

Principals' Supervisory Skills, Communication Skills and Motivational Skills as Predictors of Teachers Productivity in Public Senior Secondary Schools in Ogun State, Nigeria

¹Adebawojo Bolanle Omolayo, ²Ayodele Kolawole Olanrewaju*, ³Akinbode Oluwatobiloba Elizabeth,
⁴Obianenue Olusola Aishat, ⁵Ossai-Opute Sandra Chinedu

¹Babcock University High School

²School of Education, Babcock University

³School of Education, Babcock University

⁴School of Education, Babcock University

⁵School of Education, Babcock University

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.908000082>

Received: 13 August 2025; Accepted: 21 August 2025; Published: 28 August 2025

ABSTRACT

This study assessed the influence of principal's supervisory, communication and motivation skills on teachers' productivity in public senior secondary schools in Alimosho local government of Lagos State, Nigeria. A survey research design was adopted. Three hundred and three (303) respondents participated in this study. Multi-stage sampling technique was employed. Data were analysed using multiple regression analysis tested at .05 level of significance. The study showed that principals' supervisory skill and communication skill insignificantly affect teachers' productivity in public senior secondary schools while principals' motivation skill does. Additionally, principals' supervisory, communication and motivation skills combined to predict teachers' productivity in public senior secondary schools. The study concluded that principals' motivational skill is the only positive and potent factor enhancing teachers' productivity. Thus, enhanced teachers' engagement, performance and overall school performance/effectiveness are ensured by principals' motivational skill. The study recommended that principals' administrative skills should be fostered through professional development programs.

Keywords: Administrative skills, Communication skill, Motivational skill, Supervisory skill, Teachers' productivity

INTRODUCTION

The success of a school system in achieving its goals and objectives depends on the effectiveness of its teachers. No matter how amazing the goals of a school may be, if there are no effective teachers to pursue them, they become very difficult to achieve. To put it another way, the importance of teacher productivity in achieving educational goals and objectives cannot be overstated. The effectiveness of the teachers will ultimately determine if Nigeria's educational goals are achieved, especially at the secondary school level. Additionally, a school can accomplish its goals by utilizing the expertise of effective instructors who have what it takes to impart quality instruction through engagement with students in a teaching-learning environment. Teacher productivity is crucial in light of the aforementioned factors.

Productive teachers are the pillars of any educational system in the world in general and Nigeria in particular. Teacher productivity is seen as the ability of the teacher to employ appropriate techniques and strategies to impart on the learners' knowledge, skills and competencies required for bringing about desired positive learning outcomes. Bongotons (2009) listed the characteristics of a productive teacher to include the following: devotion to his/her profession, competent in his/her subjects, willing to add his/her knowledge, flexible and open-minded,

facilitates learning in students, controls students in constructive activities, takes initiative and has generally well organized and presented lesson plan, active in the community, initiates parent contacts and cooperates with parents, faces reality in an objective way and inspires confidence. In a similar, Owala et, al (2016) also opined that teacher's productivity is the teacher's ability to integrate the experiences, teaching methods, instructional materials, knowledge and skills in delivering subject matter to the learners.

It can be argued that a teacher's productivity is determined by the academic performance of their students on exams, their students' punctuality at school and in class, their dedication to their work, the extra lessons they provide for students, and their contribution to the advancement of the school through involvement in extracurricular activities like sports, student behavior, and committee assignments as may be assigned by the principal. In the context of this study, instructional strategies, teacher characteristics and teachers evaluation techniques.

Judging from the above characteristics of who a productive teacher is, the researcher found that the majority of secondary school teachers have low teaching productivity. They also appear to be uncommitted to their jobs as teachers, which is surprising given the generally regarded low quality of the educational output produced by these institutions each year. They don't seem willing to put up the effort necessary to bring out the best in their students. Because of poor student performance and high dropout rates, which have an impact on achieving educational goals and advancing the nation, this has parents, educators, school administrators, and other stakeholders in the educational system concerned.

Akinbode et al (2023) noted that in order to maintain the cohesiveness of a school organization, effective administration and effective administrative skills are essential. The principal also manages the human, material, financial, and time resources with the intention of attaining the aims and objectives of the school. The principal is an administrator of secondary schools and so performs the administrative tasks of planning, controlling, and coordinating. The behavior patterns educational leaders employ in an effort to persuade group members and decide on the purpose, course of action, and management of group activities are referred to as principal administrative abilities. Principals are in charge of running secondary schools, and their administrative skills are crucial to maintaining the smooth administration of any institution.

It should be noted however, that the ability to work with people is a fundamental and vital element in administration process. Human skills are skills that help in interaction and healthy relationship among employees and administrators. They include, empathy, communication, motivation, cohesion, fairness and good will. These human skills are needed by the principal to provides direction, implements plans, and motivates people so as to attain educational goals. Educational environment is a totally human climate and establishing the favourable human relations and mutual respect among principal and members of educational organization are some of the important educational administration goals (Taherreddini, Shaabani & Khorshidi, 2013). This means that the type of administrative skills adopted could be a determinant of the success in any school set up. Without an appropriate administrative skills organizational growth and development, (educational institutions inclusive) would suffer and the teachers may feel resentful, aggressive, unsecured and dissatisfied (Abiodun-Oyebanji, 2015).

Principal's motivational skill is that drive that is exerted on teachers to improve their professional tasks with enthusiasm (Wilson, 2012). Wambua (2012) also agreed that the principal plays the role of been a motivator. Some of the motivational skills of principal includes, regularly paid salaries, instructional facilities and bonuses (Adigun 2017). In the event that teachers are not motivated the enthusiasm is reduced and this in turn affect the quality of students produced.

Nwosu (2017) posited that communication is the life blood of any social system, that is communication is the sustaining strength of any organization and no institution can meet the needs of its people without proper communication. There is always a need for communication; when the principal pays no attention to develop a healthy communication flow, the attitude of teachers towards teaching will decline. School goals should be understood by the transmitters of knowledge the teachers (Ayoro & Onyeike, 2020).

Supervision is concerned with the provision of professional assistance and guidance to academic staffs and students geared towards the achievement of effective and efficient teaching and learning in the school (Osakwe, 2013). The principal as a supervisor provides professional guidance to teachers in order to improve their competencies for effective teaching process in a bid to enhance the learning and growth of students. Principal's supervisory skills helps in achieving teachers' better productivity through classroom visitation, appraising, workshop and seminars (Yousaf 2018). Tobin (2014) posited that school principals are currently trying to bring quality in teacher competencies by facilitating them to a greater extent under their supervision. Thus, effective leaders build up their teachers for upcoming challenges and vision (Phuc et al., 2021).

These two intertwined variables probably strengthen the value of educational development in the world. Still, an unfavorable administrative skill adopted by a principal may hinder teachers from achieving shared favorable objectives (Bickmore & Dowell, 2018). Many teachers voluntarily leave the profession due to the adverse behaviors of school heads (Bickmore & Dowell, 2018; Jones & Watson, 2017). Some are failing to offer excellent performance or educate students due to principal administrative skill vulnerability (Oplatka & Arar, 2018; Uwannah et. al., 2022). Different studies have examined teachers' principal's administrative skills and teachers' productivity in different context, however principal's administrative skills and teachers' productivity has not been clearly examined in Alimosho local government area of Lagos state. Therefore, this study assessed the influence of principal's supervisory skills, communication skills and motivational skills on teachers' productivity (teaching/teaching methods, students' evaluation, and teachers' characteristics) in public senior secondary schools Alimosho Local Government, Lagos State Nigeria.

Hypotheses

Principals' supervisory skills will not significantly predict on teachers' productivity in public senior secondary schools in Alimosho local government Area of Lagos State

Principals' communication skills will not significantly predict teachers' productivity in public senior secondary schools Alimosho Lagos

Principals' motivation skills will not significantly predict teachers' productivity in public senior secondary schools Alimosho Lagos.

There will be no joint influence of Principals' administrative skills (supervisory, communication and motivation skills) on teachers' productivity in public senior secondary schools.

METHODOLOGY

Research Design: Survey research design was adopted for this study. This research design is considered appropriate for this study because it allows the researcher to collect data from selected respondents and the data gotten can help find solution to significant problem in the study.

Population: The target population for this study is the 965 teachers in public senior secondary schools Alimosho Local government Lagos. There are 25 public senior secondary schools in Alimosho Local government Lagos State, Nigeria.

Sample size and sampling Techniques: The sample size of 303 was determined by using the Cochran (1997) formula. Multistage random sampling techniques were adopted for this Study.

Stage 1: the public senior secondary schools in Alimosho were stratified based on the target population and their location (community type); there are three major community types which are; urban, sub-urban and rural. The distributions are as follows;

Numbers of Schools in urban areas: 10

Numbers of Schools in Suburban areas: 9

Numbers of Schools in rural areas: 6

Total: 25 schools

Stage 2: Proportionate sampling of 30% was used to select number of schools that participated in this study.

Stage 3: From each of the identified community types, simple random sampling technique was used in selecting 3 public secondary schools in urban and sub-urban areas respectively, while 2 secondary schools were randomly selected from rural areas. This gives a total of 8 participating public secondary schools in all.

Stage 4: This stage involved the use of proportional stratified random sampling method for the selection of 303 teachers for the study as shown in the table below

Table: List of selected schools and the total numbers of sample of teachers

S/N	Names of Selected Schools	Numbers of Teachers	Community Type	
1	Abesan Senior High School Abesan	43	Sub urban	$43 \times 303/319 = 41$
2	Community Senior Grammar School Ipaja	36	Suburban	$36 \times 303/319 = 34$
3	Estate Senior Grammar School, Ipaja	39	Suburban	$39 \times 303/319 = 37$
4	Olunrunfummi Senior Grammer School, Idimu	30	Urban	$30 \times 303/319 = 28$
5	. Lagos State Model Senior College, Merian	58	Urban	$58 \times 303/319 = 56$
6	Jakande Estate Comprehensive Senior College Abesan	39	Urban	$39 \times 303/319 = 37$
7	Oke- Odo Senior High School	34	Rural	$34 \times 303/319 = 32$
8	Unity Senior College, Oke- Odo	40	Rural	$40 \times 303/319 = 38$
	Total Sample	319		303

Instrument for Data Collection: Data was collected using a researcher-structured questionnaire titled ‘principal’s administrative skills and teachers’ productivity questionnaire (PASTPQ), which is divided into three sections Section A: Socio-demographic characteristics of respondents with 4 items. Section B: Is designed to measure the principal administrative skills (PAS). It contains the subset of the three administrative skills. It is a 16-item scale designed to measure principal administrative skills (supervisory skills, communication skills and motivational skills). PAS will be rated on 5 points scale (Disagree Strongly = 1 to Agree Strongly = 5). Section C: Is designed to measure the level of teachers’ productivity. It is a 25-item scale designed to measure teachers’ productivity in relation to teaching/teaching methods, teachers’ characteristics and students evaluation. Teachers’ productivity will be rated on 4 points scale (Very low productivity = 1 to Very high productivity = 4).

Method of Data Analysis: Data collected were analysed multiple regression analysis at 5 % level of significance using simple regression analysis tool.

RESULTS

Table 1: Summary of Multiple Regression Analysis of the effect of principals' supervisory skills on teachers' productivity

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	76.134	2.507		30.364	.000
	Supervisory skill	-.110	.127	-.050	-.871	.385
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	30.428	1	30.428	.758	.385 ^b
	Residual	12077.361	301	40.124		
	Total	12107.789	302			
R = .050, R ² = .003, SE = 6.334						
a. Dependent Variable: Teachers productivity						
b. Predictors: (Constant), Supervisory skill						

The result presented in Table 1 shows that principals' supervisory skills has a negative and insignificant effect on teachers' productivity in public senior secondary schools in Alimosho local government Area of Lagos State ($\beta = -0.050$, $t = -0.871$, $p > 0.05$). The R value for the regression model is 0.050 which shows that Principals' supervisory skill has a weak negative and insignificantly related teachers' productivity. Furthermore, the R² value of 0.003 showed that 3% variation in the teacher's productivity was caused by Principals' supervisory skills. This finding is supported by a negative and significant unstandardized β coefficient ($\beta = -0.050$, $t = -0.871$, $p > 0.05$). The t-statistic was -0.871. Hence, Principals' supervisory skill does not significantly affect teachers' productivity in public senior secondary schools in Alimosho local government Area of Lagos State.

Table 2: Summary of Multiple Regression Analysis of the effect of principals' communication skills on productivity of teachers in public senior secondary schools

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	70.615	2.335		30.246	.000
	Communication skill	.147	.101	.084	1.456	.146
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	84.711	1	84.711	2.121	.146 ^b

Residual	12023.078	301	39.944		
Total	12107.789	302			
R = .084, R ² = .007, SE = 6.320					
a. Dependent Variable: Teachers productivity					
b. Predictors: (Constant), Principals' communication					

The result presented in Table 2 shows that principals' communication skills has a positive insignificant effect on teachers' productivity in public senior secondary schools in Alimosho local government Area of Lagos State ($\beta = 0.084$, $t = 1.456$, $p = .146$). The R value for the regression model is 0.084 which shows that Principals' communication skill has a weak positive insignificant relationship with teachers' productivity. Furthermore, the R² value of 0.007 showed that less than 1% variation in the teacher's productivity was caused by Principals' communication skills. This finding is supported by a positive and insignificant unstandardized β coefficient ($\beta = 0.084$, $t = 1.456$, $p > 0.05$). The t-statistic was 1.456. Hence, Principals' communication skills do not significantly affect teachers' productivity in public senior secondary schools in Alimosho local government Area of Lagos State. On the strength of these findings, principals' communication skills insignificantly affect teachers' productivity in public senior secondary schools in Alimosho local government Area of Lagos State.

Table 3: Summary of Multiple Regression Analysis of the effect of principals motivation skills on teachers' productivity in public senior secondary schools

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	67.943	1.823		37.267	.000
Motivation skills	.320	.095	.191	3.373	.001
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	441.059	1	441.059	11.379	.001 ^b
Residual	11666.729	301	38.760		
Total	12107.789	302			
R = .191, R ² = .036, SE = 6.226					
a. Dependent Variable: Teachers productivity					
b. Predictors: (Constant), Motivation skills					

The result presented in Table 3 shows that Principals' motivation skills has a positive significant effect on teachers' productivity in public senior secondary schools in Alimosho local government Area of Lagos State ($\beta = 0.191$, $t = 3.373$, $p = .001$). The R value for the regression model is 0.191 which shows that principals' motivation skill has a weak positive significant relationship with teachers' productivity. Furthermore, the R square value for the regression model is 0.036. This finding is supported by a positive and significant unstandardized β coefficient ($\beta = 0.320$, $t = 3.373$, $p < 0.05$). The t-statistic was 3.373. Hence, Principals'

motivation skills significantly affect teachers' productivity in public senior secondary schools in Alimosho local government Area of Lagos State.

Table 4: Summary of Multiple Regression Analysis of the joint influence of principals' administrative skills (supervisory, communication and motivation skills) on teachers' productivity in public senior secondary schools

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	70.331	3.182		22.101	.000
Supervision	-.170	.128	-.077	-1.337	.182
Communication	.042	.110	.024	.382	.703
Motivation	.320	.104	.190	3.084	.002
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	511.210	3	170.403	4.394	.005 ^b
Residual	11596.579	299	38.785		
Total	12107.789	302			
R = .205, R ² = .033, SE = 6.226					
a. Dependent Variable: Teachers productivity					
b. Predictors: (Constant), Motivation, Supervision, Communication					

The results revealed that principal's supervision ($\beta = -0.077$, $t = -1.337$, $p = 0.182$) and principal's communication ($\beta = 0.024$, $t = 0.382$, $p = 0.703$) were insignificant to the effect teachers' productivity in public senior secondary schools. While motivation ($\beta = 0.190$, $t = 3.084$, $p = 0.002$) have positive and significant effect on the teachers' productivity in public senior secondary schools. This implies that principals should pay a closer attention to their supervisory, communication and motivation skills to achieve higher teachers' productivity. The adjusted R² is 0.033 which showed that 3.3 percent of the variation in teacher's productivity is attributed to the combinations of principal's administrative skills in the area of supervisory, communication and motivation skills. The overall model was statistically significant ($F(4.394, 3) p=0.005$). The overall model reveals a statistically significant effect ($p<0.05$) of principals' administrative skills on teachers' productivity, implying that principals' administrative skills affect teachers' productivity in public senior secondary schools.

DISCUSSION OF FINDINGS

The findings Principals' supervisory skills has a negative and insignificant effect on teachers' productivity in public senior secondary schools in Alimosho local government Area of Lagos State. These findings align with previous empirical findings such as Iloh et al (2016) found that principal's supervisory skill does not affect teacher's productivity. The study suggested other factors such as remuneration and incentives as significant factors influencing the principal's administrative roles on the teacher. On the other hand, Amandi and Osazuwa (2019) who investigated the relationship between administrative task performance of principals' and teachers' productivity. The result of the study showed that there is a positive relationship between principals' administrative task performance on teaching method. The study also noted that instructional programme management, welfare provision, and teachers' productivity were correlated with teaching methods.

Similarly, this finding lend credence to the findings of Kumari (2022) that teachers' teaching methods directly affect the learning experiences and outcomes of students. The study maintained that effective teaching methods can lead to increased student engagement, a deeper understanding of content, and improved academic performance. Corroborating this result, Kolawole (2021) established that a teacher who employ a variety of instructional strategies as well as cater to diverse learning styles that promote active learning is essential for students' academic success. According to Kolawole (2021), they may use methods such as cooperative learning, problem-solving, project-based learning, and technology integration to enhance student engagement and foster critical thinking skills.

The study findings indicated that principals' communication skills do not have a significant effect on teachers' characteristics in public senior secondary schools in Alimosho local government Area of Lagos State. Ayoro and Onyeike (2020) in their study found that there was no significant relationship between principal's communication skills and teachers' productivity in Mission Secondary schools in Delta State. Results further stated that there was no significant relationship between motivation and teachers' productivity in Mission Secondary schools in Delta State. Authors concluded that principals' communication skills and motivation were not significantly related to teachers' productivity especially as regards their characteristics towards effective learning. In support for these findings, Nwabueze, Chukwuji and Ugwoezuonu (2018) argue that teachers who establish clear expectations, routines, and behaviour management strategies create a positive and productive learning environment. The authors further noted that effective classroom management techniques minimize disruptions and enable teachers to focus on instruction, maximizing instructional time. On the contrary, this finding is in line with the findings of Ngeripaka, Nkporbu and Acheya (2019) who explored the influence of principals' administrative strategies on teachers' academic productivity in secondary schools in Rivers State, Port-Harcourt, Nigeria. The findings indicated that principals' supervisory strategies influence teachers' academic performance in respects to making provision for teacher's competence and efficiency as well as sustaining and ameliorating the teaching-learning process. There was no significant difference in the mean responses of principals and teachers on how supervisory strategy influences teachers' academic performance. The study therefore concluded that teachers' academic performance is enhanced when principals utilized varieties of supervisory strategies. Theoretically, this result is in line with the human relations theory which holds that the principal needs to possess the needed administrative skills, some of which include; motivational skills (this focuses on workers, attitudes, needs and satisfaction), supervisory skills (serve as a means of influencing employee productivity) and communication skills which plays a great role in human relations (Sophie and Ernest 2019). Furthermore, Human relations theory emphasizes the significance of positive relationships between principals and teachers. Principals can create a supportive and respectful working environment by building rapport with their teachers, showing empathy, and being approachable. This can enhance teachers' motivation, and engagement, and improve better teaching characteristics that promote learning experience.

The study found that principals' administrative skills has no significant effect on Students evaluation in public senior secondary schools in Alimosho local government Area of Lagos State. In support for this finding, the study of Raphael & Victoria (2020) examined the impact of school leadership on student achievement across a diverse range of schools. The findings indicated that effective school leadership, including principals' administrative skills, significantly influenced teacher's outcomes. The study emphasized the importance of principals' skills in creating a positive school climate and promoting teacher effectiveness, which, in turn, had a direct impact on student achievement. Also, Amandi and Osazuwa (2019) support the findings of this study which shows that there was a significant effect of administrative skills and students evaluation. The study maintained that the administrative efforts of the principals to a high extent can affect the students' achievements. Also, the study Yusuf and Adigun, (2010) explored the impact of different leadership types, including administrative leadership, on student outcomes. While it did not specifically focus on principals' administrative skills, it found that effective leadership practices, such as setting clear goals, creating a supportive environment, and promoting professional development, positively influenced student achievement. These practices are typically associated with strong administrative skills. On the contrary, Ayodele, Buari and Oguntuase (2016) concluded that Principals Administrative strategies had significant impact on Students' academic performance. Getange (2016) established that principals' administrative skills have no significant effect on Students evaluation.

The study reveals a statistically significant effect of principals' administrative skills on teachers' productivity. This is in line with the study of Ngeripaka, et al (2019) who noted that principals' supervisory strategies influence teachers' academic performance in respects of making provision for teacher's competence and efficiency as well as sustaining and ameliorating the teaching-learning process. Ayoro and Onyeike (2020) also found that Principals communication skills and motivation as correlates of teachers' productivity in mission secondary schools in Delta State. Results of the study showed that that there was no significant relationship between principal's communication skills and teachers' productivity in Mission Secondary schools in Delta State. Results further stated that that there was no significant relationship between motivation and teachers' productivity in Mission Secondary schools in Delta State. Authors concluded that principals' communication skills and motivation were not significantly related to teachers' productivity in Mission Secondary schools in Delta State. Amandi and Osazuwa (2019) also found that a statistical significant effect exists between

The study established that there is a positive relationship between principals' administrative task performance. Chinonye Gift (2020) The findings revealed that, a positive relationship between principals' administrative practices in decision making and teachers' job performance. Principals must involve teachers in decision making processes, encouraging active participation of teachers in decision making, and regard teachers' views in decision processes for effective job performance practices. This means that principals' decision making function significantly correlates with teachers' job performance in secondary schools in Rivers State. Based on the findings, the researcher recommended that, Principals of secondary schools should involve teaching staff in decision making practices for their improved job performance and school development.

CONCLUSION

This study evaluated the influence of principal's supervisory skills, communication skills and motivational skills on teachers' productivity in public senior secondary schools in Alimosho local government of Lagos State, Nigeria. The study concluded that the principals' motivational skill is the only positive and potent factor enhancing teachers' productivity. Thus, enhanced teachers' engagement, performance and overall school performance/effectiveness are ensured.

COMPETING INTERESTS: The authors of this publication declare there are no competing interests.

FUNDING: Researchers' self-funding

ETHICAL APPROVAL: Ethical clearance was obtained from the relevant authority with an identification number NHREC/24/01/2020 and BUHREC865/22

AVAILABILITY OF DATA: The data that support the findings of this study are openly available in public repository as listed in the references and will be made available by the corresponding author upon a reasonable request.

REFERENCES

1. Abiodun-Oyebanji, O. J. (2015). Leadership styles as catalyst for principal's managerial effectiveness in secondary schools in Ibadan metropolis, Nigeria. *Kenya Journal of Educational Planning, Economics and Management*, 9(1), 1-15.
2. Adigun, T.A. (2107). Motivational Factors, Library Resources Utilization and Academic Performance of Students in Public Secondary Schools in Oyo State Nigeria. Babcock: Ogun state.
3. Akinbode O E., Aderanti, R. & Ayodele K O. (2023). Principals' administrative skills and teachers' productivity in public senior secondary schools in Alimosho Local Government, Lagos State Nigeria. *Canadian Journal of Educational and Social Studies*, 3(4), 12-24
4. Amandi, A. and Osazuwa, C. C. (2019). Administrative Task Performance of Principals' and Teachers Productivity in Public Senior Secondary Schools in Rivers State. *International Journal of Innovative Social Sciences and Humanities Research*, 7(4):106-112.

5. Ayodele, J., Buari, R.O. and Oguntuase, D.M. (2016). Principals' Administrative Strategies and Students' Academic Performance in Nigerian Secondary Schools. *Imperial Journal of Interdisciplinary Research (IJIR)*, 1-7.
6. Ayoro, R. A and Onyeike, V. C. (2020). Principals Communication Skills and Motivation a Correlates of Teachers Productivity in Mission Secondary Schools in Delta State. *International Journal of Innovative Psychology and Social Development*, 8(1):58-64.
7. Bickmore, D. L., and Dowell, M. M. (2018). Understanding teacher turnover in two charter schools: principal dispositions and practices. *Int. J. Leader. Educ.* 22, 387–405. doi: 10.1080/13603124.2018.1481528
8. Bongotons, O.I. (2009). Teachers' education: The need for effective teacher quality control. *Journal of Educational Research and Development*, 4(3), 157-163.
9. Chinonye G.I. (2020). Administrative Practices of Principals and Teaching Staff Job Performance in Secondary Schools in Nigeria. *International Journal of Scientific & Engineering Research*, 11(10): 10-34.
10. Getange, K. N. (2016). Motivational Strategies and Teachers' Productivity: Lessons of Experience from Public Secondary School in Kisii County, Kenya. *Journal of Research and Methods in Education*, 6(4): 33-38.
11. Iloh, C. A., Nwam, C.O., Igbiniedion, J.O.N. and Ogor, T.N. (2016). *Fundamentals of Educational Administration and Supervision*. Agbor: Progress P.E. Printing Associates.
12. Jones, D., and Watson, S. B. (2017). The relationship between administrative leadership behaviors and teacher retention in Christian schools. *J. Res. Chris. Educ.* 26, 44–55.
13. Ngeripaka, O., Nkporbu, B. and Acheya, B. (2019). Influence of Principals' Administrative Strategies on Teachers' Academic Productivity in Secondary Schools in Rivers State, Port-Harcourt, Nigeria. *International Journal of Innovative Social and Science Education Research* 7(3):90-106.
14. Nwabueze, A. I., Chukwuji, C. E. and Ugwoezuonu, A. U. (2018). Perceived impact of principals' leadership skills on teachers' functional performance and students' study habits in secondary schools in Enugu State. *Nigeria Journal of Educational Administration and Planning (NJEAP)*, 17(1): 48-66.
15. Nwosu, J. C. (2017). Principals' communication strategies and teachers' job performance in public secondary schools in Ikenne Local Government Area of Ogun State. *International Journal of Education, Learning and Development*, 5(9): 1-12.
16. Oplatka, I., and Arar, K. (2018). Increasing teacher and leader professionalism through emotion management and engagement. *J. Prof. Capit. Commun.* 3, 138–141. doi: 10.1108/JPC-07-2018-036
17. Osakwe, R.N. (2013). Supervisory functions of secondary school principal and factors competing with these functions. *IOSR, Journal of Research and Method in Education*, 1(3): 13-19
18. Phuc, T. Q. B., Parveen, K., Tran, D. T. T., and Nguyen, D. T. A. (2021). The linkage between ethical leadership and lecturer job satisfaction at a private higher education institution in Vietnam. *J. Soc. Sci. Adv.* 2, 39–50. doi: 10.52223/JSSA21-020202-12
19. Sophie, E. E. and Ernest, L. M. (2019). Strategies for Enhancing the Productivity of Secondary School Teachers in South West Region of Cameroon. *Journal of Education and Learning*, 8(1): 27-50
20. Tahereddini, M.S., Shaabani, H. & Khorshidi, A. (2013). The Review on the Relationship between Principals' Skills with Career Motivation in Teachers of Technical High Schools at Tehran City. *Journal of Applied Environmental and Biological Sciences*, 3(12) 122-126 www.textroad.com
21. Tobin, J. (2014). Management and leadership issues for school building leaders. *Int. J. Educ. Leader. Prep.* 9, n1
22. Uwannah, N., Adebuseyi, J., Ayodele, K., Ezeokoli, R., Morka, E., Eregare, E. (2022). The predictive power of leadership behaviour, organisational culture and work engagement on knowledge management in academia. *Journal of Positive School Psychology*, 6(8), 5918-5928.