



Administrative Use of Reflective Dialogue Instructional Coaching Techniques and Teachers' Work Effectiveness in Public Secondary Schools in Delta State

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ABSTRACT

The study is on administrative use of reflective dialogue instructional coaching techniques and teachers' work effectiveness in public secondary schools in Delta State. This study examined the connection between principals' reflective dialogue of instructional coaching and teachers' work effectiveness. It used the correlation research design and the ex-post facto research method. A total of 15356 people from a total of 479 principals and 14877 teachers across all 312 public secondary schools in Delta State, using a stratified random sampling technique to ensure representation across the diverse populations of principals and teachers. The total sample size comprised 935 participants, including 191 principals' i.e. 40% of the total population and 744 teachers i.e. 5% of the total population. To obtain information from the sampled staff, two questionnaires were used as the research instrument. The instruments were titled: Principal's Reflective Dialogue Instructional Coaching Technique Questionnaire (PRDCTQ) and Teachers' Work Effectiveness Questionnaire (TWEQ). The Instrument were divided into 3 sections. Section A comprised of demographic of respondents. Section B consisted of 15 items on Principal's reflective dialogue Instructional Coaching Technique (PRDCTQ) structured by the researcher. In the questionnaire the respondents indicated their opinion on modified four-point Likert scale ranging from Strongly Agree (4) Agree, (3), Disagree (2) and Strongly Disagree (1). Section C was the Teachers' Work Effectiveness Questionnaire" (TWEQ) comprised of two sub-sections consisted 20 items for principals. The respondents indicated their opinion on a modified four-point Likert scale with close-ended items as Very High is 3.50 – 4.00, High 2.50 – 3.49, Low 1.50 – 2.49, and Very Low 1.00 – 1.49, point ranging from a scale of 4, 3, 2, 1, respectively. The benchmark for acceptance was placed at 2.50. To carry out the face and content

validity of the research instruments, the initial drafts were presented to experts for proper validation. The corrections were made based on the suggestions of the experts. A test-re-test reliability was conducted employing the Cronbach Alpha statistics to ascertain the internal consistency and reliability of the instruments. Copies of the questionnaires were sent to 40 teachers and 20 Principals outside the sampled schools in the selected Local Government Areas of Delta State. The computation of the reliability coefficient yielded 0.87 for the Principal's Reflective Dialogue Instructional Coaching Technique Questionnaire (PRDCTQ) and 0.85 for the Teachers' Work Effectiveness Questionnaire" (TWEQ) respectively. The questionnaires were administered to the respondents on a hand-to-hand basis with the help of three instructed research assistants, 935 questionnaires were administered, 830 were duly completed and retrieved, resulting in an 89% response rate. The research questions were answered using descriptive statistics of mean and standard deviation for research question 1, 2 and 3 as well as inferential statistics like the coefficient of determination (r^2) for answering research questions 4 while the hypothesis was tested using Pearson Product Moment Correlation Statistics at 0.05 level of significance. The following findings emerged: elements of the administrative use of reflection dialogue as an instructional coaching technique are; provoking critical thought processes, reflective discussion, self-reflection, self-report/assessment, and solving instructional issues among others, indices of teachers' work effectiveness linked to principals' use of reflective dialogue coaching techniques in public secondary schools in Delta State included; expert knowledge of their subject area, growing professionally, among others, and the scope of work effectiveness among the teachers in Delta State schools was high. The recommendations made based on the findings are as follows: school principals should be trained continuously on new strategies of reflective dialogue instructional



coaching for collaboration and effective interaction, and principals need to increase the application of reflective dialogue.

KEYWORDS: Administrative, Reflective Dialogue, Instructional Coaching, Techniques, Teachers' Work Effectiveness, and Public Secondary Schools

I. Background of the Study

Reflection dialogue instructional coaching is a field of administration process which focuses on leadership and mentoring of teachers in their day-to-day affairs through interaction and discussion. Its main aims are to stimulate teacher growth and development, to guide and coordinate teaching activities, to promote positive working relationships and orient the efforts of the teachers towards the attainment of the educational goals. Reflective dialogue instructional coaching as one of the professional developments technique can be a source of culture whereby teachers develop their own objectives, pursue their objectives through active collaborative support, guidance and direction, active-learning and on the job-training, and could have the ability to practice around the strategies that would assist them in achieving their own objectives (Kraft & Blazar, 2016).

Work effectiveness of the teachers is defined in terms of devotion to the teaching methods, moral integrity and excellence in academics. It is usually gauged in terms of student performance, teacher appraisal and observations in the classroom. The effectiveness of the work of teachers is one of the issues that should be understood and evaluated to provide quality education and promote student achievements. It is possible to show the educational institutions how the teachers are performing in presenting the lesson, thereby revealing areas in which the teacher requires further training or assistance. The effectiveness of teachers' work, however, is not an isolated attribute, it is highly determined by the structures of leadership and support in schools. On the top of these leadership structures is the principal who is the administrative leader of the school.

A principal is a person who affects the work of teachers, staff and students of a school to the accomplishment of the predetermined objectives. Abari, Lawal, Akinyemi and Orunbon (2018) describe a principal as the major leader who instills an atmosphere of high expectations and sense of belonging in every student, staff member, and parent in a school. Moreover, the principal is a person who undertakes the leadership role by taking the responsibility of informing the actions of

teachers, non-teaching personnel, and students in a manner that will lead to the overall school performance.

According to Ategwu and Anho (2025), teachers work effectiveness is an indicator or indices of the maximum expectations of educational output considering less inputs teachers' effectiveness shows the extent of school management with administrators, colleagues, parents and students. Work effectiveness is the measures of standards, sets for quality maintenance, sustenance and control of the educational service delivery by the teacher.

The predictors of the effectiveness of the teachers' work entail the capability of teachers to improve student academic performance, the ability to demonstrate depth and breadth of knowledge in the subject matter, the capacity of teachers to give properly organized and well-structured lessons, test classroom behaviour, involvement in the school curriculum activities, regularity and punctuality in the school, good interpersonal relationship with their subordinates and superiors, discipline, motivation, counseling the students and adherence to teachers professional code of conduct among other things.

Teachers work effectiveness involves the degree to which teachers; attain desired learning outcomes in students and their practices in their work are effective. The work effectiveness of teachers is the sum total of their duties and obligations that they perform with the aim of influencing student learning to a positive effect. It encompasses also the extent to which they get involved into the general operations of the school in assisting to fulfill its objectives and goals (Ekpoh, and Eze, 2015). It includes their general capacity to portray favorable working attitude, devotion and dedication to the teaching duties, and in the endeavor to meet the educational goals and objectives.

The administrative use of reflective dialogue instructional coaching methods are intentional plans and methods that allow the school heads to develop the culture of constant interaction and discussion leading to improvement and professional development. Such methods are; defining the role of coaching, setting time aside to coach teachers, developing a sense of trust with teachers, and ensuring that coaching activities are aligned with the goals of the school. The idea is to make teachers consider their practice, plan on how they can improve, and apply research-supported interventions to support student learning. The correlation between administrative use of reflective dialogue instructional coaching and the work effectiveness of teachers is complicated because it



has many variables, among which are skills of the coach in communication, interpersonal relationship, method of teaching and personal features of the teachers.

Based on the above discussion, it would be argued that the main administrative use of instructional coaching technique of reflective dialogue connects the work effectiveness of the teachers; teachers who have been coached have more chances to be more effective in their structural practices. However, it is not specific whether the principal use of reflective dialogue instructional coaching technique can be used to improve the work effectiveness of teachers in the public secondary schools in Delta State it is because of this that the current study explored the connection existing between the principal use of reflective dialogue instructional coaching technique and the work effectiveness of teachers in the public secondary schools in Delta State.

Statement of the Problem

In any educational system, teachers are very critical and vital components whose primary role is to facilitate knowledge acquisition by guiding, teaching, and assisting students in learning various skills, values, and knowledge. In addition to the knowledge that they impart, teachers act as role models, mentors, and agents of social change, which directly affects how students perform and the overall quality of the education. Based on the personal observation of the researcher, it was noted that, at least in the public secondary schools, especially in Delta state, many teachers are exposed to various challenges that affect their performance in teaching. These are how interaction/relationship, poor instructional materials, old fashioned ways of teaching, inability to engage in continuing professional growth, time to engage in a coaching session, attitude to change and lack of support in the school administration. Due to this, there are teachers who experience difficulties in the delivery of the lessons, classroom management, student engagement, embracing new instructional practice and curriculum implementation, all of which adversely influence student achievement.

Reflective dialogue instructional coaching has become a promising approach to such a challenge by offering instructors with more discrete and long-term assistance to help them become better teachers. Nonetheless, Reflective administrative use of dialogue instructional coaching can become successful only with the active participation of secondary school principals and their leadership. Principals that use sound instructional coaching methods like reflective dialogue involving,

providing constructive feedback, modeling a useful instruction strategy, and helping teachers to engage in collaborative learning processes can greatly improve the effectiveness of teachers in their work.

From Ifode and Anho (2025), teachers' personnel administration refers to all the activities that are carried out by the principals to ensure that teachers' derives the best from the schools curricular and co-curricular activities. This includes coaching or training the teachers on the best technique in instruction. Although the significance of principals' instructional coaching of reflective dialogue in enhancing the performance of teachers is acknowledged, most principals in the public secondary schools in Delta State are perceived be experiencing problems in the total application of the methods. These challenges are lack of clarity in coaching roles, time constraints to do coaching, training of principals on instructional leadership and teacher resistance as a result of not trusting or not understanding the benefits of reflective dialogue.

Therefore, this study will eliminate this issue by exploring the link between administrative use of instructional coaching method of reflective dialogue and the work effectiveness of teachers. Accordingly, the problem statement of the study in question form is "does the use of reflective dialogue of principals' instructional coaching technique connect to work effectiveness of teachers in public secondary schools in Delta State?"

II. REVIEW OF RELATED LITERATURE

Theoretical Framework

This paper is based on the Social Learning Theory which was established by Albert Bandura in 1977, according to which individuals are able to acquire new behavior through observation. It stresses the mutual interdependence among the social features of environment, the way they are perceived by people, and how motivated and capable an individual is to repeat their behavior that they observe around him/her. The Social Learning Theory combines both behavioral and cognitive approaches, where an individual is assumed to interpret and apply what he or she sees in his/her behavior. The theory has received a lot of applications in different fields including education, media studies and organizational behavior among others where it gives one an insight on how individuals learn new skills, attitudes and values through observing other people.

The real determinants of the Social Learning Theory are observation, imitation, and modelling, which in combination make people learn the surrounding world and other persons around



them. The first step is observation, during which one closely monitors the actions of another person, usually a person of authority, like a parent or a teacher. In the process of observation, the individual will discover particular actions and their consequences. Having made repetitive observations, people accumulate a vast amount of behavioral patterns that become possible models of their own behavior.

The Social Learning Theory is very pertinent to the research concerning administrative use of reflective dialogue of instructional coaching method by principals and its connection to the effectiveness of teachers at work. This theory gives importance to the fact that learning does not just happen through personal experience, but also through observation, imitation and modeling the behavior of other individuals. Under the reflective dialogue instructional coaching framework, teachers have a chance to observe and internalize good teaching practices as exhibited by their coaches or more experienced teachers. The professional development of the teachers is not possible without such observational and interactive learning process because they can learn new strategies and techniques which they would not have developed by themselves.

Reflective dialogue instructional coaching can be interpreted through the Social Learning Theory whereby the coaches (administrators/principals) demonstrate effective teaching and classroom management techniques through modeling, and the teachers observe and discuss real-life demonstrations of best practices. Watching and discussing with an adept coach does not only assist the teachers to duplicate these behaviors in their classrooms, but it also enables them to change and modify them in line with their teaching settings and the needs of their students. The approach used by the teachers is that they initially concentrate on learning methods as demonstrated by their coaches, later they memorize the techniques through practice by internalization and, finally, they apply them in their classes.

Administration Reflective Dialogue Instructional Coaching Concept

Administration reflective dialogue instructional coaching can be described as an individual, collaborative administrative method in which seasoned administrators offer assistance and support to their colleagues in an effort to help them improve the practice of teaching and the results of student learning through content questions and answer series. It has turned out to be one of the most effective strategies towards supporting teacher

development as opposed to traditional methods of professional development that mostly entail short workshops or seminars. Reflective dialogue instructional coaching is administrative continued and personalized process that is practiced in real-time within the classroom setting and reflective approach to professional development given the complexity of teaching and the need to have the teacher continually supported.

Administrative instructional coaching is a model of job based professional learning, which concentrates on content knowledge as well as the teaching practice within the classroom setting. It is a cooperative arrangement in which instructional coaches (administrators/principals) develop into thought partners, guides and mentors to the teachers, assisting them in trying out new methods, thinking about their practice, and continually enhancing their teaching performance while reflective dialogue is described an intentional and deliberate discussion between two or more people, usually between an instructional coach (the principal) and a teacher, with the goal of examining teaching methods, experiences, and choices. Promoting self-awareness, deeper comprehension, and ongoing professional development is the aim. In order to increase the efficacy of instruction, reflective dialogue entails the sharing of questions, comments, and reflections.

Principals' Use of Reflective Dialogue and Teachers' Work Effectiveness

Reflective dialogue is a deliberate collaborative dialogue between the teacher and the principal that prompts the teacher to critically examine his or her instructional practices, beliefs and classroom experiences. This process will enhance the knowledge of the teachers on their strengths and weaknesses which in turn makes them more confident and effective in the classroom. It entails the intentional and two-way dialogue between principals and teachers that brings immersive contemplation of the instructional practices, student learning and classroom issues. The use of collaborative/team work promotes positive teaching and learning environment for effective performance while the cohesiveness reflective dialogue creates enhance overall work quality, provide directive and inspire learner (Ifode and Anho, 2025, Ugo and Anho 2025).

Instructional leaders such as principals are important in developing a culture of reflection in schools. Glickman, Gordon, and Ross-Gordon (2013) suggest that reflective dialogue is the foundation of an effective instructional leadership practice as it fosters problem-solving, self-awareness among teachers, and adaptation expertise



in effective teachers. Using facilitated dialogues, principals assist teachers to bridge theory and practice, find areas of instructional strength and areas of weaknesses and come up with ways of addressing areas of weaknesses in instruction.

The role of principals as a coach and mentor in the session of reflective dialogue involves the employment of interrogative methods which provoke critical thought processes e.g. asking teachers to explain what went well during a lesson, what did not and why. This practice would be consistent with the instructional coaching model suggested by Knight (2018), that emphasizes reflective discussions as a means of teacher development. In addition, classroom observations, student assessment, and teacher self-reports are some of the data used by principals in their reflections. Reflection is a way to make teachers and coaches look through their thought process, decisions in instruction without reflection, the multifaceted nature of decision-making is usually ignored or simply missed (Costa and Garmston, 2016). According to Kraft and Papay (2014), the instructional leadership behaviors such as reflective conversations are closely coupled with the positivity of changes in teacher instructional practices and student achievement. Teachers that had frequent reflective conversations with their principals were more collaborative, instructionally confident and ready to use new teaching strategies.

The study by Norris (2022) found that principals focused on reflective dialogue had a better professional relationship and teacher motivation. Teachers explained these conversations as a chance to get an individual support and positive feedback, and it enabled them to solve instruction problems and become better classroom managers. Reflective dialogue coaching method helps in the sustenance of professional growth as it helps teachers to become lifelong learners. It goes beyond single stand-alone professional development sessions and incorporates reflection into day-to-day instructional practices. This constant activity is consistent with the adult learning theories, which emphasize the value of practical learning and reflection to achieve any significant professional development (Knowles, Holton, and Swanson, 2015). Reflection has been well known to be a part and parcel of professional development in teachers as well as a major practice that instructional coaches can use to develop their own coaching strategies. The research by Howley, Dudek, Rittenberg, and Larson (2014) is intended to create a self-reflection instrument that will help to evaluate the degree of comfort of coaches towards both intrusive and non-

intrusive approaches to teaching coaches. Professional development as Stewart (2014) views it is usually passive and happens in spurts and is left to individual teachers to use in their practice.

Nevertheless, principle has a direct role in managing professional development that directly influences the feeling of support to the teachers, teacher retention, and finally student performance. Urlick (2016) observed that educators become empowered and more dedicated when the leaders of their schools establish the right leadership climate by performing the core leadership behaviors, communicating effectively the school mission, making decisions with colleagues, supporting professional growth, a sense of community among teachers, and involvement in the community. Principals that incorporate reflective dialogue in their leadership activity help in the formation of professional learning communities in which teachers reflect on practice together, exchange knowledge, and solve instructional issues collaboratively. Such a joint reflection increases teacher effectiveness and leads to a beneficial school climate of constant improvement. Thus as also the view of Ugo and Anho (2025) which sees collaborative in school administration maximum success the foundation of problem solution promote mutual respect, builds trust and confident in teachers.

Heather (2019) investigated how instructional coaching affects the efficacy of teachers and student achievement. The data were gathered using surveys, interviews and demographic data of a sample population of third and fourth-grade reading teachers of a large urban-suburban school district in southeast Texas. The Sense of Efficacy Scale of teachers (TSES) was used to measure the teacher self-efficacy levels before and after instructional coaching, and the Developmental Reading Assessment -Second Edition (DRA2) was used to assess pre and post-reading achievement of students. Teacher and instructional coach interviews (one on one) were also conducted to explore the issues and understandings concerning instructional coaching. Frequences and percentages and paired t-tests and Pearson r were used to analyze quantitative data, whereas open and continuous coding process based on the grounded theory was to analyze qualitative data. Quantitative findings indicated that even after both teacher self-efficacy and student reading achievement increased, instructional coaching did not significantly change them. Nevertheless, the qualitative data demonstrated the significance of the experience of instructional coaches, their level of knowledge and training as well as communication skills to develop teacher



efficacy and student outcomes. The teachers indicated that instructional coaching was the most important factor that increased their classroom management skills and strengthened their improved instructional practices that eventually led to improved results among students. But did not specifically provide answer on the link between principals use of reflective dialogue instructional technique and teachers' work effectiveness in public secondary school in Delta State.

Adiotomre (2025) has performed a research on the main instructional leadership styles and their impact on job performance in the public secondary schools in Delta State. The research design was a correlational research design. A total of 478 principals and 12,202 teachers in the public secondary schools of the state were chosen as the target population. The study was selected on a sample of 589 participants (214 principals and 375 teachers). There were two data collection instruments Principals Instructional Leadership Questionnaire (PILQ) and Teachers Job Performance Questionnaire (TJPQ). Both scales were tested by three professionals and their reliability was calculated through the application of Cronbach Alpha giving a coefficient of 0.74 in PILQ and 0.79 in TJPQ. The sampled principals and teachers in the selected schools were given the questionnaires. The mean and Pearson correlation were used in the analysis of data.

The results established that in Delta State, the leadership styles that were mostly used by principals were transformational, transactional, distributed, visionary, participative, and culturally responsive. The research reported a strong relationship between instructional leadership style and job performance of teachers as dictated by the principals. It made the conclusion that effective instructional leadership has positive influence on the performance of teachers. In accordance with the findings, the study proposed that the government ought to offer an opportunity to train and professionally develop principals on continuous basis and notably on the field of transformational leadership. However the study did not specifically evaluate the relationship between principals' use of reflective dialogue and instructional coaching method and teachers' effectiveness in their job which this present research looked into.

Based on the review, the past studies have discussed the effectiveness of general instructional coaching methods of principals and how it can impact the effectiveness of the work of teachers. In the course of the review, it was observed that there are empirical studies conducted by some researchers

on instructional coaching technique and work effectiveness of teachers. It was noted, nevertheless, that some of the reviews were based outside of Nigeria and others in other states. Therefore, in the recent past, there are few or no empirical studies known to the researcher that have been conducted to substantiate the claim that principal use of instructional coaching of reflective methods positively associates with teacher work effectiveness particularly in the public secondary school in Delta State. This led to a research gap that this study addressed.

Methodology

This study examined the connection between principals' reflective dialogue of instructional coaching and teachers' work effectiveness. It used the correlation research design and the ex-post facto research method. By using this, the researcher was able to statistically evaluate the link between the dependent variables (teachers' work effectiveness) and the independent variable (principals' reflective dialogue instructional coaching technique).

A total of 15356 people from a total of 479 principals and 14877 teachers across all 312 public secondary schools in Delta State, three senatorial districts made up the targeted study population. There are 176 principals and 5272 teachers in the Delta North Senatorial District, 188 principals and 6425 teachers in the Delta Central Senatorial District, and 115 principals and 3180 teachers in the Delta South Senatorial District.

The sample for this study was drawn from the three senatorial districts in Delta State, Nigeria, using a stratified random sampling technique to ensure representation across the diverse populations of principals and teachers in public secondary schools. The total sample size comprised 935 participants, including 191 principals' i.e. 40% of the total population and 744 teachers i.e. 5% of the total population, in Delta State public secondary schools selected from 25 Local Government Areas.

This approach balances the need for precision with practical considerations such as resource constraints and accessibility. The random selection process ensured that every principal and teacher within the senatorial districts and Local Government Areas had equal chances of being included in the study, thereby enhancing the generalizability of the findings to the broader population of public secondary schools in Delta State and beyond.

To obtain information from the sampled staff, two questionnaires were used as the research instrument. The instruments were titled: Principal's



Reflective Dialogue Instructional Coaching Technique Questionnaire (PRDCTQ) and Teachers’ Work Effectiveness Questionnaire (TWEQ). The Instruments were divided into 3 sections. Section A comprised of demographic of respondents. Section B consisted 15 items on Principal’s reflective dialogue Instructional Coaching Technique (PRDCTQ) structured by the researcher. In the questionnaire the respondents indicated their opinion on modified four-point Likert scale ranging from Strongly Agree (4) Agree, (3), Disagree (2) and Strongly Disagree (1).

Section C was the Teachers’ Work Effectiveness Questionnaire” (TWEQ) comprised of two sub-sections: Teachers’ Work Effectiveness Questionnaire” (TWEQ) 20 items which were completed by school principals. The respondents indicated their opinions on a modified four-point Likert scale with close-ended items as Very High is 3.50 – 4.00, High 2.50 – 3.49, Low 1.50 – 2.49, and Very Low 1.00 – 1.49, point ranging from a scale of 4, 3, 2, 1, respectively. The benchmark for acceptance was placed at 2.50.

To carry out the face and content validity of the research instruments, the initial drafts were presented to experts. The corrections were made based on the suggestions of the experts.

A test-re-test reliability was conducted employing the Cronbach Alpha statistics to ascertain the internal consistency and reliability of the instrument. Copies of the questionnaires were sent

to 40 teachers and 20 Principals outside the sampled schools in the selected Local Government Areas of Delta State. The computation of the reliability coefficient of the instruments yielded 0.87 for the Principal’s Reflective Dialogue Instructional Coaching Technique Questionnaire (PRDCTQ) and 0.85 for the Teachers’ Work Effectiveness Questionnaire” (TWEQ) respectively.

The questionnaires were administered to the respondents on a hand-to-hand basis with the help of three instructed research assistants. 935 questionnaires were administered, 830 were duly completed and retrieved, resulting in an 89% response rate.

The research questions were answered using descriptive statistics of mean and standard deviation for research question 1, 2 and 3 as well as inferential statistics like the coefficient of determination (r^2) for answering research questions 4 while the hypothesis was tested using Pearson Product Moment Correlation Statistics at 0.05 level of significance.

III. PRESENTATION OF RESULTS AND DISCUSSIONS

Research Question One: Elements of principals’ reflective dialogue as instructional coaching method and teachers’ work effectiveness in public secondary schools in Delta State?

Table 1: Analysis of mean and standard deviation of the elements of principals’ use of reflective dialogue as instructional coaching method connected to teachers’ work effectiveness in public secondary schools in Delta State

S/N	Items/Statements	N	Mean	SD	Decision
1	Provoking critical thought processes	830	3.28	1.01	Accepted
2	Reflective discussion	830	2.97	0.92	Accepted
3	Self-reflection	830	3.49	0.65	Accepted
4	Self-report/assessment	830	3.28	0.83	Accepted
5	Solving instructional issues	830	2.71	1.02	Accepted
6	Creates principal-teacher positive relationship	830	3.50	0.76	Accepted
7	Beneficial school climate	830	3.48	0.68	Accepted
8	Build feelings of support	830	3.35	0.50	Accepted
9	Collaboration/team work	830	3.29	0.66	Accepted
10	Conversational	830	3.37	0.57	Accepted
11	Creates confidence in teachers	830	3.60	0.50	Accepted
12	Exchange of knowledge	830	3.10	0.86	Accepted
13	Feelings of support	830	3.51	0.52	Accepted
14	Interrogative method	830	2.97	0.73	Accepted
15	Promotion of effective communication with feedbacks	830	3.56	0.49	Accepted
	Weighted Mean		3.30	0.71	Accepted



The analysis on table 1 showed the mean and standard deviation of what constituted elements of principals' use of reflective dialogue for effectiveness of teaching in public secondary school in Delta State with responses to the items/statements which indicated all above the criterion 2.50 level of acceptance. The waited mean of 3.30 and SD 0.71 was also above the acceptance bench mark therefore all the items/statements constituted the elements of principals' use of reflective dialogue for

effectiveness of teaching in public secondary school in Delta State including; provoking critical thought processes, reflective discussion, self-reflection, self-report/assessment, and solving instructional issues among others.

Research Question Two: What is the levels of teachers' work effectiveness linked to principals' use of reflective dialogue coaching techniques in public secondary schools in Delta State?

Table 2: Mean rating and standard deviation analysis of responses on the levels of teachers' work effectiveness linked to principals' use of reflective dialogue coaching techniques in public secondary schools in Delta State

S/N	Items/Statements	N	Mean	SD	Decision
1	have expert knowledge of their subject area	185	3.51	0.68	high
2	keep up-to-date about current knowledge in their subject area.	185	3.65	0.60	high
3	prepare adequately before class to teach	185	3.55	0.73	high
4	use relevant documents while planning lesson	185	3.58	0.61	high
5	implement effective classroom management practices.	185	3.50	0.76	high
6	records timely the results	185	3.60	0.50	high
7	protects school facilities	185	3.51	0.52	high
8	participate in meetings and activities	185	3.56	0.49	high
9	pursue relevant opportunities to grow professionally.	185	3.43	0.64	high
10	implement effective strategies	185	3.28	1.01	high
11	regularly reflect on their teaching practices	185	2.97	0.92	high
12	use instructional strategies that meet the learning needs of all students	185	3.49	0.65	high
13	demonstrate competence in classroom instruction.	185	3.28	0.83	high
14	implement the designated curriculum in due time	185	2.71	1.02	high
15	assist the school to maintain a safe environment	185	3.48	0.68	high
16	maintains a positive and safe learning environment	185	3.35	0.50	high
17	collaborates with other staff.	185	3.29	0.66	high
18	evaluates students' performances in an objective manner	185	3.37	0.57	high
19	builds students' ability to work with others.	185	3.10	0.86	high
20	are skilled in adjusting their instructional pace to accommodate different learning levels.	185	2.97	0.73	high
Weighted Mean			3.36	0.73	high

Source: Fieldwork (2025); Benchmark = 2.50
 Adapted from Anho

The data in table 3 revealed the analysis of the levels of teachers' work effectiveness connected to principal use of reflective dialogue in public

secondary schools in Delta State. The result of the respondents from principals on the level of teachers' work effectiveness has a weighted mean rating of



3.36 and standard deviation of 0.73. This implied that the level of teachers' work effectiveness connected to principals use of reflective dialogue in public secondary schools were high in Delta State. This include; have expert knowledge of their subject area, pursue relevant opportunities to grow professionally, keep up-to-date about current knowledge in their subject area, prepare adequately

before class to teach, and use relevant documents while planning lesson among others.

Research Question Three What is the connection between principals' use of reflective dialogue and teachers' work effectiveness in public secondary schools in Delta State?

Table 3: Coefficient of determination analysis of the connection between principals' use of reflective dialogue and teachers work effectiveness in public secondary schools in Delta State

Variables	N	Mean	SD	r	r ²	r ² %	Decision
Principals' use of reflective dialogue	830	3.46	0.71	0.69	0.48	48	Positive Link
Teachers' Work effectiveness		3.36	0.73				

Source: Fieldwork (2025)

Data in table 3 showed the coefficient of determination on the connection between principals' use of reflective dialogue and teachers' work effectiveness in public secondary schools in Delta State. The result indicated that the principals' use of reflective dialogue had a mean of 3.46 (SD = 0.71) while teachers' work effectiveness had a mean score of 3.36 (SD = 0.73). The computed r value of 0.69 indicated a positive link between Principals' use of reflective dialogue and teachers' work effectiveness

in public secondary schools in Delta. The r²value of 0.48 revealed that Principals' use of reflective dialogue accounted for teachers' work effectiveness by 48%.

Hypothesis: There is no outstanding connection between principals' use of reflective dialogue as an instructional coaching technique and teachers' work effectiveness in public secondary schools in Delta State

Table 4: Pearson Product Moment Correlation Linear Regression Analysis on the relationship between principals' use of reflective dialogue as an instructional coaching technique and teachers' work effectiveness in public secondary schools in Delta State

		Principal's use of reflective dialogue	Teachers work effectiveness
Principal's use of reflective dialogue	Pearson Correlation	1	.691
	Sig. (2-tailed)		.000
	N	830	830
Teachers work effectiveness	Pearson Correlation	.691	1
	Sig. (2-tailed)	.000	
	N	830	830

Source: Field work, 2025

From table 4, the data showed the Pearson correlation coefficient between principals' use of reflective dialogue and teachers' work effectiveness. The r-cal was 0.691; the P = (.000) < 0.05 level of significance. This indicated a positive correlation. The null hypothesis was rejected. Thus, there was a outstanding connection between principals' use of reflective dialogue and teachers' work effectiveness in public secondary schools in Delta State.

Elements of administrative use of reflection dialogue as an instructional coaching technique and teachers' work effectiveness

The evaluation indicated the elements of the administrative use of reflection dialogue as an instructional coaching technique and teachers' work effectiveness are; provoking critical thought processes, reflective discussion, self-reflection, self-report/assessment, and solving instructional issues among others. This result is in agreement with the result of Glickman, Gordon, and Ross-Gordon (2013) who discovered that reflective dialogue is a

IV. Discussion of Findings



pillar of effective instructional leadership as it facilitates the development of problem-solving, self-awareness and adaptive expertise in the teacher. Levels of teachers' work effectiveness linked to principals' use of reflective dialogue coaching techniques in public secondary schools in Delta State

The analysis in table 2 indicated the levels of teachers' work effectiveness linked to principals' use of reflective dialogue coaching techniques in public secondary schools in Delta State to include; have expert knowledge of their subject area, pursue relevant opportunities to grow professionally, keep up-to-date about current knowledge in their subject area, prepare adequately before class to teach, and use relevant documents while planning lesson among others.

This is in line with Ategwu and Anho (2025) which describe the various indicators of teachers' effectiveness as symptoms, signs of maximum expectation of educational output with less input. This implies that teachers work effectiveness involves the expected standard of teaching to impact quality learning in students.

Connection between principals' use of reflective dialogue and teachers' work effectiveness in public secondary schools in Delta State

The study result from the coefficient of determination analysis between principals' use of reflective dialogue and teachers work effectiveness in public secondary schools in Delta State showed that the relevance between the application of reflective dialogue by principals and teachers work performance in public secondary schools in Delta State was positive. The study further investigated if the connection was outstanding or not, thereby it used the Pearson Product Moment Correlation Two-Tail Linear Regression Analysis on the relationship between principals' use of reflective dialogue as an instructional coaching technique and teachers' work effectiveness in public secondary schools in Delta State. The result indicated that there was positive outstanding connection.

This implies that reflective discussion is an important factor that contributes to teacher development and learning. Through reflective discussion of their instructional practices, teachers are urged to scrutinize their practices and beliefs and assumptions critically. Such self-reflection will result in further pedagogical reflection, which will enable teachers to find their strengths and weaknesses. Such strategy is consistent with the instructional coaching model by Knight (2018) that

emphasizes the role of reflective conversations to teacher development. Additionally, principals refer to the information of classroom observations, student assessment, and teacher self-report on the basis of their reflections.

Similarly, Kraft and Papay (2014) concurred that instructional leadership practices such as reflective conversations have a close relationship with teacher instruction practice and student achievement. Educators, who discussed their teaching with their principals on the regular basis, were more confident in their instruction and more inclined to use the new teaching techniques.

This opinion is also supported by the Norris (2022) study that the principals who focused on reflective dialogue enabled better professional relations and increased teacher motivation. Teachers reported these discussions as the possibilities to get personal assistance and effective feedbacks that were useful in overcoming the teaching difficulties and managing the classrooms.

Consequently, they are able to be more flexible, ready to test new approaches and be more sensitive towards the needs of their students, which are diverse. Reflective dialogue upholds a sense of ownership of the development process.

V. Findings

The elements of reflective dialogue as a method of instruction coaching are;

1. Elements of the administrative use of reflection dialogue as an instructional coaching technique and teachers' work effectiveness are; provoking critical thought processes, reflective discussion, self-reflection, self-report/assessment, and solving instructional issues among others.
2. levels of teachers' work effectiveness linked to principals' use of reflective dialogue coaching techniques in public secondary schools in Delta State to include; have expert knowledge of their subject area, pursue relevant opportunities to grow professionally, keep up-to-date about current knowledge in their subject area, prepare adequately before class to teach, and use relevant documents while planning lesson among others
3. The scope of work effectiveness among the teachers in Delta State schools is high and entails among other things, knowledge of subject matter, good lesson preparation and delivery among others.
4. The use of reflective dialogue as a method of instructional coaching by principals is positively outstanding with connection to the work effectiveness of teachers in the public secondary schools in Delta State.

Conclusion



It is now clear that principals who practice purposeful coaching activities of reflective dialogue can create the environment where teachers are able to develop, reflect and work at an increased standard. The positive correlations drawn between the reflective dialogue, coaching strategies and teacher effectiveness are a confirmation that instructional leadership is not only a supervisory leadership but a developmental leadership. The reflective dialogue coaching strategies are viewed by both principals and teachers in the same way, which supports the collaborative climate needed to enhance the effective instruction by teachers.

VI. Recommendations

The recommendation made based on the findings is as follows:

1. School principals should be trained continuously on new strategies of reflective dialogue instructional coaching for collaboration, effective interaction, and inter-relationship with teachers for effectiveness.
2. Principals need to increase the application of reflective dialogue to establish a culture of openness and support where teachers can assess their practice and make improvements together.

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