

Educational Management Practices and Teachers' Job Performance in Public Secondary Schools in Delta State, Nigeria

Ariejovbo Goodluck Onoriode Fortune PhD¹ & Etonye Pere-ere Lucia PhD²

^{1&2}Research Scholar, Educational Administration, University of Africa, Toru-Orua, Bayelsa State, Nigeria.

gariejovbo@gmail.com

etonyelucia2@gmail.com



Abstract

This study examines the relationship between educational management practices and teachers' job performance in public secondary schools in Delta State, Nigeria. Educational management practices constitute an important component of effective school administration because they provide the organisational structures through which human and material resources are planned, coordinated, supervised and utilised for the achievement of educational objectives. The study focuses on planning, organising, staffing, supervision, motivation and communication practices as dimensions of educational management, while teachers' job performance is examined through lesson preparation, classroom instruction, classroom management, assessment practices, record keeping and participation in school activities. A correlational survey research design is proposed for the study. The target population comprises teachers in public secondary schools in Delta State, from which a representative sample will be selected through multistage sampling. Data will be collected using a researcher-developed instrument titled Educational Management Practices and Teachers' Job Performance Questionnaire (EMPTJPQ). The instrument will be subjected to expert validation, while internal consistency will be established using Cronbach's alpha. Data will be analysed using mean and standard deviation to answer the research questions and Pearson Product-Moment Correlation and multiple regression to test the hypotheses at the 0.05 significance level. The study is expected to provide empirical evidence concerning the extent to which management practices are associated with teachers' performance and to identify management areas requiring institutional strengthening. The findings will have implications for principals, education boards, policymakers and teacher-development programmes. The study contributes to the literature by examining educational management as a multidimensional construct within the context of public secondary schools in Delta State.

Keywords: Educational Management Practices, Planning, Organising, Staffing, Supervision, Motivation, Communication, Teachers' Job Performance, Public Secondary Schools, Delta State.

I. Introduction

Education is widely regarded as a major instrument for individual development, social transformation and national development. The effectiveness of an educational system depends not only on curriculum content, infrastructure and funding but also on the quality of management through which available resources are converted into educational outcomes. Educational institutions are complex organisations in which human, material, financial and informational resources have to be coordinated systematically. Consequently, educational management constitutes an essential mechanism for translating educational policies and objectives into operational activities at the school level.

Educational management encompasses the processes through which educational institutions plan, organise, coordinate, direct, supervise and evaluate their resources and activities to accomplish predetermined objectives. Bush (2020) explains that educational management and leadership involve the application of organisational theories and practices to educational institutions, with contemporary approaches increasingly emphasising instructional leadership, professional learning, teacher leadership and collaborative practices. The implication is that school management is no longer adequately understood as the routine administration of records and personnel; it increasingly involves creating conditions that support teaching, professional development and school improvement.

The centrality of school management is particularly important because teachers remain the principal human resources directly responsible for translating curriculum objectives into classroom experiences. Teachers prepare lessons, select instructional strategies, manage classrooms, assess

learners, provide feedback and participate in activities that contribute to school effectiveness.

Therefore, the conditions under which teachers work and the management practices adopted by school administrators can have important consequences for their performance.

Planning is one of the fundamental functions of educational management. It involves determining institutional goals, identifying priorities, anticipating challenges and deciding how available resources should be deployed. Effective educational planning enables schools to establish realistic instructional priorities and coordinate human and material resources. Recent Nigerian evidence from Osun State examined the relationship between effective planning and staff job performance, demonstrating continued scholarly interest in planning as an educational-management variable.

Organising is another important management function. It involves arranging people, responsibilities, resources and activities in a manner that promotes the achievement of institutional objectives.

In schools, organising includes assigning responsibilities, establishing committees, coordinating departments and ensuring that personnel understand their duties. Poor organisation may produce role ambiguity, duplication of responsibilities and inefficient utilisation of resources.

Staffing represents another significant dimension of educational management. It involves recruitment, deployment, placement, development and utilisation of personnel. Teachers are more likely to perform effectively when they are appropriately qualified and assigned duties consistent with their expertise. Evidence from public secondary schools in Osun State indicates that teacher qualifications and placement were significantly related to teachers' job performance.

Supervision is equally central to school management. School supervision involves monitoring instructional activities, providing professional guidance, observing classroom practices and assisting teachers to address instructional difficulties. Supervision should not be reduced to fault-finding; effective supervision can provide feedback and opportunities for professional improvement. Recent Nigerian research has continued to investigate school inspection and principals' supervisory practices in relation to teachers' performance and instructional delivery.

Motivation is another important management practice. Teachers operate within organisational environments in which recognition, professional support, participation, working conditions and opportunities for development may affect their attitudes towards work. Management practices that recognise teachers' contributions and provide opportunities for growth may create conditions conducive to stronger professional engagement.

Communication also occupies a central position in educational management. Schools depend on the continuous exchange of information among principals, teachers, students, parents, government agencies and other stakeholders. Effective communication enables administrators to communicate expectations, clarify responsibilities, provide feedback and resolve organisational problems.

International evidence reinforces the importance of school leadership and professional conditions. The OECD's TALIS 2018 findings indicate that school leadership involves instructional, administrative and collaborative functions, while teacher autonomy and participation in school decision-making are important aspects of professional practice.

Robinson, Lloyd, and Rowe (2008), in a meta-analysis of 27 studies, found that leadership practices directly connected with teaching and learning had substantial relationships with student outcomes. Their analysis identified goal setting, strategic resourcing, planning and evaluating teaching, teacher professional development, and creating supportive environments among important leadership practices.

Hallinger (2011), reviewing three decades of research using the Principal Instructional Management Rating Scale, noted the sustained importance of instructional leadership research and the methodological development of studies examining principals' management of instruction.

The importance of effective school management has also been reinforced by Grissom, Egalite, and Lindsay (2021), whose synthesis examined 219 studies, published since 2000 and identified instructional leadership and other leadership practices as important aspects of principals' influence on schools.

The relationship between school leadership and teacher professional practice has also

received attention in international comparative research. OECD (2020) reported that school leaders increasingly undertake instructional, collaborative and professional-development functions, while teacher autonomy is associated with professional collaboration and other aspects of teachers' work.

Nigerian empirical studies similarly demonstrate that management practices are relevant to teachers' work. A 2024 study in Delta State involving 750 secondary school teachers reported a positive relationship between principals' personnel management practices and teachers' productivity, with welfare practices showing the strongest relationship among the dimensions examined.

Research in Anambra State has also reported a significant positive relationship between principals' personnel-management practices and teachers' job performance.

Similarly, research examining principals' leadership styles in Benue State reported perceived influence of leadership practices on teachers' job performance.

Recent research in Lagos State has examined administrative challenges, leadership practices, quality assurance and funding adequacy in relation to teacher performance, indicating that teacher performance is embedded within broader organisational conditions rather than being solely an individual teacher characteristic.

Research on teamwork has further shown the relevance of participatory decision-making and committee practices to teachers' job performance. Human-capital-development research has similarly examined training and mentoring practices adopted by principals to improve teachers' job performance.

Teacher performance itself is multidimensional. It involves more than the physical presence of teachers in school. Effective performance may encompass lesson preparation, instructional delivery, classroom management, assessment, record keeping, professional responsibilities and participation in school activities. Recent research in Ibadan, for example, examined classroom management, lesson preparation and instructional-material utilisation as components relevant to public secondary-school teachers' job performance.

The importance of effective management becomes particularly significant in public secondary schools, where administrators frequently have to operate within constraints involving personnel, funding, infrastructure, instructional materials, workload and accountability. The management capacity of principals may therefore influence how available resources are organised and converted into productive teaching practices.

Despite the existing literature, an important gap remains. Many Nigerian studies have focused on individual management variables such as leadership style, personnel management, inspection, planning or teamwork. Fewer studies have examined a broader set of educational management practices simultaneously within the public secondary-school context of Delta State. Furthermore, findings from other Nigerian states cannot automatically be generalised to Delta State because educational administration operates within state-specific institutional, geographical and policy contexts.

This study therefore examines educational management practices and teachers' job performance in public secondary schools in Delta State, Nigeria. The study specifically considers planning, organising, staffing, supervision, motivation and communication as dimensions of educational management.

Statement of the Problem

The quality of teaching and learning in public secondary schools depends partly on the effectiveness with which schools are managed. Although substantial resources are committed to secondary education, concerns about teacher performance, instructional quality, classroom management, record keeping and effective implementation of educational programmes continue to attract attention.

In some schools, teachers may encounter inadequate instructional support, limited professional-development opportunities, unclear responsibilities, weak communication, insufficient recognition and inconsistent supervision. Where these conditions occur, teachers may experience difficulties in maintaining high levels of professional performance.

The problem is therefore not simply whether teachers possess the required qualifications but

whether the management environment provides conditions that enable them to perform effectively. While previous Nigerian studies have established relationships between particular management practices and teacher performance, there remains a need for a multidimensional investigation focused specifically on public secondary schools in Delta State.

The problem addressed by this study is consequently the extent to which educational management practices are related to teachers' job performance in public secondary schools in Delta State.

Purpose of the Study

The main purpose of this study is to examine the relationship between educational management practices and teachers' job performance in public secondary schools in Delta State, Nigeria.

Specifically, the study seeks to:

- Determine the relationship between planning practices and teachers' job performance.
- Determine the relationship between organising practices and teachers' job performance.
- Determine the relationship between staffing practices and teachers' job performance.
- Determine the relationship between supervisory practices and teachers' job performance.
- Determine the relationship between motivational practices and teachers' job performance.
- Determine the relationship between communication practices and teachers' job performance.

Research Questions

- What is the relationship between planning practices and teachers' job performance?
- What is the relationship between organising practices and teachers' job performance?
- What is the relationship between staffing practices and teachers' job performance?
- What is the relationship between supervisory practices and teachers' job performance?
- What is the relationship between motivational practices and teachers' job performance?
- What is the relationship between communication practices and teachers' job performance?

Research Hypotheses

The following null hypotheses will be tested at the 0.05 level of significance:

- H01: There is no significant relationship between planning practices and teachers' job performance.
- H02: There is no significant relationship between organising practices and teachers' job performance.
- H03: There is no significant relationship between staffing practices and teachers' job performance.
- H04: There is no significant relationship between supervisory practices and teachers' job performance.
- H05: There is no significant relationship between motivational practices and teachers' job performance.
- H06: There is no significant relationship between communication practices and teachers' job performance.

II. Literature Review

Concept of Educational Management

Educational management refers to the systematic coordination of human, material, financial and informational resources for the attainment of educational goals. It involves planning, organising, staffing, directing, coordinating, supervising and evaluating institutional activities.

Bush (2020) presents educational management as a field concerned with the application of management theories and practices within educational organisations. Contemporary educational management extends beyond administrative routines to include leadership for learning, professional development, teacher leadership and organisational improvement.

Educational management can therefore be viewed as both a process and a mechanism for achieving institutional effectiveness. As a process, it consists of interconnected managerial activities.

As a mechanism, it provides structures through which educational goals are translated into operational practices.

Planning Practices

Planning is the process of determining objectives and identifying strategies and resources required for achieving them. At school level, planning includes academic planning, allocation of

responsibilities, preparation of school programmes, timetable development, resource planning and identification of institutional priorities.

Effective planning enables administrators to anticipate problems rather than merely respond to them. It can also facilitate coordination among teachers and departments.

Oparinde (2024), examining public secondary schools in Osun State, investigated effective planning and staff job performance, reinforcing the empirical relevance of planning as a management variable in Nigerian schools.

Organising Practices

Organising involves arranging personnel, tasks, resources and authority relationships in ways that facilitate institutional objectives. In secondary schools, organising may involve delegation of duties, committee formation, departmental coordination and allocation of instructional responsibilities.

An effectively organised school reduces ambiguity concerning responsibilities and promotes coordination. Poor organisation, by contrast, may lead to overlapping responsibilities, ineffective communication and inefficient resource utilisation.

Staffing Practices

Staffing concerns the acquisition, placement, development and retention of personnel. In education, appropriate staffing requires consideration of qualifications, subject specialisation, experience and professional development.

Ibrahim and Adebayo (2023) found that teachers' qualifications and placement were related to job performance in public secondary schools in Osun State.

Staffing is therefore not merely about filling vacancies. It involves ensuring that the right personnel are deployed to appropriate responsibilities and provided with opportunities for professional growth.

Supervisory Practices

Educational supervision involves observing, supporting and evaluating instructional practices. Effective supervision should provide constructive feedback and help teachers improve professional practice.

Recent research in Southwestern Nigeria examined principals' supervisory skills in relation to teachers' morale and instructional delivery, highlighting the connection between supervision and instructional practice.

School inspection has likewise been investigated as a management mechanism associated with teachers' job performance in public secondary schools.

Motivational Practices

Motivation refers to organisational practices intended to stimulate employees' commitment, effort and willingness to accomplish institutional objectives. In schools, motivation may involve recognition, appreciation, professional development, supportive working conditions, participation in decision-making and opportunities for career progression.

The Delta State study of principals' personnel management practices reported that welfare practices had the strongest relationship with teachers' productivity among the dimensions examined. This suggests that management practices concerning teachers' welfare deserve attention when analysing performance.

Communication Practices

Communication involves the transmission and exchange of information within the school organisation. Effective school communication should be clear, timely, two-way and accessible.

Communication enables principals to explain policies, clarify expectations, provide feedback and receive information from teachers. It also supports coordination between departments and facilitates collaborative problem solving.

OECD evidence indicates that teacher participation, autonomy and school-level decision-making form important components of contemporary professional school organisation.

Concept of Teachers' Job Performance

Teachers' job performance refers to the extent to which teachers effectively execute professional duties and responsibilities. These responsibilities include preparing lessons, delivering instruction, managing classrooms, assessing students, maintaining records, attending school activities and participating in professional-development activities.

Performance should therefore be understood as a multidimensional construct rather than simply attendance.

Recent research in Ibadan examined classroom management, lesson preparation and instructional-material utilisation as components of public secondary-school teacher performance.

Educational Management and Teacher Performance

The theoretical expectation underlying this study is that management practices create organisational conditions that either facilitate or constrain teachers' ability to perform their professional duties.

When school leaders plan effectively, teachers may have clearer objectives and better access to resources. Effective organisation may clarify responsibilities.

Appropriate staffing may reduce subject mismatch. Effective supervision may provide feedback. Motivation may strengthen commitment, while effective communication may reduce ambiguity.

The empirical literature supports examining these relationships. For example, a 2024 Delta State study found significant relationships between principals' personnel management practices and teachers' productivity.

Similarly, the Anambra State study by Asiegbu and Emegwa reported a high positive and significant relationship between principals' personnel management practices and teachers' job performance.

Theoretical Framework

Systems Theory

This study is anchored primarily on Systems Theory. A school can be conceptualised as an open social system comprising interconnected components including administrators, teachers, students, curriculum, resources, parents and the wider community.

Within this framework, educational management practices constitute organisational processes through which inputs are transformed into outputs.

The school receives inputs such as teachers, students, facilities, funding, curriculum and instructional materials. Management processes organise these inputs through planning, staffing, supervision, motivation and communication. The outputs include instructional performance, student learning, school effectiveness and other educational outcomes.

The systems perspective is appropriate because teachers' job performance cannot be understood entirely as an individual attribute. It is partly embedded in the organisational environment in which teachers work.

Instructional Leadership Perspective

The study is also informed by instructional-leadership scholarship. Robinson et al. (2008) demonstrated through meta-analysis that leadership practices closely connected to teaching and learning have important relationships with educational outcomes.

Hallinger's work on instructional leadership similarly emphasises the importance of principals' involvement in managing instruction, curriculum and teacher development.

The instructional-leadership perspective therefore complements Systems Theory by explaining why management practices should remain connected to the core business of teaching and learning.

Conceptual Framework

The conceptual framework proposes that:

Educational Management Practices

→ Planning Practices

- Organising Practices
- Staffing Practices
- Supervisory Practices
- Motivational Practices
- Communication Practices

are associated with:

Teachers' Job Performance

- Lesson Preparation
- Instructional Delivery
- Classroom Management
- Student Assessment
- Record Keeping
- Participation in School Activities

The framework assumes that management practices establish organisational conditions within which teachers perform their professional responsibilities.

Empirical Review

Empirical research provides evidence that educational management variables are associated with teacher performance.

Ibrahim and Adebayo (2023) investigated selection processes and teachers' job performance in public secondary schools in Osun State. Their study involved 569 respondents and reported significant effects of teacher qualification and placement on performance.

Abdul (2022) examined record keeping as a principals' administrative practice and teachers' job performance in public secondary schools in Akwa Ibom State. The study used a correlational design and a large teacher sample, illustrating the applicability of correlational methodology to this area of research.

Ajao et al. (2022) examined quality-assurance strategies and teachers' productivity in public secondary schools in Lagos State. Their study used a correlational survey design and investigated quality-assurance practices in relation to educational productivity.

Anyakorah, Ezenwagu and Ezeh (2023) investigated school inspection and teachers' job performance in public secondary schools in Abuja. The study used a cross-sectional survey design and examined school inspection as an administrative mechanism.

Adeke, Tyokyaa and Mando (2024) examined principals' leadership styles and teachers' job performance in Benue State. Their findings reported substantial perceived influence of leadership styles on teachers' performance.

Asiegbu and Emegwa (2024) examined principals' personnel-management practices and teachers' job performance in Anambra State. Using a correlational design and 382 teachers, the study reported a positive and significant relationship.

Nnebedum, Amobi and Obionu (2024) examined work-flexibility practices and organisational supports as predictors of teachers' job performance in Anambra State, demonstrating the increasing interest in organisational conditions surrounding teacher performance.

Oparinde (2024) investigated effective planning and staff job performance in public secondary schools in Osun State.

Research in Delta State is particularly relevant. A 2024 study of 750 secondary-school teachers examined principals' personnel-management practices and teachers' productivity and reported positive relationships across the management dimensions studied.

These studies collectively demonstrate that different components of educational management have been empirically associated with teachers' work outcomes. However, the literature remains fragmented because many studies isolate one management dimension. The present study seeks to integrate six major management practices into one analytical framework within Delta State.

III. Methodology

Research Design

The study will adopt a correlational survey research design. This design is appropriate

because the study seeks to determine the direction and magnitude of relationships between educational management practices and teachers' job performance without manipulating the variables.

Area of the Study

The study will be conducted in Delta State, Nigeria. The state has a large network of public secondary schools distributed across its senatorial districts and local government areas.

Population of the Study

The population will comprise all teachers in public secondary schools in Delta State. Important: The exact population figure should be obtained from the current official records of the Delta State Ministry of Education or relevant education board before submission. The figure should not be guessed.

Sample and Sampling Technique

A multistage sampling procedure will be used.

First, the public secondary schools may be stratified according to the three senatorial districts. Second, local government areas may be selected using proportionate sampling. Third, schools may be selected through simple random sampling. Finally, teachers may be selected proportionately from the sampled schools.

The final sample size should be calculated from the verified population using an accepted sampling procedure such as Cochran's formula or an appropriate sample-size table.

Instrument for Data Collection

The instrument will be titled:

Educational Management Practices and Teachers' Job Performance Questionnaire (EMPTJPQ).

The questionnaire will consist of three sections:

Section A: Demographic information.

Section B: Educational Management Practices.

This section will contain items measuring:

Planning

Organising

Staffing

Supervision

Motivation

Communication

Section C: Teachers' Job Performance.

This section will measure:

Lesson preparation

Instructional delivery

Classroom management

Assessment

Record keeping

School participation

A four-point Likert scale may be used:

4 = Very High Extent

3 = High Extent

2 = Low Extent

1 = Very Low Extent.

Validity of the Instrument

The instrument should be submitted to at least three experts in Educational Management and Measurement and Evaluation. Their recommendations concerning relevance, clarity, adequacy and coverage of the items should be incorporated before administration.

Reliability of the Instrument

A pilot test should be conducted using respondents who are similar to, but excluded from, the

final study sample.

Cronbach's alpha should be used to determine internal consistency. A coefficient of approximately .70 or higher is commonly considered acceptable for research purposes, although the final interpretation should consider the number and nature of items.

The reliability coefficient must be calculated from your actual pilot data and should not be invented.

Data Collection Procedure

Permission should be obtained from the relevant educational authorities and school administrators. Respondents should be informed about the purpose of the study, voluntary participation and confidentiality.

Questionnaires should be administered and retrieved through an appropriate distribution procedure. The number distributed, returned and usable should be recorded accurately.

Data Analysis

Mean and standard deviation will be used to answer the descriptive research questions.

Pearson Product-Moment Correlation will be used to determine relationships between individual management dimensions and teachers' job performance.

Multiple regressions may be used to determine the combined predictive contribution of planning, organising, staffing, supervision, motivation and communication practices. The hypotheses will be tested at 0.05 significance level.

IV. Results

Important empirical-data requirement

The tables below are the correct structure for the final article, but the numerical values must come from the actual questionnaires collected from respondents.

Research Question 1

What is the relationship between planning practices and teachers' job performance?

Table 1: Pearson correlation between planning practices and teachers' job performance

Variables	N	Mean	SD	r	Sig.
Planning practices	[actual]	[actual]	[actual]	[actual]	[actual]
Teachers' job performance	[actual]	[actual]	[actual]	—	—

Decision: Reject H01 if $p < .05$; otherwise retain H01.

Research Question 2

What is the relationship between organising practices and teachers' job performance?

Table 2: Pearson correlation between organising practices and teachers' job performance

Variables	N	Mean	SD	r	Sig.
Organising practices	[actual]	[actual]	[actual]	[actual]	[actual]
Teachers' job performance	[actual]	[actual]	[actual]	—	—

Research Question 3

What is the relationship between staffing practices and teachers' job performance?

Table 3: Pearson correlation between staffing practices and teachers' job performance

Variables	N	Mean	SD	r	Sig.
Staffing practices	[actual]	[actual]	[actual]	[actual]	[actual]
Teachers' job performance	[actual]	[actual]	[actual]	—	—

Research Question 4

What is the relationship between supervisory practices and teachers' job performance?

Table 4: Pearson correlation between supervisory practices and teachers' job performance

Variables	N	Mean	SD	r	Sig.
Supervisory practices	[actual]	[actual]	[actual]	[actual]	[actual]
Teachers' job performance	[actual]	[actual]	[actual]	—	—

Research Question 5

What is the relationship between motivational practices and teachers' job performance?

Table 5: Pearson correlation between motivational practices and teachers' job performance

Variables	N	Mean	SD	r	Sig.
Motivational practices	[actual]	[actual]	[actual]	[actual]	[actual]
Teachers' job performance	[actual]	[actual]	[actual]	—	—

Research Question 6

What is the relationship between communication practices and teachers' job performance?

Table 6: Pearson correlation between communication practices and teachers' job performance

Variables	N	Mean	SD	r	Sig.
Communication practices	[actual]	[actual]	[actual]	[actual]	[actual]
Teachers' job performance	[actual]	[actual]	[actual]	—	—

Multiple Regressions

A multiple regression model should subsequently be reported:

$$\text{Teachers' Job Performance} = \beta_0 + \beta_1\text{Planning} + \beta_2\text{Organising} + \beta_3\text{Staffing} + \beta_4\text{Supervision} + \beta_5\text{Motivation} + \beta_6\text{Communication} + \varepsilon$$

The final manuscript should report:

R

R²

Adjusted R²

F statistic

significance value

unstandardised coefficients

standard errors

standardised beta coefficients

t values

p values

Confidence intervals where appropriate.

These statistics must be generated from the actual dataset.

V. Discussion of Findings

Planning and Teachers' Job Performance

Where the empirical analysis demonstrates a statistically significant positive relationship between planning and teachers' job performance, the finding would indicate that schools with stronger planning practices tend to report stronger teacher-performance indicators.

Such a finding would be consistent with the organisational argument that clear objectives, coordinated programmes and effective resource allocation create conditions that support teachers' professional responsibilities. It would also correspond with Nigerian research examining planning and staff job performance in public secondary schools.

However, the strength of the relationship should be interpreted according to the actual correlation coefficient rather than merely describing it as "high" or "strong."

Organising and Teachers' Job Performance

A significant relationship between organising practices and teacher performance would suggest that clear allocation of responsibilities; delegation and coordination contribute to an environment conducive to professional performance.

This interpretation is compatible with the broader educational-management literature, which conceptualises schools as organisations requiring coordinated structures and responsibilities. Bush (2020) emphasises the relationship between management structures and the effective operation of educational organisations.

Staffing and Teachers' Job Performance

A significant relationship between staffing and teacher performance would indicate the importance of appropriate personnel deployment and professional development.

This interpretation would correspond with Ibrahim and Adebayo's (2023) finding that teacher qualification and placement were related to performance in public secondary schools in Osun State.

Supervision and Teachers' Job Performance

A significant association between supervision and performance would suggest that professional monitoring and feedback are relevant to teachers' instructional practices.

This interpretation is supported by literature emphasising instructional leadership and the principal's role in observing instruction, providing feedback and supporting professional learning. OECD evidence identifies classroom observation, teacher feedback and professional-development activities among instructional-leadership practices.

Motivation and Teachers' Job Performance

A significant relationship between motivation and performance would indicate that recognition, welfare, professional development and supportive working conditions may be associated with teachers' effectiveness.

The Delta State evidence is particularly relevant because the 2024 study of principals' personnel-management practices reported positive relationships with teachers' productivity and identified welfare practices as having the strongest relationship among the dimensions examined.

Communication and Teachers' Job Performance

A significant relationship between communication and teacher performance would suggest that teachers may perform more effectively where school expectations, policies, responsibilities and feedback are communicated clearly.

The finding would also be consistent with the contemporary understanding of schools as collaborative professional organisations in which teachers require opportunities to participate in decision-making and professional dialogue. OECD evidence indicates that teacher participation and autonomy are important aspects of school professionalism.

Implications of the Study

The study has implications for educational management theory, school administration, teacher development and educational policy.

Principals

Principals should understand management as a multidimensional process rather than as administrative record keeping. Planning, organisation, supervision, communication and teacher motivation should be integrated into daily school management.

Teachers

The study may help teachers understand how organisational conditions relate to professional performance and may encourage constructive participation in school improvement initiatives.

Ministry of Education and Education Boards

The findings can provide evidence for developing professional-development programmes for principals and other school administrators.

Policy Makers

Policy makers may use the evidence to strengthen school-level management systems, particularly in areas of instructional supervision, teacher development and participatory decision-making.

Teacher Development

Leadership-development programmes should include practical competencies in planning, supervision, communication, personnel management and instructional leadership. OECD research similarly highlights the importance of strengthening school leadership and instructional-leadership capacity.

Educational Management Scholarship

The study contributes to the Nigerian literature by examining several management practices within a single analytical framework rather than isolating one management function.

VI. Conclusion

Educational management constitutes a critical component of effective school administration because it determines how educational resources, personnel and institutional activities are coordinated towards the achievement of educational objectives.

This study focuses on planning, organising, staffing, supervision, motivation and communication as important management practices and examines their relationship with teachers' job performance.

Existing evidence from Nigeria indicates that different dimensions of school management are associated with teacher performance and productivity.

Studies from Delta, Anambra, Osun, Lagos, Benue and other contexts provide support for examining management practices as organisational factors relevant to teacher performance.

The present study therefore provides a framework for empirical investigation of these relationships in public secondary schools in Delta State. The ultimate conclusion regarding the hypotheses, however, should be based on the actual statistical evidence obtained from the field rather than predetermined expectations.

VII. Recommendations

Based on the theoretical and empirical literature reviewed, the following recommendations are proposed for testing and refinement after the field findings are obtained:

Strengthen school planning: Principals should develop participatory annual and termly plans that clearly identify instructional priorities, responsibilities and resource requirements.

Improve organisational coordination: School administrators should clearly define duties and responsibilities and make effective use of departmental and committee structures.

Promote appropriate teacher deployment: Education authorities should endeavour to assign teachers according to qualifications, subject specialisation and professional competence.

Strengthen instructional supervision: Principals should conduct regular, constructive instructional supervision and provide teachers with useful feedback rather than treating supervision primarily as fault-finding.

Improve teacher motivation: School authorities should recognise teachers' contributions and provide opportunities for professional development, recognition and participation in school decision-making.

Improve internal communication: Principals should establish clear channels for communicating policies, responsibilities, expectations and feedback.

Develop principals' management capacity: Regular leadership-development programmes should be provided for principals, particularly in instructional leadership, personnel management, conflict resolution, communication and strategic planning.

Encourage participatory management

Teachers should be appropriately involved in decisions concerning curriculum implementation, instructional practices and school improvement.

Strengthen professional learning:

Schools should encourage collaborative professional learning, mentoring and sharing of effective

instructional practices. Use evidence for policy: Education authorities should periodically evaluate school-management practices using empirical data rather than relying solely on administrative assumptions.

Limitations of the Study

The study is limited by its focus on public secondary schools in Delta State. Consequently, findings may not automatically generalise to private schools or schools in other Nigerian states.

Because the proposed design is correlational, relationships between management practices and teacher performance should not automatically be interpreted as proof of causation.

The use of questionnaire data may also introduce common-method and self-report limitations. Future studies could combine questionnaires with classroom observations, interviews and administrative performance records.

Suggestions for Further Research

Future researchers may:

Conduct longitudinal studies examining changes in management practices and teacher performance over time.

Compare public and private secondary schools.

Examine educational management practices and student academic achievement.

Investigate principals' management practices and teacher retention.

Examine the mediating role of teacher motivation.

Investigate digital management practices and teacher performance.

Conduct mixed-methods studies combining questionnaires, interviews and classroom observations.

Compare educational management practices across Delta State's three senatorial districts.

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