifically, the ability of principal to effectively coordinate resources, teachers, students as well as school time can enhance the roles of teachers within the school. This concurs with the finding made by Ahmed and Noor-Azmi (2019) that efficient resource management by school principals significantly ensures the school's financial resources are used effectively to support teaching and learning. Also, Nixon, Harrington and Parker (2018) found that principals' capability to ensure that staff members are well-suited to their roles and motivated significantly improve teachers' participation in both curricular and extracurricular activities. Likewise, the finding by Kingi (2015) established that principals' administrative effectively significantly accounted for teachers' job performance, such as discipline and orderliness in the school. Teachers with higher job productivity are much likely to works with principal that understand administrative functions.

Finding from this study show that the belief held by principals in vision and mission in public secondary schools in Adamawa State significantly influenced teachers' job productivity. Superficially, it was established that principal that conform his/her activities in line with school goals are likely to influence his/her teachers' efforts towards target set by school. This is in agreement with the earlier finding made by Ahmad (2019) which established that principal believes in school mission and vision has direct effect on the commitment of teachers and other staff of school. Likewise, Ebireri (2015) found direct relationship between principal commitment toward school mission and vision and teachers' performance. Thus, principal leadership orientation has to conform with school mission and vision for the teachers to key into such idea.

Conclusion

The importance of school principal as leadership within senior secondary schools setting has been reaffirmed by this study. Specifically, principal leadership orientation is highly required in order to guide teachers toward high job productivity. The overall teachers job productivity could be impacted on by principal support towards school culture, principal administrative efficiency and principal believe in vision and mission. This study has shown through its findings that the higher the level of principal orientation the better the teachers' job productivity. If principal show high support for school culture, along with unique administrative strategies as well as supporting the school vision and mission, the overall teachers' job productivity could simply be high.

Recommendations

1. The principals in secondary schools in Adamawa State should dedicated their effort towards school culture, such that their teachers could contribute in achieving expected values and norms of schools.
2. The principals in senior secondary schools in Adamawa State need to develop different administrative strategies that can improve their leadership orientation towards enhancing teachers' job productivity
3. There should be dedicated effort from principals across senior secondary schools in Adamawa State toward integrating school vision and mission to their daily activities in order to enhance overall teachers' contribution.

REFERENCES

- Abdikadir, I. F. (2018). School management: Characteristics of effective principal, *Global Journal of Human Social Science*, 3(13), 23 – 33
- Adeolu, J. A. (2017). Teachers' professional development and quality job productivity in Nigerian Secondary Schools. *World Journal of Education*, 1(2), 20 – 31.
- Ahmad, J. (2019). Effect of capacity building on teachers' efficiency in service delivery in Al-Ghubar, Oman. *Journal of Research in Science Teaching*, 37(9), 1019–1041.
- Ahmed, R. & Noor-Azmi, M. (2019). Differentiating between leadership competencies and styles: A critical review in project management perspective. *International Journal of Information Technology Project Management*, 7(01), 234 – 239
- Akinsolu, A.O. (2018). Resource utilization and internal efficiency in Nigerian secondary schools: Implication of socio problems of education. *Journal of Sociology and Anthropology*, 4(1), 23-30.
- Anyaogu, R. O. (2019). Management of critical challenging issues confronting Nigerian secondary schools: A case of Imo state. *International Journal for Cross-Disciplinary Subjects in Education*, 6(4), 2378-2384
- Ayeni, A. J. & Akinola, O. B. (2019). Influence of principals' leadership styles and motivation of teachers on quality assurance in secondary school: A case study of Ondo State. *Ife Journal of Theory and Research in Education*, 2(1&2), 162-170.
- Bahr, C., Kinzer, C. K., & Rieth, H. (2018). An analysis of the effects of teacher training and student grouping on reading comprehension skills among mildly handicapped high school students using computer-assisted instruction. *Journal of Special Education* 11(3), 136–154.
- Ebireri, O. R. (2015). Effective in-service teacher training for Universal Basic Education. Scheme in Nigeria. *Journal of issues in Technical Teacher Education. Federal College of Education Technical Potiskum*, 4(1), 1 – 4.
- Eze, T. A. Y. (2016). Teachers' perception of the impact of training and retraining on teachers' productivity in Enugu State, Nigeria. *Journal of Business Management*, 4(3), 33-37.
- Kingi, P.M. (2015). Challenges facing board of managers in management of public secondary schools; Kamwangi District, Kenya. *Merit Research Journal of Review* 3(9), 285- 291.
- Michael, F. (2019). The Role of the principal in school reform, Ontario Institute for Studies in Education University of Toronto.
- Mohammed, Z. C. & Omar, C. (2019). The need for in-service and capacity building training for teachers and their effectiveness in Nigerian secondary school. *International Journal for Innovation Education and Research*, 2(3),47 – 56.
- Nixon, P., Harrington, M., & Parker, D. (2018). Leadership performance is significant to project success or failure: A critical analysis. *International Journal of Productivity and Performance Management*, 61(2), 204–216. doi:10.1108/17410401211194699
- Nwankwo, J.I. (2014). *Management in education: Modern approaches in educational management*. Ibadan: Giraffe books
- Obi, C. E. & Ogbuagu, I. G. (2020). Management of resources for the improvement of secondary schools' education in Rivers State. *International Journal of Business*, 7,(07), 01 – 07.
- Ogunlana, S. O., Siddiqui, Z., Yisa, S., & Olomolaiye, P. (2018). Factors and procedures used in matching project managers to construction projects in Bangkok. *International Journal of Project Management*, 20(5), 385–400.
- Scott A. I. & Michael, F. L. (2018). Incentive strength and teacher productivity: evidence from a group-based teacher incentive pay system. *Education & Language*, 2(9), 34 – 55.
- Yang, L.-R., Wu, K.-S., & Huang, C.-F. (2019). Validation of a Model Measuring the Effect of a Project Manager's Leadership Style on Project Performance. *KSCE Journal of Civil Engineering*, 17(2), 271–280. doi:10.1007/ s12205-013-1489-0