



Empowering Educators: The Critical Role of Principals' Leadership Strategies in Enhancing Teachers' Performance in Nigerian Public Secondary Schools

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ABSTRACT

The study investigated influence of principals' leadership strategies on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. Five research questions guided the study and five hypotheses were formulated and tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population was 1,768 teachers in 89 public secondary schools in Makurdi Education Zone of Benue State, Nigeria. A sample of 407 teachers representing 23% of the total population was selected using multi-stage sampling procedure. The instrument for data collection was a researcher-structured questionnaire titled "Principals' Leadership Strategies and Teachers' Job Performance Questionnaire (PLSTPQ)". The questionnaire was validated by three experts in the Faculty of Education Benue State, University Makurdi. A trial-test of the questionnaires was conducted on 30 teachers who were not part of sample but part of the population using Cronbach Alpha coefficient. The result of the trial-test yielded a reliability coefficient value of 0.90. Data were analyzed using Mean Scores and Standard Deviation to answer the research questions and chi-square was used to test the hypotheses at 0.05 level of significance. Findings of the study showed that principals' involvement of teachers in decision making, communication, supervision of instruction, motivation and delegation of duties have significant positive influence on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. The study concluded that principals' leadership strategies have significant positive influence on teachers' job performance in public secondary schools. It was recommended among others that principals of public secondary schools in Makurdi Education of Benue State, Nigeria should ensure involvement of teachers in decision, effective communication and appropriate supervision of instruction in order to influence teachers to carry their duties effectively towards attaining high job performance.

Keywords: Leadership strategies, job performance, public secondary schools, educational management, teacher performance

INTRODUCTION

Job performance has become one of the most central issues in organizations including public secondary schools across the globe. Many organizations seem to have shifted their focus on how to improve their staff job performance recently. Job performance is regarded as a measure of organization's productivity; however, it appears to be a challenging task among organizational leaders. Muogbo (2013) states that performance level of an employed individual has constantly been a challenging task in management of an organization, hence devising operational methods to motivate an individual staff to succeed and deliver qualitative job performance as well as surge the organizational competency level is the central objective of every business organization. Ogbulafor (2011) decries that the deteriorating level of teachers' job performance in educational institutions in Nigeria is fast becoming a serious threat to the survival of many schools in Nigeria which needs to be addressed urgently. The deteriorating level of teachers' job performance especially in public secondary schools in Makurdi education Zone of Benue State, Nigeria may be as a result of government failure in developing countries like Nigeria to improve the skills and knowledge of their civil and public servants that can boost teachers' job performance.

Job performance is defined as all behaviours employees engage at work (Rhaman, Hussain & Hussain, 2011). Teachers' job performance is seen as the accumulated outcome of the activities carried out by teachers to achieve objectives of schools (Akpakwu, 2012). Also, Motowidlo and Kell (2012) define teachers' job performance as a behaviour that an individual deliver in order to leverage the value of an organization over a period of time. Arising from the above definitions, teachers' job performance could be seen as the accomplishment of a given task such as lesson plan, lesson delivery, student discipline, classroom management, marking students' scripts, taking roll call and guiding students to learn measured against pre-set known standards of accuracy and speed. Many schools aim to leverage and increase the job performance of their teachers which may lead to increased productivity to the highest possible level. The public secondary schools in Nigeria particularly in Makurdi Education Zone of Benue State seem to be an exception.

Around the world, educational institutions especially public secondary schools seem to experience poor job performance owing to different factors such as lack of proper payment of staff, ineffective training with lack of employable skills, poor motivation, unconducive work environment, ineffective

leadership of principals among others (Bowles, 2014). In Nigeria, the situation appears not to be different as many public secondary schools seem to face similar challenges in recent times. The public secondary schools in Nigeria are composed of teachers who perform academic and administrative functions for the realization of secondary schools' objectives. The teachers play significant roles in enhancing students' learning and supporting the school administrators in running the day to day administrative activities of public secondary schools (Akpakwu, 2012). Public secondary schools are post-primary institutions of learning established by government for the production of individuals to be useful to themselves and society (Federal Republic of Nigeria, 2014). They are institutions of learning that also provide candidates for higher institutions of learning for the development of a nation.

The development of a nation is primarily dependent on the education system available in the country. Education is nowhere without teachers playing a pivotal role in ensuring achievement in an educational institution. Teacher's job performance plays a crucial role in student's learning process. It is known to be related to teacher's effectiveness (Amin, Shah, Ayaz, & Atta, 2013). Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching of their teachers. As professionals, teachers need to be appropriate role models and exhibit to their students a commitment to scholarly values and to lifelong learning (Aydan, 2016). Teachers are unarguably the most important group of professionals for our nation's future. Without teachers, the education system will be crippled. The increased importance of teachers' job performance has made it extremely important to identify the factors that influence teacher's job performance in Makurdi Education Zone of Benue State, Nigeria.

One factor that could influence teacher's job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria is principals' leadership strategies. Okwori and Ede (2012) define leadership as the behaviour of a leader functioning vis- a-vis members of a group in an endeavour to facilitate the solution of group problems. Principals' leadership strategies are the set standards, routine or static laid-down rules and regulations that are followed in the day-to-day running of an organization such a school (Asemah, 2010). Also, leadership strategies could be referred to those acts, principles or policies organizations put in place to attract, maintain and retain their staff. This could be in form of training, motivation, career growth, delegation of duties, supervision and promotion, provision of instructional materials and so on (Bua, 2020). These leadership strategies are meant to improve upon organizational effectiveness and efficiency. Principals' leadership strategies are measured based on principals' leadership behaviour (Okwori & Ede, 2012).

Principals can encourage effective performance of their teachers by identifying their needs and trying to meeting them (Nwosu, 2017). This encouragement is very much dependent on various aspects of principals' leadership behaviour such as involvement in decision making, communication, supervision, provision of instructional materials, provision of benefits (Bua, 2020). The effective application of these leadership strategies may enhance teachers' job performance in one way or other. This could lead to increased productivity and achievement of quality secondary education in Makurdi Education Zone of Benue State, Nigeria. Benue State is one of the thirty-six states in Nigeria whose one of her priorities is to advance the course of human capital and national development through provision of quality secondary education. Therefore, Benue State has a number of private and public secondary schools with teachers who perform various jobs to offer quality secondary education in the state and Nigeria at large. However, it appears that teachers' job performance in public secondary schools in Makurdi Education Zone has been low in recent times. Asemah (2010) states that despite the role the teachers play in the promotion of teaching and learning, the poor job attitudes of teachers is as a result of low concern of government and management of public secondary schools with absence of clearly defined principals' leadership strategies.

In a competitive environment of modern era, organizations seem to be persistently improving performance of their employees through human resources approach focused on leadership strategies. Arop, Owen and Madukwe (2019) acknowledge that human resource management is the main source of competitive advantage. The teachers are the human resources in education and their commitment would result in increase job performance. Akpakwu (2012) maintains that, a competent committed and highly involved workforce is the one required for best implementation of business strategy. The effectiveness of organizational staff could depend on influence of leadership strategies on behaviour of the workers. The use of best leadership strategies could add great value to teachers' job performance and productivity.

Over the years, literature established that many organizations focus on improving motivation and training as the best strategies for improving staff job performance (Grimsley, 2013). With this focus, other organizations especially educational institutions seem to neglect other strategies such as involvement in decision, communication, supervision, provision of motivation and delegation of duties even though they may have positive influence on staff job performance. In public secondary schools in Makurdi Education Zone of Benue State, Nigeria, it seems there is ineffective teachers' job performance maybe as a result of the negligence of these leadership strategies. This has raised the concern of the present study with regard to investigating the influence of leadership strategies on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria with special focus on involvement in decision, communication, supervision, motivation and delegation of duties.

Involvement in decision making is otherwise known as participative decision-making. Involvement in decision making is the inclusion of the employees in the decision-making process of the organization (Armstrong, 2016). Lack of inclusion in decision making may be referred to irregular involvement of teachers in decision making process in school governance by principals. Involvement in decision making may encourage the involvement of stakeholders at all levels of an organization in analysis of problems, development of strategies and implementation of solutions. In the school system, when teachers are involved in decision making, absenteeism may be reduced. There may be greater commitment, greater job satisfaction and improved performance. Lack of involvement in decision making may demoralize teachers in carrying out their duties. Increasing level of participation of teachers in decision making and extending their involvement in the overall decision making process may enhance if there is well established communication.

Communication is the life wire of any institution and it is a process of transmitting information from one person to another based on ideas, thoughts or feelings (Shonubi & Akintaro, 2016). If communication is not handled with care it can generate conflict among school members. This is because, numerous communication activities take place within and among members of educational organizations such as schools, colleges, boards, commissions

and ministries among others. In schools, teachers exchange information in the classroom with students just like supervisors to subordinates. Okunogbe (2015) opines that communication between two or more people influences each other by their ideas to learn something in the process of their interaction which helps to improve performance. Communication therefore becomes an essential aspect of effective educational management because it is the life blood of every school organization (Oding, 2017). Going by the opinions of the above scholars, probably principal-teachers' communication appears to be essential in all school activities including supervision.

Supervision is a helping assistance by the supervisor given to the teachers in order to perform effectively. Tappo (2016) defines supervision as a two-way dynamic process which is carried out for a particular purpose geared towards fulfilling the goal of the organization. Supervision seems to become an effective administrative practice in organizations. This is because there is no way performance can be regarded as following the laid down procedures unless someone oversees what is being done to ensure that it meets the organizational requirements. Supervision is therefore aimed at ensuring strict adherence to rules and procedures of conducts. Ineffective supervision of teachers' job performance may lead to poor performance. With proper supervision of instruction, the principal may be able to oversee job activities of teachers and this may result in strategizing ways of improving teachers' job performance such as motivation.

Motivation is an internal state that propels individuals to engage in goal-directed behaviour and it is often understood as a force that explains why people or animals initiate, continue or terminate certain behaviour at a particular time (Bua, 2020). It could be seen as the act of making available teaching aids such as textbooks, chalk, electronic teaching gadgets, audio-visual aids for teachers in public secondary schools by principals. Teachers who are motivated are satisfied to perform their duties effectively than those who are not (Akpakwu, 2012). Motivating teachers could enable them to perform effectively and it is one of the responsibilities of principals in Makurdi Education Zone of Benue State. Principals' leadership strategies focused on teachers' motivation is essential for addressing the problem of teachers' job performance in public secondary schools for quality teaching and learning. The principals need to improve teachers' job performance through motivation and other leadership strategies such as delegation of duties.

Delegation of duties is a leadership strategy of assigning key duties to subordinates, providing subordinates responsibility for management's formal decisions and providing subordinates more work-related discretion, such as the authority to make decisions without consulting the management first (Yukl, 2012). If the principals fail to delegate responsibilities to teachers they may not achieve high job performance from teachers because delegation places decisions at levels where people with more knowledge of specific issues than the supervisor, resulting in additional information processing benefits for the organization and perhaps more efficient and better quality judgments (Ito & Peterson, 2016). When junior employees are involved in participatory decision making, their performance and that of the organization will improve (Phylister & Bula, 2016). Ineffective application of principals' leadership strategies such as delegation could hinder better teachers' job performance. It was against the above background that researcher was interested in investigating influence of principals' leadership strategies on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Principals' leadership strategies if well applied in administration of public secondary schools could enhance teachers' job performance. However, if they are not well applied, they could hamper teachers' job performance and this may lead to poor or ineffective productivity in public secondary schools. There is a growing dissatisfaction among relevant stakeholders such as government, principals, parents and donors with the declining state of teachers' job performance in public secondary schools Makurdi Education Zone. It seems that teachers no longer come to school punctual and focus on their duties such as conducting of morning assembly, planning of lesson and presentation, maintaining students' discipline among others. In some schools' teachers rather concentrate on their personal discussions at the detriment of job performance. The researcher observed that this may be attributed to lack of application of principals' leadership strategies such as involvement in decision making, communication, supervision of instruction, motivation and delegation of duties.

In public secondary schools in Makurdi Education Zone of Benue State Nigeria, many principals seem not to involve teachers in decision. Some principals appear to be ineffective in communication with teachers while others do not regularly carry out supervision of instruction neither do they motivate teachers nor involve them in delegated duties. All these the research observed they seem to be affecting teachers' job performance negatively. This has created a lot of worries by the researcher and relevant stakeholders in public secondary schools in Makurdi Education such as government, parents among others. It was against this background that the researcher was motivated to investigate influence of principals' leadership strategies on teachers' job performance in Makurdi Education Zone of Benue State of Nigeria.

1.1 Research Purpose

The purpose of the study was to investigate influence of principals' leadership strategies on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. Specifically, the study sought to:

1. ascertain influence of principals' involvement of teachers in decision making strategy on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.
2. ascertain influence of principals' communication strategy on teachers' job performance in public secondary schools.
3. determine influence of principals' supervision of instruction strategy on teachers' job performance in public secondary schools.
4. establish influence of principals' motivation strategy on teachers' job performance in public secondary schools.
5. determine influence of principals' delegation of duties strategy on teachers' job performance in public secondary schools.

1.2 Research Questions

The following research questions guided the study.

1. What is the influence of principals' involvement of teachers in decision making strategy on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria?
2. What is the influence of principals' communication strategy on teachers' job performance in public secondary schools?
3. What is the influence of principals' supervision of instruction strategy on teachers' job performance in public secondary schools?
4. What is the influence of principals' motivation strategy on teachers' job performance in public secondary schools?
5. What is the influence of principals' delegation of duties strategy on teachers' job performance in public secondary schools?

1.3 Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. Principals' involvement of teachers in decision making strategy has no significant influence on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.
2. Principals' communication strategy has no significant influence on teachers' job performance in public secondary schools.
3. Principals' supervision of instruction strategy has no significant influence on teachers' job performance in public secondary schools.
4. Principals' motivation strategy has no significant influence on teachers' job performance in public secondary schools.
5. Principals' delegation of duties strategy has no significant influence on teachers' job performance in public secondary schools.

1.4 Research Significance

The findings of the study would be significant to teachers, school administrators, government and researchers.

Teachers may benefit from the findings of this study because the findings could give way for principals to identify the best leadership strategies that could promote teachers' job performance. As a result, the principals would strength involvement of teachers in decision making process so as to spur them to be committed in performing their assigned duties effectively.

School administrators especially, principals may find the findings of this study useful as they may sensitize them on ways to improve teachers' job performance in their schools. They may seek to apply practices like instructional supervision so that teachers' classroom activities could be enhanced and there could be effective teaching and learning in public secondary schools.

The government through states and federal ministries of education may find the findings of the study useful as eye opener to organize workshops and seminars for secondary school principals and teachers such that best communication practices could be inculcated into principals and teachers. This could enhance communication process between principals and teachers and consequently improve teachers' job performance in public secondary schools.

Researchers may benefit from the finding of this study as the outcome would serve as a useful guide or empirical evidence to be incorporated into their studies when they intend to carry out studies on the indices of leadership strategies and teachers' job performance such as motivation and delegation of duties among others. All the beneficiaries of the findings of this study would access the findings when they are published online in journals, magazines, books or are kept in university libraries.

1.5 Research Scope

The study was delimited to influence of principals' leadership strategies on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. The study covered variables such as principals' involvement of teachers in decision making, communication, supervision of instruction, motivation and delegation of duties strategies. These variables were covered because the researcher observed that they are leadership strategies which seem to be affecting teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. The study also covered all the public secondary schools in the study area. This was because the researcher observed that in recent times, these public secondary schools appeared to be suffering from ineffective teachers' job performance and this seems to be negatively affecting the realization of secondary education objectives, thus, the need to carry out this study.

2. LITERATURE REVIEW

2.1 Introduction

This section reviewed related literature under the following sub-headings: theoretical framework, conceptual framework, empirical studies and summary.

2.2 Theoretical Framework

This study was anchored on House's path-goal theory of leadership 1971 and Expectancy Theory by Victor Vroom 1964.

2.2.1 Path-Goal Theory by House (1971)

House's path-goal theory posits that leaders can influence followers' performance by increasing the attractiveness of reward outcomes associated with task performance (House, 1971). This theory suggests that leaders should engage in behaviors that complement subordinates' abilities and compensate for deficiencies, providing the necessary guidance, support, and help for subordinates to achieve their goals. The theory highlights two major components: follower characteristics and task characteristics, which influence how leaders' behaviors affect followers' motivation. Leaders' behaviors are seen as contingent on the satisfaction, motivation, and performance of subordinates.

The relevance of this theory to the study lies in its emphasis on clear goal setting and the leader's role in guiding subordinates towards achieving these goals. Principals can use this theory to set clear objectives for teachers and provide the necessary support to achieve these goals, thereby enhancing job performance. However, the theory's limitation is its failure to recognize that a motivated individual can put in more effort expecting better rewards, and that behavioral alternatives and perceptual differences among employees influence job satisfaction and performance (Kruse, 2013).

2.2.2 Expectancy Theory by Victor Vroom (1964)

Victor Vroom's Expectancy Theory is a motivational theory that states individuals will exert maximum effort if they believe their effort will lead to performance, which in turn will lead to a desired reward (Vroom, 1964). The theory is based on four assumptions: (1) both internal and external factors affect behavior; (2) individuals decide their behaviors based on expectancy calculations; (3) people have different needs, desires, and goals; and (4) behavior decisions are based on perceived outcomes. The four key elements of this theory are outcomes, expectancy, instrumentality, and valence.

Expectancy Theory is relevant to this study because it highlights the importance of recognizing individual differences in motivation and reward, which can be used by principals to enhance teachers' job performance. By understanding what motivates each teacher, principals can tailor their strategies to improve job satisfaction and performance (Freedman, 2013).

2.3 Conceptual Framework

This study examines the influence of principals' leadership strategies on teachers' job performance. The conceptual framework identifies key leadership strategies: involvement of teachers in decision-making, communication, supervision of instruction, motivation, and delegation of duties. These strategies serve as the independent variables, while teachers' job performance, measured through lesson planning, content delivery, student assessment, and participation in decision-making, serves as the dependent variable (Asemah, 2010).

Leadership involves guiding and influencing others towards achieving specific goals (Kruse, 2013). This study explores how various leadership strategies employed by principals can enhance teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. The conceptual framework is based on House's path-goal theory of leadership and Vroom's expectancy theory, both of which highlight the role of leadership in motivating and guiding subordinates towards achieving their goals.

Figure 1: Conceptual framework of principals' leadership strategies and teachers' job performance.

Source: Developed by Researcher 2024

2.3.1 Principals' Leadership Strategies

Leadership involves influencing others to achieve a goal. Effective leadership strategies are crucial in educational settings, where principals must guide teachers to perform optimally. Strategies include involvement in decision-making, communication, supervision of instruction, motivation, and delegation of duties. These strategies can enhance teachers' job performance by fostering a supportive and motivating work environment (Igbal, Anwar, & Haider, 2015).

Involvement in Decision-Making

Involving teachers in decision-making is essential for enhancing job performance. Teachers who participate in decisions affecting their work are more committed and motivated. Studies indicate that involvement in planning, policy development, and other decision-making processes leads to higher job satisfaction and performance (Mohsen & Sharif, 2020; Saha & Kumar, 2017). Organizational conditions such as autonomy, collaboration opportunities, and adequate resources are strongly associated with improved job performance (Ombeni, 2016).

Involving teachers in decision-making not only boosts their morale but also ensures that their insights and experiences contribute to the school's overall strategy. When teachers are part of the decision-making process, they feel valued and are more likely to take ownership of their responsibilities, leading to enhanced job performance and a positive school environment.

Communication Strategy

Effective communication is vital for organizational success. It involves sharing ideas, feelings, and information through various channels. Communication can be formal or informal and includes verbal and non-verbal methods (Bua, 2020). Effective communication in schools involves staff meetings, memos, emails, and face-to-face interactions, all contributing to a well-functioning educational environment (Campbell, 2013; Hicks & Gullet, 2015). Research shows that open communication between administrators and teachers correlates with higher job performance (Mbiti, 2017).

Open and transparent communication fosters trust and collaboration among staff members. Principals who communicate effectively with teachers create an environment where information flows freely, leading to better decision-making and problem-solving. This, in turn, enhances teachers' job performance as they have a clear understanding of expectations and can seek support when needed.

Supervision of Instruction

Supervision aims to improve instruction by working closely with teachers. It involves guiding, directing, and stimulating growth to enhance teaching effectiveness (Kotirde & Yunos, 2014; Ezeacha, 2010). Effective supervision ensures that teachers receive the necessary support and feedback to improve their instructional practices, ultimately leading to better student outcomes.

Instructional supervision involves monitoring teachers' performance, providing constructive feedback, and offering professional development opportunities. Principals who actively supervise instruction help teachers refine their teaching methods, stay updated with educational best practices, and address any challenges they may face in the classroom. This hands-on approach to leadership positively impacts teachers' job performance and student achievement.

Motivation

Motivation plays a significant role in job performance. It can be intrinsic or extrinsic, with factors such as job security, career advancement, and recognition influencing teachers' motivation levels. Studies suggest that intrinsic factors, such as personal growth and professional fulfillment, are more motivating for teachers compared to extrinsic factors like salary (Afshan et al., 2012). Motivated teachers are more likely to perform well and contribute positively to the school's objectives (Dikeogu & Eric, 2019).

Principals can enhance teachers' motivation by recognizing their efforts, providing opportunities for professional growth, and creating a supportive work environment. When teachers feel motivated and valued, they are more likely to be committed to their work, leading to improved job performance and better educational outcomes for students.

Delegation of Duties

Delegation involves assigning responsibilities to others to enhance efficiency and effectiveness. It empowers teachers, promotes professional growth, and helps distribute the workload more evenly. Effective delegation can lead to improved job performance by allowing teachers to focus on their core responsibilities and develop new skills (Freedman, 2012).

Principals who delegate duties effectively enable teachers to take on leadership roles and contribute to the school's success. By entrusting teachers with important tasks, principals demonstrate confidence in their abilities, which boosts teachers' self-esteem and job satisfaction. This, in turn, enhances their overall job performance and commitment to the school's goals.

2.3.2 Teachers' Job Performance

Teachers' job performance encompasses all behavior and actions at work that contributes to organizational goals. It includes lesson planning, content delivery, student assessment, and participation in decision-making. Job performance is influenced by various factors, including leadership strategies, motivation, and communication (Pradhan & Jena, 2017; Ramawickrama et al., 2017; Bhat & Beri, 2016). Research highlights that job performance is multi-dimensional and varies depending on the context and the individual's role (Carlos & Rodrigues, 2016).

Teachers' job performance is a critical factor in achieving educational goals. Effective leadership strategies can significantly enhance teachers' performance by providing them with the necessary support, resources, and motivation to excel in their roles. By fostering a positive work environment, principals can ensure that teachers are well-equipped to deliver high-quality education to their students.

2.4 Empirical Studies

Empirical studies provide evidence on the impact of various leadership strategies on teachers' job performance. These studies highlight the importance of effective leadership in improving educational outcomes.

1. Okwori and Ede (2012) found that involving teachers in decision-making processes significantly enhances their job performance.
2. Koech and Namusonge (2012) observed that communication and supervision of instruction by principals positively affect teachers' job performance in Kenyan state corporations.
3. Omoregie (2015) emphasized the importance of motivation and delegation of duties in improving teachers' job performance in Nigerian schools.
4. Bua (2020) demonstrated that administrative strategies directly impact teachers' job performance in secondary schools.
5. Eziuzo (2014) and Ijov (2017) identified specific motivational strategies that effectively enhance teachers' job performance.
6. Okendu (2012) showed that instructional supervision significantly influences academic performance in Nigerian secondary schools.

These studies provide valuable insights into the relationship between leadership strategies and teachers' job performance. They underscore the need for principals to adopt effective leadership practices that foster a supportive and motivating work environment for teachers.

2.5 Summary

The literature reviewed in this chapter underscores the critical role of principals' leadership strategies in enhancing teachers' job performance. By employing effective leadership strategies, principals can create a conducive work environment that motivates teachers and improves their job performance, ultimately leading to better educational outcomes in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Effective leadership strategies such as involving teachers in decision-making, fostering open communication, supervising instruction, motivating staff, and delegating duties appropriately are essential for improving teachers' job performance. These strategies not only enhance individual teacher performance but also promote a positive and collaborative school environment. By understanding and implementing these strategies, principals can significantly impact the overall success of their schools and the academic achievement of their students

3. RESEARCH MATERIALS AND METHODS

3.1 Introduction

This section presents the procedures adopted in carrying out the study under the following headings: research design, population, area of study, sample and sampling, instrumentation, validation of the instrument, reliability, method of data collection and method of data analysis.

3.2 Design of the Study

The study adopted a descriptive survey research design. Descriptive survey design is one in which a group of people is studied by systematically collecting and analyzing data usually from a few people considered to be representative of the entire population about which generalization can be made. According to Emaikwu (2015), descriptive survey research design aims at collecting data describing in a systematic manner, the characteristics, features, or facts about a given population. The rationale for choosing this design was that it was the most appropriate design for this study because, the population is relatively large. It would help the researcher to collect information under investigation from some sampled teachers in public secondary schools in Makurdi Education Zone of Benue State for generalization.

3.3 Area of the Study

The research work was conducted in public secondary schools in Makurdi Education Zone of Benue State of Nigeria. Makurdi Education Zone of Benue State, Nigeria is made up of four (4) Local Government Areas namely; Guma, Gwer-East, Gwer-West and Makurdi. The zone is bounded to the North by Doma Local Government area of Nassarawa State, to the south by Obi and Agatu Local Government, to the West by Apa and Agatu Local Government and to the East by Logo Local Government Area of Benue State. The Education Zone is situated on the North Central part of Benue State and the predominant tribe of this area is the Tiv speaking people. The people of this area engage in both Agricultural activities and administrative activities ranging from farming/fishing and civil service. Other tribes such as Idoma, Igede, Etulo, Hausa, Igbo, Yoruba, Igala, among others, also reside in the Education Zone for official and commercial activities. The crops that are grown in the area of study are yam, guinea corn, citrus, maize, rice, soybeans and cassava.

The Education Zone is made up of many educational institutions such as primary, secondary and tertiary. There are 89 public secondary schools (Benue State Teaching Service Board, 2022). In recent years, the researcher observed that there is continuous decline in teachers' job performance in the public secondary schools in Makurdi Education Zone of Benue State, Nigeria. This could be as a result of different factors however, the researcher observed

that this may be attributed to ineffective application of principals' leadership strategies. Therefore, the researcher deemed it necessary and investigated influence of principals' leadership strategies on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

3.4 Population of the Study

The population of this study comprised 1,768 teachers in 89 public secondary schools in Makurdi Education Zone of Benue State (Benue State TSB Makurdi, 2022). (*Check supplementary material*)

3.5 Sample and Sampling

The sample size for the study was 407 teachers representing 23% of the total population of 1,768 teachers and 20 public secondary schools representing 23% of the total population of 89 public secondary schools in Makurdi Education Zone of Benue State, Nigeria. This sample percentage agrees with Nzeneri (2010) who recommended that for a population of more than 1,000, 5% and above can be used. The multi-stage sampling technique was adopted for this study because different sampling techniques are used at several stages of sampling.

In the first stage, the researcher used purposive sampling technique to select 2 local government Areas which include Guma and Makurdi in Makurdi Education Zone of Benue State, Nigeria. Purposive sampling technique was used for the study because the teachers in public secondary schools in the study area are assumed to have the same characteristics and knowledge in regards to principals' leadership strategies and teachers' job performance in public secondary schools.

In the second stage, the researcher used proportionate stratified random sampling technique to select 20 public secondary schools on the basis of urban and rural secondary schools with varying number of teachers. The proportionate stratified random sampling technique is a technique whereby the sub-groups in a population are proportionately represented in the sample. This technique was appropriate to this study because the population of schools consisted two Local Government Areas that were randomly represented in the sample; that is, Guma and Makurdi. The use of this criteria is in accordance with Bolam (2010) criteria for use of stratified method which increases sample's efficiency; statistical and adequacy of data analyzing the various sub-populations or strata and the usage of different research methods and procedures for different strata.

In the third stage, the researcher used simple random sampling technique to select 407 teachers in 20 public secondary schools using a fraction of 23% of schools from each of the 2 Local Government Areas. This was done to enable all the Local Government Areas to have equal opportunity of being used for the study.

3.6 Instrumentation

The instrument for data collection for this study was a researcher-constructed questionnaire titled "Principals' Leadership Strategies and Teachers' Job Performance Questionnaire (PLSTJPQ)". The instrument contained 25 items in five clusters. Cluster A which contained item 1-5 sought to find out influence of principals' involvement of teachers in decision making on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria, cluster B which contained items 6-10 sought to find out influence of principals' communication on teachers' job performance in public secondary schools; cluster C which contained items 11-15 sought to find out influence of principals' supervision of instruction on teachers' job performance in public secondary schools, cluster D which contained items 16-20 sought to find out influence of principals' motivation on teachers' job performance in public secondary schools while cluster D which contained items 21-25 sought to find out influence of principals' delegation of duties on teachers' job performance in public secondary schools. The questionnaire was structured on a four-point rating scale with response modes of Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1. (*Check supplementary material*)

3.6.1 Validation of the instrument

The questionnaire was subjected to face and content validation by giving it to three experts. Two of the experts were in Educational Management in the Department of Educational Foundations while the other expert was from Mathematics Education in the Department of Science and Mathematics Education. All the experts were from Faculty of Education Benue State University Makurdi. The experts were requested to assess the relevance and appropriateness of the items in addressing the research questions, general language of the questionnaire, provide necessary suggestions and recommendations such as "are" instead of "is", "were" instead of "are" and so on. Through their useful inputs, the instrument was restructured to its present state.

3.6.2 Reliability

In order to ensure that the instrument is consistent and reliable, it was trial tested on 30 teachers in two public secondary schools who were part of the population but not part of the sample for the study. The schools include Mount St. Michael Secondary schools Aliade and Government Secondary School Naka. (*Check supplementary material*). Data collected were analyzed using Cronbach Alpha coefficient. The reliability coefficient yielded 0.87 on principals' involvement of teachers in decision making, 0.92 on principals' communication 0.94 on principals' supervision of instruction, 0.83 on principals' motivation and 0.96 on principals' delegation of duties with a grand coefficient of 0.90 (*Check supplementary material*). The overall coefficient

of 0.90 means that the instrument is reliable and can measure what it was expected to measure. According to Emaikwu (2015), the ideal Cronbach Alpha coefficient should be above 0.60.

3.7 Method of Data Collection

After the researcher obtained permission from the head of sampled secondary schools, she engaged the services of three research assistants who were teachers with National Certificate in Education (NCE) and a Bachelor of Education (B.Ed) certificate. The researcher briefed the research assistants on how to administer and collect the questionnaire. Thereafter, the researcher and the three research assistants administered the questionnaire to the sampled teachers and collect them back within three days to avoid instrument mortality.

3.8 Method of Data Analysis

Descriptive statistics of Mean and Standard Deviation were used for answering research questions. For each research question, real limit of numbers was used to determine the decision rule as follow: 3.50 and above: Strongly Agree; 2.50 - 3.49: Agree; 1.50 - 2.49: Disagree and 0.00 - 1.49: Strongly Disagree. Chi-square was used to test the hypotheses at 0.05 level of significance. Chi-square was chosen because the researcher was interested in finding the relationship between the observed and expected variables. The hypotheses were rejected when the p-value was less than the set Alpha value ($p < 0.05$) and was not rejected when the p-value was equal to or more than set Alpha value ($p > 0.05$).

4. ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter dealt with presentation and analysis of data. A total of four hundred and seven copies (407) of questionnaires were administered to four hundred and seven (407) respondents. Only four hundred (400) representing 98.3% copies of questionnaires were returned by the respondents while seven (7) representing 1.7 % copies of questionnaires were recorded as attrition. The analysis is presented below.

4.2 Analysis of Research Questions

Research Question 1:

What is the influence of principals' involvement of teachers in decision making strategy on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria?

Table 1:

Mean Scores and Standard Deviation Rating on Influence of Principals' Involvement of Teachers in Decision Making Strategy on Teachers' Job Performance in Public Secondary Schools in Makurdi Education Zone of Benue State, Nigeria

S/No	Item Description	N	SA	A	D	SD	\bar{X}	SD	Decision
1	Involvement of teachers in decision making increases their joy in coordinating students' learning activities.	400	121	172	66	41	2.93	0.93	Agree
2	Decision making involving teachers enhances their commitment to teaching in the classroom.	400	147	148	29	76	2.91	1.09	Agree
3	Involvement in decision making increases teachers' happiness leading to proper planning of lesson.	400	136	159	48	57	2.93	1.01	Agree
4	Involvement in decision making reduces anxiety among teachers leading to good delivery of lessons.	400	142	160	57	41	3.01	0.95	Agree
5	Principals' decision making with teachers improves students' discipline.	400	117	171	86	26	2.95	0.87	Agree
Cluster Mean							2.94		Agree

Source: Researcher's Field Work, 2024

Table 1 shows Mean ratings of 2.93, 2.91, 2.93, 3.01, 2.95 and cluster mean of 2.94 with a corresponding Standard Deviation ratings of 0.93, 1.09, 1.01, 0.95 and 0.87 respectively. The result indicated that items 1-5 individual ratings agreed that involvement of teachers in decision making increases their joy in coordinating students' learning activities, decision making involving teachers enhances their commitment to teaching in the classroom, involvement in decision making increases teachers' happiness leading to proper planning of lesson, involvement in decision making reduces anxiety among teachers leading to good delivery of lessons and principals' decision making with teachers improves students' discipline. The cluster Mean value of 2.94 was found to be above the Mean score benchmark of 2.50. This shows positive influence of principals' involvement of teachers in decision making strategy on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Research Question 2:

What is the influence of principals' communication strategy on teachers' job performance in public secondary schools?

Table 2:

Mean Scores and Standard Deviation Rating on Influence of Principals' Communication Strategy on Teachers' Job Performance in Public Secondary Schools

S/No	Item Description	N	SA	A	D	SD	\bar{X}	SD	Decision
6	Clear communication increases teacher contribution in school decision making.	400	114	176	95	15	2.97	0.82	Agree
7	Effective communication enables teachers to be committed in instructional delivery.	400	133	160	76	31	2.99	0.91	Agree
8	Proper communication encourages teachers in computing students' results.	400	140	160	59	41	3.00	0.95	Agree
9	Clear communication of supervisory strategies encourages teachers in supervising students' class activities.	400	186	114	71	27	3.15	0.94	Agree
10	Effective communication enhances teachers' assessment students' homework.	400	113	183	71	33	2.94	0.88	Agree
Cluster Mean							3.01		Agree

Source: Researcher's Field Work, 2024

Table 2 shows Mean ratings of 2.97, 2.99, 3.00, 3.15, 2.94 and cluster mean of 2.94 with a corresponding Standard Deviation ratings of 0.82, 0.91, 0.95, 0.94 and 0.88 respectively. The result indicated that items 6-10 individual ratings agreed that clear communication increases teacher contribution in school decision making, effective communication enables teachers to be committed in instructional delivery, proper communication encourages teachers in computing students' results, clear communication of supervisory strategies encourages teachers in supervising students' class activities and effective communication enhances teachers' assessment students' homework. The cluster Mean value of 3.01 was found to be above the Mean score benchmark of 2.50. This shows positive influence of principals' communication strategy on teachers' job performance in public secondary schools

Research Question 3:

What is the influence of principals' supervision of instruction strategy on teachers' job performance in public secondary schools?

Table 3:

Mean Scores and Standard Deviation Rating on Influence of Principals' Supervision of Instruction Strategy on Teachers' Job Performance in Public Secondary Schools

S/No	Item Description	N	SA	A	D	SD	\bar{X}	SD	Decision
11	Supervision helps teachers to improve communication skills for effective lesson presentation.	400	117	175	70	38	2.93	0.91	Agree
12	Supervision helps to improve teachers' choice of teaching methods for effective instructional delivery.	400	154	133	61	52	2.97	1.02	Agree

13	Supervision enables teachers to get feedback leading to improved method in students' assessment.	400	129	184	45	42	3.00	0.92	Agree
14	Supervision enhances teachers' classroom management skills.	400	139	160	65	36	3.01	0.93	Agree
15	Supervision enables teachers to adjust appropriately to areas of weakness in lesson plan.	400	158	125	74	43	3.00	1.00	Agree
Cluster Mean							2.98		Agree

Source: Researcher's Field Work, 2024

Table 3 shows Mean ratings of 2.93, 2.97, 3.00, 3.01, 3.00 and cluster mean of 2.98 with a corresponding Standard Deviation ratings of 0.91, 1.02, 0.92, 0.93 and 1.00 respectively. The result indicated that items 11-15 individual ratings agreed that supervision helps teachers to improve communication skills for effective lesson presentation, supervision helps to improve teachers' choice of teaching methods for effective instructional delivery, supervision enables teachers to get feedback leading to improved method in students' assessment, supervision enhances teachers' classroom management skills and supervision enables teachers to adjust appropriately to areas of weakness in lesson plan. The cluster Mean value of 2.98 was found to be above the Mean score benchmark of 2.50. This shows positive influence of principals' supervision of instruction strategy on teachers' job performance in public secondary schools.

Research Question 4:

What is the influence of principals' motivation strategy on teachers' job performance in public secondary schools?

Table 4:

Mean Scores and Standard Deviation Rating on Influence of Principals' Motivation Strategy on Teachers' Job Performance in Public Secondary Schools

S/No	Item Description	N	SA	A	D	SD	\bar{X}	SD	Decision
16	Provision of textbooks enhances teachers in instructional delivery.	400	102	192	69	37	2.90	0.88	Agree
17	Giving teachers awards enables them to be more effective in preparing lesson notes.	400	130	158	61	51	2.92	0.99	Agree
18	Praises for task accomplishment encourage teachers to mark students' scripts with passion.	400	140	150	50	60	2.92	1.03	Agree
19	Enhancing career development of teachers through training gives them knowledge to teach effectively.	400	136	163	66	35	3.00	0.92	Agree
20	Providing teachers with bonuses make them to handle students' disciplinary issues effectively.	400	129	170	72	29	3.00	0.89	Agree
Cluster Mean							2.94		Agree

Source: Researcher's Field Work, 2024

Table 4 shows Mean ratings of 2.90, 2.92, 2.92, 3.00, 3.00 and cluster mean of 2.94 with a corresponding Standard Deviation ratings of 0.88, 0.99, 1.03, 0.92 and 0.89 respectively. The result indicated that items 16-20 individual ratings agreed that provision of textbooks enhances teachers in instructional delivery, giving teachers awards enables them to be more effective in preparing lesson notes, praises for task accomplishment encourage teachers to mark students' scripts with passion, enhancing career development of teachers through training gives them knowledge to teach effectively and providing teachers with bonuses make them to handle students' disciplinary issues effectively. The cluster Mean value of 2.94 was found to be above the Mean score benchmark of 2.50. This shows positive influence of principals' motivation strategy on teachers' job performance in public secondary schools

Research Question 5:

What is the influence of principals' delegation of duties strategy on teachers' job performance in public secondary schools?

Table 5:

Mean Scores and Standard Deviation Rating on Influence of Principals' Delegation of Duties Strategy on Teachers' Job Performance in Public Secondary Schools

S/No	Item Description	N	SA	A	D	SD	\bar{X}	SD	Decision
21	Praising teachers' for job well done increases proper students' assessment.	400	140	150	66	44	2.96	0.97	Agree
22	Assigning teachers to participate in curriculum planning boost their teaching morale.	400	143	144	73	40	2.97	0.97	Agree
23	Assigning teachers to monitor examination activities increases their motivation to ensure quality examination procedure.	400	131	158	65	46	2.93	0.97	Agree
24	Allowing teachers to handle students' misconduct enables them to be more committed in ensuring students' discipline.	400	134	159	58	49	2.94	0.98	Agree
25	Involving teachers to lead students' excursion improves teachers' mobilization.	400	128	148	68	56	2.87	1.01	Agree
Cluster Mean							2.93		Agree

Source: Researcher's Field Work, 2024

Table 5 shows Mean ratings of 2.96, 2.97, 2.93, 2.94, 2.87 and cluster mean of 2.93 with a corresponding Standard Deviation ratings of 0.97, 0.97, 0.97, 0.99 and 1.01 respectively. The result indicated that items 21-25 individual ratings agreed that praising teachers' for job well done increases proper students' assessment, assigning teachers to participate in curriculum planning boost their teaching morale, assigning teachers to monitor examination activities increases their motivation to ensure quality examination procedure, allowing teachers to handle students' misconduct enables them to be more committed in ensuring students' discipline and involving teachers to lead students' excursion improves teachers' mobilization. The cluster Mean value of 2.93 was found to be above the Mean score benchmark of 2.50. This shows positive influence of principals' delegation of duties strategy on teachers' job performance in public secondary schools

4.2.1 Test of Hypotheses

The following null hypotheses were tested at 0.05 alpha level of significance using χ^2 square.

Hypothesis 1:

Principals' involvement of teachers in decision making strategy has no significant influence on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Table 6:

Chi-square Analysis of Influence of Principals' Involvement of Teachers in Decision Making Strategy on Teachers' Job Performance in Public Secondary Schools in Makurdi Education Zone of Benue State, Nigeria.

Responses	Fo	Fe	P	df	χ^2 Cal.	Decision
SA	133	100				
A	162	100	0.000	3	102.620 ^a	Sig.
D	57	100				
SD	48	100				
Total	400					

Source: Researcher's Field Work 2024

Table 6 showed Chi-square calculated value of 102.620^a at 3 degree of freedom; P=0.000 is less than 0.05. With this result, the null hypothesis which states that Principals' involvement of teachers in decision making strategy has no significant influence on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria was therefore, rejected. This can be interpreted to mean that principals' involvement of teachers in decision making strategy has significant positive influence on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria

Hypothesis 2:

Principals' communication strategy has no significant influence on teachers' job performance in public secondary schools

Table 7:

Chi-square Analysis of Influence of Principals' Communication Strategy on Teachers' Job Performance in Public Secondary Schools

Responses	Fo	Fe	P	df	χ^2 Cal.	Decision
SA	137	100				
A	159	100	0.000	3	132.220 ^a	Sig.
D	75	100				
SD	29	100				
Total	400					

Source: Researcher's Field Work 2024

Table 7 showed Chi-square calculated value of 132.220^a at 3 degree of freedom; P=0.000 is less than 0.05. With this result, the null hypothesis which states that principals' communication strategy has no significant influence on teachers' job performance in public secondary schools was therefore, rejected. This can be interpreted to mean that principals' communication strategy has significant positive influence on teachers' job performance in public secondary schools

Hypothesis 3:

Principals' supervision of instruction strategy has no significant influence on teachers' job performance in public secondary schools

Table 8:

Chi-square Analysis of Influence of Principals' Supervision of Instruction Strategy on Teachers' Job Performance in Public Secondary Schools

Responses	Fo	Fe	P	Df	χ^2 Cal.	Decision
SA	139	100				
A	156	100	0.000	3	106.580 ^a	Sig.
D	63	100				
SD	42	100				
Total	400					

Source: Researcher's Field Work 2024

Table 8 showed Chi-square calculated value of 106.580^a at 3 degree of freedom; P=0.000 is less than 0.05. With this result, the null hypothesis which states that principals' supervision of instruction strategy has no significant influence on teachers' job performance in public secondary schools was therefore, rejected. This can be interpreted to mean that principals' supervision of instruction strategy has significant positive influence on teachers' job performance in public secondary schools.

Hypothesis 4:

Principals' motivation strategy has no significant influence on teachers' job performance in public secondary schools

Table 9:

Chi-square Analysis of Influence of Principals' Motivation Strategy on Teachers' Job Performance in Public Secondary Schools

Responses	Fo	Fe	P	Df	χ^2 Cal.	Decision
SA	127	100				
A	167	100	0.000	3	133.980 ^a	Sig.
D	64	100				
SD	42	100				
Total	400					

Source: Researcher's Field Work 2024

Table 9 showed Chi-square calculated value of 133.980^a at 3 degree of freedom; P=0.000 is less than 0.05. With this result, the null hypothesis which states that principals' motivation strategy has no significant influence on teachers' job performance in public secondary schools was therefore, rejected. This can be interpreted to mean that principals' motivation strategy has significant positive influence on teachers' job performance in public secondary schools.

Hypothesis 5:

Principals' delegation of duties strategy has no significant influence on teachers' job performance in public secondary schools

Table 10:

Chi-square Analysis of Influence of Principals' Delegation of Duties Strategy on Teachers' Job Performance in Public Secondary Schools

Responses	Fo	Fe	P	Df	χ^2 Cal.	Decision
SA	135	100				
A	152	100	0.000	3	88.920 ^a	Sig.
D	66	100				
SD	47	100				
Total	400					

Source: Researcher's Field Work 2024

Table 10 showed Chi-square calculated value of 88.920^a at 3 degree of freedom; P=0.000 is less than 0.05. With this result, the null hypothesis which states that principals' delegation of duties strategy has no significant influence on teachers' job performance in public secondary schools was therefore, rejected. This can be interpreted to mean that principals' delegation of duties strategy has significant positive influence on teachers' job performance in public secondary schools.

4.3 Discussion of Findings

This section presents discussion of findings as follows:

The first finding of the study showed that principals' involvement of teachers in decision making strategy has significant positive influence on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. This finding means that involvement of teachers in decision making increases their joy in coordinating students' learning activities, decision making involving teachers enhances their commitment to teaching in the classroom, involvement in decision making increases teachers' happiness leading to proper planning of lesson, involvement in decision making reduces anxiety among teachers leading to good delivery of lessons and principals' decision making with teachers improves students' discipline. This finding is in line with the findings of Migwi (2018) whose findings showed that participation in decision making has significant impact on teachers' job satisfaction. The finding is also in line with the findings of Balogun (2017) whose results revealed that levels of participation in decision making was significantly related to teachers' job satisfaction and morale, and that there was a significant relationship among levels of participation in decision-making, job satisfaction, morale, sex and teaching experience of teachers. The researcher also agreed that involvement of teachers in decision making has influence teachers' job performance in public secondary schools because when teachers are involved in decision making they feel among and become happy to put in their best efforts on the job.

The second finding of the study showed that principals' communication strategy has significant positive influence on teachers' job performance in public secondary schools. This finding means that clear communication increases teacher contribution in school decision making, effective communication enables teachers to be committed in instructional delivery, proper communication encourages teachers in computing students' results, clear communication of supervisory strategies encourages teachers in supervising students' class activities and effective communication enhances teachers' assessment students' homework. The finding is in line with the findings of Oding (2017) which showed a positive significant influence of principals' communication skills in the use of written communication on teachers' job satisfaction in junior schools. The findings also agreed with the findings of Samuel (2019) whose findings revealed that effective communication techniques had significant positive influence on teachers' job performance. The researcher is also in agreement with this find that principals' communication has influence on teachers' job performance because principals' effective communication helps teachers to get clear information whereas ineffective communication gets teachers confused on the job.

The third finding of the study showed that principals' supervision of instruction strategy has significant positive influence on teachers' job performance in public secondary schools. This finding means that supervision helps teachers to improve communication skills for effective lesson presentation, supervision helps to improve teachers' choice of teaching methods for effective instructional delivery, supervision enables teachers to get feedback leading to improved method in students' assessment, supervision enhances teachers' classroom management skills and supervision enables teachers to adjust appropriately to areas of weakness in lesson plan. The finding is in line with the findings of Ikegbusi (2011) whose findings indicate that both internal and external supervision of instruction have significant influence on teachers' job performance in secondary school in Enugu state. The finding

also agreed with the findings of Dikeogu and Eric (2019) whose study found that there is significant impact of principals' supervision strategies such as classroom visitation, demonstration and workshop on teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. This finding is also supported by the researcher because when principals carry out supervision of instruction, it helps teachers to adjust their weaknesses and strengths in performing their instructional duties effectively.

The fourth finding of the study showed that principals' motivation strategy has significant positive influence on teachers' job performance in public secondary schools. This finding means that provision of textbooks enhances teachers in instructional delivery, giving teachers awards enables them to be more effective in preparing lesson notes, praises for task accomplishment encourage teachers to mark students' scripts with passion, enhancing career development of teachers through training gives them knowledge to teach effectively and providing teachers with bonuses make them to handle students' disciplinary issues effectively. The finding is in line with the findings of Nwosu (2015) whose findings of this study reveal a significant positive relationship between motivation and teachers' job performance in secondary schools. The researcher also agreed with this finding because when principals adopt appropriate motivational strategies it could boost teachers' morale and they could perform their duties more perfectly.

The fifth finding of the study showed that principals' delegation of duties strategy has significant positive influence on teachers' job performance in public secondary schools. This finding means that praising teachers' for job well done increases proper students' assessment, assigning teachers to participate in curriculum planning boost their teaching morale, assigning teachers to monitor examination activities increases their motivation to ensure quality examination procedure, allowing teachers to handle students' misconduct enables them to be more committed in ensuring students' discipline and involving teachers to lead students' excursion improves teachers' mobilization. The finding is in line with the findings of Kongnyuy (2020) whose findings showed that there is a significant influence of delegation of authority on teachers' job performance. The findings however, disagrees with the findings of Al-Jammal, Al-Khasawneh and Hamadat (2015) whose findings revealed that there was no significant difference on impact of delegation of authority on efficiency, effectiveness and empowerment of employees' performance at Great Irbid municipality in Northern Region of Jordan. The findings also disagreed with the findings of Kombo, Obonyo and Oloko (2014) whose findings revealed that, there was no significant different on the impact of delegation of duties on employee's teamwork, commitment/participation and satisfaction in Savings and Credit Cooperative Societies in Kisii County, Kenya. The researcher also agreed with this finding that principals' delegation of responsibilities has impact on teachers' job performance because when teachers are assigned with responsibilities and are given authority and resources, they could do their job better.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is concerned with the summary of the study, conclusion, recommendations, limitations, suggestions for further studies and contributions to knowledge.

5.2 Summary

The study investigated influence of principals' leadership strategies on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. Five research questions guided the study and five hypotheses were tested for the study. The literature review which was done under various subheadings, namely, the theoretical framework, conceptual framework, empirical studies and summary reviewed influence of involvement of teachers in decision making strategy, principals' communication strategy, principals' supervision of instruction strategy, principals' motivation strategy and principals' delegation of duties strategy on teachers' job performance in public secondary schools Makurdi Education Zone of Benue State, Nigeria. The review established the gap the present study filled.

The descriptive survey design was adopted for the study. The population of the study was 1,768 teachers in 89 public secondary schools in Makurdi Education Zone of Benue State with a sample of 407 respondents. The instruments that was used for data collection was a questionnaire titled "Principals' Leadership Strategies and Teachers' Job Performance Questionnaire (PLSTJQP)". It was a 25-item questionnaire on four-point rating scale. To ensure the validity of the instruments, the researcher presented the questionnaire for face and content validation to three experts, two in Educational Management and one in Science and Mathematics Education all in the Faculty of Education, Benue State University, Makurdi

In order to determine the reliability of the questionnaire for the study, the researcher administered the questionnaire on 30 respondents from Mount St. Michael Secondary schools Aliade and Government Secondary School Naka. The reliability test was conducted using Cronbach Alpha reliability and the result yielded a reliability coefficient of 0.90. Quantitative data were analyzed using the descriptive statistics of Mean and Standard Deviation to answer the research questions. Chi-square (χ^2) was used to test the seven hypotheses at 0.05 level of significance. The findings of the study showed that:

1. Principals' involvement of teachers in decision making strategy has significant positive influence on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.
2. Principals' communication strategy has significant positive influence on teachers' job performance in public secondary schools
3. Principals' supervision of instruction strategy has significant positive influence on teachers' job performance in public secondary schools
4. Principals' motivation strategy has significant positive influence on teachers' job performance in public secondary schools Involvement of people in decision making strategy has significant positive influence on teachers' job performance in public secondary schools.

5. Principals' delegation of duties strategy has significant positive influence on teachers' job performance in public secondary schools

5.3 Conclusion

Based on the results of the study, it was established that principals' leadership strategies have significant positive influence on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria. This is to state specifically that, involvement of teachers in decision making strategy, principals' communication strategy, principals' supervision of instruction strategy, principals' motivation strategy and principals' delegation of duties strategy has significant positive influence on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made.

1. Principals of public secondary schools should as much as possible make it a priority that teachers are regularly involved in decision making concerning very important aspect of the school administration such as curriculum implementation, extra-curricular and co-curricular activities planning and implementation, issues relating to students' discipline among others. This will help in encouraging teachers in the school system to perform their assigned responsibilities maximally.
2. Principals of public secondary schools should ensure that there is sustained downward, upward and horizontal communications among staff in the school system so as to enhance flow of information across all categories of staff in the school. In a situation where the structure of public secondary schools is large, various departments and units should create groups on social media platforms that will help facilitate and make easy flow of information. This would go a long way in not only enhancing better understanding and cooperation but would help in the timely handling of correspondences geared towards increased staff job performance.
3. There should be regular supervision of teachers through class room visitation and observation, micro teaching, mentoring and coaching among others by secondary school principals. This would help to ensure that teachers do not only sit up in their assigned responsibilities and duties but also receive better suggestions, guides and corrections from their principals which would help them performed maximally without delay or deficiencies.
4. The federal and state governments should improve the annual budgetary allocation to education. This will go a long way in enhancing teacher's motivation through prompt payment of teachers' salaries, promotion as well as teachers' health, retirement, travelling and education reimbursement benefits leading to increased teachers' job performance.
5. Principals of public secondary schools should intensify efforts by giving their staff wider opportunities through effective delegation of duties to them. This may increase teachers' responsibilities and commitment leading to effective job performance.

5.5 Limitations

This study was faced with the following limitations.

1. In some selected schools, while on visit to seek permission for administration of the questionnaire, the school heads were unavoidably absent, the researcher had to go and come back for a number of days before she was able to meet them and permission was granted. This provided a bottleneck for the starting process of questionnaire administration.
2. The researcher in the course of administration of questionnaire experienced negative attitudes of some respondents towards responding to the questionnaire while some interviewees were reluctant in providing their views on the issue under investigation. Thus it delayed the process of data collection for the researcher.

5.6 Suggestions for Further Studies

The following suggestions for further studies were made by researcher:

1. Influence of principals' leadership strategies on teachers' job performance in public secondary schools in other educational zones of Benue State other than Makurdi Education Zone
2. Influence of principals' motivation strategies on teachers' job performance in public secondary schools in Makurdi Education Zone of Benue State, Nigeria.
3. Influence of principals' leadership strategies on teachers' job performance in public primary schools in Makurdi Education Zone of Benue State, Nigeria.

5.7 Contributions to Knowledge

The study contributed to knowledge in the following ways:

The study has established an empirical basis for principals' leadership strategies as it influences teachers' job performance in public secondary schools which may serve as a literature for those who may want to carry out a study of this kind. Most of the reviews were carried out from different location and institutions in Nigeria this has been a knowledge opportunity for public secondary school administrators and other scholars.

Also, the study contributed to knowledge through its structured questionnaire. This instrument may be used by other researchers or scholars who may want to carry out a study on principals' leadership strategies with respect to teachers' job performance.

The conceptual framework developed by the researcher has also contributed to knowledge by showing the influence of principals' leadership strategies on teachers' job performance in public secondary schools which would be beneficial to school administrators for effective administration of public secondary schools.

6. DATA AVAILABILITY STATEMENT/SUPPLEMENTARY MATERIAL

The original contributions presented in the study are included in the article/Supplementary Material. The supplementary material and further inquiries can be directed to the corresponding author.

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