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Principals Management Approaches And Teachers' Instructional Delivery In Public Secondary Schools In Jalingo Education Zone Taraba State, Nigeria

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ABSTRACT
The study examined principals' management approaches and Teachers' instructional delivery in public secondary school in Jalingo Educations Zone Taraba State, Nigeria. The specific variable for the study includes: principals coordinating approaches, and Teachers Instructional leadership approach Decision making approach, Correlational research design was used in the study. The population of the study was made up of 1236 male and 611 female teachers, totaling 1847 teachers in 54 public secondary schools in Jalingo education zone. The sample size of the study was 317. The research instruments were researcher self-developed questionnaires titled "Principals' Management Approaches Questionnaire (APMAQ) and Teachers' Instructional Delivery Questionnaire (QIDQ) which were validated by three experts in Faculty of Education, Taraba State University, Jalingo. The collected data was analyzed using descriptive statistics of mean scores and standard deviation to answer the research questions. Pearson Product Moment correlation was used to test the null hypotheses at the 0.05 level of significance. The findings revealed statistically significant relationships between each of the principal's approaches and teachers' instructional delivery, with the strongest correlation observed in the area of facilities management. . Conclusion it conclude that the findings revealed statistically significant relationships between each of the principal's approaches and teachers' instructional delivery, with the strongest correlation observed in the area of facilities management. Recommended was made among others that ministry of Education should organize regular training programs to strengthen principals' leadership capacity, especially in instructional leadership, decision-making, and coordination.
Keywords: instructional delivery, teachers, principals, management approaches

INTRODUCTION

Instructional delivery refers to the actual execution of teaching responsibilities assigned to teachers. It is the process through which teachers facilitate learning by interacting with students, delivering curriculum content, and developing the knowledge, skills, values, and dispositions required for lifelong learning and effective collaboration. According to Amaewhule and Udofia (2022), instructional delivery involves the interaction among the teacher, the students, the curriculum content, and the learning environment in order to achieve educational objectives. Effective instructional delivery requires teachers to possess sound pedagogical knowledge and to apply appropriate instructional strategies that maximize students' knowledge acquisition, skill development, and overall academic achievement. (Cresswell, 2015). Teachers 'instructional delivery in secondary schools depend largely on Principals' management approaches.

In this study, the focus is on coordinating, instructional leadership, decision making, as the variable of the study. Teachers' instructional delivery cannot be achieved without principals' management approach. Principals' management approaches refers to provisions of enabling work environment for teachers, students and other staff members for effective service delivery in the school system. Principals' management approaches are strategies or methods in which the secondary school principals employed to enhance teachers' effective instructional delivery. These include; planning, coordinating approach. Management, on the other hand, refers to the use of limited resources combined with forecasting, planning, leadership and execution skills to achieve predetermined specific goals. Setteey (2022) described management as a distinct process of planning, organizing, coordinating, actuating and performing to determine and accomplish stated objectives with the use of human beings and other resources. This means that principals have the responsibility of forecasting, planning, organizing, and coordinating teachers with the use of other resources in order to achieve quality instructional delivery in school. Principals' management approaches include: planning approach, organizing approach, staff personnel approach, coordinating approach and decision-making approach (Tonwe, 2019).

Instructional leadership is another aspect of principals' management approach. Jill (2015) defined instructional leadership as the actions a principal takes to promote growth in student learning. Jill (2015) further identified instructional leadership as specific behaviours such as setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers for instructional delivery in the school system. A study by Bada, Ariffin and Nordin (2020) revealed that teachers perceived defining school mission as the greatest instructional leadership behaviour of principals.

Principal's coordinating approach is the process of integrating the various units and sub-units in a unified operation towards achieving a common purpose in school organization. The process involves linking objectives, activities and strategies of different work units (departments or functional areas) in a systematic manner to enable people with complementary capabilities to work together through collective efforts and pooling of resources, thereby enabling the organization to achieve its goals within the stipulated time frame (Ayeni & Akinfolarin, 2024). Empirically, a study by Oni, Akinola and Olowo (2019) revealed that principals of Osun State secondary schools demonstrated a high level of using management principles. The result further showed that there was a significant positive relationship between principals' use of management principles and quality assurance.

Decision-making approach is also a principals' management approach and is seen as the process of selecting the best and most workable action among available alternatives towards solving problems or achieving objectives. Decision-making is a sequential process ending in a single decision or a series of decisions that stimulate action. Effective teaching and learning activities can only occur in an enabling environment where the principal possesses a high level of imagination, initiative, vision and decision-making techniques (Adeolu, 2021). Since the school is made up of the principal, teachers, students and other stakeholders, the extent to which teachers are involved in decision-making determines their commitment to instructional tasks and students' academic achievement. A study by Ebunu (2019) revealed that principals in public secondary schools in Delta State applied decision-making and interpersonal skills to a high extent in performing their administrative functions.

Despite the importance of instructional leadership, coordination, and decision-making in promoting effective instructional delivery, many public secondary schools continue to experience challenges in achieving quality teaching and learning. In many schools within Jalingo Education Zone, concerns have been raised regarding ineffective instructional delivery resulting from inadequate managerial competencies among school principals. Weak instructional supervision, poor coordination of school activities, ineffective decision-making processes, and limited teacher involvement in school administration have adversely affected teachers' classroom performance and students' academic achievement. These challenges underscore the need for principals to adopt effective management approaches capable of enhancing teachers' instructional delivery.

It is against this background that this study seeks to investigate the relationship between principals' management approaches specifically instructional leadership, coordination, and decision-making—and

teachers' instructional delivery in public secondary schools in Taraba State, Nigeria. The findings of the study are expected to contribute to the improvement of school management practices and provide useful information for educational administrators, policymakers, and other stakeholders seeking to enhance instructional effectiveness and educational quality in secondary schools.

Statement of the problem

Teacher's instructional delivery in school is an importance aspect of promoting students leaving outcomes. However, teachers in public secondary school in Jalingo education Zone, Taraba State, appear to be faced with the challenges in providing high quality instructional delivery such as adequate subject master expertise, inadequate teacher training and professional development, good teaching methods and techniques, high teacher motivation, and morale and high teacher regular punctuality to schools, and good turnover. In other hand, teachers' instructional delivery, seemed to be inadequate of subject mastering, inadequate teachers' training and professional development, poor teaching methods and techniques and so on. It has been observed that teachers ineffective instructional delivery is perhaps due to principals inability of management approaches such as coordinating instructional leadership in the state, decision making, monitoring and school facilities. It is against the background that the researcher intends to carry out research on principal's management opportunities and teaching instructional delivery in public secondary school in Jalingo Education Zone, Taraba state with a view to improving teaching instructional delivery in schools. Teachers'' quality instructional delivery Public secondary school in In Jalingo Educations Zone Taraba State, Nigeria.

Purpose of the Study

The main purpose of this study is to Examine Principals' management approaches and Teachers' instructional delivery in public secondary school in Jalingo Educations Zone Taraba State, Nigeria. Specifically, the study seeks to examine the relationship between:

1. Principals' coordinating, approach and Teachers instructional delivery in public secondary school in Jalingo Education zone, Taraba State, Nigeria.
2. Principals' Instructional leadership approach and Teachers instructional delivery in public secondary school in Jalingo Education zone, Taraba State, Nigeria.
3. Principals' Decision making approach and Teachers' instructional delivery in public secondary school in Jalingo Education zone, Taraba State, Nigeria.

Research Questions

The following research questions will guide the study:

1. To what extent do Principals' coordinating approach relate with Teachers' instructional delivery in public secondary school in Jalingo Education zone, Taraba State, Nigeria?
2. To what extent do Principals' instructional leadership approach relate with Teachers' instructional delivery in public secondary school in Jalingo Education zone, Taraba State, Nigeria?
3. To what extent do decision making approach relate with Teachers instructional delivery in public secondary school in Jalingo Education zone, Taraba State, Nigeria?

Researcher Hypotheses

The following null hypotheses were formulated and will be tested at 0.05 level of significance:

H_{01}: There is no significant relationship between Principals' coordinating approach and Teachers' instructional delivery in public secondary schools in Jalingo Education zone, Taraba State, Nigeria.

H_{02}: Their no significant relationship between Principals' instructional leadership approach and Teachers' instructional delivery in public secondary schools in Jalingo Education zone, Taraba State, Nigeria.

H_{03}: There is no significant relationship between Principal's decision making approach and Teachers' instructional delivery in public secondary schools in Jalingo Education zone, Taraba State, Nigeria.

RESEARCHER METHODS

The correlational research design was adopted for this research study. The Study was conducted in Jalingo Education Zone, Taraba State, Nigeria, The population of the study was made up of 1236 male and 611 female teachers, totalling 1847 teachers in 54 public secondary schools in Jalingo Education zone. A sample of 317 teachers was selected randomly from the population using Krejcie and Morgan (1970) probability sampling table. The researcher developed two instruments titled "Principals' Management Approaches Questionnaire (APMAQ) and Teachers' Instructional Delivery Questionnaire (QIDQ) to be served to 317 teachers to access the Principals' management approaches and instructional delivery in public secondary schools in Jalingo Education zone, Taraba state. The instruments consist of two sections, four point modified rating scale consist of 40 items, each item has four option range from Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, Very Low Extent (VLE). To ascertain the reliability of the PMAQ and QIDQ, a trial test was conducted to check the internal consistency of the instrument using 40 teachers from Zing Education zone, Taraba State who are not part of the study but having the same attribute. The reliability coefficient ranges from 0.64 to 0.89. Descriptive and inferential statistical tools were used for data analysis. Mean scores and standard deviation were used to answer the research questions. A mean of 2.50 will be accepted otherwise below 2.50 will be rejected. Pearson product-moment correlation was used to test the hypotheses at 0.05 Alpha levels of significance. Pearson's product-moment correlation was selected for its ability to measure the strength and direction of the linear relationships between the various management approaches employed by principals Glickman, et al., 2017). The decision criterion used in this study states that if the p-value is equal to or greater than the 0.05 level of significance, the null hypothesis (H_0) is accepted. Conversely, the null hypothesis is rejected when the p-value falls below the 0.05 significance level. Statistical Package for Social Science (SPSS) version 25 for computer analysis was used for the study

RESULT AND DISCUSSION

Research Question 1: *To what extent do Principals' coordinating approach relate with Teachers' instructional delivery in public secondary school in Jalingo Education zone, Taraba State, Nigeria?*

Table 2: Mean Rating and Standard Deviation of Respondents on the Relationship between Principals' Coordinating Approach and Teachers' Instructional Delivery

S/N	Items Description	N	$\bar{x}$	σ	Remark
1.	My Principals coordinating approach enhance Teacher effective instructional delivery.	299	2.71	.91	HE
2.	Principal ensure that there is harmony between the various unit the school.	299	2.55	.74	HE
3.	Principal ensures proper Utilizations of school resource to avoid wastage.	299	2.77	.95	HE
4.	Principal ensures that school actives align with school objective.	299	2.12	.99	LE
5.	In my school our principal provided with necessary material for instructional delivery.	299	2.54	.84	HE
6	In my school our principal always ensure that school activities are timey for attainment of school goals.	299	2.62	.61	HE
7	Always ensures that school material are shared judiciously.	299	2.66	.90	HE
	Cluster Mean		**2.57**	**0.85**	**HE**

Source: Field work (2025)

Decision Rule: 1.00-1.49 Very Low Extent (VLE), 1.50-2.49 Low Extent (LE), 2.50-3.49 High Extent (HE) and 3.50-4.00 Very High Extent (VHE)

Table 2 shows that items 1, 2, 3, 5, 6, and 7 had mean ratings of 2.71, 2.55, 2.77, 2.54, 2.62, and 2.66 respectively. These mean ratings imply that the respondents are of the opinion that principals' coordinating approaches such as promoting harmony among school units, effective resource utilization, provision of

instructional materials, timely implementation of activities, and judicious sharing of materials relate to teachers' instructional delivery to a high extent.

Research Question 2: *To what extent do Principals' instructional leadership approach relate with Teachers' instructional delivery in public secondary school in Jalingo Education zone, Taraba State, Nigeria?*

Table 3: Mean rating and Standard Deviation of Respondents on the Relationship between Principals' Instructional Leadership Approach and Teachers' Instructional Delivery

S/N	Items Description	N	$\bar{x}$	σ	Remark
8	Always facilitates effective changes in classrooms.	299	2.55	1.283	HE
9	Ensures students are made comfortably in the classroom to facilitate learning.	299	2.40	.681	LE
10	Principal often check teachers lesson plan for effective delivery.	299	2.51	.638	HE
11	Skilled in instructional leaderships.	299	2.90	1.031	HE
12	Always ensures excellent instructional interactions between teachers and students.	299	2.35	1.021	LE
13	Ensures that teachers teacher according to the curriculum contest.	299	2.40	.655	LE
14	Often enhance best practice that can improve teaching.	299	2.92	.790	HE
	Cluster Mean		2.58	**0.87**	**HE**

Source: fieldwork (2025)

Decision Rule: 1.00-1.49 Very Low Extent (VLE), 1.50-2.49 Low Extent (LE), 2.50-3.49 High Extent (HE) and 3.50-4.00 Very High Extent (VHE)

Table 3 shows that items 8, 10, 11, and 14 had mean ratings of 2.55, 2.51, 2.90, and 2.92 respectively. These mean ratings fall within the High Extent (HE) category, indicating that the respondents are of the opinion that principals' roles in facilitating classroom changes, checking lesson plans, demonstrating instructional leadership, and enhancing best teaching practices positively relate to teachers' instructional delivery.

Research Question 3: *To what extent do Principals' decision making approach relate with Teachers instructional delivery in public secondary school in Jalingo Education zone, Taraba State, Nigeria?*

Table 4: Mean rating and Standard deviation of Respondents on the Relationship between Principals' Decision Making Approach and Teachers Instructional Delivery

S/N	Items Description	N	$\bar{x}$	σ	Remark
15	Always shares ideas during with staff during decision making process.	299	2.54	.721	HE
16	Always provides solutions to problem of teaching during staff meeting.	299	2.55	.836	HE
17	Anticipating problems before they are develop students.	299	2.45	.793	LE
18	Emphasize on a single important idea while looking for better ideas.	299	2.98	.965	HE
19	Often involved staff in decision making at all stage of decisions making process.	299	2.14	.874	LE
20	Help staff to see benefit of a course of actions in the decision making process	299	2.67	.835	HE
21	Decisions making enhance the achievement of school goals.	299	2.58	.811	HE
	Cluster Mean		**2.56**	**0.83**	**HE**

Source: Fieldwork (2025)

Decision Rule: 1.00-1.49 Very Low Extent (VLE), 1.50-2.49 Low Extent (LE), 2.50-3.49 High Extent (HE) and 3.50-4.00 Very High Extent (VHE)

Table 4 shows that items 15, 16, 18, 20, and 21 had mean ratings of 2.54, 2.55, 2.98, 2.67, and 2.58, respectively. These ratings fall within the High Extent (HE) category, indicating that respondents perceive principals' decision-making approaches—such as sharing ideas with staff, providing solutions to teaching problems, emphasizing important ideas, helping staff see benefits of actions, and making decisions that support school goals—are positively related to teachers' instructional delivery

DISCUSSION OF FININGS

Finding on the relationship between principals' coordinating approach and teachers' instructional delivery revealed that there is a statistically significant, though weak, positive relationship in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria.

It concurs with Brown (2022), who observed that coordinated leadership can lead to incremental improvements in instructional practices, and Lee (2022), whose work demonstrated that even minimal coordination efforts positively influence classroom delivery. whose work demonstrated that even minimal coordination efforts positively influence classroom delivery. Garcia (2023) further noted that structured coordination contributes to teacher efficacy, while Kumar (2021) emphasized that even a weak positive relationship can have practical implications for school management.

The study also that there is relationship between principals' instructional leadership approach and teachers' instructional delivery indicates a statistically significant relationship. This signifies that active engagement in instructional leadership by principals through setting academic goals, providing guidance, and fostering teacher development positively impacts teaching performance.

The finding agrees with Adams et al. (2020) who established that robust instructional leadership enhances classroom practices, and with Evans and Morgan (2021) who documented the benefits of targeted leadership interventions. Wong (2022) also observed that strong instructional leadership creates a ripple effect, leading to improved instructional quality. Patel (2021) found that supportive leadership practices encourage professional growth among teachers, while Singh (2023) noted that even modest leadership improvements can yield significant changes in instructional delivery.

CONCLUSION

This study examined the relationship between principals' administrative approaches namely coordinating, instructional leadership, decision-making, and teachers' instructional delivery in public secondary schools in Jalingo Education Zone, Taraba State, Nigeria. The findings revealed statistically significant relationships between each of the principal's approaches and teachers' instructional delivery, with the strongest correlation observed in the area of facilities management. This implies that effective school leadership practices positively influence how teachers plan, execute, and evaluate instructional activities.

RECOMMENDATIONS

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

1. The Ministry of Education should organize regular training programs to strengthen principals' leadership capacity, especially in instructional leadership, decision-making, and coordination.
2. Schools should adopt structured and consistent monitoring mechanisms to support teachers and track the effectiveness of instructional delivery.
3. Principals should embrace inclusive decision-making by involving teachers in key school decisions to foster a sense of ownership and commitment.

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