

DIRECTING SUPPORTIVE FEEDBACK MECHANISMS AND COORDINATING RESOURCE ALLOCATION FOR MANAGING NON-PROFESSIONAL TEACHERS IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT: This study investigated directing supportive feedback mechanisms and coordinating resource allocation for managing non-professional teachers in public senior secondary schools in Rivers State. The study adopted a descriptive survey research design to obtain data from respondents' views and opinions on how non-professional teachers are managed for effective service delivery in public senior secondary schools in Rivers State. The entire population of 350 principals, comprising 241 males and 109 females, was studied using a census sampling technique due to the manageable size of the population. Data were collected through a self-constructed instrument titled "Directing Supportive Feedback Mechanisms and Coordinating Resource Allocation for Managing Non-Professional Teachers for Effective Service Delivery Questionnaire (DSFMCRAMPTESDQ)". The questionnaire consisted of two sections: Section A obtained demographic data, while Section B focused on the study variables, using a 4-point modified Likert scale. The instrument underwent face and content validation by experts in Educational Management, and its reliability was established through the test-retest method, yielding a Cronbach Alpha coefficient of 0.831, indicating high internal consistency. A total of 350 questionnaires were distributed, with 345 duly completed and retrieved, representing a 98.57% response rate. Data were analyzed using mean and standard deviation to answer the research questions, while independent sample t-tests tested the hypotheses at the 0.05 significance level using SPSS version 28. Findings were interpreted using established real limits of numbers. The findings revealed to a high extent that the directing supportive feedback mechanisms and coordinating effective resource allocation were used to benefit the management of non-professional teachers for effective service delivery in public senior secondary schools in Rivers State.

Keywords: Directing, Supportive, Feedback Mechanisms, Coordination, Resource Allocation, Non-Professional Teachers, Teacher Management, Effective Service Delivery, Secondary Schools, Educational Leadership, Rivers State.

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INTRODUCTION

Directing supportive feedback mechanisms and coordinating resource allocation are essential instructional leadership practices that significantly influence the management of non-professional teachers in public senior secondary schools in Rivers State. Supportive feedback, which involves constructive, continuous, and growth-oriented communication from school leaders, helps non-professional teachers without formal teaching qualifications improve their instructional delivery and align with educational standards (Ololube, 2011). According to Kellermann (2023), effective school leadership feedback positively impacts teaching quality by helping teachers understand their performance strengths and areas needing improvement. When

principals provide structured, specific, and timely feedback, non-professional teachers are better guided to enhance classroom management, lesson planning, and assessment practices.

In the context of Rivers State, the presence of non-professional teachers in public secondary schools is a persistent challenge linked to teacher shortages and inadequate professional training opportunities (Adieme, 2024). Thus, supportive feedback mechanisms must be deliberately designed to build teacher capacity rather than evaluate or criticize performance. Formative feedback approaches such as mentoring, classroom observation, and peer coaching enable non-professional teachers to learn progressively while maintaining motivation (The Importance of Instructional Leadership in Education, 2025). This ensures that instructional goals are met through positive reinforcement rather than punitive appraisal. Furthermore, feedback sessions should be aligned with specific learning outcomes, allowing leaders to monitor teacher growth and provide necessary instructional support.

Coordinating resource allocation is another critical leadership function that determines how effectively non-professional teachers can perform. In many Nigerian schools, inadequate resources that ranges from instructional materials to qualified personnel hinder effective teaching and learning. Resource allocation, therefore, involves organizing human, material, and financial resources to achieve optimal educational outcomes (Resources Allocation in Education, 2025). Instructional leaders must strategically plan and distribute resources to ensure that non-professional teachers have access to teaching aids, lesson guides, and relevant textbooks. Moreover, pairing non-professional teachers with experienced colleagues or subject specialists enhances their professional competence through mentorship and collaborative planning.

Strategic resource coordination also requires that school leaders balance equity and efficiency in deploying available resources. As Kellermann (2023) emphasized, leadership effectiveness depends on aligning resource allocation with identified performance needs. When feedback highlights gaps in teaching practices such as inadequate assessment literacy or poor classroom engagement school heads should respond by directing resources, workshops, and professional development activities that target those areas. This integration of feedback and resource coordination fosters a supportive work environment where non-professional teachers are encouraged to grow professionally while contributing meaningfully to school goals.

Furthermore, instructional leaders in Rivers State must align their management practices with national educational standards. The Teachers Registration Council of Nigeria (TRCN) (2007) emphasized continuous professional development, mentorship, and accountability as prerequisites for quality education. Therefore, directing supportive feedback and coordinating resources should aim to help non-professional teachers meet these professional benchmarks. Adieme (2024) also observed that effective leadership in secondary schools hinges on the ability of principals to transform limited resources into meaningful educational outcomes through proper supervision, guidance, and motivation.

Integrating supportive feedback with resource coordination creates a cyclical system of improvement: feedback identifies performance challenges, while resource allocation provides the tools to address them. When school leaders identify that a non-professional teacher struggles with lesson delivery; the principal may allocate additional time for mentorship, supply instructional guides, or assign the teacher to co-teach with a qualified mentor. This approach demonstrates how leadership practices directly influence instructional quality and teacher growth (The Importance of Instructional Leadership in Education, 2025).

Directing supportive feedback mechanisms and coordinating resource allocation are indispensable strategies in the management of non-professional teachers effectively in public

senior secondary schools. These leadership practices ensure that untrained teachers are guided constructively, supported with the right resources, and developed professionally to deliver quality education (Ololube, 2006). When effectively implemented, they enhance teacher performance, student achievement, and institutional effectiveness, thus contributing to the broader goals of Nigeria's educational reform agenda.

Statement of the Problem

The effective management of non-professional teachers in public senior secondary schools in Rivers State has become a pressing concern for educational administrators and policymakers. Despite government efforts to enhance teacher recruitment and professional development, a significant proportion of teaching personnel in these schools lack the requisite pedagogical qualifications and professional training. Consequently, these non-professional teachers often struggle with lesson planning, classroom management, and the application of assessment strategies necessary for effective service delivery. This situation negatively affects instructional quality and students' academic performance.

Instructional leadership practices, particularly the directing of supportive feedback mechanisms and the coordination of resource allocation, are critical tools for addressing these challenges. However, in many public schools, feedback systems are either absent, irregular, or primarily evaluative rather than developmental. Principals often lack the time or training to provide constructive, continuous feedback that enhances teacher growth. Similarly, limited and poorly coordinated educational resources hinder the capacity of school leaders to support non-professional teachers with appropriate instructional materials, mentoring opportunities, and professional guidance.

The lack of systematic feedback structures and ineffective resource coordination has led to inconsistencies in instructional delivery and declining educational outcomes. Therefore, there is a need to investigate the extent to which supportive feedback mechanisms and resource allocation are directed and coordinated to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State. Addressing this gap is crucial to improving teacher performance and sustaining educational quality.

Aim and objectives of the study

The aim of this study was to examine influence of directing supportive feedback mechanisms and coordinating resource allocation for managing non-professional teachers in public senior secondary Schools in Rivers State. Specifically the objectives are to:

- Ascertain the extent directing supportive feedback mechanisms is used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State.
- Determine the extent coordinating effective resource allocation is used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State.

Research Questions

The following research questions were raised to guide the study:

- To what extent is directing supportive feedback mechanisms used to manage for non-professional teachers for effective service delivery in public senior secondary schools in Rivers State?
- To what extent is coordinating effective resource allocation used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses were formulated to guide the study at 0.05 level of significance:

- There is no significant difference in the mean ratings of male and female principals on the extent directing supportive feedback mechanisms is used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State.
- There is no significant difference in the mean ratings of male and female principals on the extent coordinating effective resource allocation is used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State.

THEORETICAL FRAMEWORK

Situational Leadership Theory (Hersey and Blanchard, 1969)

Hersey and Blanchard's Situational Leadership Theory (SLT), first developed in 1969 as cited in Ololube (2024), is one of the most influential models of leadership and management behavior. The theory postulates that there is no single best style of leadership; rather, effective leadership depends on the situation, the task at hand, and the readiness level of followers. According to Hersey and Blanchard (2013), leadership effectiveness is achieved when leaders adjust their behavior to match the maturity or development level of their subordinates. This flexibility ensures that leaders provide the appropriate combination of direction, support, and autonomy needed for optimal performance.

At the core of the SLT is the belief that leadership is a dynamic process involving the interaction between the leader, the followers, and the situational context. The theory identifies two key dimensions of leader behavior: task behavior (the extent to which the leader provides direction, structure, and guidance) and relationship behavior (the degree to which the leader offers socio-emotional support and encouragement). Based on these dimensions, Hersey and Blanchard proposed four distinct leadership styles: Directing (S1), Coaching (S2), Supporting (S3), and Delegating (S4).

The Directing Style (S1) is most suitable for followers who have low competence but high commitment. Leaders using this style provide clear instructions, close supervision, and specific guidance. This approach is particularly relevant when managing non-professional teachers who are new to instructional roles and lack pedagogical experience. The principal or

instructional leader must provide structured feedback, specify teaching expectations, and frequently monitor progress.

The Coaching Style (S2) combines high directive and high supportive behavior. It is appropriate for followers who have some competence but still lack full confidence or motivation. In this phase, leaders continue to provide direction but also encourage participation, dialogue, and feedback. In the context of educational management, this style helps school leaders build non-professional teachers' confidence through constructive feedback sessions, mentorship, and collaborative lesson planning. Coaching promotes professional learning and increases teachers' commitment to improvement.

The Supporting Style (S3) involves low directive but high supportive behavior and is suitable for subordinates who have developed competence but lack confidence or motivation. Here, the leader facilitates decision-making, provides resources, and offers emotional support rather than direct supervision. In school settings, this stage applies to non-professional teachers who have gained some teaching skills and now require more autonomy. The leader's role shifts from directing to empowering, ensuring that resources such as teaching materials, peer networks, and continuous professional development opportunities are well coordinated to sustain motivation.

The Delegating Style (S4) is characterized by low directive and low supportive behavior. It is appropriate for highly competent and motivated followers who can perform tasks independently. At this level, non-professional teachers who have gained adequate experience and confidence can handle classroom responsibilities with minimal supervision. The principal's role becomes one of monitoring outcomes and providing periodic feedback rather than daily oversight.

A central concept in the SLT is the "readiness" or "maturity level" of followers, defined as the degree to which they are willing and able to perform a specific task. Readiness is influenced by two factors: competence (knowledge and skills) and commitment (motivation and confidence). Hersey and Blanchard (2013) identify four developmental levels of followers, which ranges from D1 (low competence, high commitment) to D4 (high competence, high commitment), which correspond to the four leadership styles (S1-S4). Effective leaders diagnose their followers' readiness level and adapt their leadership style accordingly.

In the management of non-professional teachers in public senior secondary schools in Rivers State, the Situational Leadership Theory provides a strong theoretical basis for leadership adaptation. Since non-professional teachers often vary in competence and motivation, school heads must assess each teacher's developmental level and apply a suitable combination of direction and support. For instance, teachers with little instructional experience may need a directing style, while those who have gained some confidence may benefit more from coaching or supporting approaches.

Moreover, the theory aligns with the concepts of supportive feedback mechanisms and resource coordination. Supportive feedback corresponds to the relationship-oriented behavior of leaders, where principals offer continuous encouragement, guidance, and recognition to improve teachers' professional competence. Coordinating resource allocation, on the other hand, aligns with task-oriented leadership, ensuring that teachers have the tools, materials, and time necessary to perform effectively. Together, these practices reflect the leader's ability to adapt strategies based on the unique needs and circumstances of each teacher and school environment.

Hersey and Blanchard's Situational Leadership Theory highlights the importance of flexibility, responsiveness, and contextual awareness in leadership practice. It provides a useful

framework for understanding how instructional leaders in Rivers State can effectively direct supportive feedback and coordinate resources to manage non-professional teachers for improved service delivery. If SLT is applied, principles of school as leaders can enhance teacher development, strengthen instructional quality, and ultimately promote better educational outcomes.

CONCEPTUAL REVIEW

Non-Professional Teachers

Non-professional teachers are individuals engaged in classroom instruction without possessing the necessary professional training or certification required for teaching. They are teachers that hold Bachelor of Art degree (B. A), Bachelor of Science degree (B.Sc.), Master of Art degree (M.A), Master of Science degree (M.Sc.) and so on (Ololube 2006, p. 26). In Nigeria and other developing countries, the employment of non-professional teachers has become widespread due to the persistent shortage of qualified teachers in public schools (Asubiojo & Ajayi, 2023). While many of these teachers have academic qualifications in various subject areas, they often lack pedagogical skills, classroom management techniques, and professional ethics essential for effective teaching and learning (Esom et al., 2024).

Non-professional teachers play an important role in filling staffing gaps, particularly in rural and underserved areas where attracting qualified teachers remains a challenge. However, their limited professional preparation can negatively impact instructional delivery and student outcomes (Edugist, 2024). They often face difficulties in lesson planning, learner assessment, and the application of modern teaching methodologies, which can hinder learners' academic progress (Okafor, 2024). To address these challenges, education administrators and policymakers emphasize continuous professional development, mentorship, and supportive supervision as mechanisms to enhance the competence of non-professional teachers (Ololube, 2024). Initiatives such as workshops, in-service training, and mentoring programs help them acquire the pedagogical competencies necessary for effective service delivery. Furthermore, effective management strategies such as directing supportive feedback mechanisms and ensuring equitable resource allocation can improve their performance and motivation.

According to Ololube (2011), non-professional teachers are essential for bridging teacher shortages, their continued engagement highlights the need for structured professionalization policies and training interventions to enhance teaching quality service delivery and achieve sustainable educational outcomes in secondary schools.

Directing Supportive Feedback Mechanisms and the Management of Non-Professional Teachers for Effective Service Delivery

Supportive feedback mechanisms are essential components of instructional leadership and play a vital role in managing non-professional teachers for effective service delivery in public senior secondary schools (Ihua, 2024). Many schools employ non-professional teachers due to shortages of qualified staff and school leaders provides crucial guidance for improving teaching performance, classroom management and professional conduct. According to Kellermann (2023), supportive feedback is an interactive process through which leaders provide constructive comments and guidance that promote teacher development and enhance instructional quality.

To Rupole and Ching (2025), directing supportive feedback mechanisms involves establishing structured systems through which school leaders monitor, evaluate, and guide teachers' performance. In many public secondary schools, principals act as instructional leaders who conduct classroom observations, lesson evaluations, and post-observation conferences. These practices enable them to identify performance gaps and offer formative advice to teachers. The Importance of Instructional Leadership in Education (2025) noted that feedback should not be limited to criticism but should focus on providing practical suggestions that encourage self-reflection and improvement. For non-professional teachers, who may lack formal training, such feedback helps them bridge the gap between theoretical knowledge and classroom practice.

However, the extent to which supportive feedback is directed effectively varies among schools. Some principals in Rivers State adopt systematic feedback mechanisms by using observation checklists, mentoring programs, and follow-up meetings while others rely on informal or sporadic communication. Adieme (2024) observed that in several secondary schools, feedback remains largely evaluative and summative, often focused on fault-finding rather than continuous professional growth. This limits the developmental impact of feedback and may discourage non-professional teachers from engaging actively in self-improvement.

Effective supportive feedback mechanisms are characterized by frequency, clarity, and constructiveness. Principals who regularly engage teachers in reflective dialogues about their lessons foster a culture of openness and learning (Kellermann, 2023). When feedback is specific, timely, and actionable, it increases teacher motivation and confidence. Furthermore, supportive feedback is most effective when coupled with mentoring or coaching programs, where experienced teachers guide non-professionals in lesson planning, pedagogy, and assessment techniques. This aligns with the notion of formative supervision, where the leader's role is to nurture professional growth rather than merely enforce compliance.

Research underscores that schools with strong feedback cultures demonstrate higher teacher satisfaction, improved instructional delivery, and enhanced student performance (Kellermann, 2023; Adieme, 2024). When feedback mechanisms are properly directed, they build a sense of belonging and professional identity among non-professional teachers, motivating them to perform more effectively. Thus, supportive feedback not only enhances teaching quality but also strengthens the overall organizational climate of schools.

Therefore, Ololube (2006, 2011) claimed that directing supportive feedback mechanisms is fundamental to managing non-professional teachers in public senior secondary schools in Rivers State. Although some schools have adopted effective feedback practices, the extent of implementation remains inconsistent. To improve effectiveness, school leaders must institutionalize structured, developmental, and collaborative feedback systems that emphasize growth rather than evaluation. Thus, non-professional teachers can be guided toward higher competence, commitment, and performance, ensuring effective service delivery and sustainable educational quality across the state.

Coordinating Effective Resource Allocation and the Management of Non-Professional Teachers for Effective Service Delivery

Effective resource allocation is essential to instructional leadership and school management (Ololube, 2024), because it determines how financial, material, and human resources are organized to achieve educational objectives (Ololube & Wome, 2025). The coordination of resources by institutional leaders is particularly vital because many teachers, especially non-

professional ones, depend heavily on administrative support, teaching materials, and capacity-building opportunities to perform effectively (Akomodi, 2025). According to Resources Allocation in Education (2025), equitable and strategic distribution of resources enhances the productivity of teachers and contributes to improved service delivery.

Coordinating resource allocation involves planning, organizing, and prioritizing available resources to support teaching and learning. For non-professional teachers, this means ensuring access to textbooks, instructional aids, and professional mentorship. Principals, as instructional leaders, must assess resource needs, mobilize funding, and allocate materials in ways that directly impact classroom activities. Adieme (2024) noted that in many Rivers State schools, ineffective resource management limits teachers' ability to deliver quality instruction, leading to inconsistencies in student achievement.

A key aspect of coordinating effective resource allocation is human resource management. Non-professional teachers often require mentoring, team teaching, and on-the-job training. Leaders must assign them to roles that match their abilities while providing opportunities for professional growth. This reflects the principles of distributed leadership, where resources whether human and material are shared collaboratively to enhance school effectiveness (The Importance of Instructional Leadership in Education, 2025).

However, the extent of effective resource coordination in Rivers State schools is constrained by funding shortages, bureaucratic delays, and weak planning systems. Many schools lack sufficient instructional materials, and principals are left to improvise. As a result, resource distribution is sometimes inequitable, with urban schools receiving better support than rural ones. Additionally, without proper monitoring mechanisms, resources are often misused or underutilized. Kellermann (2023) emphasized that effective coordination requires transparency, prioritization, and alignment with instructional goals. When resources are strategically allocated to address specific performance gaps identified through feedback, the impact on teacher performance is greater.

According to Mahmood et al. (2022), the impact of in-service training on teachers' teaching and students' learning, and for non-professional teachers, access to adequate instructional materials, peer collaboration, and in-service training significantly improves their classroom competence and confidence. Coordinated resource allocation ensures that such supports are consistently available. Principals must also engage stakeholders such as parent-teacher associations and local education boards in mobilizing resources for teacher support. When school leaders collaborate in this manner, they not only enhance resource utilization but also strengthen accountability and community ownership of educational outcomes.

Furthermore, the Teachers Registration Council of Nigeria (TRCN) (2007) emphasized the importance of providing professional and non-professional teachers with an enabling environment for continuous professional development. This includes access to teaching aids, mentorship, and evaluation tools. Coordinated resource allocation ensures these supports are systematically provided, allowing non-professional teachers to meet minimum professional standards.

Coordinating effective resource allocation is therefore indispensable in the management non-professional teachers for effective service delivery secondary schools. Although challenges abound, such as, inadequate funding and weak supervision, thus, school leaders who apply strategic planning, transparency, and collaboration can maximize available resources for instructional improvement. Effective resource coordination do not only enhances teaching quality but also contributes to the sustainability of educational reforms in the state.

METHODOLOGY

The study adopted a descriptive survey research design aimed at gathering data from respondents based on their views and opinions to address the research questions. This design was deemed appropriate for assessing how non-professional teachers are managed to ensure effective service delivery in public senior secondary schools in Rivers State. The target population consisted of all 350 principals of senior secondary schools in Rivers State, comprising 241 male and 109 female principals (Source: Rivers State Senior Secondary Schools Board, 2024).

A total of 350 principals were sampled, consisting of 241 male and 109 female principals (Source: Rivers State Senior Secondary Schools Board, 2024). The study employed a census sampling technique, as the population size was relatively small and manageable, allowing all members to be included in the study.

Data were collected using a self-designed 10-item questionnaire titled “Directing Supportive Feedback Mechanisms and Coordinating Resource Allocation for Managing Non-Professional Teachers for Effective Service Delivery Questionnaire (DSFMCRAMPTESDQ)”. The instrument was structured into two sections: Section ‘A’, which elicited demographic information of the respondents, and Section ‘B’, which contained items addressing the research variables. Responses were rated on a 4-point modified Likert scale as follows: Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1.

The questionnaire was subjected to face and content validation by the researcher’s supervisor and two experts from the Department of Educational Management, Ignatius Ajuru University of Education. Their feedback and recommendations were incorporated before finalizing the instrument for field administration.

The test-retest reliability method was used to determine the instrument’s consistency. Twenty principals from Rivers State, who were not part of the main study sample but shared similar characteristics, participated in the pilot test. The instrument was administered twice at a two-week interval. The results were analyzed using the Cronbach Alpha and the reliability coefficient yielded a cumulative index of .831, which indicates a high degree of internal consistency and suitability for the study.

A total of 350 copies of the questionnaire were distributed to the principals of public senior secondary schools with the assistance of two trained research assistants. Respondents were encouraged to complete the questionnaire on the spot to maximize the response rate, while some completed it later, after which follow-up visits were conducted for collection. Out of the distributed copies, 345 were successfully retrieved and used for analysis, representing a 98.57% return rate.

Data collected were analyzed using mean and standard deviation to answer the research questions, while independent sample t-tests were used to test the null hypotheses at a 0.05 level of significance, employing SPSS version 28. Decision rules for interpreting the mean scores were based on the following real limits: 3.50–4.00 = Very High Extent; 2.50–3.49 = High Extent; 1.50–2.49 = Low Extent; and 0.50–1.49 = Very Low Extent. For hypothesis testing, a null hypothesis was accepted if the Sig. (2-tailed) value exceeded .05 and rejected if it was less than .05.

RESULTS

Research Question 1: To what extent is directing supportive feedback mechanisms used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation of the respondents on the extent directing supportive feedback mechanisms used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State

s/n	Item Statements	Male Principals' N=238		Female Principals' N=107		Mean Set		Decision
		Mean	SD	Mean	SD	Mean	SD	
1	Regular feedback helps non-professional teachers identify areas for improvement in their teaching methods.	3.35	.42	3.22	.51	3.28	.47	HE
2	Receiving positive reinforcement boosts the morale of non-professional teachers in their roles.	3.20	.63	3.30	.55	3.25	.59	HE
3	Constructive feedback promotes collaboration and communication among teachers.	3.28	.57	3.23	.62	3.26	.60	HE
4	Teachers who receive supportive feedback are more motivated to enhance their teaching skills.	3.32	.59	3.17	.67	3.24	.63	HE
5	Structured feedback can help non-professional teachers align their teaching with curriculum standards.	3.22	.62	3.28	.57	3.25	.59	HE
Grand Mean & SD		3.27	.57	3.24	.58	3.26	.58	HE

Table 1 presents the mean ratings and standard deviation of the respondents on the extent is directing supportive feedback mechanisms used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State. The analysis presented in the above table showed the following range perceptions for items 1 to 5: Regular feedback helps non-professional teachers identify areas for improvement in their teaching methods (Mean=3.28 and SD=.47), Receiving positive reinforcement boosts the morale of non-professional teachers in their roles (Mean=3.25 and SD=.59), Constructive feedback promotes collaboration and communication among teachers (Mean=3.26 and SD=.50), Teachers who receive supportive feedback are more motivated to enhance their teaching skills (Mean=3.24 and SD=.63), and Structured feedback can help non-professional teachers align their teaching with curriculum standards (Mean=3.25 and SD=.59). These indicated that the respondents' perceptions for items 1-5 showed a High Extent, as their mean ratings fall within the range of 2.50–3.49. Furthermore, the table showed a grand mean and standard deviation (Mean = 3.26 and SD = .58), which is above the criterion mean of 2.50, and the mean ratings fall within the range of 2.50–3.49. This further implies that to a high extent the directing supportive feedback mechanisms were used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State.

Research Question 2: To what extent is coordinating effective resource allocation used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation of the respondents on the extent coordinating effective resource allocation used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State

s/n	Item Statements	Male Principals' N=238		Female Principals' N=107		Mean Set		Decision
		Mean	SD.	Mean	SD.	Mean	SD.	
6	Effective resource allocation enhances the teaching and learning environment for nonprofessional teachers.	3.28	.49	3.24	.56	3.26	.53	HE
7	Access to quality resources enhances non-professional teachers' instructional methods.	3.23	.58	3.11	.63	3.17	.61	HE
8	Effective allocation of educational technology supports innovative teaching practices among non-professional teachers.	3.26	.51	3.29	.47	3.27	.49	HE
9	Allocating human resources effectively allows for mentorship and support for non-professional teachers.	3.28	.57	3.18	.68	3.23	.63	HE
10	Effective coordination of instructional resources promotes collaborative teaching practices among staff.	3.33	.48	3.27	.52	3.30	.50	HE
Grand Mean & SD.		3.28	.53	3.22	.57	3.25	.55	HE

Table 2 presents the mean ratings and standard deviation of the respondents on the extent is coordinating effective resource allocation used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State. The analysis presented in the above table showed the following range perceptions for items 16 to 20: Effective resource allocation enhances the teaching and learning environment for non-professional teachers (Mean=3.26 and SD=.53), Access to quality resources enhances non-professional teachers' instructional methods (Mean=3.17 and SD=.61), Effective allocation of educational technology supports innovative teaching practices among non-professional teachers (Mean=3.27 and SD=.49), Allocating human resources effectively allows for mentorship and support for non-professional teachers (Mean=3.23 and SD=.63), and Effective coordination of instructional resources promotes collaborative teaching practices among staff (Mean=3.30 and SD=.50). These indicated that the respondents' perceptions for items 16-20 showed a High Extent, as their mean ratings fall within the range of 2.50-3.49. Furthermore, the table showed a grand mean and standard deviation (Mean = 3.25 and SD = .55), which is above the criterion mean of 2.50, and the mean ratings fall within the range of 2.50-3.49. This further implies that to a high extent, the coordinating effective resource allocation was used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean ratings of male and female principals on the extent directing supportive feedback mechanisms used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State.

Table 3: Summary of t-test analysis result on the significant difference between the mean ratings of male and female principals on the extent directing supportive feedback mechanisms used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State

Respondents' Category	N(345)	Mean	SD	Df	t-value	P-value	Decision
Male Principals'	238	3.27	.57	343	-.182	.855	Accepted
Female Principals'	107	3.24	.58				

Table 3 presents the summary of t-test analysis result on the significant difference between the mean ratings of male and female principals on the extent directing supportive feedback mechanisms used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State. The result from the table shows a calculated t-value of -.182, with a significance level (p-value) of .855 at a degree of freedom of 343. Since the p-value is greater than .05, the result is not statistically significant. Therefore, the null hypothesis was accepted. This indicated that there was no significant difference between the mean ratings of male and female principals on the extent directing supportive feedback mechanisms were used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant difference between the mean ratings of male and female principals on the extent coordinating effective resource allocation used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State.

Table 4: Summary of t-test analysis result on the significant difference between the mean ratings of male and female principals on the extent coordinating effective resource allocation used to managed non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State

Respondents' Category	N(345)	Mean	SD	Df.	t-value	P-value	Decision
Male Principals'	238	3.28	.53	343	.519	.438	Accepted
Female Principals'	107	3.22	.57				

Table 2 presents the summary of **t-test** analysis result on the significant difference between the mean ratings of male and female principals on the extent coordinating effective resource allocation used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State. The result from the table shows a calculated t-value of .519, with a significance level (p-value) of .438 at a degree of freedom of 343. Since the p-value

is greater than .05, the result is not statistically significant. Therefore, the null hypothesis was accepted. This indicated that there was no significant difference between the mean ratings of male and female principals on the extent coordinating effective resource allocation was used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State.

DISCUSSION

Directing Supportive Feedback Mechanisms and the Management of Non-Professional Teachers for Effective Service Delivery

The findings from research question one and hypothesis 1 revealed to a high extent the directing supportive feedback mechanisms were used to manage non-professional teachers for effective service delivery in public senior secondary schools in Rivers State, and there was no significant difference between the mean ratings of male and female principals on the extent directing supportive feedback mechanisms were used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State.

These findings are in line with Ihua's (2024) study that found that supportive feedback mechanisms are essential components of instructional leadership and play a vital role in managing non-professional teachers for effective service delivery in public senior secondary schools. Also, Kellermann (2023) found that supportive feedback is an interactive process through which leaders provide constructive comments and guidance that promote teacher development and enhance instructional quality.

Equally, Rupole and Ching (2025) found that directing supportive feedback mechanisms involves establishing structured systems through which school leaders monitor, evaluate, and guide teachers' performance. Likewise, the Importance of Instructional Leadership in Education (2025) noted that feedback should not be limited to criticism but should focus on providing practical suggestions that encourage self-reflection and improvement. Adieme (2024) observed that in several secondary schools, feedback remains largely evaluative and summative, often focused on fault-finding rather than continuous professional growth. This limits the developmental impact of feedback and may discourage non-professional teachers from engaging actively in self-improvement.

Effective supportive feedback mechanisms are characterized by frequency, clarity, and constructiveness. Principals who regularly engage teachers in reflective dialogues about their lessons foster a culture of openness and learning (Kellermann, 2023). When feedback is specific, timely, and actionable, it increases teacher motivation and confidence. Furthermore, supportive feedback is most effective when coupled with mentoring or coaching programs, where experienced teachers guide non-professionals in lesson planning, pedagogy, and assessment techniques. This aligns with the notion of formative supervision, where the leader's role is to nurture professional growth rather than merely enforce compliance.

Researchers (e.g., Kellermann, 2023; Adieme, 2024) accentuated that schools with strong feedback cultures demonstrate higher teacher satisfaction, improved instructional delivery, and enhanced student performance. They further noted that when feedback mechanisms are properly directed, they build a sense of belonging and professional identity among non-professional teachers, motivating them to perform more effectively. Thus, supportive feedback not only enhances teaching quality but also strengthens the overall organizational climate of schools.

The same is true of Ololube (2006, 2011) studies that claimed that directing supportive feedback mechanisms is fundamental to managing non-professional teachers in public senior secondary schools in Rivers State. Thus, non-professional teachers can be guided toward higher competence, commitment, and performance, ensuring effective service delivery and sustainable educational quality across the state.

Coordinating Effective Resource Allocation and the Management of Non-Professional Teachers for Effective Service Delivery

The finding from the analysis of research two and hypothesis two revealed that to a high extent, the coordinating effective resource allocation was used and benefits to management of non-professional teachers for effective service delivery in public senior secondary schools in Rivers State. There was no significant difference between the mean ratings of male and female principals on the extent coordinating effective resource allocation was used to manage non-professional teachers' for effective service delivery in public senior secondary schools in Rivers State.

These findings are in line with Ololube (2024) claims that effective resource allocation is essential to instructional leadership and school management. This is because it determines how financial, material, and human resources are organized to achieve educational objectives (Ololube & Wome, 2025). In the same vein, Akomodi (2025) found that the coordination of resources by institutional leaders is particularly vital because many teachers, especially non-professional ones, depend heavily on administrative support, teaching materials, and capacity-building opportunities to perform effectively. According to Resources Allocation in Education (2025), equitable and strategic distribution of resources enhances the productivity of teachers and contributes to improved service delivery.

Adieme (2024) found that in many Rivers State schools, ineffective resource management limits teachers' ability to deliver quality instruction, leading to inconsistencies in student achievement. Additionally, Kellermann (2023) found and emphasized that effective coordination requires transparency, prioritization, and alignment with instructional goals. When resources are strategically allocated to address specific performance gaps identified through feedback, the impact on teacher performance is greater.

The same is true from the study of Mahmood et al. (2022), who found that the impact of in-service training on teachers' teaching and students' learning, and for non-professional teachers, access to adequate instructional materials, peer collaboration, and in-service training significantly improves their classroom competence and confidence. Coordinated resource allocation ensures that such supports are consistently available.

CONCLUSION

This study has highlighted the significance of effectively managing non-professional teachers to enhance service delivery in public senior secondary schools in Rivers State. Non-professional teachers, though lacking formal pedagogical training, play a vital role in bridging teacher shortages and sustaining instructional continuity, especially in resource-constrained environments. However, their limited professional preparation often affects teaching quality, learner engagement, and overall academic performance. Therefore, school administrators must adopt structured management approaches that include directing supportive feedback mechanisms, providing mentorship, and coordinating effective resource allocation to promote

professional growth and instructional competence. Continuous professional development, coupled with supportive supervision that can equip non-professional teachers with essential teaching skills and align their practices with educational standards.

The study concludes that investing in the capacity building and the professionalization of non-professional teachers are critical towards improving the quality of education and achieving sustainable development goals in the education industry. For that reason, policymakers and educational stakeholders should encourage and emphasize the systematic training and supportive management practices to enhance teachers performance and contribution to the teaching profession.

Recommendations

Based on the findings from this study, the following recommendations are made:

- The Ministry of Education and School Management Board should continually organize continuous professional development programs, such as, workshops, mentoring, and in-service training, which must be specifically designed for non-professional teachers. These programs should focus on enhancing pedagogical competence, classroom management, assessment literacy, and instructional delivery to improve teaching effectiveness and learner outcomes.
- Educational leaders and administrators should strengthen their supportive feedback mechanisms through regular supervision, constructive evaluation, and coaching. Adequate teaching resources, instructional materials, and incentives should also be made available to create conducive teaching-learning environment that promotes motivation, skill improvement, and professional integration of non-professional teachers for improved effective service delivery in public senior secondary schools.

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