

PERFORMANCE APPRAISAL, DECISION-MAKING AND EFFECTIVE COMMUNICATION AS IT RELATES TO TEACHERS' PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

This study examined principals' innovative managerial practices and teachers' performance in public senior secondary schools in Rivers State. Three research questions and three hypotheses guided the study. It adopted both descriptive and correlational design for the study. The population of this study consist of 6,893 teachers in the 291 public senior secondary schools in Rivers State with a sample size of 400 teachers (representing 5.8% of the entire population of the study), comprising of 200 males and 200 females teaching staff in Rivers State, and was drawn through a stratified sampling random technique. A self-structured instrument titled: Principals' Innovative Managerial Practices (PIMPQ) and Teachers' Performance (TPQ) Questionnaire were used for data collection. The instrument was validated by 2 experts of Educational Management background. A test-retest method was used to establish the internal consistency of the instrument. The researchers administered the instrument with the assistance of two research assistants. Mean and standard deviations were used to answer the research questions, while the hypotheses were tested with Regression statistical tool at .05 level of significance. The major findings of the study indicated that there is a positive significant relationship between principals' innovative managerial practices in provision of reward systems and teachers' performance in public senior secondary schools in Rivers State. The study concluded that provision of reward system enhances teachers' performance, praising teachers for excellent performance is seen as a way to trigger higher instructional performance, issuing end-of-the-year awards to high-performing staff is perceived to stimulate more outstanding instructional performance.

Keywords: Performance Appraisal, Decision-Making, Effective Communication, Teachers' Performance, Public Senior, Secondary Schools, Rivers State.

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INTRODUCTION

Performance appraisal, decision-making, and effective communication are essential elements in the management of teachers' performance, particularly in public senior secondary schools. In Rivers State, these factors play a crucial role in determining the quality of education provided in schools and the overall success of the educational system. As the demand for high-quality education increases, it becomes imperative for educational stakeholders to adopt comprehensive strategies that enhance teacher performance, foster effective decision-making, and promote clear communication. This introduction explores how performance appraisal, decision-making, and communication are interrelated and how they impact teachers' performance in public senior secondary schools in Rivers State.

Performance appraisal is a systematic process by which an individual's job performance is assessed and evaluated. In the context of teachers, it involves reviewing their instructional abilities, classroom management skills, and professional development. Performance appraisals serve multiple purposes, such as identifying areas for improvement, setting objectives, and recognizing accomplishments (Armstrong, 2014). According to Armstrong (2014), performance appraisal helps to align individual goals with organizational objectives, providing feedback that can guide both personal and professional growth. In Rivers State, performance appraisals in public senior secondary schools are often used to assess teachers' effectiveness, which directly influences their career progression, promotions, and salary increments. However, the effectiveness of this system depends on the transparency and fairness of the process, which has sometimes been a subject of debate in various educational contexts in Nigeria (Ogunyemi, 2018).

Decision-making is an integral component of educational leadership, especially in public secondary schools where administrators and teachers are involved in critical decisions affecting students' outcomes and school operations. Decision-making processes in schools involve strategic choices regarding curriculum design, teaching methods, student discipline, and resource allocation. Effective decision-making is essential for creating a conducive learning environment and ensuring that teachers are equipped to succeed in their roles (Robinson, 2014). In Rivers State, the decisions made by school leaders regarding teacher assignments, professional development programs, and resource distribution can significantly impact teachers' motivation and performance (Ololube & Wome, 2025). For example, decisions related to class size, teaching materials, and extracurricular activities can influence a teacher's ability to deliver quality education (Ikoya, 2009). Moreover, decision-making should be participatory, because involving teachers in the process can enhance job satisfaction and lead to improved performance (Avolio & Bass, 2004).

Effective communication within schools is the cornerstone of a collaborative and efficient working environment. Communication between teachers, school administrators, and students can influence the effectiveness of the teaching-learning process (Harris & Goodall, 2008). In public senior secondary schools in Rivers State, communication plays a vital role in ensuring that teachers understand their roles, responsibilities, and expectations. Open lines of communication help to clarify goals, resolve conflicts, and create a supportive atmosphere where teachers can thrive. According to Fisher and Ury (2011), effective communication involves not only the exchange of information but also the active listening and feedback necessary to address issues and build relationships. In schools where communication is clear and transparent, teachers are more likely to feel supported, which can lead to higher performance levels. In contrast, poor

communication can result in misunderstandings, demotivation, and a lack of engagement, ultimately affecting teachers' performance.

The interplay of performance appraisal, decision-making, and effective communication is vital for enhancing teachers' performance in public senior secondary schools in Rivers State. These elements collectively contribute to creating an environment that supports professional growth, encourages collaboration, and fosters accountability. However, to maximize their impact, it is essential that these processes are executed fairly, inclusively, and consistently. Given the growing emphasis on improving the educational standards in Nigeria, especially in Rivers State, understanding the roles of these factors in teacher performance is essential for both educational policy development and the implementation of effective teaching practices.

The principal is the head of a secondary school, as such, he is the manager and administrator of that school. It is the responsibility of the principals to provide instructional leadership which entail ensuring high quality teaching and learning by supervising instructional programme and ensuring effective use of instructional time to foster the attainment of educational goals and objectives. Similarly, Onuma (2016) asserted that the principal has the primary functions of exhibiting effective instructional leadership practices for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals as well as teachers' performance.

The personality of the principal is the fulcrum around which the totality of the schools image revolves. School principalship is one of most important educational leadership positions. Secondary school principal plays significant role in the school system to achieve its common goals. That is why some scholars describe the principal as an executive head of the school because of the way he makes decisions and implements decisions and programmes of the school. He coordinates activities for work to proceed smoothly, quickly and efficiently in order to achieve the goals of the school. And this aim cannot be actualize by the principal alone. He requires the help of other staff. Principals, just like other administrators, plan stimulate, coordinate, direct and evaluate the work of other staff in the school. That is why it is pertinent that a principal work with other staff to be effective in achieving choice cardinal objective of the school. Principalship is a shared responsibility or leadership. Participatory decision-making is a sine quo non in every organization. It made provision for workers to assume full responsibility of the organization.

For administrative and organizational goals to be achieved, the management of institutions must make the right decisions. They therefore cannot do without decision making. It is the decisions that are made that will propel the wheel of other administrative processes such as planning, organizing, communicating, supervising, controlling and budgeting.

Proper management is an essential factor that all entities practice ensuring that there is increased performance. Management can be defined as the application of leadership skills to offer guidance on how activities can be handled. As Ndugu and Koori (2020) stated, high profit-making institutions, have placed structured management sections that allows for smooth running of its programs. Schooling systems is not an exception as it requires proper management to achieve commendable performance of learners. Principals are the key figures towards the achievement of the best outcomes from the learners.

Statement of the Problem

In public senior secondary schools in Rivers State, there is growing concern over the effectiveness of teachers' performance, which directly impacts the quality of education. Despite efforts to enhance educational standards, teachers continue to face challenges that hinder their optimal performance. A key issue is the effectiveness of performance appraisal systems, which are often criticized for being subjective, inconsistent, and lacking transparency. This leads to inadequate feedback, demotivation, and a failure to address areas where teachers need improvement. Moreover, decision-making processes within schools tend to be top-down, with limited involvement of teachers, which can result in low morale and a lack of ownership in the educational goals.

Another critical issue is the breakdown in communication between teachers, school administrators, and students. Ineffective communication can lead to misunderstandings, unclear expectations, and a lack of support for teachers, further contributing to reduced performance. These challenges hinder the professional development of teachers and negatively affect students' academic outcomes. Therefore, it is essential to investigate how performance appraisal, decision-making, and communication processes can be improved to enhance teachers' performance and, consequently, the quality of education in Rivers State's public senior secondary schools.

Aim and Objectives of the Study

The aim of this study is to investigate the extent principals' innovative managerial practices enhance teachers performance in public senior secondary schools in Rivers State. Specifically, the study seeks to:

- Examine the extent principals' performance appraisal relate with teachers' performance in public secondary schools in Rivers State.
- Investigate the extent principals' involvement of teachers in decision-making relate with teachers' performance in public secondary schools in Rivers State.
- Ascertain the extent principals' effective communication relate with teachers' performance in senior secondary schools in Rivers State.

Research Questions

The research was guided by the following research questions:

- To what extent does principals' performance appraisal affect with teachers' performance in public senior secondary schools in Rivers State?
- To what extent does principals' involvement of teachers in decision-making influence teachers' performance in the public secondary schools in Rivers State?
- To what extent does principals' effective communication impact teachers' performance in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated to further guide the study:

- There is no significant relationship between principals' performance appraisal practices and teachers' performance in public senior secondary schools in Rivers State.
- There is no significant relationship between principals' involvement of teachers in decision-making and teachers' performance in public senior secondary schools in Rivers State.
- There is no significant relationship between principals' effective communication and teachers' performance in public senior secondary schools in Rivers State.

CONCEPTUALIZATION

Teacher Performance

Teachers' performance is hinged on both the physiological and mental strength as well as the physical environment in which a teacher finds himself/herself. In essence the organizational climate of the school play an important role in teachers' performance. The physical environment refers to the work place (school) of the teacher. In the context of school system, performance is measured in terms of both efficiency and effectiveness, since the realization of goals and objectives in the school depends on the efficiency and effectiveness of the teachers (Garret & Poole, in Ajayi & Afolabi, 2012). Consequently, Adepoju in Aladenusi and Ayodele (2014) and Duze (2012) asserted that indicators of teachers' performance , such as effective teaching, lesson note preparation, effective use of scheme of work, disciplinary ability and adequate usage of instructional materials are virtues which teachers should uphold effectively in the school system. Moreso, teacher's performance could be measured through annual report of the teachers' activities in term of performance in teaching, lesson preparation, mastery of the subject matter. Competence, teacher's commitment to job and extra-curricular activities. Other areas of assessment includes; effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teacher. The import of the foregoing showed that teacher performance is determined by quality of staff, quality of infrastructure, work climate, curriculum content and delivery method, style of leadership, conditions of service Strategies.

Principals' Performance Appraisal and Teacher Performance

Performance appraisal is the assessment of the performance of an individual in relation to the objectives, activities, outputs, and targets of a job over a given period of time. In school setting, performance appraisal is defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for teaching improvement and skills development (McNamara, 2019).

Okumbe (2018) asserted that performance helps in evaluating how a worker succeeds in his present job and this is important for estimating how well he or she will perform in the future. This therefore helps in determining the strengths or weaknesses of the individual workers to increase performance. In schools, performance appraisal systems (PAS) began as simple methods for deciding whether or not the salary of an employee was justified. Okumbe (2018) empirical study showed that pay rates were not the only element that had an impact on employee

performance. It was found out that other issues, such as morale and self-esteem, could also have major influence.

A lot of organizations have adopted performance appraisal as a process that improves business performance (Daonis, 2012). Performance appraisal has rampantly become a tool used to strategically to improve organizational effectiveness. Performance appraisal goes hand in hand or correspondently with evaluation, performance review, assessment and personnel appraisal. In any organization, performance appraisal significance has proved to be indispensable when we address organizational success address organizational success. Institution's success depends deeply on how well the employee performance is effectively managed (Ololube, 2024). The performance appraisal is a rare and important form of career development which encompasses a standard review of employee performance in an organization and then furthermore, conveys feedback to the employees (Paul et al., 2014).

Principals' performance appraisal according to Rehman (2009) in Ololube (2017) has contributed to school growth achievement in the following ways:

- It enables the principal to identify the strength and weakness of the teachers.
- It helps the principal to locate areas of strength and weakness in the school programmes.
- It helps the principal to raise the quality of service in the school.
- It helps the principal to maintain a standard of performance.
- It also provides the principal with a frame of reference for teachers' retention, promotion, transfer and dismissal.
- It enables the principal to measure the efficiency of his/her staff and to maintain organizational control.
- It helps the principal in evaluating how well employers perform their jobs.
- It helps the principal to set agreed performance targets, work plan, reports and feedback.
- It also helps the principal interlink teacher's evaluation with school arrangement to improve the teaching process.
- It helps the principal to determine the difference between the expected performance and actual performance levels.

From the foregoing, it can be concluded that the critical role performance appraisal plays in the process of enhancing teachers' performance is sacrosanct.

Ololube (2019) defined performance management as a means through which managers ensure that employees' activities and outputs are congruent with the organisational goals. They say that performance management is central to gaining competitive advantage. They argue that, performance management has three parts; defining performance, measuring performance, and feedback performance information. First, a performance management system specifies which aspects of performance are relevant to the organisation, primarily through job analysis. Second, it measures those aspects of performance through performance appraisal which is only one method for managing employee performance. Third, it provides feedback to employees through performance feedback sessions so that they can adjust their performance to the organisation's goals. The concept of feedback in performance management was highly internalised by performance data on an individual in group derived from a number of stakeholders on their performance.

Principals' Decision-Making Practices and Teacher Performance

Decision-making can be defined as making a choice between future uncertain alternatives. A short term practical decision-making comprises of selecting among alternatives with an immediate or limited end in view. It must be an emphasis that all decision-making relates to the future and that a decision is a choice between alternatives in pursuit of objectives. Where no alternatives exist no decision can be made and nothing can be done now that will alter the past. Therefore, decision-making is concerned with the future and involves the act of selecting one course of action from various courses of action. Decision-making is important to the management of change in institutions, it is a consensus among personnel and management practitioners. However, the point of divergence is what really constitute the true meaning of decision making.

Decision-making also referred to making choice out of different contending alternatives in order to achieve set objective(s) and resolve a problem. It has also been defined as a process of making choices by setting goals, gathering information and assessing alternatives. It was further resolved as a cognitive process which results in the selection of a belief or a course of action among several alternatives. The import of the foregoing is that decision making is a conscious effort to choose a particular line of action in order to achieve a set objective(s).

Ololube (2018) understood decision as a set of activities involved in diagnosing the problem and developing alternatives and choosing one of a set of alternatives. According to Ivancevich and Matteson (2007), the quality of decisions that managers achieve, is a measure of their effectiveness. Decision making and motivation are interdependent and mutually influencing. Decision-making is a process which effects the outer and inner motivation of the decision. Each stage of decision-making may have a direct or indirect impact on the motivation of the decisionmaker. Motivation also have a direct or indirect impact on the motivation and positively influence motivational levels of employees, for example, through a properly motivational program. Decision-making is an integral part of our everyday life. In the organization, it is particularly associated to work activities and work motivation. The decisions always brings changes with it that may be classified from small ones, not too significant, to the institutional ones. The correct decision making and motivating of decision-makers about changes in organizations can ensure effective work with information to understand better the importance of change and rapid implementation in practice.

Peretomode (as cited in Oku et al., 2018) also, stated` that decision making is the process of choosing from among alternative ways of achieving an objective or providing a solution to a problem. It involves choice and entails cost. If one alternative is chosen, the other is lost (cost). Decision-making is the process by which managers respond to the opportunities and threats that confront them by analyzing the options and making determinations, or decisions about specific organization goals and courses of action (Jones & George as cited in Agi & Adiele, 2015).

The field of education is a living open system of thought that continually deals with fresh issues as they arise out of man's changing actions and experiences (Ololube, 2019). These educational activities can only be carried out through effective leadership and decision-making by the educational manager or leader. It is believed that the success or failure of any school is dependent upon the groups that make it up and effective utilization of the intellectual abilities of these group or human resources helps the development of such an organization or schools affects schools administration; job satisfaction, job commitment, performance, school administrative efficiency and school discipline in general (Nwankwoala, 2016).

Principal's participatory decision-making, style helps improves the quality of decisions, increasing the understanding of the group and also their commitment to the decision. Participation in decision-making connotes consultation, delegation of authority or group consensus. It involves judging, analyzing and selecting a particular alternative from so many possible alternative choices. Any effective action carried out in the school is as a result of the right administrations made (Nwankwoala, 2016).

Principals' Effective Communication Practices and Teachers Performance

Communication concept means disseminating, transmitting and receiving ideas and information for the attainment of organizational goals or expectations. Every organization established with clearly stated goals, communication is needed to achieve the goals. In actualizing this, employees or individuals are encouraged to be committed and contribute their own quota to the actualization of the goals. According to Armstrong (2012), employees in successful organizations are given the opportunity to interact through the instrumentality of communication. In the larger society, communication is needed between two friends and allies to strengthen relationships; communication is also important in employee relations in both public and private organizations since information must be sent from one person to another or from one part to another and hierarchically for the purpose of achieving the intention of the organization.

In education, communication enhances speaking, sharing, imparting and transmitting knowledge from the teacher to the learner. In order to ensure active participation of the community and other external agencies in the affairs of the school, communication is needed adopting the mass media like radio, television, poster and bill-boards in enlightening the public; disseminate information to parents or other critical stakeholders or private individuals from the community wishing to give support as well as knowing about what goes on in the school. Communication becomes a veritable tool or an important vehicle through which educational leaders direct and coordinate the affairs of the institutions for their effectiveness (Ololube, 2017). It should be noted that, ministries of education, boards and other agencies or corporate bodies get involved in the education of the society through effective use of communication channels to ensure that appropriate information is transmitted to them and the school in particular for quality service delivery.

The assertion by Armstrong (2012) that communication involves exchange of information, ideas and attitudes within an organization goes to support the idea that instructionally communication is applied to exchange of information or interaction between the teacher and students in the classroom. Notably, when communicating the process of communication must be emphasized through which ideas and messages are transmitted from one person to another or from the teacher to students in a classroom situation, and between the leader and teachers. In communicating effectively, the process of communication must include a sender, the message and a receiver for feedback to be attracted or made.

Principals' effective clear and consistent communication fosters a positive work environment, encourages collaboration, and reduces misunderstandings (Nguni et al., 2006). When principals communicate expectations, provide constructive feedback, and actively listen to teachers' concerns, it boosts morale and job satisfaction, leading to increased productivity and instructional quality (Kalkan, 2016). Moreover, effective communication promotes trust and transparency, which are essential for professional growth and commitment (Robinson et al., 2008). Principals who engage in open dialogue create a supportive culture where teachers feel

valued and motivated to perform well. Thus, communication is a critical leadership skill that directly influences teacher effectiveness and student outcomes.

METHODS

This study adopted both descriptive and correlational research design. The population of this study consisted of 6,893 teachers in the 291 public senior secondary schools in Rivers State. It included, 3,490 males and 3,403 females respectively. (Source: Rivers State Senior Secondary Schools Board (RSSSSB, Statistics of Academic Staff. 2020/2021 Session).

The sample for this study consisted of 400 teachers, which comprised 200 male and 200 female teaching staff from Rivers State. Additionally, the sample size of 400 teachers representing 5.98% of the total population of teaching staff in Rivers State.

A self-constructed questionnaire titled "Principals' Innovative Managerial Practices and Teachers' performance (PIMPQ) and Teachers' performance (TPQ) Questionnaire was used for data collection. The questionnaire consisted of two sections namely; A and B. Part A was used to gather demographic data of the respondents, such as, age, gender, academic qualifications, while part B was used to elicit responses in order to answer the research questions. The responses on part B will be patterned in a modified Likert type scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) rated 4, 3, 2, and 1 respectively.

The instrument was subjected to vetting and scrutiny by two experts of Educational Management background. The internal consistency of the instrument was established through a test re-test method and index of .811 and .830 was obtained. The administration of the instrument was carried out by the researchers with the assistance of two field officers. 400 questionnaires were distributed, of which 398 were retrieved, and two were lost.

The retrieved data was analyzed using mean and standard deviation, while Regression was used to test the null hypotheses at .05 level of significance. The research question rule for interpreting the mean scores was stated thus, any item with mean of and equal 2.50 and above was interpreted as high extent while mean scores below 2.50 was interpreted as low extent.

RESULTS

Research Question 1: To what extent does principals' performance appraisal affect teachers' performance in public senior secondary schools in Rivers State?

Table 1: Descriptive statistics of mean and standard deviation on the extent principals' performance appraisal affects teachers' performance in public senior secondary schools in Rivers State

s/n	Items	Mean	SD.	Remark
1.	By defining and measuring individual performance.	3.23	0.69	High Extent
2.	Performance appraisal is based on the principle of management by agreement or contract rather than management by command.	3.10	1.06	High Extent
3.	It is a tool used to strategically improve organizational effectiveness.	3.42	0.75	Very High Extent
4.	Through clarifying individual responsibilities and accountabilities.	3.13	0.76	High Extent
5.	It is central to gaining competitive advantage.	3.43	0.81	Very High Extent
Grand Mean		3.26	0.81	High Extent

The data in Table 1 shows the descriptive statistics (mean and standard deviation) of how principals' performance appraisal practices influence teachers' performance in public senior secondary schools in Rivers State. All the items have a mean score above 3.00, indicating that respondents generally agree to a high or very high extent that principals' performance appraisal affects teachers' performance. Item 1 (Mean = 3.23, SD = 0.69), which suggests that defining and measuring individual performance is recognized to a high extent as impacting teachers' performance. Item 2 (Mean = 3.10, SD = 1.06) indicates that performance appraisal based on agreement or contract rather than command is also considered effective to a high extent, though the higher standard deviation shows greater variability in responses. Item 3 (Mean = 3.42, SD = 0.75) and Item 5 (Mean = 3.43, SD = 0.81), both are rated to a very high extent, suggesting strong agreement that performance appraisals improve organizational effectiveness and contribute to competitive advantage. Item 4 (Mean = 3.13, SD = 0.76) highlights that clarifying roles through appraisal also affects performance to a high extent. The grand mean of 3.26 with a standard deviation of 0.81 confirms that overall, principals' performance appraisal practices are perceived to affect teachers' performance to a high extent.

Research Question 2: To what extent does principals' involvement of teachers in decision-making influence teachers' performance in the public secondary schools in Rivers State?

Table 2: Descriptive statistics of mean and standard deviation on the extent principals' involvement of teachers in decision-making influence teachers' performance in the public secondary schools in Rivers State

s/n	Items	Mean	SD.	Remark
6.	Teachers may accept the outcomes or orders from the decision without resistance or objection.	3.48	0.69	Very High Extent
7.	Through developing a positive school climate, ensure opportunity for teachers' collaboration.	3.32	0.52	Very High Extent
8.	By implementing decisions made.	3.63	0.53	Very High Extent
9.	By involving teachers in decision making, decisions will be made with a better pool of information.	3.37	0.85	Very High Extent
10.	By allowing them the opportunity to participate in making decisions that affects their work.	3.36	0.55	Very High Extent
Grand Mean		3.43	0.63	Very High Extent

The data in Table 2 presents the descriptive statistics on how principals' involvement of teachers in decision-making influences teachers' performance in public secondary schools in Rivers State. All items have mean scores above 3.30, indicating that respondents perceive a very high extent of influence. Item 6 (Mean = 3.48, SD = 0.69) suggests that when teachers are involved in decision-making, they are more likely to accept outcomes willingly, indicating a very high level of positive impact. Item 7 (Mean = 3.32, SD = 0.52) highlights that fostering a positive school climate and teacher collaboration greatly enhances performance. Item 8 (Mean = 3.63, SD = 0.53) has the highest mean, showing that implementing decisions made (especially those with teacher input) strongly influences teacher performance. Item 9 (Mean = 3.37, SD = 0.85) and Item 10 (Mean = 3.36, SD = 0.55) emphasize the importance of shared information and participation, reinforcing the benefit of inclusive decision-making. The grand mean of 3.43 and

standard deviation of 0.63 confirm that principals' involvement of teachers in decision-making influences teacher performance to a very high extent, with relatively consistent responses.

Research Question 3: To what extent does principals' effective communication impact teachers' performance in public senior secondary schools in Rivers State?

Table 3: Descriptive statistics of mean and standard deviation on the extent principals' effective communication impact teachers' performance in public senior secondary schools in Rivers State

s/n	Items	Mean	SD.	Remark
11.	Through exchange of ideas, opinions or information in the school.	3.54	0.63	Very High Extent
12.	Through transfer of ideas, feelings, insights, facts, attitudes or intents to others for the purpose of influencing their behaviors.	3.23	0.70	High Extent
13.	By helping teachers to understand the physical and human environment of the school.	3.49	0.74	Very High Extent
14.	By helping educational leaders direct and coordinate the affairs of the institutions for their effectiveness.	3.53	0.74	Very High Extent
15.	It is an essential tool for teachers' performance.	3.22	0.72	High Extent
Grand Mean		3.40	0.70	Very High Extent

The data in Table 3 presents the descriptive statistics on the extent to which principals' effective communication impacts teachers' performance in public senior secondary schools in Rivers State. The results reveal a strong positive perception overall, with all mean scores above 3.20. Item 11 (Mean = 3.54, SD = 0.63) indicates that the exchange of ideas and information within the school greatly enhances teacher performance, rated to a very high extent. Item 12 (Mean = 3.23, SD = 0.70) and Item 15 (Mean = 3.22, SD = 0.72) show that communication influencing behavior and being essential to performance are perceived to affect teachers to a high extent. Item 13 (Mean = 3.49, SD = 0.74) and Item 14 (Mean = 3.53, SD = 0.74) emphasize the role of communication in helping teachers understand their environment and supporting effective school leadership, both to a very high extent. The grand mean of 3.40 and standard deviation of 0.70 suggest that principals' effective communication impacts teachers' performance to a very high extent, with fairly consistent agreement across respondents.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between principals' performance appraisal practices and teachers' performance in public senior secondary schools in Rivers State.

The results in Table 4 present a regression analysis examining the relationship between principals' performance appraisal and teachers' performance in public senior secondary schools in Rivers State. Data from the model summary depicts $R = .888$. This shows a strong positive correlation between innovative appraisal practices and teachers' performance. The $R^2 = .788$, approximately 78.8% of the variance in teachers' performance can be explained by principals' performance appraisal practices. The adjusted $R^2 = .787$, adjusted for sample size, still indicates a very strong explanatory power. The standard Error = .37224, reflects how much the observed teacher performance values deviate from the predicted values relatively low, suggesting

accuracy. The result for the ANOVA showed $F = 735.544$, $p = .000$. The model is statistically significant, indicating that principals' appraisal practices reliably predict teacher performance.

The coefficients Table showed $B = .875$: For every one-unit increase in innovative staff performance appraisal, teachers' performance increases by .875 units, holding other factors constant. The $t = 27.121$, $p = .000$ confirms that the predictor (staff appraisal) is a highly significant contributor to the teachers job performance. Thus, there is a strong statistically significant relationship between principals' appraisal practices and teachers' performance. This suggests that when principals adopt effective, innovative appraisal methods, it substantially enhances teacher effectiveness in public senior secondary schools.

Table 4: Summary of regression analysis on the relationship between principals' performance appraisal and teachers' performance in public senior secondary schools in Rivers State

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.888 ^a	.788	.787	.37224		
ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	101.919	1	101.919	735.544	.000 ^a
	Residual	27.436	396	.139		
	Total	129.355	397			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.235	.110		2.132	.034
	Staff performance appraisal	.875	.032	.888	27.121	.000

Dependent Variable: Teachers performance $y = .235 + .875x$

Hypothesis 2: There is no significant relationship between principals' involvement of teachers in decision-making and teachers' performance in public senior secondary schools in Rivers State. The results in Table 5 show a regression analysis on the relationship between principals' involvement of teachers in decision-making and teachers' performance in public senior secondary schools in Rivers State. The model summary showed $R = .934$, which indicates a very strong positive correlation between teachers' involvement in decision-making and their performance. $R^2 = .873$, means that 87.3% of the variation in teachers' performance is explained by their involvement in decision-making. The adjusted $R^2 = 0.872$ confirms the model's strong explanatory power, even after adjusting for sample size, and standard error of .28833 shows low variability between observed and predicted values, which indicates high model accuracy.

The ANOVA showed $F = 1358.000$, $p = .000$. The model is highly statistically significant meaning principals' involvement of teachers in decision-making is a reliable predictor of teacher performance. The coefficients $B = 1.088$ showed that for every one-unit increase in teacher involvement in decision-making, teacher performance increases by 1.088 units, all things being equal. The $t = 36.850$, $p = .000$ indicates a very strong and statistically significant effect of decision-making involvement on teacher performance, while the constant ($B = -.378$), although

negative simply shows the baseline performance when no involvement occurs but not practically significant given the strong positive slope.

Overall, there is a very strong, statistically significant positive relationship between principals' involvement of teachers in decision-making and teachers' performance. Involving teachers in key decisions boosts their morale, sense of ownership, and effectiveness contributing significantly to improved performance in public senior secondary schools in Rivers State

Table 5: Summary of regression analysis on the relationship between principals' involvement of teachers in decision-making and teachers' performance in public senior secondary schools in Rivers State

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.934 ^a	.873	.872	.28833		
ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	112.894	1	112.894	1.358E3	.000 ^a
	Residual	16.461	396	.083		
	Total	129.355	397			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.378	.097		-3.880	.000
	Involvement of teachers in decision-making	1.088	.030	.934	36.850	.000

Dependent Variable: Teachers Performance $y = -.378 + 1.088x$

Hypothesis 3: There is no significant relationship between principals' effective communication and teachers' performance in public senior secondary schools in Rivers State.

The results in Table 6 present a regression analysis on the relationship between principals' effective communication and teachers' performance in public senior secondary schools in Rivers State. The model summary $R = .752$ indicates a strong positive correlation between effective communication and teacher performance. $R^2 = .566$ suggests that 56.6% of the variation in teachers' performance is explained by principals' effective communication. Adjusted $R^2 = .564$: confirms the model remains strong when accounting for sample size. While the standard error = .53243 shows moderate variation between observed and predicted values—reasonable accuracy. The ANOVA analysis showed $F = 258.309$, $p = .000$, which indicates that the regression model is highly statistically significant, and means that effective communication is a reliable predictor of teacher performance.

The coefficients result $B = .971$ showed that for every one-unit increase in effective communication, teacher performance increases by .971 units, holding other factors constant. The $t = 16.072$, $p = .000$ shows a strong statistically significant impact of communication on performance, and the constant ($B = -.302$, $p = .166$) depicts that constant is not statistically significant, meaning it has little practical impact when communication is absent. Therefore, there

is a strong and statistically significant positive relationship between principals' effective communication and teachers' performance. Effective communication such as the exchange of information, clarification of roles, and supportive dialogue plays a crucial role in enhancing teachers' engagement, clarity, and productivity in public senior secondary schools in Rivers State.

Table 6: Summary of regression analysis on the relationship between principals' effective communication and teachers' performance in public senior secondary schools in Rivers State

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.752 ^a	.566	.564	.53243		
ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73.226	1	73.226	258.309	.000 ^a
	Residual	56.129	396	.283		
	Total	129.355	397			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.302	.217		-1.391	.166
	Effective communication	.971	.060	.752	16.072	.000

Dependent Variable: Teachers Performance $y = -.302 + .971x$

DISCUSSION

The Extent Principals' Performance Appraisal Affects Teachers' Performance

The study revealed the existence of a strong positive significant relationship between principals' innovative managerial practices in staff performance appraisal and teachers' performance in public senior secondary schools in Rivers State. F-statistic is 735.544, with a very low p-value (.000). This finding may be as a result of the extent the staff performance appraisal enhances teachers' performance in public senior secondary schools in Rivers State.

This study is in line with the explanation given by Nwankwoala (2016), stating that in school setting, performance appraisal is defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semiannual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for teaching improvement and skills development.

The finding is further corroborated by human relations theory as propounded by Mayo in 1964 as cited in (Sarachek, 2017). The theory was concerned with the human problems encountered in organizations, such as staff performance, welfare, motivation, retirement benefits among others and therefore concluded that such problems can only be minimized when there is cooperation among workers. Human Relations Theory offers insights into how principals' innovative managerial practices in staff performance appraisal can enhance teachers'

performance by focusing on interpersonal relationships, communication, motivation, and employee well-being. In summary, Human Relations Theory provides a framework for understanding how principals' innovative managerial practices in staff performance appraisal can enhance teachers' performance by fostering positive relationships, effective communication, motivation, employee well-being, and a culture of continuous improvement.

The Extent Principals' Involvement of Teachers in Decision-Making Influence Teachers' Performance

The study revealed the existence of a strong positive significant relationship between principals' innovative managerial practices in decision-making and teachers' performance in public senior secondary schools in Rivers State. F-value of 1.358E3 ($p < 0.05$). This finding may be as a result of the extent the decision-making enhances teachers' performance in public senior secondary schools in Rivers State. This study is in line with that of Ololube (2018) that understands decision as a set of activities involved in diagnosing the problem and developing alternatives and choosing one of a set of alternatives, and also agreed with Ivancevich and Matteson (2007) that revealed that the quality of decisions that managers achieve, is a measure of their effectiveness.

The finding is further corroborated by human relations theory as propounded by Mayo in 1964 as cited in (Sarachek, 2017). The theory was concerned with the human problems encountered in organizations, such as staff performance, welfare, motivation, retirement benefits among others and therefore concluded that such problems can only be minimized when there is cooperation among workers. Human Relations Theory emphasizes the importance of valuing individuals within an organization. Principals who involve teachers in decision-making demonstrate respect for their expertise, experience, and perspectives. When teachers feel respected and valued, they are more likely to be motivated to contribute positively to the decision-making process, leading to increased performance. Furthermore, Human Relations Theory offers insights into how principals' innovative managerial practices in involving teachers in decision-making can enhance their performance by promoting respect, communication, ownership, commitment, empowerment, trust, collaboration, job satisfaction, and well-being.

The Extent Principals' Effective Communication Impacts Teachers' Performance

The study revealed the existence of a strong positive significant relationship between principals' innovative managerial practices in effective communication and teachers' performance in public senior secondary schools in Rivers State. With an F-value of 1.358E3 ($p < .05$), this study is in line Udeozor (2005), which posited that other organizational functions of the principal cannot be effective if communication is not effective because it builds up an organizational climate but in a situation where it is not effective, it brings about mutual distrust, suspicion, resentment, gossips, insecurity and fear. The finding is further corroborated by System Theory as propounded by Ludwig Von Bertalanffy (1950). Systems theory is an interdisciplinary theory about the nature of complex systems in nature, society, and science, and is a framework by which one can investigate and/or describe any group of objects that work together to produce some result. System theory highlights the interconnectedness of elements within an organization (Ololube, 2024).

CONCLUSION

The effectiveness of performance appraisal, decision-making, and communication are critical factors influencing teachers' performance in public senior secondary schools in Rivers State. The challenges associated with subjective appraisals, top-down decision-making, and ineffective communication contribute to the underperformance of teachers, ultimately affecting the quality of education. For sustainable improvement, it is essential to ensure that performance appraisals are transparent, fair, and aligned with teachers' professional development needs. Moreover, fostering participatory decision-making and promoting open, two-way communication within schools will enhance teacher motivation, satisfaction, and performance. Addressing these issues will create a more supportive and productive environment, leading to better educational outcomes for students. Policymakers, school administrators, and educational stakeholders must prioritize these factors to develop strategies that empower teachers, ensuring the overall success of the educational system in Rivers State.

Recommendations

The following recommendations are made in respect to the findings of the study:

- Principals should review and refine their performance appraisal processes to ensure they are fair, transparent, and focused on professional growth. Regular feedback sessions and goal-setting discussions can help align teachers' efforts with school objectives.
- Principals should actively involve teachers in decision-making processes related to school policies, curriculum development, and resource allocation. This fosters a sense of ownership and commitment among teachers, leading to increased performance and morale.
- Principals should prioritize effective communication strategies to ensure clear and transparent dissemination of information among all stakeholders. This could involve regular meetings, newsletters, digital platforms, and open-door policies to facilitate dialogue and collaboration.

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