



## INSTRUCTIONAL METHODS AS PREDICTORS OF TEACHERS' JOB RETENTION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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### **Abstract**

The study examined instructional methods as predictors of teachers' job retention in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study was 6,598 teachers in the 267 public secondary schools from the six education zones in Anambra State. The sample of 660 teachers was used for the study. Multistage sampling techniques comprising proportionate stratified and simple random sampling technique was used for the study. The instruments used for data collection was 'Instructional Methods Questionnaire (IMQ) and Teachers' Job Retention Questionnaire (TJRQ).' The instruments were subjected to face and construct validation. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficient values of 0.78 for IMQ and 0.82 for TJRQ were obtained and considered highly reliable and suitable for the study. Simple linear regression statistical tool was used for the study. The findings of the study revealed that principals' monitoring method and feedback method positively and significantly predicted to teachers' job retention in public secondary schools in Anambra State. The study therefore concluded that instructional methods are positive and significant predictors of teachers' job retention in public secondary schools in Anambra State. Based on the findings, the study recommended that principals should constantly plan for teachers' development through work orientation so as to inculcate in them the best teaching methodology needed in the teaching profession for continual improvement since it helped to sustain and retain teachers in public secondary schools in Anambra State.

**Keywords:** Instructional Methods, Teachers' Job Retention

### **Introduction**

Teachers are potent instruments in any education system and have been recognized globally as the mainstay of any educational system. Ezeaku and Obunike

(2024) noted that teachers are charged with the responsibility of ensuring that learning is sufficient and that the desired knowledge and skill are transmitted. Thus, a lot of time and effort of schools are used to help students do better in their scholastic



endeavours. Thus, teachers play a vital role in shaping and helping students to perform better academically. Ezeaku and Uketui (2024) noted that teachers are the engine that drives education of any nation and one of the major channels by which they transmit knowledge is through effective instructional delivery by teachers. From the foregoing, it could be deduced that the goals of secondary education in Nigeria and Anambra State inclusive cannot be achieved without the retention of adequately trained and motivated teaching staff. Teachers' retention is critical to school success. The teaching profession cannot go unfilled unlike other professions which make it more compelling to retain teachers because they are single most important factor in students' achievement. Martson (2022) stated that the ability to develop successful public schools is directly related to the ability to attract and retain quality teachers.

Teachers' retention is simply termed teachers staying and teachers leaving. Idah (2024) noted that teachers' job retention is the act of keeping teachers on the job without being moved from one school to another and or leaving the teaching profession entirely for other professions. The main purpose of retention is to prevent competent teachers from leaving the school organization as this could have adverse effects on productivity and service delivery. Effective teachers' retention strategies not

only reduce the costs associated with turnover, such as recruitment and training expenses, but also preserve school knowledge and maintain continuity in service delivery (Idah, 2024). Schools that prioritize retention are better positioned to foster a loyal and engaged workforce, which can lead to improved teachers' morale, increased job satisfaction and higher levels of performance. By implementing comprehensive retention strategies schools can build a resilient workforce capable of driving long-term success and achieving strategic objectives.

Every school strives to retain a pool of qualified, committed, and talented teaching staff that can deliver quality education to its students and in turn produce students of high quality. When qualified teachers for any reason have intentions of leaving the school system or teaching field, it would portend a negative impact on students and the school's overall performance as well. Thus, it is essential to retain highly qualified teachers in the school system on continuous basis for quality education delivery viz-a-viz the achievement of the objectives of secondary school education. It is important for schools, through the employment process, to attract quality teachers. Ohamobi and Onwuaso (2024) noted that retaining highly qualified teachers should be a top priority for school principals. Principals need to implement



programme and have incentives to retain highly qualified teachers. Ohamobi and Onwuaso (2024) further reported that effective leaders have the ability to change organizational culture which, in turn, can create an atmosphere of job satisfaction that produces high retention rates.

Contextually, teachers' job retention is a state or a condition of attracting and enabling teachers to work and remain with the school organization before retirement. It is all about teachers staying and teachers leaving. The main purpose of retention is to prevent competent teachers from leaving the school organization as this could have adverse effects on productivity and service delivery. Retaining highly qualified teachers should be a top priority for school principals. Effective principals have the ability to change organizational culture which, in turn, can create an atmosphere of job satisfaction that produces high retention rates. Secondary school principals therefore need to engage some practices of instructional methods towards ensuring teachers' retention.

Instructional methods are steps and procedures engaged by principals to pass useful information and knowledge to teachers in schools. It is the processes and strategies that aid teachers to acquire appropriate and functional information in the school environment to function

effectively in meeting the demands of the school targets. Similarly, instructional method involves complex activities principals use to guide teachers through variety of experiences geared toward achieving not only the development of human capacity in ideas, knowledge, principles, attitudes and experiences but also school objectives (Ayinde, 2023). Instructional methods help teachers to impart the basic scientific knowledge, trade theories and trade practices capable of making technical education students creative at the completion of their programme. Instructional methods facilitate students' learning. Effective instructional method will no doubt promote the practical experiences of the students. Anachuna et al. (2024) opined that instructional methods from principals train not only teachers but also students to solve problems, adapt information to real life, work collaboratively and become lifelong learners for students and good mentors for teachers in the school.

Instructional methods can also be ways to instruct students in a classroom, helping them to understand and remember what they have learned. Some of the best instructional methods allow principals to convey information in a clear and concise way to teachers while in the case of a teacher, clear and concise information ensure that students retain it over the long term. Ezeaku and Nebolisa (2024) noted



instructional methods are various methods and strategies teachers use to effectively convey knowledge, skills, and concepts to students. It involves the use of various tools, techniques, and approaches to ensure that learning objectives are achieved while engaging students actively in the process. Teachers' ability to effectively explain complex concepts, ask thought-provoking questions, and provide constructive feedback plays a crucial role in students' comprehension and retention. If students can comprehend facts on a deep level and practice skills properly in the classroom, they can apply that wisdom and those abilities to their personal lives and their future careers. Idah (2024) submitted that instructional methods are opportunities to make learning engaging, inspiring and fun for students. Idah (2024) enumerated modern instructional methods to include monitoring method, feedback method, seminar method, discussion method and group meeting method among others. They aid teachers in fulfilling the responsibility of guiding the social and emotional development of children. By using the right strategies, teachers can instill values of respect, empathy and cultural sensitivity into their classroom. They also use instructional methods to prepare students for standardized testing.

Contextually, instructional methods are the ways or approaches that principals

use to deliver instructions to teachers in the school. It is also the various methods that teachers utilize to disseminate instructions to students in the classroom. This study will adopt Idah (2024)'s monitoring method and feedback method as components of instructional methods as used by principals to instruct teachers for adequate job retention in school.

Monitoring is the act of observing the activities of personnel in the school. It provides opportunity for principals to ascertain the challenges encountered by teachers during instructional delivery. Chukwu et al. (2022) stressed that principals' supervise and monitor the work and behaviour of teachers in order to improve individual teachers' competencies that could position them for effective teaching outcome. The monitoring strategies include; class visits, school attendance verification, checking of teachers' lesson notes and plans. Eze et al. (2023) observed that the way some principals monitor, control and motivate teachers in Anambra State is not impressive. Okaforcha and Nwabueze (2024) explained that monitoring is the process of administration that involves the push to manage everyday activities of individuals or groups of people working in the school system. The principal is the leader, and as a leader in any group is considered as having the best ideas, possessing the greatest understanding of





situations and providing the best guidance and supervision to improve teachers' activities (Obiekwe et al., 2024). Therefore, a situation whereby principals fail to adopt effective administrative strategies in managing the schools, this might affect teachers' conflict management.

Many of the teachers in such situation will not give best performances while executing their primary duties and students who are always at the receiving end suffer the consequences. In the same vein, Umeh et al. (2024) observed that some secondary school principals in Nigeria including Anambra State avoid their monitoring and supervisory roles of visiting classes and observing teachers' delivery of instruction and this has created conflicts among teachers as gaps in-between time-tables are created and clashes of times among teachers are observed which invariably has contributed to increase in teachers' conflicts in various schools. Thus, principals' monitoring methods could probably provide adequate feedback for teachers to get motivated and remain in the school.

Feedback method is the process of given to the teachers' information about their performance relative to their teaching goals or outcomes. It aims to (and be capable of producing) improvement in teachers' teaching and students' learning.

Feedback method redirects or refocuses the teachers' and students' actions to achieve a goal, by aligning effort and activity with an outcome. Feedback method is administrative practices of school principals that is both critical to fostering loyalty and integrity of the school administrators. Feedback method lies at the heart of communication. Egboka and Igbokwe (2022) noted that feedback method is a two-way process in which everyone tries to learn something positive from the other person's suggestions. It is all about mutual understanding, respecting each other's opinions, and learning something from each other's experiences. In the views of Akinnubi et al. (2024), feedback method is essential because it conveys to the sender that the message was received and understood. It serves as a powerful reinforce of what staff are getting right in school. Feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Some teachers rely on feedback from principals on a given issue for necessary actions (Anachuna et al., 2024). Thus, inadequate feedback from principals in the school can result to teachers' seeking for transfer to other schools for their improvement.

Teachers' consistently leaving the teaching profession or seeking transfer from one school to another are quite alarming and has become a global phenomenon. It is not an over statement to say that some teachers



consistently are looking for better opportunities to leave the teaching profession for other sectors or to other schools that they adjudged better than the other. Unfortunately, the process of retaining teachers seems to be a daunting task for principals in Anambra State, Nigeria. Some public secondary school principals in Anambra State appear not to be applying adequate managerial practices toward ensuring the retention of teachers. Some principals in Anambra State appear not to adequately apply good method of instructions on teachers and do not also encourage their teachers to attend professional development programmes and other teachers' socializing activities which would help them to keep abreast of new developments in the field of teaching and thereby facilitating their decision to leave the teaching profession by seeking for transfers to other schools or other professions. Worse still, some secondary school principals in Anambra State seem not to be providing adequate administrative supports for their teachers. It is in the light of these and other related problems that this study comparatively analysed the instructional methods as predictors of teachers' job retention in public secondary schools in Anambra State.

### **Purpose of the Study**

The main purpose of the study was to determine instructional methods as predictors of teachers' job retention in public secondary schools in Anambra State. Specifically, the study sought to:

1. examine the predictive value of monitoring method on teachers' job retention in public secondary schools in Anambra State.
2. ascertain the predictive value of feedback method on teachers' job retention in public secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What is the predictive value of monitoring method on teachers' job retention in public secondary schools in Anambra State?
2. What is the predictive value of feedback method on teachers' job retention in public secondary schools in Anambra State?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

1. Monitoring method does not significantly predict teachers' job retention in public secondary schools in Anambra State.



2. Feedback method does not significantly predict teachers' job retention in public secondary schools in Anambra State.

### Research Methods

The study was carried out in public secondary schools in Anambra State, Nigeria using the correlational research design. Two research questions guided the study and two hypotheses were tested at the 0.05 level of significance. The population of the study was 6,598 teachers in the 267 public secondary schools from the six education zones in Anambra State. The sample of 660 teachers was used for the study. Multistage sampling techniques

comprising proportionate stratified and simple random sampling technique was used for the study. The instruments used for data collection was 'Instructional Methods Questionnaire (IMQ) and Teachers' Job Retention Questionnaire (TJRQ).' The instruments were subjected to face and construct validation. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficient values of 0.78 for IMQ and 0.82 for TJRQ were obtained and considered highly reliable and suitable for the study. Out of 660 copies of the instrument administered, 60(92%) of the instrument were correctly completed and returned. Simple linear regression statistical tool was used for the study.

### Data Analysis

**Research Question One:** What is the predictive value of monitoring method on teachers' job retention in public secondary schools in Anambra State?

**Table 1:** Summary of simple regression analysis on the predictive value of monitoring method on teachers' job retention in public secondary schools in Anambra State

	Unstandardized $\beta$	Std. Dev. $\beta$	Standardized $\beta$
Constant	28.426	4.127	
Monitoring method	0.572	0.395	0.547
R	0.547		
R <sup>2</sup>	0.483		
Adj. R <sup>2</sup>	0.452		

The summary of the simple regression analysis as shown in Table 1 indicated that the regression line has a positive intercept as presented by the constant value of 28.426. This means that if all the variables are held constant or fixed (zero) at the expense of monitoring method,



teachers' job retention will be valued at 28%. The analysis showed that monitoring method positively predict teachers' job retention in public secondary schools in Anambra State as shown by the regression coefficient ( $R = 0.547$ ). Additionally, the standardized beta is also values at  $\beta = 0.547$  which revealed that monitoring method is a positive predictor of teachers' job retention in public secondary schools in Anambra State. This implies that a unit improvement in monitoring method led to 0.547(55%) improvement in teachers' job retention in public secondary schools in Anambra State. Thus, the positive prediction of monitoring method on teachers' job retention means that teachers' job retention moderately depends on monitoring method in public secondary schools in Anambra State. The coefficient of determination ( $R^2$ ) value of 0.483 indicated that the explanatory power of the variable was moderately strong. This implies that 43% of the variations in teachers' job retention in public secondary schools in Anambra State were accounted for by the variations in monitoring method. The adjusted  $R^2$  supported the claim of the  $R^2$  with a value of 0.452 indicating that 45% of the total variation in the dependent variable (teachers' job retention) was explained by the independent variable (monitoring method). Thus, adjusted  $R^2$  supports the statement that the explanatory power of teachers' job retention moderately depends on monitoring method of principals in public secondary schools in Anambra State.

**Research Question Two:** What is the predictive value of feedback method on teachers' job retention in public secondary schools in Anambra State?

**Table 2:** Summary of simple regression analysis on the predictive value of feedback method on teachers' job retention in public secondary schools in Anambra State

	Unstandardized $\beta$	Std. Dev. $\beta$	Standardized $\beta$
Constant	31.205	3.824	
Feedback method	0.633	0.228	0.612
R	0.612		
$R^2$	0.536		
Adj. $R^2$	0.501		

The summary of the simple regression analysis as shown in Table 2 indicated that the regression line has a positive intercept as presented by the constant value of 31.205. This means that if all the variables are held constant or fixed (zero) at the expense of principals' feedback method, teachers' job retention will be valued at 31%. The analysis showed that principals' feedback method positively predict teachers' job retention in public secondary schools in





Anambra State as shown by the regression coefficient ( $R = 0.612$ ). Furthermore, the standardized beta is also values at  $\beta = 0.612$  which upheld that principals' feedback method is a positive predictor of teachers' job retention in public secondary schools in Anambra State. This implies that a unit increase in principals' teachers' job retention led to 0.612(61%) increases teachers' job retention in public secondary schools in Anambra State. Thus, the positive prediction of principals' feedback method on teachers' job retention means that teachers' job retention moderately depends on principals' feedback method in public secondary schools in Anambra State. The coefficient of determination ( $R^2$ ) value of 0.536 indicated that the explanatory power of the variable was moderately strong. This implies that 54% of the variations in teachers' job retention in public secondary schools in Anambra State were accounted for by the variations in principals' feedback method. The adjusted  $R^2$  supported the claim of the  $R^2$  with a value of 0.501 indicating that 50% of the total variation in the dependent variable (teachers' job retention) was explained by the independent variable (principals' feedback method). Thus, adjusted  $R^2$  supports the statement that the explanatory power of teachers' job retention moderately depends on principals' feedback method in public secondary schools in Anambra State.

## Test of Hypotheses

### Hypothesis One

**H<sub>01</sub>:** Monitoring method does not significantly predict teachers' job retention in public secondary schools in Anambra State.

**Table 3:** Test of significance on the simple regression analysis on significant predication of monitoring method on teachers' job retention in public secondary schools in Anambra State

	Unstandardized $\beta$	Std. Dev. $\beta$	Standardized $\beta$	t- value	p- value
Constant	28.426	4.217		22.531	0.000
<b>Monitoring strategy</b>	0.572	0.395	0.547	20.832	0.000
R	0.547				
$R^2$	0.483				
Adj. $R^2$	0.452				
F	32.584				0.000

The summary of the test of significance of simple regression analysis as shown in Table 3 showed that the regression line is constant at 28.426; simple regression coefficient (R) is valued at 0.547 while the  $R^2$  is valued at 0.483 and Adjust  $R^2$  is valued at 0.452. The F-ratio associated with regression is significant at 32.584, the t-test is 20.832 and the p-value = 0.000. Since p-



value (0.000) is less than the specified level of significance at 0.05, the study therefore rejected the null hypothesis that principals' monitoring method does not significantly predicted teachers' job retention in public secondary schools in Anambra State and accepted the alternative hypothesis that principals' monitoring method significantly predicted teachers' job retention in public secondary schools in Anambra State.

### Hypothesis Two

**H<sub>02</sub>:** Feedback method does not significantly predict teachers' job retention in public secondary schools in Anambra State.

**Table 4:** Test of significance on the simple regression analysis on significant predication of feedback method on teachers' job retention in public secondary schools in Anambra State

	Unstandardized $\beta$	Std. Dev. $\beta$	Standardized $\beta$	t- value	p- value
Constant	31.205	3.824		23.036	0.000
<b>Feedback method</b>	0.633	0.228	0.612	21.150	0.000
R	0.612				
R <sup>2</sup>	0.536				
Adj. R <sup>2</sup>	0.501				
F	33.865				0.000

The summary of the test of significance of simple regression analysis as shown in Table 4 showed that the regression line is constant at 31.205; simple regression coefficient (R) is valued at 0.612 while the R<sup>2</sup> is valued at 0.536 and Adjust R<sup>2</sup> is valued at 0.501. The F-ratio associated with regression is significant at 33.865, the t-test is 21.150 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance at 0.05, the study therefore rejected the null hypothesis that principals' feedback method does not significantly predicted teachers' job retention in public secondary schools in Anambra State and accepted the alternative hypothesis that principals' feedback method significantly predicted teachers' job retention in public secondary schools in Anambra State.

### Discussion of the Findings

Findings on the predictive value of monitoring method on teachers' job retention in public secondary schools in

Anambra State revealed that monitoring method exhibit a positive predictive value of 0.546 on teachers' job retention in public secondary schools in Anambra State. This



implies that improvement in the practices of monitoring method will bring about 55% increases in teachers' job retention in public secondary schools in Anambra State. The study also revealed that monitoring method significantly predicted teachers' job retention in public secondary schools in Anambra State. The findings of the study supported the findings of Umoru and Oluwafemi (2022) that principals who apply monitoring method in their administration, motivate teachers to do their job well in the school and ensures that they are happy. The finding of this study also agrees with the findings of Eze et al. (2023) that principals who monitors teachers make sure that they are happy on their job and help improve teaching and learning, and ensures that students are safe and supported. Obiekwe et al. (2024) findings affirmed that constant classroom visitations are paid to teachers in order to observe their teaching methodologies and regular classroom attendance of teachers is constantly taken to ensure their commitment to their job. Similarly, Idah (2024) disclosed that principals effectively employ monitoring strategies in the areas of teachers' activities to ensuring that all teachers' activities are always monitored in order to aid their performance towards retaining them in the school. The finding also agrees with the findings of Okaforcha and Nwabueze (2024) that principals' classroom visitation and monitoring skills have positive and

significance relationship with teachers' job performance in public secondary schools in Anambra State. They indicated that secondary school principals in Anambra State oversee teachers' activities to ensure that policies, principles, rules and regulation are adhered to, for the purpose of achieving education goals and objectives. The principals monitor the work of member of staff to find out whether it is in line with stated standard, and if not, they corrects, directs, teaches and assist the teachers to improve on them and ensure that they are satisfied in the school.

Findings on the predictive value of feedback method on teachers' job retention in public secondary schools in Anambra State revealed that feedback method exhibit a positive predictive value of 0.612 on teachers' job retention in public secondary schools in Anambra State. This implies that improvement in the practices of feedback method will bring about 61% increases in teachers' job retention in public secondary schools in Anambra State. The study also revealed that feedback method significantly predicted teachers' job retention in public secondary schools in Anambra State. This is in agreement with the findings of Egboka and Igbokwe (2022) that the feedback method by principals contributes to teachers' satisfaction in the school. Onyeka and Okoye (2023) findings revealed that principals' feedback communication



positively influences teachers' motivation to stay with the school. In the findings of Anachuna et al. (2024), they averred that feedback from principals have a direct impact on teachers' retention in school. Idah (2024) posited that without feedback, communication is nothing more than information. This makes feedback the primary component in the communication process because it gives the sender the opportunity to analyze the effect of the message. It helps the sender ensure that the recipient has interpreted the message correctly. In line with the findings, Akinnubi et al. (2024) reported that principals' feedback communication does not only relate positively and significantly to teachers' job performance but also improve teachers' confidence, motivation to teach and ultimately, boost their morale and zeal for improved performance. The similarities in the findings is not surprising owing to the fact that it is through feedback that the receiver of information or message reacts accordingly in order to foster unity of purpose in performing a task. Prompt feedback to teachers on outcome of decisions enriches their knowledge and also informs them on possible modification of the roles in attaining the school objectives. Feedback is also a mechanism in which principals could use to clarify and explain conflicting issues to staff that motivate them to stay with the school.

## Conclusion

The study has shown that instructional methods are good drivers not only for the process of ensuring qualitative but also in improving teachers' retention. Therefore, mix practices of instructional methods should be carried out regularly for retention of teachers in schools. The study concluded that instructional methods are positive and significant predictors of teachers' job retention in public secondary schools in Anambra State.

## Educational Implications of the Findings

The findings of this study have far reaching educational implications. The study revealed that instructional methods are positive and significant predictors of teachers' job retention in public secondary schools in Anambra State. This implies that good practices of instructional methods involving monitoring and feedback method positively and significantly contributes to their retention in public secondary schools in Anambra State. By indication, increasing good practices of instructional methods involving monitoring and feedback method bring about corresponding increase in teachers' job retention in public secondary schools in Anambra State. Good instructional methods are important because they help teachers learn more and reach their full potential in the school. Good instructional methods by principals can also



help teachers develop critical thinking skills, social and emotional skills, and a love of teaching which could help in retaining teachers in school. Teachers are more likely to learn when they are guided by the principals and are actively involved in the teaching process. Thus, teachers are more likely to retain in the school when they are properly guided by their principals. Imperatively, improper practices of instructional methods increased preparation time for principals, potential for principals' distraction depending on the method, not being suitable for all teachers, requiring a higher level of principals' skill to implement effectively, and sometimes being too complex to carry all the teachers along at the same time.

### **Recommendations**

In view of the findings of the study the following recommendations were made:

1. Principals should constantly plan for teachers' development through work orientation so as to inculcate in them the best teaching methodology needed in the teaching profession for continual improvement since it help to sustain and retain teachers in public secondary schools in Anambra State.
2. The school principals of public secondary schools should be made to understand the benefits of good practices of adequate instructional methods by means of proper monitoring in managing teachers in order to encourage their retention in public secondary schools in Anambra State.

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