



# PRINCIPALS' MANAGEMENT STRATEGIES FOR EFFECTIVE TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

**UZOKIFE, Georgina Chinelo<sup>1</sup>, MBONU, Victoria Chimezie<sup>2</sup>**

<sup>1</sup>Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State

<sup>2</sup>Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Anambra State

## ABSTRACT

*Effective principals' management strategies create an environment that can be conducive to both teaching and learning, while ineffective principals' management strategies often create chaos in the school system. This study empirically investigated principals' management strategies for effective teachers' performance in public senior secondary schools in Anambra State. A descriptive research design was adopted and the population of the study comprised 3395 teachers in public senior secondary schools in the six education zones identified in Anambra State. From the population, a sample of 263 respondents was randomly drawn from Onitsha and Awka education zones based on simple random sampling by balloting. The instrument for data collection was a researcher-designed questionnaire tagged; "Principals' Management Strategies for Teachers' Performance in Secondary Schools Questionnaire (PMSTPSSQ)." The instrument was validated by experts and the reliability coefficient of 0.87 was determined using the Cronbach Alpha method. Mean and standard deviation was used to answer the research questions while z-test statistics were used to test the null hypotheses at 0.05 level of significance. Findings revealed that principals' motivational, supervisory, staff training and development strategies influenced teachers' performance in public senior secondary schools in Anambra State. The study concluded that the principals' management strategies discussed have significantly contributed to teachers' job performance in the administration of public secondary schools in Anambra State. The study, therefore, recommended the following amongst others; that motivation is an integral part of teachers' job performance as such, principals should employ motivational strategies that will meet the needs of teachers to improve their job performance. Also, principals of public secondary schools should adopt appropriate supervisory techniques to continuously ensure effective administrative performance.*

**KEYWORDS:** Administration, management strategies, job performance, teachers, secondary school, Anambra State.

## INTRODUCTION

The growth and development of any educational sector depend to a large extent on the management of its resources. The basic ingredients to be attended to in the management activity are human resources. Human resources in a school system comprise the teaching and non-teaching staff. The teaching staff prominently referred to as teachers in a secondary school setting are saddled with the responsibility of transmitting knowledge, skills and competencies to learners. According to Clark (2006), teachers at all levels of education are the foundation and bedrock of quality education in society. In line with the above view, teachers are responsible for the management of both students and knowledge, monitoring of students' progress and providing guidance services under the guidance and supervisory role of the principal. To guard the above position, teachers engage in important activities to adequately equip themselves for effective service delivery. Therefore, teachers' roles and tasks are dependent on the kind of management strategies exhibited by school principals. Effective principals' management strategies create an environment that can be conducive to both teaching and learning, while ineffective principals' management strategies often create chaos and disorganization.

In Nigeria, principals are the chief custodian of all academic and extracurricular activities in secondary schools. They are the administrative heads who are at the helm of affairs in the school. As aptly opined by Odumodu (2011), principals occupy a central position in the management of secondary education as far as the education of the child is concerned. Principals by virtue of their positions are the managers and their quality of managerial functions determines to a large extent their success or failure. Principals should provide teachers and other personnel in the school with the needed management supports to effectively function on their jobs. Management in this instance is a term with nuances of meaning and defined in various ways. To Babalola (2006), management simply entails being in charge or being in control. Mgbodile (2003) and Duze (2003) saw management as leadership aimed at influencing



group activity toward goal accomplishment. It is thus the behaviour of the man in a leadership position when he is carrying out such vital functions of administration which include planning, organizing, directing, controlling, coordinating and evaluating activities, aimed at achieving the goals of the establishment or organization.

Mgbodile (2003) further opined that leadership style refers to management as a set of methods or behavioural approaches adopted by a leader in his effort to manipulate the important correlates of administration vis-a-vis the men, the job and the materials, toward goal achievement. Motivation is an integral part of teachers' performance and teachers look up to the principal who is the head of the school for their needs. Motivational strategies have always been regarded as the internalized drive that is more dominant in an individual at a given moment which is an integral and essential part of the secondary school administration. To this end, no meaningful development could be achieved in the school system without the appropriate strategies to stir up the commitment of teachers on the part of the school principal as regards their performance (Orodho, Waweru, & Getange, 2014). The principal as the head of the secondary school must play some important roles in moving the school forward and in assuring qualitative learning which is the goal of the school. One such role is the supervision of instruction. Adeyemi (2010) explains that supervision is the process of administration that involves the push to manage everyday activities of individuals or groups of people working in the school system. The principal is the leader, and as Adesina (2010) observes, the leader in any group is considered as having the best ideas, possessing the greatest understanding of situations and providing the best guidance. Staff training according to Yemmy (2010), is a process engaged in to improve the skills, attitude, and knowledge of the staff. It involves the responsibility to evaluate, preserve, create and transmit knowledge through continuous learning. Staff training has the element of promoting and conserving scholarly values, curiosity, and integrity to promote these values through inculcation. Chukwu (2009) states that the purpose of staff training is to improve quality of the teaching and learning and also improve the performance of people with teaching and management responsibilities. Thus, the concepts for academic improvement can be conceived from the organization's acknowledgment that efficiency and effectiveness to a large extent depend on training and retraining of the workforce.

Again, the principals in secondary schools control the day-to-day activities of the school for the achievement of educational objectives. Secondary education being the context of this study is the level of education made available for learners after primary education. Secondary education may also be seen as that level of education that prepares students to be productive members of society. In developed countries, secondary school is seen as the gateway to providing not only an educated citizenry but also a capable workforce.

Secondary education is crucial in both personal and national development. Secondary school level is the bridge between the primary and tertiary levels. It is the education children receive after primary education and before the tertiary stage within the range of 12 to 18 years (FRN, 2013). The broad goal of secondary education is to prepare the individual for useful living in society and for higher education (FRN, 2004). Specifically, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles, to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (FRN, 2004). Secondary schools should be able to provide quality teaching and learning. The importance of secondary education cannot be over-emphasized since it has both consumer and producer status. This is because it consumes the product of primary schools and produces candidates for tertiary education. According to Etim (2006), secondary education is now being recognized as the cornerstone of the educational system in the 21st century. The foregoing buttresses the importance of the adequate administration of secondary education in Nigeria and Anambra State specifically by all stakeholders.

## STATEMENT OF THE PROBLEM

Secondary education serves as a bridge between primary and tertiary education and occupies a central position in the education ladder. While it absorbs graduates from primary education, it prepares students for access to higher educational institutions. This gives secondary education its relevance. Again, secondary school is a formal organization that is established to achieve educational set goals through teaching and learning activities that underscore the value placed on this level of education. In recent times, there is growing fear in the minds of stakeholders in the Nigeria secondary education system, especially in Anambra State with regard to the negative signals coming from the secondary education system over the poor performance of teachers on instructional delivery. This negative development has resulted in students' truancy and absenteeism, dropout, indiscipline, lack of interest, and poor academic performance in the internal and external examinations. Low performance of teachers in secondary education will most definitely be reflected in low student output, such as lack of requisite skills, poor achievement, and dropout among others which have had adverse effects on society and students. The reason for these negative signals encountered in secondary education may vary but could be ascribed to principals' lack of management strategies or poor application of these strategies to propel teachers to high job performance. The quality of education at all levels is determined by the teacher, as he transmits the value of education to the student. Proper management of



teaching staff will invariably improve the job performance of teachers. This also improves the quality of secondary education and the achievement of set goals. It is against this backdrop, therefore, that this study strives to ascertain principals' management strategies for effective teachers' performance in public senior secondary schools in Anambra State.

### AIM AND OBJECTIVES OF THE STUDY

This study aimed at investigating principals' management strategies for teachers' performance in public senior secondary schools in Anambra State. The study sought to:

1. Examine the influence of principals' motivational strategies on effective teachers' performance in public senior secondary schools in Anambra State.
2. Ascertain the influence of principals' supervisory strategies on effective teachers' performance in public senior secondary schools in Anambra State.
3. Determine the influence of principals' staff training and development strategies on effective teachers' performance in public senior secondary schools in Anambra State.

### RESEARCH QUESTIONS

The following research questions guided the study:

1. To what extent do principals' motivational strategies influence effective teachers' performance in public senior secondary schools in Anambra State?
2. To what extent do principals' supervisory strategies influence effective teachers' performance in public senior secondary schools in Anambra State?
3. To what extent do principals' staff training and development strategies influence effective teachers' performance in public senior secondary schools in Anambra State?

### HYPOTHESES

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

**H<sub>01</sub>:** There is no significant difference between the mean ratings of male and female teachers on principals' motivational strategies and effective teachers' performance in public senior secondary schools in Anambra State.

**H<sub>02</sub>:** There is no significant difference between the mean ratings of male and female teachers on principals' supervisory strategies and effective teachers' performance in public senior secondary schools in Anambra State.

**H<sub>03</sub>:** There is no significant difference between the mean ratings of male and female teachers on principals' staff training and development and effective teachers' performance in public senior secondary schools in Anambra State.

### SIGNIFICANCE OF THE STUDY

The findings of this study may be practically significant to school principals, educational administrators and teachers. The findings of this study will acquaint school principals with the management strategies required in the educational system for teachers' productivity in Anambra State and also offer them credible strategies to restrain the trend of lack of adequate job performance and improve the quality of learning in the state. The findings of this study will unearth some administrative problems ravaging secondary school administration in Anambra State and suggest some possible strategies which can be adopted by school principals to abolish such problems. The study will further provide relevant information to educational administrators on the solutions to the problems of poor performance, especially, poor productivity of teachers. Just as teachers are the administrators of tomorrow, they stand in a better position to introduce these management strategies into the teaching profession. Teachers will benefit immensely from the findings of this study. This study will unveil some of the teachers' problems that lead to poor teaching and learning in various secondary schools in Anambra State. As the school principals adopt and implement some strategies suggested in this study in their bid to solve these problems, teachers will be favored. They will be motivated in order to exhibit high morale in their job.

### METHODOLOGY

This study adopted a descriptive survey research design which used a population of 3395 teachers in public senior secondary schools in the six education zones identified in Anambra State. From the population, a sample of 263 respondents was randomly drawn from Onitsha and Awka education zones based on simple random sampling by balloting. 147 teachers were male while 116 were female. Convenient and individual consent was also employed as sampling techniques used to draw the teachers from six schools in each of the two education zones. The instrument for data collection was a researcher-structured questionnaire titled "Principals' Management Strategies for Teachers' Performance in Secondary Schools Questionnaire (PMSTPSSQ)". The questionnaire was structured in line



with the research questions and hypotheses that guided this research. The questionnaire was divided into three sections for the research questions which was termed section (A) and (B). Section (A) was structured to elicit information on the demographic characteristics of the respondents, while section B was structured to determine the various hypotheses. The instrument was designed using a modified 4-point Likert Scale format of; Very High Extent (VHE) = 4 points; High Extent (HE) = 3 points; Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point for all research questions. The instrument was validated by subjecting the instrument to one research expert in Educational Foundations and another two experts in the Educational Measurement and Evaluation (EME) in the department of Educational Psychology, Guidance and Counselling in the faculty of education, Nnamdi Azikiwe University, AWKA. Their contributions were added to the final versions of the instrument prior to administration. The reliability of the instruments was done using the Cronbach Alpha method. The instrument was administered to 30 teachers who were not part of the target sample in Nnewi Education Zone of Anambra State. After the analysis, an alpha coefficient of 0.87 was obtained showing that the instrument was deemed suitable for the study. The instrument was administered to the respondents in their various schools. The researchers, with the help of two trained research assistants, visited the public senior secondary schools in Anambra State to administer the instrument. All the copies of the questionnaire were collected on the spot, indicating 100% retrieval rate. The data analysis was done using mean statistics and standard deviation while z-test was employed for the testing of the corresponding null hypotheses. 2.50 was used as the criterion mean. All analyses were done using IBM Statistical Package for the Social Sciences (SPSS) Version 25. The obtained results were presented as shown below.

**RESULTS**

**Research Questions 1:** To what extent do principals’ motivational strategies influence effective teachers’ performance in public senior secondary schools in Anambra State?

**Table 1: Mean and standard deviation on the extent to which principals’ motivational strategies influence effective teachers’ performance in public senior secondary schools in Anambra State**

SN	Items	$\bar{X}$	S.D.	Remark
1	Principals allowing teachers to participate in on-the-job training programmes enhance teachers’ performance	3.96	0.19	VHE
2	Principals maintaining a high degree of relationship with teachers ensure teachers’ performance	3.90	0.29	VHE
3	Giving of fringe benefits, allowances and bonuses enhances teachers’ performance	3.74	0.43	VHE
4	Giving soft loans to staff enhances teachers’ performance	3.61	0.48	VHE
5	Maintaining of a high degree of social welfare with teachers ensure teachers’ performance	3.62	0.48	VHE
<b>Grand mean</b>		<b>3.76</b>	<b>0.37</b>	<b>VHE</b>

Criterion mean = 2.50. Guide: 0 - 1.49 = very low extent (VLE); 1.50 - 2.49 = low extent (LE); 2.50 – 3.49 = high extent (HE); 3.50 – 4.00 = very high extent (VHE)

Table 1 above revealed the extent to which principals’ motivational strategies influence teachers’ performance. The result indicated that to a very high extent, principals’ motivational strategy influenced effective teachers’ performance ( $\bar{X} = 3.76 \pm 0.37$ ). The analysis revealed that, to a very high extent, principals always adopt motivational strategies to improve teachers’ performance ( $\bar{X} = 3.96 \pm 0.19$ ) and principals encourage the effective performance of their teachers ( $\bar{X} = 3.90 \pm 0.29$ ). Thus, to a very high extent, principals’ motivational strategies influenced teachers’ performance in public senior secondary schools in Anambra State.

**Research question 2:** To what extent do principals’ supervisory strategies influence effective teachers’ performance in public senior secondary schools in Anambra State?



**Table 2: Mean and standard deviation on the extent to which principals’ supervisory strategies influenced effective teachers’ performance in public senior secondary schools in Anambra State**

SN	Items	$\bar{X}$	S.D.	Remark
6	Principals’ pedagogical supervisory skill helps teachers prepare their lesson plans and lesson notes on daily bases	3.90	0.31	VHE
7	Assist teachers to develop curriculum according to the age and ability of learners.	3.96	0.20	VHE
8	Encourages teachers in the use of continuous assessment	3.59	0.49	VHE
9	It helps to ascertain teachers’ lesson effectiveness	3.98	0.11	VHE
10	Principals ensures that teachers have functional instructional materials	3.78	0.41	VHE
<b>Grand mean</b>		<b>3.84</b>	<b>0.30</b>	<b>VHE</b>

Criterion mean = 2.50. Guide: 0 - 1.49 = very low extent (VLE); 1.50 - 2.49 = low extent (LE); 2.50 – 3.49 = high extent (HE); 3.50 – 4.00 = very high extent (VHE)

Table 2 above revealed the extent to which principals’ supervisory strategies influence teachers’ performance. The result indicated that to a very high extent principals’ supervisory strategy influenced effective teachers performance ( $\bar{X} = 3.84 \pm 0.30$ ). The analysis revealed that, to very high extent, when the principal adopt good supervisory strategy, the teacher will be effective in performing the prescribed duties ( $\bar{X} = 3.98 \pm 0.49$ ) and principals can better understand teachers’ strength and weaknesses and employ supervisory strategies that can improve on their output ( $\bar{X} = 3.96 \pm 0.20$ ). Thus, to a very high extent, principals’ supervisory strategy influenced teachers’ performance in public senior secondary schools in Anambra State.

**Research question 3:** To what extent do principals’ staff training and development strategies influence effective teachers’ performance in public senior secondary schools in Anambra State?

**Table 3: Mean and standard deviation on the extent to which principals’ staff training and development strategies influenced effective teachers’ performance in public senior secondary schools in Anambra State**

SN	Items	$\bar{X}$	S.D.	Remark
11	Through conferences, teachers master their subjects and this improves their performance in class	3.74	0.43	VHE
12	Knowledge from conferences is applied by teachers in teaching and learning and this improves their performance.	3.75	0.42	VHE
13	Workshops help teachers to learn how to plan their lessons which enables them to perform better in class	3.50	0.50	HE
14	Through attending workshops teachers are exposed to new skills that they may not necessarily acquire in pre-service training	3.57	0.49	VHE
15	Through conferences, teachers learn how to control their classes during lesson delivery.	3.75	0.43	VHE
<b>Grand mean</b>		<b>3.66</b>	<b>0.45</b>	<b>VHE</b>

Criterion mean = 2.50. Guide: 0 - 1.49 = very low extent (VLE); 1.50 - 2.49 = low extent (LE); 2.50 – 3.49 = high extent (HE); 3.50 – 4.00 = very high extent (VHE)

Table 3 above revealed the extent to which principals’ staff training and development strategies influence effective teachers’ performance. The result indicated that to a very high extent principals’ staff training and development strategy influenced effective teachers performance ( $\bar{X} = 3.66 \pm 0.45$ ). The analysis revealed that, principal’s staff management strategies contribute to the overall effectiveness and profitability of teachers ( $\bar{X} = 3.75 \pm 0.43$ ) and principal’s staff management strategies help in the training and development of teachers ( $\bar{X} = 3.74 \pm 0.43$ ). Thus, to a very high extent principals’ staff training and development strategy influenced teachers’ performance in public senior secondary schools in Anambra State.

**H0<sub>1</sub>:** There is no significant difference between the mean ratings of male and female teachers on principals’ motivational strategies and effective teachers’ performance in public senior secondary schools in Anambra State.



**Table 4: Z-test summary showing significant difference in the mean rating of male and female teachers on the extent principals’ motivational strategies influenced teachers’ performance in public senior secondary schools in Anambra State.**

Group	N	Mean	SD	df	z-cal	p-value	Decision
Male	147	3.76	0.18	261	3.02	0.08*	H <sub>0</sub> Not rejected
Female	116	3.77	0.17				

\*Not Significant;  $p > 0.05$

The result in Table 4 showed that there was no statistically significant difference in the mean ratings of male and female teachers on the extent principals’ motivational strategies influenced teachers’ performance ( $z\text{-cal} = 3.02$ ,  $df = 261$ ,  $p > 0.05$ ) as the  $p\text{-value} = 0.08$  is greater than 0.05. Thus, the null hypothesis which stated that there is no significant difference in the mean ratings of male and female teachers on the extent principals’ motivational strategies influenced teachers’ performance in public senior secondary schools in Anambra State was not rejected.

**Ho<sub>2</sub>:** There is no significant difference between the mean ratings of male and female teachers on principals’ supervisory strategies and effective teachers’ performance in public senior secondary schools in Anambra State

**Table 5: Z-test summary of significant difference in the mean rating of male and female teachers on the extent principals’ motivational strategy influenced teachers’ performance in public senior secondary schools in Anambra State**

Group	N	Mean	SD	df	z-cal	p-value	Decision
Male	147	3.84	0.18	261	0.38	0.53*	H <sub>0</sub> Not rejected
Female	116	3.85	0.16				

\*Not Significant;  $p > 0.05$

The result in Table 5 showed that there was no statistically significant difference in the mean ratings of male and female teachers on the extent principals’ supervisory strategies influenced teachers’ performance ( $z\text{-cal} = 0.38$ ,  $df = 261$ ,  $p > 0.05$ ) as the  $p\text{-value} = 0.53$  is greater than 0.05. Thus, the null hypothesis which stated that there is no significant difference in the mean ratings of male and female teachers on the extent principals’ supervisory strategies influenced teachers’ performance in public senior secondary schools in Anambra State was not rejected.

**Ho<sub>3</sub>:** There is no significant difference between the mean ratings of male and female teachers on principals’ staff training and development and effective teachers’ performance in public senior secondary schools in Anambra State.

**Table 6: Z-test summary of significant difference in the mean rating of male and female teachers on the extent principals’ staff training and development strategy influenced teachers’ performance in public senior secondary schools in Anambra State**

Group	N	Mean	SD	df	z-cal	p-value	Decision
Male	147	3.64	0.20	261	6.75	0.01*	H <sub>0</sub> rejected
Female	116	3.67	0.21				

\*Significant;  $p < 0.05$

The result in Table 6 showed that there was a statistically significant difference in the mean ratings of male and female teachers on the extent principals’ staff training and development strategies influenced teachers’ performance ( $z\text{-cal} = 6.75$ ,  $df = 261$ ,  $p < 0.05$ ) as the  $p\text{-value} = 0.01$  is lesser than 0.05. Thus, the null hypothesis which stated that there is no significant difference in the mean ratings of male and female teachers on the extent principals’ staff training and development strategies influenced teachers’ performance in public senior secondary schools in Anambra State was rejected.

## DISCUSSION OF FINDINGS

The evidence deduced from the study showed that respondents were in agreement that principals’ motivational strategies influenced teachers’ performance in public senior secondary schools in Anambra State to a very high extent. Again, findings also showed there is no significant difference between the mean rating of male and female teachers on the influence of principals’ motivational strategies on teachers’ performance in public senior secondary schools in Anambra State. Majority of the teachers have positive opinion on principals’ motivational strategies. Motivation is an integral part of teachers’ performance and teachers look up to the principal who is the head of the school for their needs. Motivational strategies have always been regarded as the internalized drive that is more dominant in an individual at a given moment which is integral and essential part of the secondary school administration. To this end, no meaningful development could be achieved in the school system without the appropriate strategies to stirrup the commitment of teachers on the part of the school principal as regards their performance (Orodho, Waweru, & Getange, 2014). To corroborate this finding, Getange (2016) further opined that the achievement of quality education rests squarely on the shoulders of teachers who need



appropriate motivation to produce the desired educational performance. Given the fact that education is one of the important factors that engenders rapid social and economic development in any given nation, the role of principals and teachers cannot be downplayed. However, concerted efforts are always made through effective and efficient motivational strategies by the school principals to ensure teachers' optimal performance in the school system.

### **Influence of principals' supervisory strategies on teachers' performance in public senior secondary schools in Anambra State**

The evidence from the study showed that respondents agreed to a very high extent, that principals' supervisory strategies influenced teachers' performance in public senior secondary schools in Anambra State. Data further revealed that significant difference does not exist between the mean rating of male and female teachers on the influence principals' supervisory strategies on job performance in public secondary schools in Anambra State. Principals' supervisory strategies influence teachers' job performance in public secondary schools in Anambra State in form of providing assistance to instructional activities of teachers, discussing new trends in the school with teachers, ensuring that teachers have functional instructional materials and assisting teachers to develop curriculum according to the age of children. This finding is in line with Adeyemi (2010) who opined that supervision is the process of administration that involves the push to manage the everyday activities of individuals or groups of people working in the school system. The principal is the leader and as Adesina (2010) observed, the leader in any group is considered as having the best ideas and possessing the greatest understanding of situations and providing the best guidance. This finding is further corroborated by Nakpodia (2011) who opined that teachers' performance in secondary schools is significantly dependent on the aptitude of the principals to effectively conduct adequate and valuable supervision which validates the importance of discipline and teaching aids. Efanga (2001) further explained that adequate strategic supervision has the capacity of impacting significantly on the effectiveness of teachers. For instance, if an administrator sets up his strategies to supervise teachers' use of time, check how materials and supplies are utilized, coordinate student bodies to assist the teachers, make sure that teachers' notes of lessons and other records are up-to-date, there is a probability that teachers will be effective in the performance of their duties.

### **Influence principals' staff training and development strategies on teachers' performance in public senior secondary schools in Anambra State**

The analysis of the data showed that respondents were of the opinion that to a very high extent, principals' staff training and development strategies influenced teachers' performance in public senior secondary schools in Anambra State. Again, results revealed a significant difference does exist between the mean rating of male and female teachers on the influence of principals' staff training and development strategies on job performance in public secondary schools in Anambra State. This view is in collaboration with Adeniyi (2015) who observed that one useful aspect in principal staff management strategies is the training and development of staff. Staff training and development increase productivity in teaching and learning, improve the quality of work, and improve skills, knowledge, understanding and attitude.

## **CONCLUSION**

From the results and findings of the study presented and discussed, the study concluded that principals' motivational, supervisory and staff training and development management strategies influenced teachers' performance in public senior secondary schools in Anambra State. Again, these strategies discussed have significantly contributed to teachers' job performance in the administration of public secondary schools in Anambra State.

## **RECOMMENDATIONS**

Based on the findings and conclusion of the study, the following recommendations were put forward:

1. Given that motivation is an integral part of teachers' job performance, principals should employ motivational strategies that will meet the needs of teacher to improve on their performance.
2. Principals' of public secondary schools should adopt appropriate supervisory technique to continuously ensure that their administrative performance is effective.
3. Principals should endeavour to improve on their management strategies as well as organize in-house seminars and workshops to train and retrain teachers on innovative teaching strategies to improve their job performance.

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