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LEADERSHIP PRACTICES FOR TEACHERS' QUALITY SERVICE DELIVERY IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

This study investigated leadership practices for teachers' quality service delivery in public senior secondary schools in Rivers State. Four research questions and four corresponding null hypotheses were used for the study. A Descriptive Survey Research Design was used for the study. The population of this study comprised 6,174 teachers in public senior secondary schools in Rivers State. A sample of 679 teachers representing 11% of the total population of the 311 public senior secondary schools in Rivers State. Stratified random sampling technique was used for this study. The research instrument that was used in this study was a 20 items self-structured questionnaire titled: Leadership Practices For Teacher Quality Service Delivery Questionnaire (LPTQSDQ). The instrument was validated and reliability was carried out using Cronbach Alpha reliability statistical tool which yielded 0.82. The statistical tools used for answering the research questions was mean and standard deviation; while t-test was used to test the null hypotheses at .05 Alpha level of significance. The findings of the study shows that; Effective communication, Continuous professional development, Recognition and reward systems and Collaborative learning communities as leadership practices to a very high extent enhance teacher quality service delivery in public senior secondary schools in Rivers State. Based on the findings, the study therefore concluded that effective leadership practices play a crucial role in enhancing teachers' quality service delivery. The study therefore recommended that; Rivers State school administrators should maintain open, transparent, and regular communication with teachers. Share goals, expectations, and updates to keep everyone aligned and engaged. Also, Rivers State school administrators should provide ongoing training and development opportunities for teachers. Tailor these sessions to meet teachers' needs and help them improve their instructional skills.

Keywords: Leadership, Practices, Leadership Practices, Teacher, Quality Service Delivery, Public Senior Secondary Schools, Rivers State.

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INTRODUCTION

Education is a cornerstone of progress in any society. It plays a pivotal role in shaping the future of a nation by equipping individuals with the knowledge, skills, and values necessary to contribute to the economic, social, and political well-being of their communities. In achieving the educational goal leadership practices are essential for enhancing the quality of service delivery by teachers in public senior secondary schools. Effective school leaders play a multifaceted role in creating a supportive, inclusive, and dynamic educational environment that fosters high-quality teaching and learning. Through a combination of vision, support, and strategic planning, leaders set the tone for educational excellence and guide the continuous improvement of schools. Leadership practices create an environment where teachers can excel, ultimately leading to improved student outcomes and a stronger educational system (Marzano, 2012).

Public senior secondary schools in Rivers State face challenges related to ineffective leadership practices, which hinder the quality of service delivery by teachers. These challenges include inadequate support and guidance for teachers, lack of clear communication and vision, insufficient continuous professional development, and poor resource allocation and management and poor recognition and reward system. These issues contribute to lower teacher morale, diminished classroom performance, and a decrease in overall educational outcomes for students. Addressing these issues is crucial for fostering a conducive teaching and learning environment that ensures high-quality educational outcomes for students. Leadership practices refer to the strategies and actions employed by school leaders to guide, support, and manage teachers and staff effectively. On the other hand, Teacher quality service delivery refers to the effective and professional execution of teaching practices by educators, characterized by a deep understanding of the curriculum, the ability to engage and inspire students, the use of varied instructional methods to meet diverse learning needs, accurate assessment and feedback, and a commitment to continuous improvement and collaboration with colleagues and stakeholders to support student success. The quality of service delivery by teachers in public senior secondary schools is a critical factor in shaping the educational outcomes of students in Rivers State.

Leadership practices play a pivotal role in influencing the effectiveness of teaching and learning within schools. According to educational scholars such as; Hattie (2009), Leithwood and Sun (2012), Bass and Avolio (2013), Darling-Hammond (2017), Yukl (2019), Northouse (2021) and Ololube (2024), leadership practices for teachers' quality service delivery include: setting clear educational goals, providing continuous professional development, fostering effective communication, offering mentorship and support, ensuring efficient resource management, promoting collaborative learning communities, conducting fair performance evaluations, and recognition and reward systems. In this study, it should be limited to the following four variables; Effective communication, Continuous professional development, Collaborative learning communities and Recognition and reward systems.

Effective communication as a leadership practice involves clearly conveying information, actively listening to team members, providing constructive feedback, and fostering an environment of trust and collaboration through transparent, empathetic, and consistent interactions. Effective communication is a critical leadership practice that plays a significant role in teachers' quality service delivery. Through communication, leaders can guide, support, and motivate teachers, ultimately impacting students' academic achievement. Research by Hattie (2009), stress that leaders who communicate clear expectations and goals help teachers understand their roles and responsibilities, leading to improved teaching practices.

Also, research by Yukl (2019) highlighted that effective communication supports teachers' confidence in their abilities, leading to higher teaching quality and student achievement. Continuous professional development as a leadership practice involves leaders actively promoting and supporting ongoing learning opportunities for themselves and their team members to enhance skills, knowledge, and performance, fostering a culture of growth and adaptability. Continuous professional development (CPD) is a crucial leadership practice for enhancing teachers' quality service delivery. Research by Desimone (2009) emphasized that CPD is essential for teachers to keep abreast of the latest research, teaching methods, and educational technology. Also, research by Darling-Hammond et al., (2017) stressed that CPD promotes lifelong learning among teachers, enabling them to adapt to changing educational demands and support student achievement.

Collaborative learning communities as a leadership practice involve leaders facilitating environments where teachers work together to share knowledge, ideas, and best practices, fostering professional growth, improved instruction, and enhanced student outcomes. Research by Goddard et al. (2007) showed that when teachers engage in collaborative learning communities, students benefit from higher academic achievement. Teachers gain opportunities for professional development through collaborative learning communities. Also, research by Stoll et al. (2006) stressed that teachers' work together to identify areas for improvement, gather data, and develop solutions to enhance instructional practices.

Recognition and rewards systems as a leadership practice involve acknowledging and celebrating teachers' achievements and contributions through praise, incentives, and opportunities, fostering motivation, job satisfaction, and enhanced performance. Recognition and rewards systems can help retain skilled teachers and attract new talent to the profession, leading to improved student outcomes and a stronger educational community. Studies by Johnson et al. (2019) indicated that recognition and rewards significantly impact teachers' job satisfaction and morale. Also, research by Hargreaves (2019) highlighted that teachers who feel appreciated for their work are more likely to remain motivated and committed to delivering high-quality instructions. In public senior secondary schools in Rivers State, effective leadership practices are central to promoting high-quality service delivery among teachers. As educational institutions strive to provide comprehensive and equitable learning experiences, leaders play a pivotal role in creating supportive environments that enable teachers to perform at their best and positively impact student outcomes. Educational leaders can create a supportive and empowering environment that enhances teachers' quality of service delivery, ultimately benefiting students and the broader community by prioritizing these practices,

Statement of the Problem

Public senior secondary schools in Rivers State face challenges related to ineffective leadership practices, which hinder the quality of service delivery by teachers. These challenges include inadequate support and guidance for teachers, lack of clear communication and vision, insufficient continuous professional development, and poor resource allocation and management and poor recognition and reward system. These issues contribute to lower teacher morale, diminished classroom performance, and a decrease in overall educational outcomes for students. Addressing these issues is crucial for fostering a conducive teaching and learning environment that ensures high-quality educational outcomes for students. It is against this background that has prompted the researcher to establish the leadership practices for teacher quality service delivery in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate leadership practices for teacher quality service delivery in public senior secondary schools in Rivers State. Specifically, the objectives of the study sought to:

- Investigate the extent effective communication as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.
- Determine the extent continuous professional development as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.
- Examine the extent collaborative learning communities as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.
- Determine the extent recognition and reward system as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Research Questions

The following research questions were raise to guide the study:

- To what extent does effective communication as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State?
- To what extent does continuous professional development as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State?
- To what extent does collaborative learning communities as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State?
- To what extent does recognition and reward system as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide the study and tested at .05 level of significance:

- **H₀₁**: There is no significant difference between the mean ratings of male and female teachers' on the extent effective communication as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.
- **H₀₂**: There is no significant difference between the mean ratings of male and female teachers' on the extent continuous professional development as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.
- **H₀₃**: There is no significant difference between the mean ratings of male and female teachers' on the extent collaborative learning communities as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

- **H₀₄**: There is no significant difference between the mean ratings of male and female teachers' on the extent recognition and reward system as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Theoretical Framework

The theory that supports this paper was Transformational leadership theory; and was introduced by James MacGregor Burns in his 1978 book, "Leadership." Burns described transformational leadership as a process in which leaders and followers engage in a mutual relationship that raises each to higher levels of motivation and morality. This concept was further developed and popularized by Bernard Bass in his work on leadership styles in the 1980s, which expanded on Burns's initial ideas. Transformational leadership theory is a leadership approach that focuses on inspiring and motivating followers to achieve exceptional results and reach their full potential. It emphasizes a leader's ability to create a vision, foster trust, and empower others. Transformational leadership theory is relevant to the study of leadership practices for teachers' quality service delivery in public senior secondary schools in Rivers State because it highlights the importance of inspiring and empowering teachers. This theory emphasizes the role of leaders in creating a supportive and empowering environment by fostering open communication, providing opportunities for professional growth, and recognizing and rewarding teachers' achievements. By adopting transformational leadership practices, school leaders can enhance teachers' motivation, performance, and job satisfaction, leading to improved educational quality and student outcomes.

CONCEPTUAL CLARIFICATION/ LITERATURE REVIEW

Leadership practices

Leadership practices refer to the methods, behaviors, and strategies that leaders use to guide, inspire, and manage teams or organizations effectively. Leithwood and Sun (2012) defined leadership practices as the strategies and actions that leaders employ to influence the behavior of others, improve organizational performance, and foster a positive work environment. Day et al. (2014) described leadership practices as the behaviors that leaders use to shape organizational culture, motivate employees, and drive innovation and change within their teams. This includes leading by example and empowering others to take initiative. Yukl (2019) saw leadership practices as the specific actions and approaches leaders take to guide their teams, such as setting a clear vision, building trust, and fostering collaboration. These practices are critical for motivating team members and achieving organizational goals. Kouzes and Posner (2017) described leadership practices as the actions leaders take to model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

According to educational scholars such as Hattie (2009), Leithwood and Sun (2012), Bass and Avolio (2013), Darling-Hammond (2017), Yukl (2019) and Northouse (2021), leadership practices for teachers' quality service delivery include: setting clear educational goals, providing continuous professional development, fostering effective communication, offering mentorship and support, ensuring efficient resource management, promoting collaborative learning communities, conducting fair performance evaluations, and recognition and reward systems. Effective leadership creates an environment where teachers feel motivated, valued, and

equipped to deliver high-quality instruction, ultimately leading to better student outcomes and a positive impact on the entire school community.

Teachers Quality Service Delivery

Teacher quality service delivery refers to the provision of high-standard, effective, and impactful teaching that supports student learning and development. Hattie (2009) defined teacher quality service delivery as the use of effective instructional strategies, informed by evidence-based practices that lead to visible learning and high student achievement. Darling-Hammond (2017) describes teacher quality service delivery as teachers' ability to use their professional knowledge and pedagogical skills to support all students' academic and social-emotional development. Stronge (2018) saw teacher quality service delivery as the consistent application of high-quality teaching practices that result in improved student learning outcomes.

Teachers' quality service delivery encompasses the use of effective teaching practices and strategies that cater to the diverse needs of students, promote engagement, and support academic and personal growth. It includes the ability to communicate subject matter clearly, assess and respond to students' progress, and create a positive learning environment that encourages student success. High-quality service delivery by teachers leads to improved student outcomes and contributes to the overall effectiveness of educational institutions.

Effective Communication and Teacher Quality Service Delivery

Effective communication is a crucial aspect of leadership practices for teachers' quality service delivery. It involves the clear and open exchange of information, expectations, and feedback between leaders and teachers. This aspect of leadership plays a pivotal role in fostering a supportive work environment, promoting collaboration, and enhancing teaching practices. Clear communication from leaders helps teachers understand school goals, policies, and expectations. This clarity can empower teachers to align their teaching practices with institutional objectives and standards. According to Hargreaves and Fullan (2012), when leaders provide transparency in communication, teachers can work more effectively towards shared goals. Effective communication is not just about conveying information from leaders to teachers; it also involves listening to teachers' perspectives, concerns, and suggestions. Northouse (2021) emphasized the significance of two-way communication for building trust and fostering collaboration.

Leaders who communicate openly and honestly with teachers foster trust and positive relationships. These relationships are essential for creating a supportive and collaborative school culture. Bryk and Schneider (2003) found that trust between leaders and teachers is a key factor in improving school outcomes. Effective communication enables leaders to address conflicts and problems proactively, leading to smoother operations and a more harmonious work environment. Goleman (2000) suggested that emotional intelligence in communication can enhance leaders' ability to navigate conflicts and challenges. Leaders must be able to communicate a clear vision for the future and effectively guide teachers through changes. Kotter (1996) noted that successful communication of vision and goals is crucial for implementing change in educational settings. Leaders who excel in communication foster an environment of trust, collaboration, and continuous improvement, enabling teachers to perform at their best and positively impact student outcomes.

Continuous Professional Development and Teacher Quality Service Delivery

Continuous professional development (CPD) is an essential leadership practice for enhancing teachers' quality service delivery. CPD encompasses a range of learning opportunities and support provided by educational leaders to help teachers improve their knowledge, skills, and pedagogical approaches. Effective CPD programs focus on enhancing teachers' instructional methods and subject matter expertise. Research by Darling-Hammond et al. (2017) stressed that teachers benefit from opportunities to engage in workshops, seminars, and coaching sessions to stay updated on the latest educational research and best practices. Study by Hargreaves and Fullan (2012) highlighted that CPD initiatives encourage teachers to collaborate through professional learning communities (PLCs), fostering the exchange of ideas and shared problem-solving. This collaboration helps teachers refine their teaching practices and provides them with a support network.

Research by Skaalvik and Skaalvik (2018) stressed that CPD contributes to higher job satisfaction and retention rates among teachers by equipping them with the knowledge and confidence to excel in their roles. This leads to a more positive work environment where teachers feel valued and supported. Study by Stronge (2018) noted that CPD programs often include personalized professional growth plans, allowing teachers to set goals and identify areas for improvement. This plan enables leaders to tailor CPD opportunities to individual teachers' needs and career aspirations. Ingersoll and Strong (2011), emphasized that mentorship and coaching are key aspects of CPD, particularly for novice teachers. Experienced teachers or educational leaders provide guidance and support to help less experienced teachers navigate challenges and improve their teaching skills.

Collaborative learning communities and Teacher Quality Service Delivery

Collaborative learning communities are a key leadership practice that can significantly enhance teachers' quality service delivery. These communities, often referred to as professional learning communities (PLCs), involve groups of teachers working together to share knowledge, discuss best practices, and collaborate on strategies for improving student outcomes. Collaborative learning communities are most effective when they operate under a shared vision and common goals for student learning. Research by Dufour and Eaker (1998), stressed that when leaders foster a culture of collaboration and shared responsibility, teachers are more likely to work together to achieve school-wide objectives. Timperley et al. (2007) emphasized that in collaborative learning communities, teachers engage in reflective practice by discussing their teaching methods, successes, and challenges. This process promotes continuous improvement and helps teachers learn from each other's experiences.

Love et al. (2008) stressed that CLCs often involve teachers working together to analyze student data, identify learning gaps, and develop targeted instructional strategies. Leaders can guide teachers in using data effectively to inform their practice and monitor student progress. Research by Hargreaves and Fullan (2012) underlined that collaborative learning communities provide a platform for teachers to offer support and advice to their peers. This mutual support helps teachers navigate challenges and implement new teaching strategies with confidence. Collaboration leads to the sharing of effective teaching methods and resources, improving teachers' instructional practices. Tschannen-Moran and Hoy (2001) stressed that working in a supportive community boosts teachers' confidence in their abilities and encourages a growth

mindset. Leaders must work to maintain teachers' interest and investment in PLCs by demonstrating the benefits and fostering a positive, inclusive culture (Vescio et al., 2008).

Recognition and Reward Systems and teacher Quality Service Delivery

Recognition and rewards systems are vital leadership practices that contribute significantly to teachers' quality service delivery. These systems encompass the methods and approaches school leaders use to acknowledge and incentivize teachers' hard work and successes. Properly implemented recognition and rewards systems can lead to improved job satisfaction, motivation, and ultimately, better student outcomes. Recognition and rewards systems are vital leadership practices that contribute significantly to teachers' quality service delivery. These systems encompass the methods and approaches school leaders use to acknowledge and incentivize teachers' hard work and successes. Properly implemented recognition and rewards systems can lead to improved job satisfaction, motivation, and ultimately, better student outcomes. Deci and Ryan (2000) stressed that recognition and rewards systems can enhance both intrinsic and extrinsic motivation for teachers. Intrinsic rewards include recognition for professional accomplishments, praise for innovative teaching, and opportunities for professional growth. Extrinsic rewards include bonuses, promotions, and public recognition.

Research by Stronge (2018) highlighted that recognition can take various forms, such as verbal praise, written notes, awards, and public acknowledgment in meetings or events. These practices reinforce positive behaviors and help create a supportive and encouraging school culture. Study by Lavy (2007) stressed that performance-based rewards tie teachers' recognition to their achievements, such as student learning outcomes, classroom management, or innovative teaching methods. These rewards can motivate teachers to strive for excellence and improve their practices. Research by Skaalvik and Skaalvik (2018) stressed that recognition and rewards can have a positive impact on teachers' job satisfaction and retention. When teachers feel valued and rewarded for their efforts, they are more likely to stay in their positions and continue to strive for excellence. Pfeffer and Sutton (2006) emphasized that leaders must ensure that recognition and rewards systems are applied equitably and fairly. Transparent criteria for rewards and consistent application across all teachers are essential to maintain trust and respect

METHODOLOGY

The research design used in this study was descriptive survey research design. The population of this study comprised 6,174 teachers in public senior secondary schools of the 311 senior secondary schools in the twenty three (23) local government areas of Rivers State (Source: Planning, Research Statistics Department; Rivers State Senior School Board, 2024). A sample of 679 teachers representing 11% of the total population of the public senior secondary schools in Rivers State. Stratified random sampling technique was used for this study. Three (3) public senior secondary schools were selected from each of the twenty three (23) local government areas, totaling (69) public senior secondary schools were used in this study that represent 22% of the 311 public senior secondary schools in Rivers State. The research instrument that was used in this study was a 20 items self-structured questionnaire titled: Leadership Practices For Teacher Quality Service Delivery Questionnaire (LPTQSDQ). A modified 4point likert rating scale was used, in the form of; Very high extent (VHE)=4, High extent (HE)=3, Low extent (LE)=2 and Very low extent (VLE)=1.

Validation of the instrument was carried out by the researcher supervisor and two other expert in Measurement and Evaluation in the Department of Educational Psychology, Guidance and Counselling. A test retest method was adopted to ensure the reliability of the instrument and was carried out using Cronbach Alpha reliability statistics. The reliability coefficient of Leadership Practices For Teacher Quality Service Delivery Questionnaire gave 0.82. Out of the 679 copies of the questionnaire that were distributed, 400 copies were retrieve giving a return rate of 59% and was used for analysis. The data collected from the respondents were analyzed using SPSS package. Mean and Standard Deviation statistical tools were used to answer the research questions. The decision rule for interpretation of the mean scores was classified using real limits of numbers. Any value from 3.50-4.00 regarded as Very High Extent, any value from 2.50-3.49 regarded as High Extent, any value from 1.50-2.49 regarded as Low Extent, and any value from 0.50-1.49 regarded as Very Low Extent. While, t-test was used to test the null hypotheses at 0.05 level of significance. In testing the hypotheses, the null hypotheses was accepted if the Sig. (2-tailed) is greater than (>) p-value of .05 level of significance and was rejected if the Sig. (2-tailed) is less than (<) p-value of .05 level of significance.

RESULTS

Research Question 1: To what extent does effective communication as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation of the respondents on the extent effective communication as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

S/N	Effective Communication	N=400	\bar{X}	STD	DEC.
1	Leaders should provide clear expectations to teachers.		3.54	.57	VHE
2	Open-door policies for communication foster trust between teachers and leaders.		3.46	.67	HE
3	Regular updates from leaders keep teachers informed about school initiatives.		3.50	.63	VHE
4	Leaders should encourage two-way communication with teachers.		3.47	.79	HE
5	Clear communication helps manage conflicts between teachers and leaders.		3.76	.47	VHE
Grand Mean			3.55	.63	VHE

Table 1 shows the mean ratings and standard deviation of the respondents on the extent effective communication as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State. The table above showed; Leaders should provide clear expectations to teachers (Mean = 3.54, Std =.57), Open-door policies for communication foster trust between teachers and leaders (Mean = 3.46, Std =.67), Regular updates from leaders keep teachers informed about school initiatives (Mean = 3.50, Std =.63 Leaders should encourage two-way communication with teachers (Mean = 3.47, Std =.79), Clear communication helps manage conflicts between teachers and leaders (Mean = 3.76, Std =.47). The grand mean of (3.55 and Std of .63) that is above the criterion mean of 2.50. Which means that to a very high extent effective communication as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Research Question 2: To what extent does continuous professional development as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation of the respondents on the continuous professional development as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

S/N	Continuous Professional Development	N=400	\bar{X}	STD	DEC.
6	Leaders should offer mentorship programs for novice teachers.		3.45	.69	HE
7	Leaders should support teachers in attending conferences and training sessions.		3.59	.66	VHE
8	Leaders should encourage teachers to set individual professional growth goals.		3.47	.55	HE
9	Access to professional development resources enhances teachers' instructional skills.		3.65	.57	VHE
10	Leaders should provide opportunities for teachers to engage in workshops and seminars.		3.43	.82	HE
Grand Mean			3.52	.66	VHE

Table 2 shows the mean ratings and standard deviation of the respondents on the extent continuous professional development as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State. The table above showed; Leaders should offer mentorship programs for novice teachers (Mean = 3.45, Std =.69), Leaders should support teachers in attending conferences and training sessions (Mean = 3.59, Std =.66), Leaders should encourage teachers to set individual professional growth goals (Mean = 3.47, Std =.55), Access to professional development resources enhances teachers' instructional skills (Mean = 3.65, Std =.57), Leaders should provide opportunities for teachers to engage in workshops and seminars (Mean = 3.43, Std =.82). The grand mean of (3.55 and Std of .66) that is above the criterion mean of 2.50. Which means that to a very high extent continuous professional development as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Research Question 3: To what extent does collaborative learning communities as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State?

Table 3: Mean ratings and standard deviation of the respondents on the extent collaborative learning communities as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State

S/N	Collaborative Learning Communities	N=400	\bar{X}	STD	DEC.
11	Leaders should encourage teachers to work together to set common goals.		3.45	.79	HE
12	Collaborative learning communities enhance the sharing of best practices among teachers.		3.59	.55	VHE
13	Teachers benefit from working in interdisciplinary teams within PLCs.		3.48	.75	HE
14	PLCs enable teachers to analyze student data together for targeted instruction.		3.65	.49	VHE
15	Teachers in PLCs are more likely to implement innovative teaching strategies.		3.56	.52	VHE
Grand Mean			3.55	.62	VHE

Table 3 shows the mean ratings and standard deviation of the respondents on the extent collaborative learning communities as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State. The table above showed; Leaders should encourage teachers to work together to set common goals (Mean = 3.45, Std =.79), Collaborative learning communities enhance the sharing of best practices among teachers (Mean = 3.59, Std =.55), Teachers benefit from working in interdisciplinary teams within PLCs (Mean = 3.48, Std =.75), PLCs enable teachers to analyze student data together for targeted instruction (Mean = 3.65, Std =.49), Teachers in PLCs are more likely to implement innovative teaching strategies (Mean = 3.56, Std =.52). The grand mean of (3.55 and Std of .62) that is above the criterion mean of 2.50. Which means that to a very high extent collaborative learning communities as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Research Question 4: To what extent does recognition and reward system as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State?

Table 4: Mean ratings and standard deviation of the respondents on the extent recognition and reward system as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State

S/N	Recognition and Reward Systems	N=400	\bar{X}	STD	DEC.
16	Publicly recognizing teachers' achievements boosts morale.		3.76	.47	VHE
17	Offering incentives for innovative teaching practices encourages creativity.		3.67	.53	VHE
18	Monetary bonuses can serve as effective extrinsic rewards for teachers.		3.45	.81	HE
19	Leaders should celebrate teachers' successes in school-wide events.		3.61	.55	VHE
20	Regular recognition builds a culture of appreciation and respect among teachers.		3.47	.79	HE
Grand Mean			3.59	.63	VHE

Table 4 shows the mean ratings and standard deviation of the respondents on the extent recognition and reward system as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State. The table above showed; Publicly recognizing teachers' achievements boosts morale (Mean = 3.76, Std =.47), Offering incentives for innovative teaching practices encourages creativity (Mean = 3.67, Std =.53), Monetary bonuses can serve as effective extrinsic rewards for teachers (Mean = 3.45, Std =.81), Leaders should celebrate teachers' successes in school-wide events (Mean = 3.61, Std =.55), Regular recognition builds a culture of appreciation and respect among teachers (Mean = 3.47, Std =.79). The grand mean of (3.59 and Std of .63) that is above the criterion mean of 2.50, which means that to a very high extent recognition and reward system as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Test of Hypotheses

H₀₁: There is no significant difference between the mean ratings of male and female teachers' on the extent effective communication as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Table 5: Summary of t-test analysis result on the significant between male and female teachers on the extent effective communication as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State

Teachers	N	\bar{X}	Std.	Df	Sig. 2-(tailed)	t	Decision
Male	140	15.39	1.81	398	.112	0.05	No Significant difference
Female	260	15.49	1.70				

P-Value at 0.05 level of Significance

Table 5 shows the summary of **t-test** analysis result on the male and female teachers on the extent effective communication as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State. It indicates that the Sig. (2-tailed) of (.112) is greater than (>) p-value of 0.05 at df 398. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on the extent effective communication as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

H₀₂: There is no significant difference between the mean ratings of male and female teachers' on the extent continuous professional development as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Table 6: Summary of t-test analysis result on the significant between male and female teachers on the extent continuous professional development as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State

Teachers	N	\bar{X}	Std.	Df	Sig. 2-(tailed)	T	Decision
Male	140	16.77	1.51	398	.121	0.05	No Significant difference
Female	260	16.52	1.48				

P-Value at 0.05 level of Significance

Table 6 shows the summary of **t-test** analysis result on the male and female teachers on the extent continuous professional development as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State. It showed that the Sig. (2-tailed) of (.121) is greater than (>) p-value of 0.05 at df 398. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on the extent continuous professional development as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

H₀₃: There is no significant difference between the mean ratings of male and female teachers' on the extent collaborative learning communities as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Table 7: Summary of t-test analysis result on the significant between male and female teachers on the extent collaborative learning communities as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State

Teachers	N	\bar{X}	Std.	Df	Sig. 2-(tailed)	t	Decision
Male	140	15.39	1.81	398	.215	0.05	No Significant difference
Female	260	15.59	1.78				

P-Value at 0.05 level of Significance

Table 7 shows the summary of **t-test** analysis result on the male and female teachers on the extent collaborative learning communities as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State. It indicates that the Sig. (2-tailed) of (.215) is greater than (>) p-value of 0.05 at df 398. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on the extent collaborative learning communities as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

H₀₄: There is no significant difference between the mean ratings of male and female teachers' on the extent recognition and reward system as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Table 8: Summary of t-test analysis result on the significant between male and female teachers on the extent recognition and reward system as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State

Teachers	N	\bar{X}	Std.	Df	Sig. 2-(tailed)	T	Decision
Male	140	16.77	1.50	398	.123	0.05	No Significant Difference
Female	260	16.59	1.46				

P-Value at 0.05 level of Significance

Table 8 shows the summary of t-test analysis result on the male and female teachers on the extent recognition and reward system as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State. It showed that the Sig. (2-tailed) of (.123) is greater than (>) p-value of .05 at df. 398. The null hypothesis was therefore accepted.

This implies that there is no significant difference in the mean ratings of male and female teachers on the extent recognition and reward system as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State.

DISCUSSION OF FINDING

The findings presented in table 1 reveals that to a very high extent effective communication as a leadership practice enhance teacher quality service delivery in public senior secondary schools in Rivers State. The findings also shows that there is no significant difference between the mean ratings of male and female teachers' on the extent effective communication as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State. This finding is in corroboration with the study by Hargreaves and Fullan (2012) who found that when leaders provide transparency in communication, teachers can work more effectively towards shared goals. Effective communication is not just about conveying information from leaders to teachers; it also involves listening to teachers' perspectives, concerns, and suggestions. In support, Northouse (2021) emphasized the significance of two-way communication for building trust and fostering collaboration.

Also, in tandem with the study by Bryk and Schneider (2003), found that trust between leaders and teachers are key factors in improving school outcomes. Effective communication enables leaders to address conflicts and problems proactively, leading to smoother operations and a more harmonious work environment. Furthermore, is in line with the research by Goleman (2000) who suggested that emotional intelligence in communication can enhance leaders' ability to navigate conflicts and challenges. Leaders must be able to communicate a clear vision for the future and effectively guide teachers through changes. Lastly, in agreement with the study by Kotter (1996), found that successful communication of vision and goals is crucial for implementing change in educational settings. Leaders who excel in communication foster an environment of trust, collaboration, and continuous improvement, enabling teachers to perform at their best and positively impact student outcomes.

The findings presented in table 2 reveals that to a very high extent continuous professional development as a leadership practice enhance teacher quality service delivery in public senior secondary schools in Rivers State. The findings also shows that there is no significant difference between the mean ratings of male and female teachers' on the extent continuous professional development as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State. This finding is in line with the research by Darling-Hammond et al. (2017) who found that teachers benefit from opportunities to engage in workshops, seminars, and coaching sessions to stay updated on the latest educational research and best practices. Also, in agreement with the study by Hargreaves and Fullan (2012), CPD initiatives encourage teachers to collaborate through professional learning communities (PLCs), fostering the exchange of ideas and shared problem-solving. This collaboration helps teachers refine their teaching practices and provides them with a support network. Furthermore, in corroboration with the research by Skaalvik and Skaalvik (2018) found that CPD contributes to higher job satisfaction and retention rates among teachers by equipping them with the knowledge and confidence to excel in their roles. This leads to a more positive work environment where teachers feel valued and supported. Lastly, in tandem with the study by Ingersoll and Strong (2011), found that mentorship and coaching are key aspects of CPD, particularly for novice teachers. Experienced teachers or educational leaders provide guidance

and support to help less experienced teachers navigate challenges and improve their teaching skills.

The findings presented in table 3 reveals that to a very high extent collaborative learning communities as a leadership practice enhance teacher quality service delivery in public senior secondary schools in Rivers State. The findings also shows that there is no significant difference between the mean ratings of male and female teachers' on the extent collaborative learning communities as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State. This findings is in agreement with the study by research by Dufour and Eaker (2008), found that when leaders foster a culture of collaboration and shared responsibility, teachers are more likely to work together to achieve school-wide objectives. Also, in line with the research by Timperley et al. (2007), emphasized that in collaborative learning communities, teachers engage in reflective practice by discussing their teaching methods, successes, and challenges. This process promotes continuous improvement and helps teachers learn from each other's experiences. Furthermore, in corroboration with the study by Love et al. (2008) found that CLCs often involve teachers working together to analyze student data, identify learning gaps, and develop targeted instructional strategies. Leaders can guide teachers in using data effectively to inform their practice and monitor student progress. Lastly, in tandem with the research by Hargreaves and Fullan (2012), collaborative learning communities provide a platform for teachers to offer support and advice to their peers. This mutual support helps teachers navigate challenges and implement new teaching strategies with confidence. Collaboration leads to the sharing of effective teaching methods and resources, improving teachers' instructional practices.

The findings presented in table 4 reveals that to a very high extent recognition and reward systems as a leadership practice enhance teacher quality service delivery in public senior secondary schools in Rivers State. The findings also shows that there is no significant difference between the mean ratings of male and female teachers' on the extent recognition and reward systems as a leadership practices enhance teacher quality service delivery in public senior secondary schools in Rivers State. This findings is in corroboration with the research by Deci and Ryan (2000), found that recognition and rewards systems can enhance both intrinsic and extrinsic motivation for teachers. Intrinsic rewards include recognition for professional accomplishments, praise for innovative teaching, and opportunities for professional growth. Extrinsic rewards include bonuses, promotions, and public recognition. Also, in agreement with the research by Stronge (2018), highlight that recognition can take various forms, such as verbal praise, written notes, awards, and public acknowledgment in meetings or events. These practices reinforce positive behaviors and help create a supportive and encouraging school culture. Furthermore, in tandem with the study by Lavy (2007), found that performance-based rewards tie teachers' recognition to their achievements, such as student learning outcomes, classroom management, or innovative teaching methods. These rewards can motivate teachers to strive for excellence and improve their practices. Lastly, in line with the research by Skaalvik and Skaalvik (2018), recognition and rewards can have a positive impact on teachers' job satisfaction and retention. When teachers feel valued and rewarded for their efforts, they are more likely to stay in their positions and continue to strive for excellence.

CONCLUSION

Effective leadership practices play a crucial role in enhancing teachers' quality service delivery in public senior secondary schools in Rivers State. Through approaches such as effective communication, continuous professional development, recognition and rewards systems and collaborative learning communities, leaders can create a supportive and motivating environment for teachers. This, in turn, positively impacts teaching effectiveness, job satisfaction, and student outcomes. Ultimately, by implementing these leadership practices can empower teachers and promote their professional growth, leaders in public senior secondary schools in Rivers State can enhance the quality of education and improve outcomes for students. This leads to a stronger educational system and better prepares students for future challenges.

Recommendations

Based on the findings of this study, the researcher made the following recommendations:

- Rivers State school administrators should maintain open, transparent, and regular communication with teachers. Share goals, expectations, and updates to keep everyone aligned and engaged.
- Rivers State school administrators should provide ongoing training and development opportunities for teachers. Tailor these sessions to meet teachers' needs and help them improve their instructional skills. Encourage teachers to participate in workshops, seminars, and conferences to stay updated on best practices.
- Rivers State school administrators should create professional learning communities (PLCs) where teachers can share knowledge, resources, and strategies. Provide dedicated time for teachers to collaborate, plan lessons, and engage in collective inquiry.
- Rivers State school administrators should recognize and celebrate teachers' achievements through public praise, awards, and other forms of acknowledgment. Offer both intrinsic and extrinsic rewards, such as bonuses, promotions, and opportunities for career advancement.

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