



AFRICAN JOURNAL OF MANAGEMENT, BUSINESS ADMINISTRATION & ENTREPRENEURSHIP NIGERIA

PRINCIPALS' INNOVATIVE PRACTICES AND INSTRUCTIONAL EFFECTIVENESS: *Evidence from Bayelsa State.*

KOKO RUTH IBARAKUMO

Department of Educational Management,
Niger Delta University, Wilberforce Island, Bayelsa State

&

PROF. CHKWUMA N. OZURUMBA

Department of Educational Management,
Niger Delta University, Wilberforce Island, Bayelsa State

Article history:

Received: May 2026;

Received in revised form:

26 June 2026;

Accepted: 30 June 2026;

Key words;

*Instructional Effectiveness, Innovative Practice,
Teachers, Public Secondary Schools, Bayelsa State*

Abstract

This paper examined the relationship of principals' innovative practices and the instructional effectiveness of tutors in secondary schools in Bayelsa State. The research was driven by the need to understand how modern leadership approaches, specifically reward and recognition, affect teaching outcomes in a dynamic educational landscape. A descriptive survey design was adopted, and a structured questionnaire was administered to a sample of 364 who were randomly selected from different schools across the state using random sampling techniques. The analysis was done using mean and standard deviation and Pearson Product Moment Correlation (PPMC). Findings revealed that all two principals' innovative practices (teamwork and delegation of responsibilities) had a significant positive correlation with instructional effectiveness. The paper suggested that principals should institutionalise teamwork practices, such as peer mentoring and team teaching, to promote knowledge sharing and innovation, and set a transparent expectations, outline specific roles, and implement feedback mechanisms to ensure tasks are understood and monitored.

Introduction

The matter of instructional effectiveness among educators in Nigerian secondary schools has emerged as an increasingly pressing issue for stakeholders within the educational landscape. Of late, there has been a heightened focus on the quality of instruction and education within public schools, prompted by the observed downturn in student

academic achievement, particularly in national assessments (Ogundele & Olanipekun, 2018). The efficacy of instructional methods serves as a pivotal factor influencing student outcomes, encompassing the proficiency with which educators convey material and involve learners in the educational experience (Adeyemi & Adu, 2013). In Nigeria, secondary school educators encounter a myriad of

challenges, including restricted access to professional development, antiquated pedagogical approaches, and insufficient support, all of which adversely affect their capacity to deliver effective instruction (Adeyemi, 2020). This matter demands an emphasis on progressive methodologies by educational leaders, especially principals, to enhance instructional efficacy and elevate academic results. The innovative practices of principals encompass creative leadership strategies and novel methodologies in school management and instruction, all aimed at enhancing learning outcomes and institutional efficacy. This may include the integration of new technologies, the promotion of teacher collaboration, or the reconfiguration of school processes. (Çınar, 2023). The innovative practices of principals are crucial for sustaining instructional effectiveness within secondary educational institutions. Studies indicate that the quality of school leadership plays a crucial role in shaping both teaching effectiveness and student outcomes (Hallinger & Heck, 2018).

In their capacity as educational leaders, principals are instrumental in fostering an environment that is conducive to both teaching and learning. Through the adoption of progressive methodologies, school leaders can furnish educators with the essential support and resources required to execute their responsibilities proficiently. The inability of educators to adhere to instructional standards frequently arises from a deficiency in leadership initiatives that foster innovative pedagogical approaches and opportunities for professional growth (Nwachukwu & Onyeneho, 2016). Consequently, it is imperative for principals to adopt innovation to

harmonise conventional teaching practices with contemporary educational requirements. The collaborative effort and strategic distribution of responsibilities are recognised as essential innovative strategies for enhancing productivity and instructional efficacy among educators (Çınar, 2023; Ofojebe & Ezugoh, 2010; Ololube et al., 2016). Teamwork represents a synergistic endeavour wherein individuals possessing diverse yet complementary skills engage in interdependent collaboration aimed at common goals. This process hinges on transparent communication, collective decision-making, and synchronised action, ultimately yielding outcomes that surpass the sum of individual efforts (Manias, 2010). It not only improves task performance but also fortifies cohesion, satisfaction, and overall effectiveness when members are dedicated to shared responsibility (Marlow, 2020). Conversely, the delegation of responsibilities entails a leader or manager assigning tasks and obligations to a subordinate, accompanied by the requisite authority to execute those tasks, while maintaining overarching accountability for the results (Omolawal, 2015; Serrat, 2017). This approach enables leaders to allocate tasks effectively, foster the development of their subordinates, and improve overall efficiency and performance within an organisation (Omolawal, 2015). Several empirical investigations substantiate the connection between the innovative practices of principals and the effectiveness of instruction. A study conducted by Adeyemi in (2010) revealed that productive collaboration among educators results in enhanced teaching strategies and better learning

outcomes. He observed that by embracing collective responsibilities, educators cultivate greater adaptability and introspection, thereby nurturing an atmosphere conducive to ongoing professional growth.

Furthermore, Katzenbach and Smith (2005) posited that collaboration promotes a shared identity and mutual support among educators, thereby enriching the learning experiences of students. The assertion underscores the essential nature of the principal's role as a facilitator of collaboration in the pursuit of educational objectives.

In a similar vein, the study conducted by Yusuf and Muslim (2021) noted that the distribution of responsibilities and the active participation of educators in the decision-making process bolster their dedication and enhance the quality of instructional delivery. They asserted that the delegation of responsibilities serves as a mechanism for enhancing administrative efficiency while simultaneously acting as a driver of instructional excellence. This outcome corresponds with the concept of distributed leadership, which asserts that leadership duties ought to be collectively embraced by staff to foster ownership, initiative, and professional development. As noted by Bush and Glover (2003), the practice of effective delegation enhances leadership capabilities and contributes to the overall functioning of schools. Although there is substantial evidence indicating that the innovative practices of principals enhance instructional effectiveness, a notable gap persists in the literature, especially concerning the particular context of Bayelsa State, Nigeria.

Although numerous studies have examined the influence of school

leadership on fostering effective teaching, there is a notable scarcity of research addressing the distinct challenges encountered by principals in this particular region. Bayelsa State presents a landscape marked by considerable educational obstacles, encompassing insufficient resources, diminished teacher morale, and unsatisfactory student performance.

Consequently, it is essential to conduct research that investigates the methods employed by principals in Bayelsa State to utilise innovative practices, such as teamwork and delegation of responsibilities, to address these challenges and enhance instructional effectiveness in secondary schools. This research aims to address this deficiency by examining the impact of principals' innovative practices on the instructional efficacy of educators within this area.

Statement of the Problem

For optimal instructional effectiveness in secondary education, it is essential that educators consistently present content in an engaging, relevant, and impactful manner for their students. The efficacy of instruction is defined by a synthesis of educator proficiency, the implementation of creative teaching methodologies, and the presence of encouraging administrative guidance within the educational institution. In a productive educational setting, educators are anticipated to actively involve learners in the process of acquiring knowledge, offer constructive feedback, and employ diverse pedagogical approaches that foster analytical reasoning and the ability to tackle complex issues. Principals ought to assume a supportive role in cultivating such environments by implementing innovative practices that empower educators and elevate their

instructional capabilities. Nevertheless, this envisioned scenario is markedly distant from the actual circumstances prevalent in numerous secondary schools across Nigeria.

In Bayelsa State, Nigeria, as in various other regions of the nation, educators encounter a multitude of obstacles that impede their pedagogical efficacy. A significant issue is the absence of ongoing professional development and support from school leadership, which hinders educators from refreshing their teaching methodologies and adjusting to the changing educational environment (Nwachukwu, 2016). Furthermore, numerous educational institutions face significant resource constraints, resulting in restricted availability of teaching materials and technology that could otherwise improve the quality of instructional delivery. Leaders in these educational institutions frequently exhibit a deficiency in the requisite training or capability to enact progressive leadership methodologies that foster effective pedagogy. The outcome reveals a continual disparity between the optimal condition of instructional efficacy and the existing circumstances within public secondary education institutions (Alabi, 2021).

This study seeks to explore the influence of innovative practices employed by principals on the instructional effectiveness of teachers in public secondary schools within Bayelsa State, addressing the ongoing challenges and notable gaps in existing literature.

Research Questions

In view of the above problems, the study will provide answers to the following questions:

1. To what degree does principals' adoption of teamwork contribute to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria?
2. To what extent does principals' delegation of responsibility contribute to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria?

Hypotheses

1. Principals' adoption of teamwork does not significantly relate to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria.
2. Principals' delegation of responsibility does not significantly relate to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria.

Aims and Objectives of the Study

The aim of the study is to examine principals' innovative practices and its influences on instructional effectiveness of teachers in public secondary schools in Bayelsa state, Nigeria. The specific objectives are to:

1. Examine the degree to which principals' adoption of teamwork contribute to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria.
2. Examine the degree to which principals' delegation of responsibility contribute to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria.

Methodology

The paper used a correlational design. This design is relevant for this study because it attempts to determine

the relationships between existing independent and dependent variables in it. The population of this study comprised of four thousand seventy-four (4074) teachers in public secondary schools in Bayelsa State for the 2024/2025 academic session (Post Primary Secondary Schools Boards, Yenagoa). The sample size of the study consists of three hundred and sixty-four (364) teachers. The Taro Yamane formula was used to determine the sample size because of the large size of the population. The simple random sampling technique was used to select 121 teachers from each senatorial district in Bayelsa State, Nigeria, for the 2024/2025 academic session.

The study used an instrument titled "Principals' innovative practices and instructional effectiveness of teachers (PIPIET)" questionnaire in gathering primary data. The PIPIET instrument was measured on a 4-point rating scale. The validity of the instrument was executed by two experts at the Niger Delta University, Bayelsa State. The PIPIET instrument was administered to 30 teachers of

public secondary schools in Rivers State who were not part of the study's main population. The Cronbach's alpha analysis that was applied yielded a reliability coefficient value of 0.89. Out of the three hundred and sixty-four (364) copies of questionnaires that were distributed, four (5) copies were not returned, and thirteen (8) copies were not completely filled, hence were rejected.

Thereby, a total of three hundred and fifty-one (351) respondents formed the sample size used for the study. The mean and standard deviation were used to answer research questions, while the PPMC was utilised to test the hypotheses at the 0.05 level of significance.

RESULTS AND DISCUSSION

Results

Research Questions

Research Question One: To what degree does principals' adoption of teamwork contribute to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria?

Table 1: Mean and standard deviation of teamwork and instructional effectiveness

SN	ITEMS	N	Mean	STDD	Remark
1	The principal encourages teamwork among teachers, which has improved my ability to deliver more effective instruction.	351	3.26	0.746	Agree
2	The principal's promotion of collaborative planning sessions has positively impacted my instructional strategies.	351	3.33	0.904	Agree
3	Collective shared responsibilities facilitated by the principal has enhanced my ability to adapt to best practices from colleagues.	351	3.08	0.853	Agree
4	The principal's emphasis on teamwork has improved my problem-solving skills related to classroom management and instruction.	351	2.99	0.826	Agree
5	The principal's encouragement of interdisciplinary teamwork has allowed me to incorporate diverse perspectives into my teaching.	351	3.52	0.65	Agree

Grand	351	3.236	0.7958	Agree
--------------	------------	--------------	---------------	--------------

Table 1 depicts how principals' adoption of teamwork influences the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria. The five (5) items used to answer research question two had item mean scores (3.26, 3.33, 3.08, 2.99 & 3.52) which are above the criterion mean score of 2.50. This implies that the principal encourages teamwork among teachers, which has improved my ability to deliver more effective instruction. Teamwork practices like collaborative planning sessions, interdisciplinary teamwork, and collective shared responsibilities influence instructional strategies, improve the ability to adapt to best practices, improve problem-solving skills related to classroom management

and instruction, and incorporate diverse perspectives into instructional delivery.

The grand mean of 3.236 implies that respondents agreed that principals' adoption of teamwork contributes to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria. Similarly, the grand mean of 0.7056 suggests that respondents generally agreed on the items measured, and there was no disparity in the way respondents answered the above research question.

Research Question Two: To what extent does principals' delegation of responsibility contribute to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria?

Table 2: Mean and standard deviation of delegation of responsibilities and instructional effectiveness

RQ5	ITEMS	N	Mean	STDD	Remark
1	My principal often delegate both teaching and administrative responsibilities to teachers.	351	3.21	0.885	Agree
2	The delegation of leadership roles by the principal motivates me to be more committed to my teaching duties.	351	2.85	1.139	Agree
3	When trusted with responsibilities beyond the classroom, I feel more professionally empowered and effective.	351	3.3	0.841	Agree
4	The principal's delegation of tasks encourages collaboration that enhances teaching effectiveness.	351	3.54	0.67	Agree
5	I deliver better lessons when I am involved in academic planning through delegated responsibilities.	351	3.03	0.982	Agree
Grand		351	3.186	0.9034	Agree

Table 2 depicts how principals' delegation of responsibility influences the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria. The five (5) items used to answer research question five had item mean scores (3.21, 2.85, 3.3,

3.54 & 3.03) which are above the criterion mean score of 2.50. This implies that principals often delegate responsibilities among teachers; principals entrusting responsibilities to staff, delegating leadership roles, and involving teachers in academic planning

motivates tutors to deliver better lessons and encourages them to be more professional in instructional delivery.

The grand mean of 3.186 implies that respondents agreed that principals' delegation of responsibility influences the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria. Similarly, the grand mean of 0.9034 suggests that

respondents generally agreed on the items measured, and there was no variance in the way respondents answered the above research question.

Test of Hypotheses

Hypothesis One: Principals' adoption of teamwork does not significantly relate to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria.

Table 4.10: Pearson correlation between teamwork and instructional effectiveness

Correlations		Teamwork	Instructional Effectiveness
Teamwork	Pearson Correlation	1	.720**
	Sig. (2-tailed)		.000
	N	351	351
Instructional Effectiveness	Pearson Correlation	.720**	1
	Sig. (2-tailed)	.000	
	N	351	351

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 3 above shows the type and strength of relationship between principals' reward practices and the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria. The correlation coefficient, $r = 0.453$, indicates a moderate and positive association between the reward practices of principals and the instructional effectiveness of secondary school teachers. Again, the p-value 0.000 is less than the 0.05 alpha level adopted for the study. It implies that the relationship between principals' reward

practices and the instructional effectiveness of teachers is statistically significant.

Thus, we reject the null hypothesis that "principals' reward practices do not significantly relate to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria."

Hypothesis Two: Principals' delegation of responsibility does not significantly relate to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria.

Table 4: Pearson correlation between delegation of responsibility and instructional effectiveness

Correlations		Delegation	Instructional Effectiveness
Delegation	Pearson Correlation	1	.775**
	Sig. (2-tailed)		.000
	N	351	351

Koko Ruth Ibarakumo & Prof. Chkwuma N. Ozurumba

Instructional	Pearson Correlation	.775**	1
Effectiveness	Sig. (2-tailed)	.000	
	N	351	351

**** . Correlation is significant at the 0.01 level (2-tailed).**

Table 4 shows the type and strength of relationship between principals' delegation of responsibility and the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria. The correlation coefficient, $r = 0.775$, indicates a robust and affirmative association between the responsibility delegation of principals and the instructional efficacy of secondary school teachers. Again, the p-value 0.000 is less than the 0.05 alpha level adopted for the study.

This implies that the relationship between principals' delegation of responsibility and the instructional effectiveness of teachers is statistically significant. Thus, the null hypothesis, which states that "principals' delegation of responsibility does not significantly relate to the instructional effectiveness of teachers in public secondary schools in Bayelsa State, Nigeria", is rejected.

Discussion

The result in Table 1, grand mean = 3.236, revealed that principals' innovative practices in ensuring teamwork, like team teaching, joint lesson planning, and interdisciplinary instruction, enhance effectiveness. It implies that principals who promote teamwork empower them to share best practices, enhance problem-solving, and diversify instructional strategies. Also, the Table 3 result ($r = 0.720$, $p < 0.05$) indicates a significant relationship between teamwork and instructional effectiveness among teachers. This outcome is supported by the work of Adeyemi (2010), who found that effective collaboration among teachers

leads to improved teaching methodologies and learning outcomes.

The study also highlighted that through shared responsibilities, teachers become more adaptable and reflective, fostering an environment of continuous professional development. This finding mirrors the conclusions of Katzenbach and Smith (2005), who affirmed that teamwork leads to a shared sense of purpose and support among teachers, ultimately enhancing student learning experiences. It confirms that the role of the principal as a facilitator of teamwork is pivotal in achieving school goals. The result in Table 2, grand mean = 3.186, revealed that principals' innovative practices in delegating responsibilities, like entrusting teachers with roles of academic planning or administrative tasks, enhance sense of responsibility and engagement, thereby leading to better instructional outcomes. Table 4 test result ($r = 0.775$, $p < 0.05$) further affirmed that the relationship between delegation of responsibility and instructional effectiveness is significant.

These findings resonate with research by Yusuf and Muslim (2021), who observed that shared responsibilities and involvement of teachers in decision-making enhance their commitment and improve instructional delivery. Delegation is thus not only a strategy for administrative efficiency but also a catalyst for instructional excellence. This result aligns with the principle of distributed leadership, which posits that leadership responsibilities should be shared among staff to promote ownership, initiative,

and professional growth. According to Bush and Glover (2014), effective delegation cultivates leadership capacity and improves school functioning.

Conclusion and Recommendations

The study examined how principal innovative practices relate to the instructional effectiveness of tutors in secondary schools in Bayelsa State, Nigeria. The result revealed that principals' teamwork and delegation of responsibilities both significantly enhance instructional effectiveness. The study's findings suggest that principals' teamwork delegation of responsibilities leads to better instructional planning and delivery and encourages teacher engagement and professional development. The study's findings suggest that well-structured reward systems serve as a catalyst for enhancing teachers' performance in the classroom. Principals who prioritize teamwork and shared responsibilities create an environment that promotes initiative, creativity, and sustained effort among educators, ultimately enhancing the quality of instructional outcomes.

The significance of teamwork is paramount in cultivating a collaborative culture within educational institutions. The promotion of shared instructional objectives and collaborative endeavors among educators by principals fosters a rich exchange of ideas, cultivates peer support, and enhances pedagogical strategies. This, consequently, has a favourable impact on student engagement and the learning process. The study concludes that the acknowledgement of achievements serves to elevate morale, whereas the act of delegating responsibilities fosters both capability and a profound sense of accountability, thereby contributing to

the enhancement of instructional efficacy.

In view of the conclusion reached, the following recommendations are presented:

1. Principals should institutionalise teamwork practices, such as peer mentoring and team teaching, to promote knowledge sharing and innovation.
2. School principals should set transparent expectations, outline specific roles, and implement feedback mechanisms to ensure tasks are understood and monitored. This helps avoid role confusion, promotes ownership, and ensures accountability without micromanagement.

References

- Abdullahi, M. A. (2020). Influence of leadership recognition practices on teacher morale in Nigerian public secondary schools. *International Journal of Educational Management*, 34(3), 453–467.
- Adeyemi, A. & Adu, E. (2013). Student-centered learning and its impact on teaching effectiveness. *Journal of Curriculum Studies*, 11(1), 33-47.
- Adeyemi, B. A. (2010). Teacher-related factors as correlates of pupils' achievement in Social Studies in Southwestern Nigeria. *Electronic Journal of Research in Educational Psychology*, 8(1), 313-332.
- Adeyemi, T. (2020). Challenges of teaching in Nigerian secondary schools: Implications for instructional effectiveness. *African Journal of Education*, 18(2), 156-172.

- Alabi, T. (2021). Leadership and innovation in Nigerian schools: Enhancing teachers' instructional delivery. *Journal of Educational Innovation*, 9(3), 58-72.
- Bush, T., & Glover, D. (2014). *School Leadership: Concepts and Evidence*. Nottingham: National College for Teaching and Leadership.
- Çınar, İ. (2023). Innovative school leadership: A scale development study. *International Journal of Curriculum and Instruction*, 15(1), 365–392.
- Hallinger, P., & Heck, R. (2018). The impact of leadership on school performance: An international review. *School Leadership & Management*, 38(4), 436-448.
- Katzenbach, J. R., & Smith, D. K. (2005). *The wisdom of teams: Creating the high-performance organization*. New York, NY: Harper Business.
- Manias, E. (2010). Teamwork: A concept analysis. *Journal of Advanced Nursing*, 66(4), 933–943.
- Marlow, S. L. (2020). Teamwork. In V. Zeigler-Hill & T. K. Shackelford (Eds.). *Encyclopedia of Personality and Individual Differences* (pp. 5248–5251). Springer.
- Nwachukwu, I. (2016). Leadership and teacher professional development: A Nigerian perspective. *Educational Management Journal*, 12(3), 66-77.
- Nwachukwu, O., & Onyeneho, E. (2016). Leadership and instructional effectiveness in Nigerian public schools. *Journal of Educational Leadership*, 10(3), 89-101.
- Ofojebe, W. N., & Ezugoh, C. (2010). Teachers' Motivation and Its Influence on Quality Assurance in the Nigerian Educational System. *African Research Review*, 4(2), 398-417.
- Ogundele, M., & Olanipekun, A. (2018). Instructional effectiveness and student performance in public secondary schools in Nigeria. *International Journal of Educational Management*, 16(2), 203-216.
- Ololube, N. P., Egbezor, D. E., & Kpolovie, P. J. (2016). *Leadership and professional development as a tool for improving teacher effectiveness*
- Omolawal, S. A. (2015). Delegation of responsibilities: A leadership tool for subordinates' competence development in selected organisations in Ibadan Metropolis. *The Nigerian Journal of Sociology and Anthropology*, 13(1).
- Serrat, O. (2017). *Delegating in the workplace*. In *Knowledge Solutions*. Springer, Singapore. pp 737–744
- Yusuf, M. A., & Muslim, O. A. (2021). Participation in decision-making as correlates of teachers' effectiveness in secondary schools in Oyo State, Nigeria. *Mediterranean Journal of Education*, 1(1),