



Relational Study of Principals Support, Recognition Ability and Teacher Job Effectiveness

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Abstract

This study examined principals' support and recognition as they relate with teachers' job effectiveness in public secondary schools. Two research questions and two hypotheses were raised and tested using a correlational research design. The population comprised 7,253 teachers and principals from all public secondary schools in Anambra State, while the sample included 406 respondents drawn from 58 schools, selected through a multi-stage sampling procedure. Data were collected using the Principals' Support Recognition Questionnaire (PSRQ) and Teachers' Job Effectiveness Questionnaire (TJEQ), which yielded reliability coefficients of 0.90 and 0.88, respectively. Out of 406 administered questionnaires, 398 were returned valid and used for analysis. Data were analyzed using Pearson Product Moment Correlation coefficient (r), and coefficient of determination (r^2) at a 0.05 significance level. The findings of the study revealed that there is a significant positive relationship between principals' support and teachers' job effectiveness; and there is a significant positive relationship between principals' recognition and teachers' job effectiveness. Based on these findings, it is recommended that the Anambra State Ministry of Education should strengthen and sustain principals' practices through adequate funding of schools so that principals can be able to support and recognize teachers sufficiently for better instructional delivery. Additionally, targeted teacher development programmes should be implemented to improve teachers' overall job effectiveness in public secondary schools.

Keywords: Job effectiveness, principals, recognition, support, teachers.

INTRODUCTION

Across the universe, education is well recognized as an instrument through which national goals can be achieved. It is sequel to this assertion that the Federal Government of Nigeria, through the National Policy on Education (FGN, 2013) defined education as an instrument par excellence for national development. The quality of education provided a nations citizens is critical for the attainment of development and transformation. Teachers are the most important factor in the education system. They are the implementers of the curriculum and drivers of school effectiveness. Teachers perform numerous responsibilities in school including planning for school activities, helping to discipline students by counselling them, implementing policies and expectations of higher authorities, responding to students' individual needs, keeping records of events and conducting co-curricular activities. Teachers must be effective in performing their job because the quality of education depend on their effectiveness in job performance.

Owan (2018) described teachers' job effectiveness as how well teachers carry out their instructional and teaching duties to help students learn and achieve school goals. This includes assessing students, preparing lesson notes, presenting lessons, and managing the classroom (Asiyai, 2020). Ensuring teachers are effective is crucial for reaching school objectives. Teachers' job effectiveness refers to their ability to meet targets or objectives on time. It measures how well a teacher performs their assigned tasks with minimal errors, completes work by deadlines, and achieves desired results. It also involves being innovative and providing high-quality education that engages and retains students (AlZonbi, 2015).

Gupta and Verma (2021) cited in Amukoyo and Asiyai (2024), asserted that the teaching effectiveness of the teacher does not happen by chance. This implies that the teaching effectiveness of teachers in any educational system largely depends upon several factors. These factors include principals' characteristics such as supportiveness, recognition of staff

who perform well, and the school environment. The study examined how principals support and recognition, how they relate with teachers' job effectiveness in secondary schools.

Research Questions

1. What is the relationship between principals' supports and teachers' job effectiveness in public secondary schools?
2. What is the relationship between principals' recognition and teachers' job effectiveness in public secondary schools?

Hypotheses

1. There is no significant relationship between principals' support and teachers' job effectiveness in public secondary schools.
2. There is no significant relationship between principals' integrity and teachers' job effectiveness in public secondary schools.

Literature Review

Principals are described as being supportive when they demonstrate the capability of building strong interpersonal relationships with staff, recognize teachers' contributions, and actively involve them in decision-making processes (Asiyai, 2020). These practices not only improve teacher morale but also foster a sense of ownership and commitment to school goals, which directly translates into improved teaching quality. Effective principals provide the kind of instructional and emotional support that reduces teacher stress and burnout, two major barriers to job effectiveness. Boyd *et al.* (2018) found that teachers who perceive their principals as supportive are more likely to stay in the profession, exert greater effort in lesson delivery, and maintain high standards of student engagement and discipline. Such teachers also demonstrate greater enthusiasm for instructional innovation and continuous professional development. Ugwulashi and Nwachukwu (2021) assert that in such challenging environments, principals who offer practical support such as equitable task distribution, encouragement, and access to teaching materials can significantly enhance teacher performance and job satisfaction. Dutta and Sahney (2022) found that school leaders who consistently provide emotional and professional support contribute significantly to reducing teacher stress, burnout, and attrition. Supportiveness was positively correlated with instructional engagement and teachers' willingness to embrace school-wide goals and innovations. The presence of a supportive principal not only improves teacher morale but also leads to greater instructional coherence and consistency. Supportive principals encourage reflective teaching by creating safe spaces for feedback, mentorship, and open dialogue. These practices lead to professional growth and an increased sense of efficacy among teachers. According to Ingersoll and Collins (2018), school environments characterized by high principal support tend to experience stronger instructional cohesion, better teacher-student relationships, and more consistent learning outcomes.

Recognition, as a component of school leadership, refers to a principal's ability to acknowledge, appreciate, and reward teachers' efforts, achievements, and professional contributions. In educational leadership, recognition is not merely ceremonial but serves as a motivational tool that reinforces positive behaviour, fosters professional pride, and encourages higher levels of teacher commitment and instructional performance. Principals' ability to recognize and validate the work of teachers has a strong bearing on teachers' job effectiveness. When teachers feel valued and appreciated, they are more likely to be engaged, innovative, and responsive to student needs. According to Lindahl and Beach (2020), recognition enhances teachers' intrinsic motivation by affirming their role in student success and school development. Teachers who are consistently acknowledged for their work develop a stronger sense of purpose and are more likely to go beyond the basic requirements of their job. Recognition can take various forms, including verbal praise, written commendations, promotions, professional development opportunities, or public acknowledgment during staff meetings. These gestures, though sometimes small, have been found to have significant psychological effects on teacher morale and performance. Al-Fraiha and Al-Momani (2022) observed that recognition from school leaders positively influences teachers' job satisfaction, which in turn leads to more effective teaching strategies and improved student learning outcomes.

Okorie and Oni (2021) argue that recognition serves as an informal but impactful reward system that can boost morale and reduce job-related frustration among teachers. As Kraft and Papay (2019) suggest, schools that prioritize teacher recognition often experience stronger instructional coherence and better retention of highly effective educators. Lindahl and Beach (2020) found that principal recognition is directly linked to increased teacher efficacy and professional confidence. Teachers who receive consistent and meaningful feedback are more likely to assess their own teaching critically and seek improvement. This continuous feedback loop not only sustains high teaching standards but also promotes a culture of excellence throughout the school. Gkorezis and Petridou (2017) demonstrated that recognition has a buffering effect on workplace stress. Their research established that recognized teachers were better able to manage emotional labor and classroom challenges, making them more resilient and productive. This is particularly important in contexts like Nigeria, where teachers often work under significant pressure and with limited institutional support.

Empirical studies abound on the influence of principal support on teaching. Adeyemi and Oyetunde (2021) examined the influence of principals' supportiveness on teacher productivity in public secondary schools in Ekiti State, Nigeria. The study adopted a descriptive survey design and involved 300 teachers selected through stratified random sampling. The findings revealed that principals who offered emotional encouragement, constructive feedback, and professional guidance significantly improved teachers' motivation and instructional effectiveness. This study is similar to the current one in its use of a descriptive design and focus on principal support as a predictor of teacher effectiveness. However, while Adeyemi and Oyetunde's study was conducted in Ekiti State, the current study was conducted in Anambra State and adopted a descriptive and correlational design, thus filling the geographical and methodological gap.

Eze and Nwachukwu (2020) investigated the impact of leadership support on teachers' classroom effectiveness in secondary schools in Enugu State. The study used a correlational research design and sampled 270 teachers through random sampling techniques. Data were gathered using the Leadership Support and Classroom Effectiveness Scale (LSCES) and analyzed using multiple regression. Findings revealed that leadership support including mentoring, attentiveness to teacher concerns, and professional backing enhanced teachers' classroom management, lesson delivery, and learner engagement. The study aligns with the current research in its correlational design and emphasis on leadership support.

Ogundele and Salihu (2022) explored the relationship between perceived principal support and teacher job performance in Kogi State public senior secondary schools. The study found that teachers who perceived higher levels of emotional and instructional support from their principals exhibited greater motivation, attendance, and teaching quality. This study is similar to the present research in design and its focus on the influence of principal support. However, the current study differed by being conducted in Anambra State and including another variable beyond supportiveness, thereby broadening the explanatory framework of teachers' effectiveness.

Chinwe and Mordi (2023) studied the influence of principals' supportive behaviors on instructional commitment among secondary school teachers in Delta North Senatorial District, using descriptive survey design. The findings revealed that principals' empathy, availability, and encouragement significantly fostered teacher commitment to instructional duties. The present study shares similarity in its descriptive approach and focus on supportive leadership. However, Chinwe and Mordi's work was conducted in Delta State, while the current study is situated in Anambra State and utilize correlational methods to establish more robust associations, thus addressing a methodological and geographical gap.

Al-Fraihat and Al-Momani (2022) investigated the impact of school leaders' recognition practices on teacher job satisfaction and effectiveness in public schools in Jordan. The findings revealed that recognition practices such as verbal praise, acknowledgment during staff meetings, and public commendation positively influenced teachers' instructional delivery, punctuality, and professional commitment. While this study shares a similar focus on recognition and teacher effectiveness, it was conducted in Jordan. In contrast, the current study was conducted in Anambra State, Nigeria, and employed a descriptive and correlational design, thereby addressing both the contextual and geographical gap.

Okorie and Oni (2021) studied the role of recognition and motivation strategies on secondary school teachers' job performance in Oyo State, Nigeria. The researchers used a descriptive survey design and sampled 310 teachers using purposive and cluster sampling methods. Data were collected through a validated instrument titled Recognition and Motivation Impact Scale (RMIS). The study found that informal recognition, such as written commendations, open appreciation, and annual awards, significantly increased teacher morale and improved classroom practices. The authors concluded that consistent recognition acts as a non-monetary reward that enhances productivity. Although similar to the present study in recognizing the influence of principal-led appreciation on teachers' outcomes, Okorie and Oni's work was restricted to Oyo State. By contrast, the current study was carried out in Anambra State using both descriptive and correlational research methods, thus expanding its applicability in a different educational setting.

Kraft and Papay (2019) conducted a large-scale longitudinal study in the United States on how school leadership practices, including teacher recognition, affect teacher development and retention. Using mixed methods, including surveys and interviews across 12 school districts, the researchers found that consistent, meaningful recognition from school leaders not only improved teacher effectiveness but also contributed to stronger collaboration, instructional alignment, and student learning outcomes. While Kraft and Papay provide compelling evidence of the power of recognition in enhancing teacher effectiveness, their study is situated in a different sociocultural and educational system.

Olaniyan and Adegoke (2020) examined the influence of leadership reward and recognition systems on teacher performance in Lagos State public secondary schools. The results showed that teachers who received regular feedback, commendation notes, and symbolic awards demonstrated improved job focus, creativity, and student engagement. While this study addresses the impact of recognition on teacher performance, it was limited to Lagos State and did not establish causal inferences. The current study filled this gap by using a correlational design in Anambra State, offering deeper insights into how recognition from principals specifically affects teacher job effectiveness across various domains.

Nwankwo and Ekemezie (2021) explored the influence of principals' appreciation practices on teacher productivity in public secondary schools in Imo State, Nigeria. Data analysis using Pearson Product-Moment Correlation revealed that recognition in the form of verbal praise, teacher-of-the-month awards, and letters of commendation had a significant positive impact on teachers' job enthusiasm, lesson planning, and classroom management. Iheanacho and Yusuf (2022) conducted a study on the relationship between school administrators' recognition strategies and teachers' instructional performance in Kwara State. The results indicated that recognition especially in the form of celebrating milestones, recommending teachers for external awards, and writing personal appreciation notes significantly improved teachers' instructional quality, assessment practices, and student interaction. In addition, a study by Osanebi and Asiyai (2025) found that a principal's recognition of teachers for jobs accomplished effectively is a critical reward for sustainable job commitment and performance.

METHODOLOGY

This study employed correlational research design. The correlational design is appropriate for assessing the relationship between principals' support, recognition, and teachers' job effectiveness in public secondary schools. A sample of 410 was drawn from a population of 253 teachers and principals from all public secondary schools in Anambra State, using Yamane formula of sample size determination. The instruments used for collection of data from the respondents were questionnaires tagged 'Principals' Support, Recognition Questionnaire (PSRQ) and the Teachers' Job Effectiveness Questionnaire (TJEQ)'. The response format follows a four-point scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was validated through face and content validity by two experts in educational administration and measurement and evaluation. Principals' Support, and Principals' Recognition Ability content validity using the extraction sum of squared loadings yielded 75.358%, and 79.129% respectively. For the reliability of the instrument, internal consistency method was applied. Cronbach Alpha formula was used as it measures internal consistency. The computation of the reliability coefficient of the instrument yielded overall reliability coefficient of 0.82 and 0.86 respectively.

The researcher and two research assistants visited the schools to collect data from the respondents. Before the collection of data from each school, ethical consideration was applied by obtaining permission from the principal and appealing to the respondents who are willing to kindly participate by filling the questionnaire. Out of 410 questionnaires administered to the respondents, 390 were retrieved and used for data analysis. Pearson Product Moment Correlation coefficient (r) and coefficient of determination (r^2) were used to answer the research questions, while hypotheses were tested using Pearson Product Moment Correlation. The hypotheses were tested at 0.05 level of significance.

RESULTS

Research Question 1. What is the relationship between principals' supports and teachers' job effectiveness in public secondary schools in Anambra State, Nigeria?

Table 1: Pearson Product Moment Correlation and Coefficient of Determination of Analysis of Principals' Supports and Teachers' Job Effectiveness

Variables	N	Mean	Std. Deviation	R	r^2	r^2 %	Remark
Principals' Supports	227	2.95	.89	.900	.810		Positive relationship
Teachers' Job Effectiveness	171	2.76	.96			81.0	

Data in Table 1 presents the Pearson Product Moment Correlation and Coefficient of Determination analysis of the relationship between principals' supports and teachers' job effectiveness in public secondary schools in Anambra State, Nigeria. A Pearson Product Moment Correlation (r) value of 0.900 indicates the relationship between principals' supports and teachers' job effectiveness. The coefficient of determination (r^2) value of 0.810 shows that principals' supports accounted for 81.0% of the variance in teachers' job effectiveness. Thus, it was concluded that the relationship between principals' supports and teachers' job effectiveness in public secondary schools in Anambra State, Nigeria is positive.

Research Question 2. What is the relationship between principals' recognition ability and teachers' job effectiveness in public secondary schools in Anambra State, Nigeria?

Table 2: Pearson Product Moment Correlation and Coefficient of Determination of Analysis of Principals' Recognition Ability and Teachers' Job Effectiveness

Variables	N	Mean	Std. Deviation	R	r^2	r^2 %	Remark
Principals' Recognition Ability	227	2.65	.99	.809	.654		Positive relationship
Teachers' Job Effectiveness	171	2.76	.96			65.4	

Data in Table 2 presents the Pearson Product Moment Correlation and Coefficient of Determination analysis of the relationship between principals' recognition ability and teachers' job effectiveness in public secondary schools in Anambra State, Nigeria. A Pearson Product Moment Correlation (r) value of 0.809 indicates a strong positive relationship between principals' recognition ability and teachers' job effectiveness. The coefficient of determination (r^2) value of 0.654 shows that principals' recognition ability accounted for 65.4% of the variance in teachers' job effectiveness. Thus, it was concluded that the relationship between principals' recognition ability and teachers' job effectiveness in public secondary schools in Anambra State, Nigeria is positive.

Hypotheses Testing

Hypothesis One: There is no significant relationship between principals' support and teachers' job effectiveness in public secondary schools in Anambra State, Nigeria.

Table 3: Pearson's Product Moment Correlation Coefficient of the relationship between principals' support and teachers' job effectiveness in public secondary schools

Principals' SupportTeachers' Job Effectiveness			
Principals' Support	Pearson Correlation	1	.900**
	Sig. (2-tailed)		.000
	N	171	171
Teachers' Job Effectiveness	Pearson Correlation	.900**	1
	Sig. (2-tailed)	.000	
	N	171	171

** . Correlation is significant at the 0.05 level (2-tailed).

Data in Table 3 presents the Pearson Product Moment Correlation analysis of the relationship between principals' support and teachers' job effectiveness. The analysis revealed a correlation coefficient (r) of 0.900, with a p-value of 0.000, which is less than the 0.05 level of significance. This indicates that the relationship is statistically significant. Therefore, the null hypothesis is rejected, and it is concluded that there is a significant positive relationship between principals' support and teachers' job effectiveness in public secondary schools in Anambra State, Nigeria.

Hypothesis Two: There is no significant relationship between principals' recognition ability and teachers' job effectiveness in public secondary schools in Anambra State, Nigeria.

Table 4: Pearson's Product Moment Correlation Coefficient of the relationship between principals' recognition ability and teachers' job effectiveness in public secondary schools

Principals' Recognition AbilityTeachers' Job Effectiveness			
Principals' Recognition Ability	Pearson Correlation	1	.809**
	Sig. (2-tailed)		.000
	N	171	171
Teachers' Job Effectiveness	Pearson Correlation	.809**	1
	Sig. (2-tailed)	.000	
	N	171	171

** . Correlation is significant at the 0.05 level (2-tailed).

Data in Table 4 presents the Pearson Product Moment Correlation analysis of the relationship between principals' recognition ability and teachers' job effectiveness. The results indicate a correlation coefficient (r) of 0.809, with a p-value of 0.000, which is below the 0.05 level of significance. This shows a statistically significant relationship. Therefore, the null hypothesis is rejected, and it is concluded that there is a significant positive relationship between principals' recognition ability and teachers' job effectiveness in public secondary schools in Anambra State, Nigeria.

DISCUSSION

Relationship between Principals' Support and Teachers' Job Effectiveness in Public Secondary Schools in Anambra State

The first finding of this study examined the relationship between principals' support and teachers' job effectiveness in public secondary schools in Anambra State. The result revealed that there is a significant positive relationship between principals' support and teachers' job effectiveness. This indicates that increased levels of administrative, professional, and emotional support provided by principals are associated with improved effectiveness of teachers in the performance of their duties. This finding is probably so because supportive principals create an enabling work environment where teachers feel valued, motivated, and empowered to perform optimally. Principals' support in terms of providing instructional materials, encouraging professional development, offering constructive feedback, and showing concern for teachers' welfare can enhance teachers' confidence and commitment to their work. Such supportive leadership also reduces job-related stress and fosters a sense of belonging, which positively influences teachers' effectiveness in classroom instruction and other school responsibilities. The finding aligns with that of Ofojebe and Aladetan (2020), who observed that principals' supportive leadership behaviour significantly enhanced teachers' job performance and commitment in public secondary schools. Similarly, Arogundade and Bolarinwa (2021) reported that administrative support from school principals improved teachers' morale and instructional effectiveness. This finding also agrees with Ezeugbor and Okeke (2023), who emphasized that principals who are supportive and responsive to teachers' needs tend to record higher levels of teacher effectiveness and overall school performance. Overall, the significant positive relationship between principals' support and teachers' job effectiveness underscores the critical role of supportive leadership in school administration. It suggests that principals should consistently provide professional and welfare-related support to teachers as a strategic approach to enhancing job effectiveness and achieving educational objectives in public secondary schools.

Relationship between Principals' Recognition Ability and Teachers' Job Effectiveness in Public Secondary Schools in Anambra State, Nigeria

The second finding of this study examined the relationship between principals' recognition ability and teachers' job effectiveness in public secondary schools in Anambra State, Nigeria. The result revealed that there is a significant positive relationship between principals' recognition ability and teachers' job effectiveness. This implies that principals who consciously acknowledge, appreciate, and reward teachers' efforts and achievements tend to enhance teachers' effectiveness in the performance of their duties. This finding is probably so because recognition serves as a powerful motivational tool that reinforces positive work behaviour among teachers. When principals recognize teachers' hard work through verbal praise, commendation letters, recommendations, or other non-monetary and monetary incentives, teachers are more likely to feel valued and motivated to sustain or improve their performance. Such recognition boosts teachers' self-esteem, job satisfaction, and commitment, which in turn translates into improved instructional delivery and overall job effectiveness. The finding aligns with that of Akomolafe and Ogunmakin (2020), who observed that recognition and appreciation by school administrators significantly predict teachers' job performance and commitment. Similarly, Onyekachi and Okorie (2021) reported that principals' recognition of teachers' achievements enhanced motivation and instructional effectiveness in public secondary schools. This finding also agrees with Eze and Nwoye (2023), who emphasized that regular and fair recognition of teachers' contributions promotes higher levels of job effectiveness and organizational loyalty. Overall, the significant positive relationship between principals' recognition ability and teachers' job effectiveness underscores the importance of appreciation and reward systems in school administration. It suggests that principals should intentionally recognize and celebrate teachers' efforts as a strategic approach to enhancing job effectiveness and improving educational outcomes in public secondary schools in Anambra State, Nigeria.

CONCLUSION AND RECOMMENDATIONS

Based on the results, the study concludes that principals' characteristics like supportiveness, and recognition ability, have positive and significant relationship with the job effectiveness of teachers in public secondary schools. The recommendations made are:

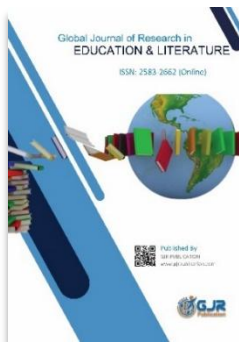
1. School administrators should be encouraged to adopt supportive leadership practices, including provision of instructional resources, emotional support, and conducive working conditions, while the Ministry of Education should institutionalize such practices through clear administrative guidelines.
2. Principals should be encouraged to develop structured recognition systems such as commendations and public acknowledgement of outstanding performance for enhanced teachers' job effectiveness in public secondary schools in Anambra State.

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