

ADMINISTRATORS' ROLE PERFORMANCE AND TEACHERS' JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE

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ABSTRACT

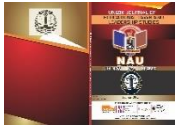
This paper examines Administrators' Role Performance and Teachers' Job Effectiveness in Public Secondary Schools in Cross River State. Design used for the study was correlation while the population of the study comprised of all the public secondary schools in Cross River State with a total of three hundred and one (301) schools having 15,910 teachers. Using proportional stratified sampling technique, 903 teachers were selected which is. Instrument for data collection was a questionnaire type designed by the researcher and named "Administrators' Roles Performance Questionnaire and Teachers' Job Effectiveness Questionnaire" (ARPTJEQ). The instrument had two sections: A and B) which contained a total of 60 items which was used to gather data on the independent and dependent variable of the study. The instrument was face and content validated using experts in relevant fields. The average reliability of ARPTJEQ was 78 to .86 using Pearson Moment Correlation Coefficient which also serve as the method of data analysis. Findings revealed that administrators' decision-making practices significantly and positively predicted teachers' job effectiveness, it also showed a weak but significant positive relationship between administrators' leadership behaviour and teachers' job effectiveness amongst others and it was concluded that administrators' role performance expressed through decision-making, leadership behaviour and resource allocation influences teachers' job effectiveness. It was recommended that Ministry of Education should promote participatory decision-making in schools to ensure that teachers are actively involved in planning and policy execution and State Secondary Education Board should organise regular leadership training for principals to strengthen supportive and instructional leadership behaviours among others.

Keywords: Administrators, Role Performance, Teachers' Job Effectiveness

Introduction

A key component of quality educational system is the effectiveness of its teachers, who are the primary facilitators of the learning process. Teacher effectiveness entails to the ability of a teacher to facilitate student learning and achieve desired educational outcomes. It involves not just content delivery but also classroom management, student engagement and adapting teaching methods to meet varied needs. Effective teachers possess a combination of solid subject knowledge, skilled instructional strategies, and the capacity to build positive relationships with students.

Their work results in measurable progress in students' academic performance and broader development. The quality of their teaching is reflected in how well students understand and retain material, participate actively, and grow intellectually and socially. In essence, teacher



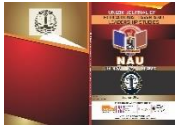
effectiveness captures how successfully a teacher supports learning and development in a real classroom setting. This concept is acknowledged as multifaceted, encompassing personal qualities, professional skills, and the positive impact on student achievement.

The effectiveness of teachers in public secondary schools has long been viewed as a central measure of educational quality. In Cross River State, Nigeria, the question of how well teachers carry out their duties has continued to attract the attention of parents, administrators and policymakers. Obona, Hassan and Willie (2024) and Oteyi and Offu (2024) observed that many classrooms in Cross River State remain teacher-centred, with students playing a largely passive role in their learning. Complaints have also been raised about poor mastery of subject matter, late or inadequate feedback on assignments, and weak personal connections between teachers and their students (Anakwue, 2020; Akpan, Essien & Obot, 2008; and Masor, Ibok & Etura, 2023). Students, therefore, take undue advantage of this situation by not attending classes. In extreme cases, they abscond from school and indulge in pranks and truancy (Amalu & Abang, 2016; Aniah, Edeh, Ogar-Ikwen, Ushie, Adie & Anashie, 2023; Edet, Bassey, Esienumoh & Ndep, 2022; and Ada, Arop, & Okute, 2019). These deficiencies have often been linked to students' underperformance in both internal and external examinations. The underperformance is more feasible in core subjects like mathematics, science and English language. This placed public schools in the state at a disadvantage compared with private schools or national averages (Bisong, Isangedighi & Ubi, 2011).

Agbor & Abanyam, (2019) averred that the they have been low performance of students in external assessments such as the West African Senior School Certificate Examination, National Examination Council and Joint Admissions and Matriculation Board examinations. That these failures suggest that internal assessments may not reflect true learning but lenient grading and weak evaluation practices. The problem becomes even more evident when many secondary school graduates, having gained admission into higher institutions, struggle at the onset with academic writing, reasoning, and numeracy, exposing the fragility of their secondary education foundation.

Given credence to the foregoing, suggested that the observed patterns of underachievement in internal and public examinations among students may be traced in part to deficiencies in instructional delivery, limited student engagement, poor mastery of subject content, weak feedback systems and strained relationships between teachers and learners. Stakeholders across Cross River State have repeatedly expressed worry about a perceived decline in the professional effectiveness of secondary school teachers. These concerns include the way lessons are presented, the ability of teachers to sustain student interest, and the quality of assessment and feedback provided. In some schools, complaints have also centred on the absence of close mentoring relationships between teachers and their students.

The role of administrative leadership has gained increasing attention, as teachers' performance is influenced by the structures and environments within which they work. School leaders' decision-making styles, leadership behaviour, communication approaches, and resource management all affect teacher effectiveness (Obona, Hassan, & Willie, 2024; Oteyi & Offu, 2024). Moreover, administrators' demographic characteristics—such as age, gender, marital status, and educational qualification—may shape their leadership practices and, consequently, the learning environment (Ayang, Nwokonko & Ikpal, 2025).



In many Cross-River schools, principals adopt centralised decision-making approaches that exclude teachers from contributing to important discussions. This exclusion lowers teachers' sense of ownership and commitment to school goals, resulting in low morale and reduced classroom performance (Oteyi & Offu, 2024). Evidence suggests that schools where teachers are involved in decision-making tend to experience higher cooperation and effectiveness (Adesina & Akinyemi, 2018). Restrictive administrative practices therefore appear to weaken teacher motivation and engagement.

Leadership style remains another determinant of teacher effectiveness. Principals who rely on authoritarian control often create a hostile work environment, while those who promote dialogue and participation inspire greater motivation among staff. In Cross River State, rigid leadership patterns remain common despite efforts to encourage participatory styles (Oteyi & Offu, 2024). Teachers report that many principals focus on control rather than inspiration, leading to reduced creativity and higher absenteeism. Studies confirm that supportive leadership correlates with greater cooperation and innovation, yet authoritarian tendencies still dominate (Ayang & Nwokonko, 2025).

Resource allocation also shapes teachers' capacity to perform. Many schools lack functional libraries, laboratories, and teaching aids despite government initiatives to close these gaps. Shortages of textbooks, laboratory equipment, and instructional materials persist due to poor distribution, inadequate monitoring, and maintenance challenges (Obona et al., 2024). Weak administrative management and uneven allocation of existing resources further aggravate the situation (Archibong, 2018). Without essential tools, teachers struggle to implement practical and student-centred instruction.

Statement of the Problem

Literatures showed that teachers' effectiveness in their job is below average, evident in low scores in external assessments such as the West African Senior School Certificate Examination, National Examination Council, and Joint Admissions and Matriculation Board examinations (Agbor & Abanyam, 2019). Teachers' interest in teaching, evaluation and counselling; not going to classes regularly and punctually, not marking students' notebooks, poor formative evaluation etc. In addition, teachers go to school late, but spend more time outside the school environment engaging in other activities, including personal business and petty trading. Worse still, they manifest poor knowledge of their subject area. Other notable challenges are poor assessment and evaluation of students' learning, poor quality of teaching method and delays in preparing and releasing students' results after their terminal examination.

Administrators' role execution appears to play an important role in shaping this situation. Observation revealed that principals provide regular classroom supervision, observe teaching directly, and give constructive feedback; teachers show improved commitment and effectiveness. Where such supervision is absent or irregular, teachers often work without guidance, and classroom standards fall. Where leadership falters, problems of lateness, absenteeism, and poor time management among teachers tend to worsen. Resource limitations add further difficulties. Access to instructional materials, digital tools, and reliable electricity remains inconsistent, particularly in rural schools. Large class sizes and poorly maintained facilities place additional strain on teachers and reduce the quality of classroom interactions. Under these conditions, even experienced teachers struggle to maintain high levels of effectiveness. Although government agencies, school administrators, and community leaders



have introduced various interventions (such as teacher training workshops, curriculum reforms, and resource improvement programmes), complaints about low teacher performance and unsatisfactory student achievement remain widespread. Thus the basis for undertaken this research.

Purpose of the study

The main purpose of this study was to investigate the administrators' role performance, and teachers' job effectiveness in public secondary schools in Cross River State, Nigeria. Specifically, the study seeks to;

1. Find out if decision-making predicts teachers' job effectiveness.
2. Examine if leadership behaviour predicts teachers' job effectiveness
3. Determine if resource allocation predicts teachers' job effectiveness

Statement of hypotheses

To guide the study, the following null hypotheses will be formulated.

1. Decision-making does not significantly predict teachers' job effectiveness.
2. Leadership behaviour do not significantly predict teachers' job effectiveness.
3. Resource allocation does not significantly predict teachers' job effectiveness.

Research Method

Design used for the study was correlation while the population of the study comprised of all the public secondary schools in Cross River State with a total of three hundred and one (301) schools having 15,910 teachers. Using proportional stratified sampling technique, 903 teachers were selected which is. Instrument for data collection was a questionnaire type designed by the researcher and named "Administrators' Roles Performance Questionnaire and Teachers' Job Effectiveness Questionnaire" (ARPTJEQ). The instrument had two sections: A and B) which contained a total of 60 items which was used to gather data on the independent and dependent variable of the study. The instrument was face and content validated using experts in relevant fields. The average reliability of ARPTJEQ was 78 to .86 using Pearson Moment Correlation Coefficient which also serve as the method of data analysis.

Presentations of Results

Hypothesis one

Table 1: Regression Analysis of Decision-Making and Teachers' Job Effectiveness

		Mean	Std. Deviation	N		
Teachers job effectiveness		32.81	4.499	903		
Decision-making		19.20	1.579	903		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.236 ^a	.055	.054	4.375		
Model		Sum of Squares	Df	Mean Square	F	P-value
1	Regression	1012.946	1	1012.946	52.931	.000 ^b
	Residual	17242.425	901	19.137		
	Total	18255.371	902			
		Unstandardized Coefficients	Standardized Coefficients			
Model		B	Std. Error	Beta	t	P-value
1	(Constant)	19.929	1.777		11.216	.000
	Decision-making	.671	.092	.236	7.275	.000

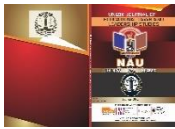


Table1: present the regression result that examined whether decision-making significantly predicts teachers' job effectiveness. The model recorded a correlation coefficient (R) of .236, indicating a modest positive relationship between administrators' decision-making and teachers' job effectiveness. R Square value of .055 shows that decision-making accounts for about 5.5% of the variance in teachers' job effectiveness across public secondary schools in Cross River State. The ANOVA section of Table 1 reports an F-value of 52.931 with a corresponding p-value of .000, which is below the 0.05 threshold. This suggest that the regression model is statistically significant. The implication is that decision-making exerts a measurable influence on teachers' job effectiveness. In other words, variations in administrators' decision-making practices are associated with variations in how effectively teachers perform their duties.

The coefficient table shows a standardised Beta of .236 and an unstandardized coefficient (B) of .671 with a t-value of 7.275, also significant at $p < .05$. The positive direction of the coefficient indicates that better decision-making practices among administrators correspond to higher levels of teacher effectiveness. Given this result, the null hypothesis stating that decision-making does not significantly predict teachers' job effectiveness is rejected. The finding supports the conclusion that administrators' decision-making significantly and positively predicts teachers' job effectiveness within the study area.

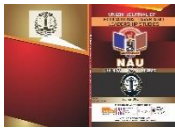
Hypothesis two

Table 2: Regression Analysis of Leadership Behaviour and Teachers' Job Effectiveness

Table 2: Regression Analysis of Leadership Behaviour and Teachers Job Effectiveness						
		Mean	Std. Deviation	N		
Teachers job effectiveness		32.81	4.499	903		
Leadership behaviour		19.66	1.515	903		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.136 ^a	.019	.017	4.459		
Model		Sum of Squares	Df	Mean Square	F	P-value
1	Regression	338.091	1	338.091	17.001	.000 ^b
	Residual	17917.280	901	19.886		
	Total	18255.371	902			
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	P-value
1	(Constant)	24.866	1.933		12.864	.000
	Leadership behaviour	.404	.098	.136	4.123	.000

Table 2: shows the result of the regression analysis conducted to evaluate the predictive power of leadership behaviour on teachers' job effectiveness. The correlation coefficient (R) of .136 reflects a weak but positive association between administrators' leadership practices and teachers' job effectiveness. The R Square value of .019 indicates that approximately 1.9 percent of the variation in teachers' job effectiveness is explained by differences in administrators' leadership behaviour. The ANOVA result in Table 2 presents an F-value of 17.001 with a p-value of .000, which is below the .05 significance level. This finding confirms that the regression model is statistically significant. Although the explained variance is small, p-value suggest that leadership behaviour contributes meaningfully to predicting teachers' job effectiveness.

The coefficients table reveals an unstandardized B of .404 and a standardised Beta of .136, both positive, with a t-value of 4.123 and $p < .05$. This implies that for every one-unit increase



in leadership behaviour score, teachers' job effectiveness rises by .404 units. The positive coefficient reflects a direct relationship (better leadership practices linked to more effective teaching performance). Given this result, the null hypothesis stating that leadership behaviour does not significantly predict teachers' job effectiveness was rejected. The researcher concluded that administrators' leadership behaviour has a small but significant positive influence on teachers' job effectiveness in public secondary schools in Cross River State.

Hypothesis three

Table 3: Regression Analysis of Resource Allocation and Teachers' Job Effectiveness

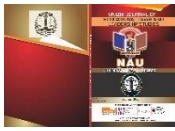
		Mean	Std. Deviation	N		
Teachers job effectiveness		32.81	4.499	903		
Resource allocation		16.90	1.376	903		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.267 ^a	.072	.071	4.337		
Model		Sum of Squares	df	Mean Square	F	P-value
1	Regression	1306.079	1	1306.079	69.429	.000 ^b
	Residual	16949.292	901	18.812		
	Total	18255.371	902			
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	P-value
1	(Constant)	18.030	1.780		10.129	.000
	Resource allocation	.875	.105	.267	8.332	.000

Table 3: shows the regression analysis result testing the influence of resource allocation on teachers' job effectiveness. The correlation coefficient (R) of .267 indicates a modest positive relationship between administrators' allocation of resources and teachers' performance. The coefficient of determination (R Square) of .072 revealed that resource allocation accounted for 7.2% of the variance in teachers' job effectiveness among public secondary school teachers in the study area. The analysis of variance in Table 3 presents an F-value of 69.429 with a p-value of .000, confirming that the regression model was statistically significant. This implies that the observed relationship between resource allocation and teachers' job effectiveness did not occur by chance.

Regression coefficients further revealed an unstandardized B value of .875 and a standardised Beta coefficient of .267, both positive and significant at $p < .05$. The t-value of 8.332 underscores that the predictor variable makes a meaningful contribution to the model. The positive coefficient shows that as administrators improve in distributing and utilising resources, teachers' job effectiveness tends to rise correspondingly. Based on this finding, the null hypothesis stating that resource allocation does not significantly predict teachers' job effectiveness is rejected. The result therefore establishes that administrators' efficiency in allocating resources significantly and positively predicts the level of teachers' job effectiveness in public secondary schools within Cross River State.

Summary of Findings

1. The analysis revealed that administrators' decision-making practices significantly and positively predicted teachers' job effectiveness. The regression model was statistically significant ($R = .236$, $R^2 = .055$, $F = 52.931$, $p < .05$), indicating that decision-making accounted for 5.5% of the variance in teachers' job effectiveness. Therefore, the null hypothesis stating that decision-making does not significantly predict teachers' job effectiveness was rejected.



2. Findings showed a weak but significant positive relationship between administrators' leadership behaviour and teachers' job effectiveness ($R = .136$, $R^2 = .019$, $F = 17.001$, $p < .05$). This suggests that better leadership practices contribute modestly to teachers' performance. Consequently, the null hypothesis that leadership behaviour does not significantly predict teachers' job effectiveness was rejected.

3. The study found that administrators' resource allocation practices significantly and positively predicted teachers' job effectiveness ($R = .267$, $R^2 = .072$, $F = 69.429$, $p < .05$). Resource allocation explained 7.2% of the variance in teachers' job effectiveness, implying that effective provision and utilisation of resources enhance teacher performance. The null hypothesis was therefore rejected.

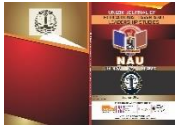
Discussions of Findings

Result from the first hypothesis demonstrate that administrators' decision-making practice bear a measurable relationship with teachers' effectiveness in public secondary schools. This finding aligned with broad body of educational management literature which underscores the influence of participatory and transparent decision-making on employee motivation and productivity. Study by Eze, Nwosu, and Okoro (2021) on secondary schools in Anambra State, revealed that teachers who reported inclusion in administrative decisions exhibited higher job involvement and instructional commitment. Also, Aina and Ojo (2020) discovered that when school leaders adopt consultative decision structure, teachers displayed greater enthusiasm for professional task and more consistent classroom engagement.

The present finding supports the view advanced by Obi and Uchendu (2019) that collective decision-making enhances teachers' sense of ownership and responsibility, which in turn sustains instructional quality. Studies in comparable contexts, such as Arop and Mbon (2018) in Cross River State, also observed that headteachers' decisional transparency and fairness significantly predicted teachers' willingness to implement curriculum reforms. These findings suggest that the administrative process, particularly how decisions are formulated and communicated, constitutes a practical determinant of teachers' overall performance outcomes.

In contrast, Bassey and Akpan (2022) noted that autocratic decision model tended to suppress teachers' initiative and innovation in instructional delivery. This suppression often results in diminished job satisfaction. Thus, the significant positive prediction observed in this current study reinforce the argument that administrator who actively engage teacher in decision-making processes tend to cultivate an environment where effort and accountability are mutually reinforced. This evidence situates decision-making as a central lever of teacher effectiveness in Nigerian secondary education. From this study's finding, effective administrative decision appeared to provide psychological coherence, professional trust and foster a school climate conducive to performance sustainability.

The finding that administrators' leadership behaviour significantly predicts teachers' job effectiveness, though with a modest strength, reinforces the established view that leadership quality remains a vital influence on educational outcomes. Across the literature, leadership behaviour has been consistently identified as one of the institutional variables shaping teachers' work attitudes, instructional delivery, and job satisfaction. In their investigation of secondary schools in Lagos State, Adebayo and Ogunlade (2020) found that transformational leadership practices, particularly those involving motivation and recognition, were associated with higher levels of teacher engagement and classroom efficiency. This corresponds with the present



result, indicating that positive leadership conduct fosters environments where teachers perform more productively.

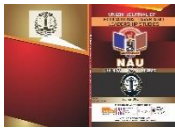
Similar pattern was reported by Ogochukwu (2021) in Anambra State, where leadership approaches rooted in fairness, communication and encouragement improved teachers' professional commitment. Likewise, Uko et al. (2019) concluded that administrators who maintained open supervisory relationships and constructive feedback systems enhanced teachers' morale and, consequently, their instructional outcomes. Although the relationship in the current analysis was weak, it supports the broader empirical consensus that effective leadership behaviour—even in modest degrees—translates into measurable gains in teacher performance.

Conversely, studies such as Nwankwo and Agboola (2022) caution that authoritarian or inconsistent leadership styles often result in teacher apathy and reduced initiative, emphasising that the character of administrative influence determines whether leadership becomes a facilitating or constraining force in the school system. In this context, the observed significance implies that even minimal improvement in leadership interaction can yield positive adjustment in teachers' job effectiveness. Overall, the evidence positions leadership behaviour as a subtle but meaningful determinant of instructional performance, with implications for leadership training and policy frameworks aimed at improving administrative effectiveness in Nigerian public secondary schools.

Result of the analysis from the fourth hypothesis tested indicated that administrators' resource allocation practices significantly predicted teachers' job effectiveness. This finding aligned with a broad body of empirical evidence supporting the link between institutional resource distribution and staff performance. Effective allocation ensures the availability of essential instructional materials, infrastructural support and welfare incentives; which shape teachers' motivation, classroom practices and ultimately, student learning outcomes. Joseph and Onyebuchi (2026) found that time and resource management strategies were strongly associated with teachers' job performance in private nursery schools. Their finding implies that strategic resource use enhances both instructional delivery and administrative efficiency. Similarly, Rahmawati (2026) observed that structured, value-driven resource management within educational institutions heightened teacher motivation and retention. This reinforced the idea that teachers thrive when supported by equitable and transparent allocation systems.

In higher education, Hassan, Jang, Ituah, and Kachitsa (2026) discovered that strategic human resource management, when properly aligned with organisational goals, significantly improved academic staff performance through optimised deployment of material and human capital. Supporting this, Viana and Soedjono (2026) reported that motivation and environmental factors (including adequate provision of teaching resources) were critical determinants of work discipline among elementary school teachers.

Further, Fernández, Guevara, and Hernández (2026) emphasised that resource planning in professional education environments fosters greater productivity and engagement by reducing inefficiencies. A study by Manyengo (2026) on Tanzanian secondary schools confirmed that resource scarcity undermines volunteer teachers' effectiveness. The finding pointed to resource distribution as structural determinant of professional output. Complementary evidence from Wasono, Fakhrudin, and Sudarmanto (2026) affirmed that efficient management of



institutional assets increased operational performance, indirectly benefiting instructional processes. The finding of the present study converges on the premise that teachers' job effectiveness is not merely a product of individual competence but a reflection of institutional capacity and resource stewardship.

Conclusion

In line with the result, it is concluded that administrators' role performance expressed through decision-making, leadership behaviour and resource allocation influences teachers' job effectiveness. Administrators that maintain participatory decision-making, supportive leadership and fair allocation of resources tend to record higher levels of teacher commitment, improved instructional delivery and stronger student engagement.

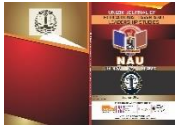
Recommendations

Based on the findings, the following recommendations were made:

1. Ministry of Education should promote participatory decision-making in schools to ensure that teachers are actively involved in planning and policy execution.
2. State Secondary Education Board should organise regular leadership training for principals to strengthen supportive and instructional leadership behaviours.
3. School administrators should ensure fair and transparent allocation of materials and financial resources to create equitable learning environments.

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