

**PRINCIPALS' COMMUNICATIVE, CREATIVITY, AND MENTORING
ADMINISTRATIVE LEADERSHIP SKILLS AS CORRELATES WITH TEACHERS' JOB
PRODUCTIVITY IN PUBLIC SENIOR SECONDARY SCHOOLS IN NORTH-CENTRAL
NIGERIA**

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ABSTRACT

This study examined principals' communicative, creative, and mentoring administrative skills as correlates with teachers' job productivity in public senior secondary schools in North Central, Nigeria. Three specific objectives with corresponding research questions and null hypotheses guided the study. The researcher adopted a correlation survey research design. The population was 44,342 teachers from 1, 656 public senior secondary schools in the study area. A sample of 887 teachers from 42 public senior secondary schools in North-Central Nigeria was drawn with multistage sampling procedure. The instrument for data collection was a questionnaire developed by the researcher, and it was titled "Principals' Administrative Leadership Skills and Teachers' Job Productivity Questionnaire" with 50-item statements (30 items on principals' leadership skills and 20 items on teachers' job productivity). The instrument was duly validated by five experts. Cronbach's Alpha was used to establish the internal

consistency reliability of the instrument, and the grand values obtained were 0.94 for overall grand reliability. Data collected were analyzed using Pearson Product-Moment Correlation Coefficients for the six research questions, and the transformation Correlation Coefficient was used to test the six null hypotheses at the 0.05 level of significance. The findings reveal: low inverse relationship (negative) between principals' communication skill and teachers' job productivity with significant relationship on teachers' job productivity, low inverse relationship (negative) between principals' creativity skill and teachers' job productivity with no significant relationship on teachers' job productivity, direct low relationship (positive) between principals' mentoring skill and teachers' job productivity with no significant relationship on teachers job productivity.. Based on the findings of the study, it was recommended that the ministry of education should design and implement targeted leadership development programmes for principals, emphasizing the development of

communicative, creativity and mentoring, skills of the principals. The programme sections should focus on improving principals' ability to effectively communicate with teachers, foster innovation, mentor staff and build positive relationships within the school environment. In conclusion, the study emphasizes the need for principals to prioritize and develop their communicative, creative and mentoring skills, as these are the leadership competencies that most effectively drive teachers' job productivity.

Keywords: Teachers' Job Productivity, Communicative Skill, Creativity Skill, Mentoring Skill

INTRODUCTION

An educational system that ensures greater achievements and performance of students through teacher management is pivotal for the dream of any nation to belong to the world's leading economy. As such school principals as expected to coordinate the available physical, human and financial resources of the school for effective teaching-learning. The quality of secondary school education of a nation could be determined by the teachers' job productivity, especially in classrooms. Teachers' job productivity could be evaluated by their attitude as well as the consideration of variables such as level of dedication, ability to manage complex situations and purposefulness of work

(Selamat, Samsu & Kamalu, 2017). Teachers' job productivity can also be measured by the extent to which teachers cover the scheme of work, teachers' level of punctuality to school, level of discipline among students, and effective use of available physical facilities for effective administration of secondary schools (Oviawe, 2016). This means lack of job effectiveness will result in poor coverage of the scheme of work, teachers' persistent lateness, frequent conflict, truancy among students, inadequate and damaged physical facilities, ineffective use of available physical resources, among others. The productivity of teachers depends so much on principals' administrative leadership skills (Adewale & Adebayo, 2020). This informs the global emphasis on the declining teacher effectiveness within the school system. To buttress this, Ugorji and Kagbaranen (2022) assert that teachers' productivity consequently gives an institution a good image.

It can be said that teacher job productivity has a dominant role in giving birth to qualified graduates in the academic field and ready to compete in the world of work. As much as it seems that teachers are putting their best towards ensuring effective teaching in secondary schools. It also appears that teachers' job effectiveness is not optimal as expected (Odu-Dikoro, 2022). Some teachers have not done their job effectively. There are some who are not creative and still

conventional in their delivery of subject matter, so that students feel bored and less attentive. It also appears that there are challenges of inadequate coverage of the scheme of work, teachers' persistent lateness, and frequent conflict, among others, particularly in public secondary schools (Odu-Dikoro, 2022). The principal holds the administrative position needed to improve the instructional performance of teachers through planning, controlling and coordinating, including the management of human, material, financial and time resources (Adewale & Adebayo, 2020).

Furthermore, the principal is entrusted with the responsibility of improving the quality of administration and instructional activities through effective administrative practices that influence teachers' classroom productivity (Edikpa & Chibuko, 2022). The principal is responsible for the day-to-day supervision of the school for effective management (Edikpa & Chibuko, 2022). The principal is entrusted with the responsibility of improving the quality of administration and instructional activities through effective administrative leadership skills that influence teachers to perform their teaching jobs for improved productivity (Edikpa & Chibuko, 2022). These responsibilities are administrative leadership skills required to be carried out by principals in order to support teachers' job performance effectively in secondary schools.

Moreover, Principals' administrative leadership skills are very vital in ensuring that teachers carry out their instructional activities for quality instructional delivery in schools. Galle, Abdullahi, Saidu and Mainoma (2023) describe principals' administrative leadership skills as motivational activities used by the principals in secondary schools in helping the teachers to ensure high productivity or high job performance. Accordingly, Ekpoh and Eze (2015) identify principals' administrative leadership skills as communication network, decision making, supervision, leadership (human, technical and conceptual), motivation, mentoring, coordinating, staffing, planning, organizing, directing, evaluating and mediator between the school and community to ensure active job performance among teachers in secondary schools. Principals' lack of administrative leadership skills is bound to affect teachers' task effectiveness and invariably the students' effectiveness. These skills could be in the areas of communication, instructional supervision and creativity (Knapp, 2017). However, the principals' administrative leadership skills which was considered in this present study include; communication, creativity and mentoring skills. Hence, principals' administrative leadership skill refers to administrative leadership skill sets (communication, creativity and mentoring skills) possessed by a principal which is purposively geared towards

improving the quality of teaching and learning activities in secondary schools.

Possibly, the most vital and fundamental element in the management process is based on working with people, which is done through some forms of communication (Morgan, 2016). The author states further that the success of managerial actions depends to a large extent on the effective use of the communication process. Furthermore, communication is “the central means by which individual activity is coordinated to devise, disseminate information, and pursue organizational goals” (Raphael & Onyeike, 2020). Principals’ communication skill is an indicator to teacher effectiveness which could improve the quality of teaching-learning process in the school. Principals’ communication skill is a tool needed for effective functioning of the school as a system. Strong communication is one of the top foundational elements to being a successful principal (Ramon, 2019). According to Nwankwo and Luisggel (2016), keeping everyone informed is a positive way of ensuring effective leadership, co-operation, co-ordination, support and commitment. Communication skill is a vital skill necessary for a principal to possess for sustainable development in the educational sector. Emphasizing on principals’ communication skills and teacher’s productivity, Raphael and Onyeike (2020) remark that communication is

the lifeblood of any organization. No institution can meet the needs of its people without proper communication. Information has to flow from the school management to the staff and students. According to the authors, the principal must brief heads of departments before disseminating the news to other members of staff and students. Guzman and Guy (2018) reveal that a significant positive relationship was found between each of the four dimensions of creativity (initiating, flexibility, motivation, and endurance) and schools’ happiness. There is a positive significant influence of principals’ creativity skills on teachers’ job effectiveness in public senior secondary schools (Ukoima, Mina & Dimkpa, 2021).

Besides, creativity is a process leading to a new phenomenon and accepted by a group of people (school staff inclusive) as satisfied and useful (Guzman & Guy, 2018). According to the Ukoima et al., (2021) principals are said to be creative when they create good plans and communicate school mission effectively to teachers and members of the school community, discuss the school’s academic goals with teacher during meetings, refer to the school’s academic goals when making curricular decisions with teachers, ensure that the school’s academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards) to influence teachers’ job performance in senior secondary

schools. The authors further reveal that the level of administrative creativity in communication field was high in public secondary schools. One strategy that may help new teachers overcome some of the initial shocks is to build their capacity in order to enhance smooth transition into the profession (Ugwu & Ikechukwu, 2015). The ability to be creative can lead to mentoring of new teachers enhance their smooth transition into the teaching profession.

Moreover, mentorship is an administrative leadership skill that enables the supervisor to teach the teacher how to be more effective on their jobs. Creating and developing mentoring relationship with teachers is one of the most important parts of administrative function. Anyanwu and Abe (2023) posit that, mentoring as a relationship between a principal and a teacher in which the principal provides the young teacher with support and guidance to accomplish a given task. According to Olu-Ajayi (2016), mentoring is a supportive relationship established between two individuals where knowledge, skills and experience are shared. Also, Nnebedum and Akinfolarin (2017) asserts that mentoring is a practice whereby a more experienced person provides information, support, guidance and assistance to a less experienced person so as to enhance his or her skills and knowledge. In the school setting, this usually happens between the

school principal and his teachers. The principal mentoring skill entails coaching, supervising, and guiding teachers to be more effective in the school. Nwabueze, Edikpa and Chukwuma (2018) posit that, there is no doubt that when teachers are well mentored by their leader, they performed better than those who are not and ultimately this leads to increase in efficiency, productivity and high commitment. The principal as the sole head or leader of teachers requires the communicative, creativity and mentoring administrative skills to carry out administrative functions for the teachers to perform their job in public secondary schools.

Public secondary school is the school owned by the government which is between the mid-way of primary and tertiary education in Nigeria. These secondary schools are meant for individual between the ages of 11-12 years. The Federal Republic of Nigeria (2013) in its National Policy on Education Section 5, No 20 defines secondary education as the education children receive after primary education and before the tertiary stage. It constitutes post primary education and sometimes serves as a link between primary and tertiary education. It is suitable for children who have received primary education. Unlike pre-primary education, the National Policy on Education is not the first official document to give recognition to secondary education. Secondary education has been there since the colonial era. Secondary education in Nigeria is a six-year

programme, comprising the junior secondary and senior secondary school.

Moreover, the roles of principals as supervisors and school leaders in secondary schools are demanding; there is a need for principals to always make a difference in performing their functions well in the schools. Despite the fact that principals display their knowledge and experience for teachers' job productivity in schools, principals could also adopt different administrative skills so as to enable principals to achieve all-around effectiveness of teachers in the schools (Ugorji & Kagbaranen, 2022). A teacher performs different activities in school such as teaching, guiding, giving inspiration to students, helping students attain academic achievement, carrying out other class activities, and other assigned duties in school (Yashaswini & Sarvamangala, 2022).

However, observation has shown that the enthusiasm and devotion of teachers to their duty in schools are no longer the traits that characterize the teaching profession as worries abound about the professional laxity on the part of some teachers. Nnebedum and Akinfolarin (2017) express that principals' administrative leadership skills could help direct teachers towards attitudinal transformation of instilling positive attitude to work. The authors maintain that many teachers come early to school and clock in and leave the school to pursue their personal business.

Asiyai (2017) reports constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement out of school before the close of school, and display of truancy towards class attendance among some public secondary school teachers. Based on the above background, this study examined principals' communicative, creative, and mentoring administrative leadership skills as correlates with teachers' job productivity in public senior secondary schools in North Central Nigeria.

Objective of the Study

The study examined principals' communicative, creative, and mentoring administrative leadership skills as correlates with teachers' job productivity in public senior secondary schools in North Central Nigeria. Specifically, the study examined:

1. Principals' communicative skills correlate with teachers' job productivity in public senior secondary schools in North Central Nigeria.
2. Principals' creativity skills correlate with teachers' job productivity in public senior secondary schools in North Central Nigeria.
3. Principals' mentoring skills correlate with teachers' job

productivity in public senior secondary schools in North Central Nigeria.

Research Questions

The following research questions were raised and guided the study:

1. What is the relationship between principals' communicative skills and teachers' job productivity in public senior secondary schools in North Central Nigeria?
2. What is the relationship between principals' creativity skills and teachers' job productivity in public senior secondary schools in North Central Nigeria?
3. What is the relationship between principals' mentoring skills and teachers' job productivity in public senior secondary schools in North Central Nigeria?

Hypotheses

The following null hypotheses were formulated for the study and were tested at 0.05 Alpha level of significance:

1. There is no significant relationship between principals' communicative skills and teachers' job productivity in public senior secondary schools in North Central Nigeria.
2. There is no significant relationship between principals' creativity skills and teachers' job productivity in public

senior secondary schools in North Central Nigeria.

3. There is no significant relationship between principals' mentoring skills and teachers' job productivity in public senior secondary schools in North Central Nigeria.

Methodology Of the Study

The area of the study was North Central Nigeria. The study adopted a correlation research design. The population of the study is 44,342 teachers from 1,656 senior public secondary schools. The sample for the study consists of 887, representing 2% of the 44,342 teachers. Bartlett, Kotrlik, and Hingg (2001) state that where the population is high (that is, 40,000 and above), 2% is acceptable as a sample for the study. They are sampled from 42 public senior secondary schools. A multistage sampling was used to draw the sample size. A self-structured questionnaire was used for data collection. The instrument is titled "Principals' Administrative Leadership Skills and Teachers' Job Productivity Questionnaire. The items are structured on a four-point rating scale of SA= Strongly Agree (4), A=Agree (3), D=Disagree (2), and SD=Strongly Disagree (1). The questionnaire was subjected to face validation by experts. The reliability of the instrument was computed

using Cronbach's Alpha and the grand reliability obtained was 0.94. However, out of the 887-questionnaire administered, only 851 were retrieved and completely filled. The data collected were analyzed with the Pearson product-moment correlation coefficient for the three research questions and the transformation correlation coefficient for the hypothesis at the 0.05 level of significance. The research questions were answered using a 3-way guide for interpreting relationships (R) adopted from Nworgu (2015), who explained that .80 and above implies a high relationship, above .30 and below .80 implies a moderate

relationship, and below .30 implies a low relationship. To test for the hypotheses, any probability value of Sig equal to or greater than 0.05 level of significance ($p \geq 0.05$) was interpreted as no significant relationship; otherwise ($p < 0.05$) was interpreted as a significant relationship.

Results

The results of the study are presented below:

Research Question 1: What is the relationship between principals' communicative skill and teachers' job productivity in public senior secondary schools in North Central Nigeria?

Table 1: Pearson's Product Moment Correlation Analysis of Principals' Communication Skills and Teachers' Job Productivity

Variables	N	R	R ²	Relationship
Job Productivity				
Communicative Skill	851	-.163	.027	Low Inverse (Negative)

N=Number of Teachers, R=Pearson Correlation Coefficient and R²= Coefficient of Determination

Table 1 shows the analysis of Pearson's product moment correlation coefficient of principals' communicative skills and teachers' job productivity in public senior secondary schools in North Central Nigeria, with a correlation coefficient (R) of -0.163. This inferred low inverse relationship between principals' communicative skills and teachers' job productivity. Hence, there exist inverse low relationship between principals' communicative skill and teachers' job

productivity. However, the coefficient of determination R² with the value .027 reveals that 2.7% of the change that occurs in teachers' job productivity is attributed to the change in the principal's communicative skill.

Research Question 2: What is the relationship between principals' creativity skills and teachers' job productivity in public senior secondary schools

Table 2: Pearson's Product-Moment Correlation Analysis of Principals' Creativity Skill and Teachers' Job Productivity

Variables	N	R	R ²	Relationship
Job Productivity	851	-.032	.001	Low Inverse (Negative)
Creativity Skill				

N= Number of Respondents, R= Pearson's Correlation Coefficient, R²= Coefficient of Determination

The results found in Table 2 reveal the computation of Pearson's product-moment correlation coefficient of principals' creativity skill and teachers' job productivity in public senior secondary schools in North Central Nigeria, with a correlation coefficient (R) of -0.032. The result deduced a low inverse relationship between principals' creative skill and teachers' job productivity. Thus, there exists a negative low relationship between principals' creativity skill and

teachers' job productivity in public senior secondary schools in North Central Nigeria. Consequently, the coefficient of determination R² with the value .001 shows that .100% of the change that occurs in teachers' job productivity is accounted for by the change in the principal's creativity skills.

Research Question 3: What is the relationship between principals' mentoring skills and teachers' job productivity in public senior secondary schools?

Table 3: Pearson's Product-Moment Correlation Analysis of Principals' Mentoring Skills and Teachers' Job Productivity

Variables	N	R	R ²	Relationship
Job Productivity	851	.102	.010	Direct Low (Positive)
Mentoring Skill				

N= Number of Teachers, R= Pearson's Correlation Coefficient, R²= Coefficient of Determination

The results contained in Table 3 surmise the estimation of Pearson's product-moment correlation coefficient of principals' mentoring skill and teachers' job productivity

in public senior secondary schools in North Central Nigeria. The estimation has a correlation coefficient (R) value of .102. The results estimated reveal a low direct

relationship between principals' mentoring skills and teachers' job productivity. Hence, there exists a positive low relationship between principals' mentoring skills and teachers' job productivity. Therefore, the coefficient of determination R^2 with the value of .010 shows that 1.00% of the change that occurs in teachers' job productivity is attributed to the change in the principal's

mentoring skill.

Hypotheses

The following hypotheses were tested for the study at the 0.05 level of significance

Research Hypothesis 1: There is no significant relationship between Principals' communicative skills and teachers' job productivity in public senior secondary schools in North Central Nigeria.

Table 4: Transformation Correlation Coefficient Result for Significant Relationship between Principals' Communicative Skill and Teachers' Job Productivity

Variables	N	Probability Value (Sig)	Decision
Job Productivity			
Communicative Skill	851	.004	Significant

In Table 4, the results show the transformation correlation coefficient for a significant relationship between principals' communicative skill and teachers' job productivity in public senior secondary schools in North Central Nigeria. The p-value (sig) 0.004 is below the 0.05 level of significance, which implies that a significant

relationship exists between principals' communicative skill and teachers' job productivity.

Research Hypothesis 2: There is no significant relationship between principals' creativity skills and teachers' job productivity in public senior secondary schools.

Table 5: Transformation Correlation Coefficient Result for Significant Relationship between Principals' Creativity Skill and Teachers' Job Productivity

Variables	N	Probability Value (Sig)	Decision
Job Productivity			Not
Creativity Skill	851	.599	Significant

In Table 5, the results show the transformation correlation coefficient for a significant relationship between principals' creative skill and teachers' job productivity

in public senior secondary schools in North Central Nigeria. The p-value (sig) .599 is greater than the 0.05 level of significance, leading to not rejecting the null hypothesis,

which states that there is no significant relationship between principals' creativity skills and teachers' job productivity in public senior secondary schools.

Research Hypothesis 3: There is no

significant relationship between principals' mentoring skills and teachers' job productivity in public senior secondary schools.

Table 6: Transformation Correlation Coefficient Result for Significant Relationship between Principals' Mentoring Skill and Teachers' Job Productivity

Variables	N	Probability Value (<i>Sig</i>)	Decision
Job Productivity			Not
Mentoring Skill	851	.071	Significant

In table 6, the results reveal the transformation correlation coefficient for significant relationship between principals' mentoring skill and teachers' job productivity in public senior secondary schools in North Central Nigeria. The p-value (sig) 0.071 is greater than the 0.05 level of significance, aligning to not rejecting the null hypothesis that states there is no significant relationship between principals' mentoring skills and teachers' job productivity in public senior secondary schools.

Discussion

The study found that there was inverse low relationship between principals' communicative skill with teachers' job productivity and a significant relationship between principals' communicative skill and teachers' job productivity. The findings aligns with Akporehe and Asiyai (2023) found that there was a significant relationship

between principals' communication skill, human relation skill and technical skills and teachers' job performance in secondary schools. This means that communication is an essential component of the coexist relationship between the principal and the teachers. Hence, the strength of the communication determines the extent to which the teachers perform their jobs.

The study found that there was inverse low relationship between principals' creativity skill and teachers' job productivity, and no significant relationship between principals' creativity skill and teachers' job productivity. Odu-Dikoro (2022) found that there is a statistically significant relationship between principals' creative skills and teachers' job performance. This implies that principals have to assist the teachers in their imaginative thinking to be able to be creative in their job performance. This assistance can

be through the motivation of the teachers to be active in their responsibilities.

The study found that there was a direct low relationship between principals' mentoring skills and teachers' job productivity, and no significant relationship between principals' mentoring skills and teachers' job productivity. Anyanwu and Abe (2023) found that mentoring has a relationship between a principal and a teacher in which the principal provides the young teacher with support and guidance to accomplish a given task. Mentoring as one of the acts of teaching is a strategy the principal can use to help the teachers to improve their job performance.

However, these findings reveal slight relationship between principals' administrative leadership skills and teachers' job productivity. Hence, the findings have revealed that it would be proper for the principals to combine all the administrative leadership styles for the teachers' job productivity to be more effective.

Conclusion

In conclusion, the study emphasizes the need for principals to prioritize and develop their communicative, creative, and mentoring administrative leadership skills as these are the leadership competencies that most effectively drive teachers' job

productivity. It also highlights the nuanced nature of leadership in educational settings, suggesting that not all leadership skills have equal influence on teacher performance or productivity. And as such, the principals endeavour to jointly combine different administrative leadership skills to manage different situations in the secondary school environment. Policymakers and educational stakeholders should therefore focus on equipping school leaders with the interpersonal and relational skills needed to foster a supportive and productive teaching environment. These findings contribute valuable insights to the discourse on school leadership and its role in enhancing educational outcomes in Nigeria and beyond.

Recommendation

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

- i. The Ministry of Education should design and implement targeted leadership development programs for principals, emphasizing the development of communicative, creative and mentoring skills.
- ii. Principals should actively prioritize and enhance their interpersonal and relational skills

by participating in workshops, seminars, and mentoring programs that focus on human interaction and communication for creativity and mentoring.

- iii. Institutions responsible for training future educators and school leaders should integrate courses on leadership skills, especially in areas such as communication, creativity, and mentoring skills, into their curricula.

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